

World History since 1500

History 102
Spring 2021

Web Course
Dr. Selena Sanderfer Doss

Course Description

This course provides an introduction to the global past since 1500. It helps students to understand the diversity of and the connections between the world's cultures and ideologies as well as to become acquainted with global political, social, and economic history. It uses lectures, readings, and class discussions to introduce students to major historical developments and consequences in addition to key achievements, turning points and individuals impacting world history. This course also encourages students to think analytically about how people have created and adapted societies and institutions in response to the challenges and opportunities that have confronted them. Major themes in this course include:

- Change, Continuity, and Connections
- Cross-Cultural Interaction and Transfers
- Consumption, Production, Human and Environmental Consequences
- Ideologies, Ethics and Lived Experiences
- Spectrum of Power Relations - Dominance, Interdependence, Agency/Resistance

Required Texts and Materials

- *World in the Making*. Vol 2. Sources, and Map Course Pack. ISBN: 9780190051532
 - *World in the Making: A Global History, Volume Two: Since 1300*. Bonnie G. Smith, Marc Van De Mierop, Richard von Glahn, and Kris Lane (Oxford: Oxford University Press, 2018). ISBN: 9780190849245
 - *Sources for World in the Making. Vol 2: Since 1300*, Bonnie G. Smith, Marc Van De Mierop, Richard von Glahn, and Kris Lane. (Oxford: Oxford University Press, 2018). ISBN: 9780190849344
 - *Mapping the World: A Mapping and Coloring Book of World History. Vol 2: Since 1300*. Bonnie G. Smith, Marc Van De Mierop, Richard Von Glahn, and Kris Lane (Oxford: Oxford University Press, 2018). ISBN: 9780190922429
- *Mendoza the Jew Boxing Manliness and Nationalism A Graphic History*. Ronald Schechter (Oxford: Oxford University Press, 2014) ISBN: 9780199334099
- Color pencils

[Other readings and handouts as announced in class]

Course Objectives

This course helps fulfill requirements for Category A: Foundations – Intellectual and Practical Skills in the Western Kentucky University General Education program. After successful completion of this course students will be able to:

- understand the concept and practice of history as an interpretive framework
- comprehend significant events, diverse peoples, major turning points and ideas in world history

- understand cause and effect relationships in history and historical methodology
- analyze and interpret primary and secondary sources
- think critically to construct informed arguments based on evidence
- communicate ideas effectively in written and oral formats
- write analytical essays applying historical knowledge, theory, and research methods

Course Goals

History 102 aims to prepare students for life by emphasizing the following goals of the course:

- Critical thinking: prepare students to make informed decisions and ethical choices by examining historical examples
- Informed citizenship: develop knowledge of and concern for a multicultural world
- Historical perspective: increase awareness of how personal bias and opinion shape historical analysis
- Social engagement: encourage students to become actively engaged in issues affecting their lives and those others around the world

Academic Honesty

In all aspects of this course, students are required to demonstrate academic honesty and integrity as outlined in the University Statement on Student Rights and Responsibilities (WKU Catalog, 333-5). Violations of this include:

- Cheating by giving, sharing, or receiving unauthorized information before, during, or after an exam or assignment, whether verbal, written, code, or via electronic device used to read notes or search for information on the internet
- Dishonesty, including misrepresentation or lying
- Plagiarism, including memorizing and recanting work or answers from online sources or textbooks

Penalties for academic dishonesty as noted in the WKU Catalog and in Hilltopics: Handbook for University Life: “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions.” See also <https://www.wku.edu/studentconduct/>. Cases of academic dishonesty may be referred to The Office of Judicial Affairs for review, where the sanctions for academic dishonesty outlined in the WKU Student Handbook and available online at <http://www.wku.edu/judicialaffairs/sanctions.php> may be applied.

Citation format must conform to Chicago Manual of Style. Information detailing this format can be found the History Department’s Style Sheet for Citations available online at <http://www.wku.edu/history/documents/wku-history-citation-guide.pdf>.

Online Etiquette:

I fully expect each student to demonstrate a degree of online etiquette that reflects being a respectful adult in our society. Remember that discussion boards are a free space, where students

should feel comfortable sharing ideas and asking questions without judgment. Students and faculty have personal beliefs, but should be cognizant of others' beliefs as well. Please respectfully disagree and do not resort to any personal criticisms.

Also, please use proper written communication in all correspondence. Email communication is not a text message and should use proper greetings, closings, and titles when addressing each other and faculty. This type of etiquette is beneficial when learning how to respectfully communicate with your peers, colleagues and superiors in the other settings.

Time Management:

This course is both reading and writing intensive. Although it is an online course, students should expect to spend 8-10 hours per week reading, writing, and researching assignments. Student who do not have a disciplined study regiment or who cannot manage time efficiently will have a difficult time successfully completing this course.

Technological Requirements:

This course requires students to have regular access to the internet. The course site and email should be checked multiple times per week, if not every day. If wishing to print reading assignments, access to a printer is necessary as is a word processing program that allows users to create complex formatting such as footnotes and italic style for documents.

Grading and Requirements:

15%	Imperialism Debate
15%	Paper # 1
15%	Paper # 2
10%	Exam # 1
10%	Exam # 2
10%	Exam # 3
10%	Exam # 4
15%	Participation [Including the average of video responses, source charts, blackboard responses, group work, and quizzes]

90-100 (A, A-); 80-89 (B+, B, B-); 70-79 (C+, C, C-); 60-69 (D+, D, D-), 0-59 (E)

KEEP ALL GRADED WORK INCLUDING PARTICIPATION GRADES**Exams:**

Exams will be comprised of short answer and essay questions drawn from lectures, the textbook, videos and document readings. There will be a total of four exams. The due date for each exams is t11:59 pm., Sunday, at the end of the week that it is assigned.

Papers:

There will be two papers for this course totaling at least eight to ten pages. Papers must use the Chicago Manual of Style citation for formatting footnotes and the bibliography. For a handy reference to this latter style sheet, use the following link:

http://www.chicagomanualofstyle.org/tools_citationguide.html. Papers will analyze primary

documents and must be double spaced, use 12pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. Paper topics and primary source documents will be announced and later in the semester. Outside research other than the assigned documents is NOT ALLOWED.

Imperialism Debate:

This is a role play debate activity. Students must present the arguments of his/her assigned author as if he/she were acting as that person. Each debate will examine different points of view or perspectives on imperialism during the turn of the 20th century and will be assessed using a rubric. Students will be required to turn in an outline for their debate with opening, rebuttal, and closing statements.

Participation:

S source chart, video responses, quizzes, classwork and blackboard discussions will count toward your participation grade. Quizzes will be short answer and essay. Quizzes will be taken out of 100 points. Video responses should address a specific prompt or question given in class. Include specific details and not a general summary. They should be at least 100 words. Discussion responses on blackboard should be no less than 100 words and reference the readings using direct quotations. The source chart will be collected several times throughout the semester. Students are responsible for completing the categories for the assigned documents and keeping records up to date with the class schedule. Each video responses, classwork assignment, blackboard discussion question and source chart will be worth 25-50 points.

Student Disability Service

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.”

Title IX Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able

to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Contact Information:

Email: selena.sanderfer@wku.edu (Do not send messages to my topper student email account!)

Schedule

Week One 1/19-1/24	<p>Collapse and Revival in Afro-Eurasia, 1300-1450</p> <p>Introduction and Afro-Eurasia</p> <p>Discussion Question Due: How does Stearns define civilization? Consider why his definition might be problematic. Using his definition, which societies discussed in the textbook or lecture could be potentially excluded from a list of civilizations? How would you define human civilization to better encompass its variety and complexity?</p> <p>Readings: Smith, 488-525</p> <p>Handout: Peter Stearns</p>
Week Two 1/25-1/31	<p>Empires and Alternatives in the Americas, 1430-1450</p> <p>Civilization in the Americas</p> <p>Source Chart Due</p> <p>Quiz: Chapter 15 Due</p> <p>Video Response Due: Moctezuma, Malinche, and Cortes; How are all three terms related to one another and why are they significant?</p> <p>Readings: Smith, 530-565; Smith, 243-245</p> <p>Documents: 15.5 - Jesuit Views on Huron Society</p>
Week Three 2/1-2/7	<p>The Rise of an Atlantic World, 1450-1600</p> <p>The Modern Atlantic Trade World</p> <p>Paragraph Due: How might one determine non-European feelings about first contact or conquest in cases in which only European descriptions of such actions survive?</p> <p>Readings: Smith, 566-603; Smith, 261-264;</p> <p>Documents: 16.7 – A Captive in Brazil</p>
Week Four 2/8-2/14	<p>Western Africa in the Era of the Atlantic Slave Trade, 1450-1800</p> <p>West African Civilization and Slave Trade</p>

Discussion Question Due: Did Europe undermine African development during the era of the Atlantic Slave Trade? What role did Africans play? Should the United States apologize for its role?

Exam #1 Due

Readings: Smith, 604-639; Smith, 265-281

Documents: 17.4-Thoughts on the Slave Trade, 17.5-Observations of the Congo, Loango, and Angolan Kingdoms

Handouts: Letter of Nzinga Mbemba (Afonso I) of Kongo to the King of Portugal

Week Five
2/15-2/21

Trade and Empire in the Indian Ocean and South Asia, 1450-1750

Mughal Empire and Hindu Empires

Source Chart Due

Paragraph Due: What social mores on intimacy and marriage can be gleaned about Indian societies from the documents?

Readings: Smith, 640-677; Smith, 282-298

Documents: 18.2 - A Thriving Kingdom in South India; 18.3 - The Founder of the Mughal Empire

Week Six
2/22-2/28

Consolidation and Conflict in Europe and the Greater Mediterranean, 1450-1750

Science, Religion, and the State

Paper #1 Due - What are the military advantages of Indian Ocean Empires? Compare them to military characteristics of European, West African and/or American civilizations. How do these advantages characterize the interaction of Indian Ocean Empires with foreigners?

Video Response Due: Marie Antoinette: How is DRM shown?

Map Due: The Reformation

Readings: Smith, 678-719; Smith, 8-9 and 56-57

Documents: 16.2- Fearing Carib Cannibals; 16.3 – Nahua elders of Tlateloloco

16.4 – Hernando Cortes, a Letter to the Holy Roman Emperor Charles V; 16.5 Bernal Diaz Del Castillo, A Foot Soldier Recalls

17.1-The Powerful Mali dynasty; 17.2-The Kebbi Kingdom; 17.3 The Splendor of Benin

18.2 - A Thriving Kingdom in South India; 18.3 - The Founder of the Mughal Empire; 18.5 - Makassar's Kingdom of Talloq: Islam, Guns, and a Golden Age; 18.6 - From London with Love: English East India Company, Letters to Princes in Sumatra and Borneo

Week Seven Expansion and Isolation in Asia, 1450-1750
3/1-3/7

Asian Empires

Paragraph Due: How do women's lives compare in these Asian societies, based on the glimpses provided in this chapter's readings? Use primary and secondary sources.

Readings: Smith, 720-757; Smith, 318-321, 322-329

Documents: 20.1 – Moscow in the time of Ivan the Terrible; 20.2 – China under Siege; 20.3 – A German Visitor Describes Japan; 20.5 – Notes from a Korean Queen's Dairy

Week Eight: Transforming New Worlds: The American Colonies Mature, 1600-1750 and
3/8-3/14 Atlantic Revolutions and the World, 1750-1830

American Colonies and Atlantic Revolutions

Video Response Due: Egalite for All - Who caused the Haitian Revolution? Consider the role of enslaved blacks, colonial and European whites, and free creoles. How much credit should Toussaint L'Ouverture receive?

Exam #2 Due

Readings: Smith, 758-838; Smith, 12-13; Smith, 60-61

Week Nine: Industry and Everyday Life, 1750-1900
3/15-3/21

Joiners

Discussion Question Due: Why are people poor?

Maps Due: The Scramble for Africa, 1880-1914 and The Imperial Division of Asia, 1914

Readings: Smith, 838-873; Smith, 20-21; Smith, 70-73

Documents: 23.1 – Song of the Living Corpses

Handouts: Samuel Smiles, Thrift; Tsar Alexander II, The Abolition of Serfdom; Charles Dickens, Hard Times

Week Ten: Nation States and Their Empires, 1850-1900
3/22-3/28

In-Betweeners

Imperialism Debate Due

Readings: Smith, 874-914

Week Eleven: Nation States and Their Empires, 1850-1900
3/29-4/4

Outsiders

Write A Paragraph Due: Mendoza the Jew
Paper # 2 Due – Mendoza the Jew

Readings: Smith, 874-914

Week Twelve: Exam
4/5-4/11

Exam #3 Due

Week Thirteen: Wars, Revolutions, and the Birth of Mass Society and Global Catastrophe: The Great Depression and World War II, 1919-1945

4/12-4/18

World War I and World War II

Visual Images from the World Wars Due

Readings: Smith, 914-991

Week Fourteen: The Emergence of New Nations in a Cold War, 1945-1989
4/19-4/25

The Cold War and Decolonization in Asia and Africa

Propaganda Poster Analysis Due

Video Response Due: Dennis Rodman's Big Bang in Pyongyang; Kimjongilia
Compare the two representations of North Korea. Is one more accurate than the other? Why is it important for American audiences to see both depictions?

Readings: Smith, 992-1029

Week Fifteen:
4/26-4/30

Exam #4 Due Tuesday, April 27th, 11:59 pm