

HISTORY 102: World History II (since 1500)

Western Kentucky University, Spring 2021

Sections 725 & 726

Instructor: Dr. Lewie Reece

E-mail: lewie.reece@wku.edu

Virtual Office Hours/Meeting: By Appointment

Use this link to my virtual office: <https://wku.zoom.us/j/96875328034>

(I will be glad to meet with you virtually. Please email with your request listing at least two times that will work with your schedule. I will do my best to accommodate you any time between 9 am - 6 pm CST Monday through Friday. If I am available and it is necessary, I am also willing to meet with you on the weekend.)

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 become acquainted with its political, social, and economic history. It uses lectures, readings, and class discussions to introduce major phases, 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 in the past. Major themes in this course include:

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

Required Readings and Materials

Textbook: Smith, Bonnie G., et al. *World in the Making: A Global History. Volume Two: Since 1300*. New York: Oxford University Press, 2019.

ISBN: 9780190849245 (Available thru the WKU Store)

Source Reader: Smith, Bonnie G., et al. *Sources for World in the Making: A Global History, Volume II: Since 1300*. New York: Oxford University Press, 2019.

ISBN: 9780190849344 (Available thru WKU Store)

Map Book: Smith, Bonnie G., et al. *Mapping the World: A Mapping and Coloring Book of World History. Volume Two: Since 1300*. New York: Oxford University Press, 2019.

ISBN: 9780190922429 (Available thru WKU Store)

Primary Documents not in the textbook will be available on the course Blackboard site.

Course Objectives

This course helps fulfill requirements for Category A: Foundations – Intellectual and Practical Skills in the Western Kentucky University General Education (Colonnade) 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, peoples, major turning points and ideas in world history
- understand cause and effect relationships in history and understand historical method
- analyze primary and secondary sources

- understand the diverse interpretations and methodologies
- think critically to construct informed and ethical arguments
- effectively communicate ideas in written and oral formats
- write analytical essays applying historical knowledge, theory and research methods

Course General Education 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

Course Requirements and Methods of Evaluation

Grading will be based upon four elements: quizzes over the readings and maps, primary source papers, discussion forums and take-home exams. These components will be weighted as follows:

5 Quizzes (5 points each)	10% of total course grade
5 Discussion Forums (5 points each)	10% of total course grade
3 Primary Source Papers (10 points each)	30% of total course grade
2 Exams (25 points each)	<u>50%</u> of total course grade
	100%

Grading Scale:	A = 90-100	D = 60-69
	B = 80-89	F = 59 or Less
	C = 70-79	

Quizzes: Quizzes will be taken via Blackboard. They will be comprised of questions related to the course readings and may include maps. Each quiz will include up to 5 questions. See the Course Calendar for dates by which quizzes must be completed. Each will be worth 5 points. They will be averaged to comprise 10% of the final course grade.

Discussion Forums: Five discussion forums will be required. Each one will be worth 5 points. They will be averaged to comprise 10% of your final course grade. For each discussion forum you are expected to post a minimum of 3 times in response to a specific prompt. One should be your original post of 300 - 350 words. Respond to at least 2 other classmates (these can be shorter, but a minimum of 125 words). Post information that adds to the depth of the discussion. This may be in the form of additional information to support or refute the ideas in a post (cite resources); questions seeking clarification or further expansion of the topic; or examples/experiences that provide insight into the topic. Posts that are limited to “I agree” or otherwise lack substance are not sufficient. Standard English spelling, grammar, and punctuation are expected in all posts.

Primary Source Papers: Each week, we will review at least one primary source from our text, *Sources for World in the Making: A Global History, Volume II: Since 1300*. These sources are considered “primary” by historians because they were written or created by the people who were actually participating in the historical events. Written examples include diaries, letters, pamphlets, newspaper articles, or speeches. Visual examples might include drawings, paintings, maps, etc.

Students will write three papers using these primary sources. More details for each assignment will be posted on Blackboard. Nonetheless, each paper should be 600-1000 words. Each should be typed using 12-point font, one-inch margins, and double-spacing. A cover page with your name and date should be included. A bibliography is not needed. Papers are to be uploaded to Blackboard by the due date and time noted in the Course Calendar.

Exams: Two exams will be required, a mid-term and a final. Both will be take-home exams that you will write and submit via Blackboard. Both exams will include short answer and essay questions. You will choose two of the essay questions and write two essays in response. Each essay should be 600-1000 words in length. Short answer questions will include the analysis of a primary document and should be 300-500 words/ More instructions will be posted on Blackboard. You will have one week to write your exams. Again, you will submit them to Blackboard. These exams will be designed to assess both specific knowledge of course material and how the specific knowledge fits in the broad course themes. The essay questions will be drawn from class readings, from the various media materials assigned (posted to Blackboard) and material used in our Discussion Forums. Your exam essays should have a clear thesis statement in the opening paragraph and include specific examples that provide evidence to support the argument. The final exam will NOT be cumulative; it will cover materials from the second half of the semester.

Class Policies

Virtual Class Meetings - This class does not include regularly scheduled virtual class meetings. I will however, schedule review sessions before the midterm and final exams during which I will be glad to answer any questions or review any material as requested. These sessions will be announced using the Announcements feature in Blackboard.

Late Assignments - Flexibility is needed by all of us in this time of extraordinary circumstances. Please attempt to turn in your work on time. Yet, if your situation is such that you have trouble completing an assignment by the time it is due, I will be as flexible as possible and accept late work without penalty IF you stay in communication with me regarding your situation. Please notify me BEFORE something is due rather than later. Otherwise late assignments will not be accepted except under extenuating circumstances which again must be discussed with me. No late work will be accepted once the semester has ended unless you have previously discussed receiving an incomplete for the course. ***This policy is to encourage you to stay on track without falling behind, and to be fair to students who are timely.***

Technology and assignments: All writing assignments will be submitted on our Blackboard course website. You will find all course resources on Blackboard.

Syllabus Change Policy: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and the instructor reserves the right to make changes to this syllabus, including the schedule of assignments, lectures, and the selected readings, with advance notice.

Academic Honesty and Plagiarism

All work you turn in MUST be you own. Student work may be checked using plagiarism detection software. Students who cheat or plagiarize will receive a score of 0 points for that assignment. If I consider the occurrence of plagiarism or academic dishonesty is extremely grave, i.e., a repeat offense or plagiarism on an exam or assignment, I will assign the student a grade of "F" for the entire course and a letter reporting your conduct will be sent to the Office of Judicial Affairs.

As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University's ["Student Life Policies on Student Rights and Responsibilities"](#) in the WKU Student Handbook. Violations of the academic code include, but are not limited to, cheating (giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying),

copying (submitting work completed for another class) and plagiarism (turning in work that is not your own—including, but not limited to, copying from a book/article, pasting text from webpages, using an internet source to obtain all or part of a paper and quoting material in a paper and not crediting the original author with proper citation). Citation format must conform to Chicago Manual of Style (see [History Department's Style Sheet for Citations](#)).

The [potential sanctions for academic dishonesty](#) are outlined in the WKU Student Handbook. If you do not understand what plagiarism is, it is your responsibility to ask me for clarification.

Title IX Sexual Discrimination/Harassment Policies

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). 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.

Withdrawal from the Class

If you must leave the university and will be missing a significant number of classes, contact the Academic Advising and Retention Center (745-5065) so that an Emergency Notification can be sent to your instructors. Students who wish to withdraw must complete designated withdrawal procedures by the designated deadlines. If you stop coming to class and fail to withdraw by this deadline, you will receive an "FN" grade on your transcript.

ADA Accommodation

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 (SARC) located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. The university asks that you not request accommodations directly from any professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center. Nonetheless, I am happy to accommodate students with disabilities. Please speak with me at the start of the semester to help make necessary arrangements. The SARC will work with you and me to arrange appropriate services.

How to get to the Blackboard Course Site

Go to [WKU's main page](#) and click on the "Blackboard" tab under "Students" menu.
Enter ID and password (same as for email) and Log-in
Then READ THE PAGES – step by step instructions are available
Click on link for this class, then click on buttons to access documents

Writing Center Assistance

The Writing Center on the Bowling Green campus is offering **only** remote assistance to writers during the covid-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

Final Thoughts

World History is a fascinating but sometimes difficult subject. There is a substantial amount of reading each week and there is much to absorb. If you find yourself falling behind, please contact me so I can help you with some studying strategies. With some effort and an inquisitive mind, you will find yourself challenged in rewarding ways and begin to recognize the many ways history continues to shape the world you live in.

COURSE CALENDAR

****All readings listed below are from our three required texts. Other materials are posted to Blackboard. Be sure to log on each week for additional assigned materials. Assignments are to be uploaded to Blackboard by 11:59 pm (Central Standard Time) by the dates listed.**

- | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1
Jan 19-24 | <p><i>Collapse and Revival of Afro-Eurasia</i>
Text: Chapter 14, 489-525
Sources: Buonaiuti, 213-215, Froissart, 215-218, Emperor Hongwu, 218-220, Sanudo, 228-230.
Maps: Europe and the Greater Mediterranean, 42-43
Quiz (Syllabus Quiz) - complete by Sun, Jan 24
Discussion Forum - original post by Thurs, Jan 21; response posts by Sun, Jan 24</p> |
| Week 2
Jan 25-31 | <p><i>Empires and Alternatives in the Americas</i>
Text: Chapter 15, 531-565
Sources: <i>Florentine Codex</i>, 234-236, <i>Codex Mendoza</i>, 236-238, Betanzos, 238-240, <i>Jesuit Relations</i>, 243-245.
Maps: European Exploration and Conquest, 2-3, Voyages of Discovery, 1405-1600, 48-49
Discussion Forum - original post by Thurs, Jan 28; response posts by Sun, Jan 31</p> |
| Week 3
Feb 1-7 | <p><i>The Rise of the Atlantic World</i>
Text: Chapter 16, 566-603
Sources: Azururara, 247-249, Cuneo, 250-251, <i>Account of the Conquest of Mexico</i>, 252-254, Cortes, 254-256, Castillo, 257-259, Staden, 260-264.
Primary Source Paper #1 due by Sun, Feb 7</p> |
| Week 4
Feb 8-14 | <p><i>Western Africa in the Era of the Slave Trade</i>
Text: Chapter 17, 604-639
Sources: Marees, 269-272, Mercado, 272-276, van den Broecke, 276-281.
Maps: Africa and the Atlantic, 4-5, Atlantic Slave Trade, 50-51
Quiz - complete by Sun, Feb 14</p> |
| Week 5
Feb 15-21 | <p><i>Trade and Empire in the Indian Ocean and South Asia</i>
Text: Chapter 18, 640-677
Sources: Barbosa, 286-288.
Maps: Indian Ocean and South Asia, 6-7, Indian Ocean in 1600, 52-53
Discussion Forum - original post by Thurs, Feb 18; response posts by Sun, Feb 21</p> |
| Week 6
Feb 22-28 | <p><i>Europe and the Greater Mediterranean</i>
Text: Chapter 19, pages 678-719</p> |

Maps: Europe and the Greater Mediterranean, 8-9
Quiz - complete by Sun, Feb 28

Week 7
 Mar 1-7
Expansion and Conflict in Asia
 Text: Chapter 20, 720-757
 Sources: de Morga, 330-333
 Maps: Eurasian Trade and Empires, 10-11
MIDTERM EXAM - due by Sun, Mar 7

Week 8
 Mar 8-14
The American Colonies Mature
 Text: Chapter 21, 758-795
 Sources: Kalm, 343-345
 Maps: New World Colonies, 12-13, New World Colonies in 1750, 60-61
Primary Source Paper #2 - due by Sun, Mar 14

Week 9
 Mar 15-21
Atlantic Revolutions and the World
 Text: Chapter 22, 800-837
 Sources: `al-Jabarti, 353-356, Belgrano, 359-361
 Maps: Wars and Revolutions in the Atlantic World, 14-15
Discussion Forum - original post by Thurs, Mar 18; response posts by Sun, Mar 21

Week 10
 Mar 22-28
Industry and Everyday Life
 Text: Chapter 23, 838-873
 Maps: The Spread of Industrialization, 16-17
Quiz - complete by Sun, Mar 28

Week 11
 Mar 29 -
 April 4
Nation-States and Their Empires
 Text: Chapter 24, 874-913
 Sources: Casement, 379-380
 Maps: The Spread of Imperialism, 20-21, The Scramble for Africa, 70-71, The Imperial Division of Asia, 72-73
Discussion Forum - original post by Thurs, April 1; response posts by Sun, April 4

Week 12
 April 5-11
Wars, Revolutions, and the Birth of Mass Society
 Text: Chapter 25, 914-952
 Sources: *Plan de Ayala*, 384-386
Primary Source Paper #3 - due by Sun, April 11

Week 13
 April 12-18
The Great Depression and World War II
 Text: Chapter 26, 954-991
 Sources: Vargas, 401-402, Gandhi, 406-407
Quiz - complete by Sun, April 18

Week 14
 April 19-25
Emergence of New Nations in a Cold War World
 Text: Chapter 27, 992-1029
 Sources: Cheunchujit, 436-439
 Maps: Independence Movements and New Nations, 26-27

Week 15
 April 26-30
Final Exam Week
Final Exam - Upload to Blackboard by 11:59 pm, Tues, April 27

GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams and is called a "grading rubric". Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper (D/F)

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Source: Adapted from *Reading, Writing, and Researching for History*, Patrick Rael, Bowdoin College, 2004

<http://academic.bowdoin.edu/WritingGuides/>