

**History 102: World History since 1500**  
**Fall 2022**  
**Dr. Alexander Olson**  
**Western Kentucky University**

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Office hours: any weekday by appointment

**Required texts:**

- Bonnie Smith, et al, *World in the Making: A Global History, Volume Two: Since 1300* (2019)
  - Note: You do not need to purchase the supplemental books on Sources and Maps.
- Mohsin Hamid, *Exit West: A Novel* (2017).
- Film: *The Silence of Others* (2019) – Available on Netflix
- Film: *Moana* (2016) – Available on Disney+
- All other readings available on Blackboard.

**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 and to become acquainted with global political, social, and economic 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

**What is different about this section of History 102?**

This class is probably different than any other history course you have taken. At times, it might remind you of a philosophy or literature class. Instead of asking you to memorize names and dates, we will reflect on why we study history in the first place. Our schedule moves in reverse chronological order from 2021 to 1500. Moving backwards will allow us to get started on familiar terrain and then explore how our world has been shaped by history, memory, and national identity. By examining the building blocks of history, you will gain the skills to become a “citizen historian” able to look beyond official narratives.

**Course Structure:**

This course will be taught asynchronously, which means there is no specific time when everybody will be logged on simultaneously. There will be no quizzes, exams, or zoom meetings. Instead, 65% of your grade is based on your writing in the discussion board. You should think of this class as a college-level book club where we will analyze, critique, and discuss the readings.

**Monday and Tuesday:** These days are reserved strictly for reading. During this time, I will post a set of framing remarks to guide the discussion.

**Wednesday:** Each student will submit a 500-word post (which can be longer if you wish) to the Blackboard discussion board. Your post can address any aspect of the readings and should not simply mirror what I have written in my framing remarks. Dissent is encouraged.

**Thursday and Friday:** Each student will submit at least three comments (for a combined total of at least 500 words) responding to the posts submitted by your fellow students.

**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 course goals:

- 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 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

**Technology Requirements:**

Students are required to have access to a computer and reliable Internet connection to use Blackboard and to write and submit your assignments. To avoid losing your work in progress, you are encouraged to compose your drafts in a word processing program before submitting your posts on Blackboard. Although your discussion board posts can be conversational in tone, they still require careful thought, planning, and proofreading. You should also have a plan for an alternate way to connect to the internet in case of emergency. If you are unfamiliar with Blackboard, visit the [Orientation for Online Learners](#) before the course begins. Readings are in the Content section and assignments are in the Essay Assignments section. If you have any problems using the online tools for this course, please contact me as soon as possible.

**Grading Scale:**

The assignments for this class add up to exactly 1000 points. This allows you to calculate your final grade using the following scale. No grades will be rounded up or rounded down.

A (90-100%, or 900-1000 points)

B (80-89%, or 800-899 points)

C (70-79%, or 700-799 points)

D (60-69%, or 600-699 points)

F (0-59%, or 0-599 points)

**History Tutoring:**

The History Success Center provides free tutoring services for all students enrolled in history classes, including HIST 102. Tutors are available to go over any aspect of the class. The tutors this semester are Kaci, Vanessa, Kaitlin, Brooklyn, and Chloe. Appointments will be offered both digitally (5-7pm daily including weekends) and in Cherry Hall 202 (10:30am-2pm on weekdays). We are also offering “Tutoring Tuesdays” (with appointments available 8am-8pm every Tuesday by Zoom). Group appointments are available if you have a study group and would like to seek assistance together.

To make an appointment for free History tutoring, visit <https://calendly.com/wkuhistory/>

**Late Assignments:**

Participation in discussions is integral to the success of this class. Unexcused late assignments carry a penalty of 10 points per day. *Late submissions are the online equivalent of speaking aloud to an empty classroom after class has been dismissed.*

**Academic Dishonesty:**

The maintenance of academic integrity is at the heart of higher education. Acts of plagiarism or any other form of cheating will not be tolerated. Engaging in academic dishonesty risks serious punishment, up to and including dismissal from the university. Please consult the [WKU Student Handbook](#).

**RSI Statement:**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about RSI at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning](#) webpage. In this course, regular and substantive interaction will take place in the following ways:

- Assignments and assessment deadlines that are spread throughout the term of the class,
- Announcements that frame weekly discussions and/or follow up on past discussions,
- Timely assessment and explanation of grade for individual weekly discussion posts,
- Detailed and constructive feedback on essay assignments, which identifies specifically what has been done correctly, needs improvement, or guides students to the next steps of learning.

**ADA Notice:**

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, 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](mailto: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.

**Sexual Misconduct/Assault:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 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.

**Problems?**

If you are struggling or not getting the grades that you want, please contact me. Don't wait until things seem dire. I am here to help you! I am happy to answer questions by email, and we can make an appointment to speak by Zoom or phone. My office hours are any weekday by appointment.

## **Assignments and Grade Breakdown**

There are a total of 1000 points available based on the following breakdown. Please note the very high percentage of the grade devoted to the discussion board. *The best way to succeed in this class is to actually do the readings every week.* Our goal is not to memorize facts and arrive at a “right” answer each week, but rather to engage deeply and critically with the readings.

### **1) Discussions (65% of grade)**

#### **Weekly discussion of reading—650 points (65% of grade).**

Each week, you must write one 500-word-minimum original post (due by Wednesday at 11:59pm) and three shorter responses to your classmates’ posts (due by Friday at 11:59pm). The three shorter responses should be at least 500 words combined, not counting your Wednesday post. Each thread is worth 50 points. Your weekly grade is divided equally between your main post and responses. Although you can write with a casual, conversational tone, you are expected to proofread all submissions. You will not receive full credit for posts that simply mirror my remarks rather than demonstrating your own thoughts on the readings. Please note that there will be no discussion board during week 8 (Fall Break) or week 14 (Thanksgiving Break), so these 650 points are based on the other thirteen weeks of the course.

### **2) Papers (35% of grade)**

#### **History and Memory interview and essay—100 points (10% of grade)**

For this assignment, find an elder in your life (over 60 years old) who is willing to meet in person or talk on the phone with you for an interview. Ask them about how the world has changed over their lifetimes. Do any specific events from their youth seem to carry a different meaning today? Did they have any hopes or fears that didn’t actually happen, such a world peace or nuclear war? Your conversation should be at least 20 minutes. Please ask follow-up questions and take notes. In your essay (800 words min.), share your findings and your own thoughts on the interview. Upload to the Essay Assignments section on Blackboard. **Due 9/23**

#### **Primary Source essay—50 points (5% of grade)**

This assignment requires you to write a short essay analyzing a primary source document. This essay is for program assessment purposes and will not be graded for quality. You will receive a pass/fail grade based on whether you complete the essay in accordance with the guidelines. The details for this essay (including document and prompt) can be found in the Essay Assignments section on Blackboard. **Due on 10/12**

#### **Slave Voyages research paper—200 points (20% of grade)**

This research paper involves utilization of an online database, *Slave Voyages*, which is the most comprehensive record of the millions of enslaved people brought from Africa to the Americas. The details of this paper (800 words minimum) can be found in the Essay Assignments section on Blackboard. **Due 12/5**

## **Schedule**

Readings are due the week that they are listed on the syllabus. You are expected to read carefully, not skim. Besides the required books for purchase (*World in the Making* and *Exit West*) and the films (*The Silence of Others* and *Moana*), all readings can be found in the Content section of Blackboard.

### **Weekly structure:**

**Monday and Tuesday:** These days are reserved strictly for reading. During this time, Dr. Olson will post a set of framing remarks to guide the discussion.

**Wednesday:** Each student will submit a 500-word post (which can be longer if you wish) to the Blackboard discussion board addressing the weekly readings.

**Thursday and Friday:** Each student will submit at least three comments (for a combined total of at least 500 words, not counting your Wednesday post) responding to the posts submitted by your fellow students. You are encouraged to check back several times on Thursday and Friday to keep up with the discussion.

### **Readings:**

#### **Week 1** (August 22-26): War and World History

- Kamil Galeev, “War of Memes” (2022)
- Michael Schwartz, “Last Stand at Avostal: Inside the Siege that Shaped the Ukraine War” (2022)
- Brooke Blower, “V-J Day, 1945, Times Square” (2015)

#### **Week 2** (August 29-September 2): Remembering and Forgetting

- Watch: *The Silence of Others* (2019) (Streaming on Netflix)
- Louisa Lim, “Rewriting History in the People’s Republic of Amnesia and Beyond” (2018)

#### **Week 3** (September 5-9): Iran Air Flight 655

- Max Fisher, “The Forgotten Story of Iran Air Flight 655” (2013).
- Watch: “Public War / Secret War,” *Nightline with Ted Koppel*, ABC News (1992).
- John Barry and Roger Charles, “Sea of Lies” (1992).

#### **Week 4** (September 12-16): Immigration and Family History

- Pauls Toutonghi, “Leaving Aleppo” (2017)
- Michelle Zauner, “Crying in H Mart” (2018)
- Alex Olson, “Writing My Mother’s Obituary” (2020)
- Watch: *Sueña despierto (Dreams Awake)* (2010): <https://vimeo.com/10889695>

#### **Week 5** (September 19-23): Independence in the Global South

- Watch: “The Story of Post-Colonial Africa: Kwame Nkrumah” (2021)
- Georges Nzongola-Ntalaja, “Patrice Lumumba: The Most Important Assassination of the 20th Century” (2011)
- Hồ Chí Minh, “Declaration of Independence of the Democratic Republic of Vietnam” (1945)
- Elizabeth Rosen, “The Vietnam War, as Seen by the Victors” (2015)
- Listen: “How the CIA Overthrew Iran’s Democracy in 4 Days” (2019)
- “CIA and Guatemala Assassination Proposals, 1952-1954” (declassified 1997)

- History and Memory essay due by Friday, September 23rd, at 11:59pm.

**Week 6** (September 26-29): “a city swollen by refugees”

- Mohsin Hamid, *Exit West* (2017), 1-98.

**Week 7** (October 3-7): “as everyone was coming together everyone was also moving apart”

- Mohsin Hamid, *Exit West* (2017), 101-231.

**Week 8** (October 10-14): Primary Source Essay (Oct 10-12) and Fall Break (Oct 13-14)

- Primary source document for essay
- No discussion board this week
  - Primary source essay (pass/fail) due by Wednesday, October 12th, at 11:59pm.

**Week 9** (October 17-21): Genocide in Eastern Europe

- Robert Gerwarth, *The Vanquished: Why the First World War Failed to End* (2016), 1-15.
- Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin* (2010), vii-xix.
- Daina Eglitis and Michelle Kelso, “Why Are So Many Eastern Europeans Suddenly Celebrating Nazi Collaborators?” (2019)
- Optional reading: *World in the Making*, “Global Catastrophe,” Ch. 26, 955-990.

**Week 10** (October 24-28): The Making of the Modern World

- *World in the Making*, “Industry and Everyday Life,” Ch. 23, 838-872.
- Watch: Clip from Charlie Chaplin, *Modern Times* (1936)

**Week 11** (October 31-November 4): The Many-Headed Hydra in the Atlantic World

- P. Djèli Clark, “Pirates, Hydrarchy, and the Motley Crew: Beyond Arrgggh!” (2012)
- Watch: “A War of Ideas?” (2018)
- Watch: “Who Were the Diggers, Levellers, and Ranters?” (2018)
- Watch: “What Were the Putney Debates?” (2018)
- “An Agreement of the People” (1647-1649)

**Week 12** (November 7-11): Early Modern Africa

- *World in the Making*, “Western Africa in the Era of the Atlantic Slave Trade,” Ch. 17, 604-637.
- Slave Voyages research paper guidelines

**Week 13** (November 14-18): The Russian Pacific

- Chris Miller, “Lord of Alaska,” *We Shall Be Masters: Russian Pivots to East Asia from Peter the Great to Putin* (2021), 17-51.
- Optional Reading: *World in the Making*, “Expansion and Isolation in Asia,” Ch. 20, 720-756.

**Week 14** (November 21-25): Thanksgiving Break

- No assigned readings or discussion board this week.

**Week 15** (November 28-December 2): Pacific Modernity

- David Chang, “Looking Out from Hawai’i’s Shore” (2016)
- Epeli Hau’ofa, “Our Sea of Islands” (1993)
- Watch: *Moana* (2016). *Streaming on Disney+.* A DVD is available at Helm-Cravens Library and the Warren County Public Library.
  - Slave Voyages research paper due by Monday, December 5th, at 11:59pm.