

HISTORY 102 (On Demand): WORLD HISTORY since 1500

Course Syllabus

Western Kentucky University

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Image: Bandung Conference (Asian-African Conference) April 1955 when representatives from twenty-nine governments of Asian and African nations gathered in Bandung, Indonesia to discuss peace and the role of the Third World in the Cold War, economic development, and decolonization.

COURSE OVERVIEW

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

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 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

REQUIRED TEXTS

- *World in the Making: A Global History*, Vol. 2, Since 1300. Edited by Bonnie Smith, Marc Van De Mieroop, Richard von Glahn, Kris Lane. New York, Oxford: Oxford University Press, 2019.
- *Sources for World in the Making: A Global History*, Vol. 2, Since 1300. Edited by Bonnie Smith, Marc Van De Mieroop, Richard von Glahn, Kris Lane. New York, Oxford: Oxford University Press, 2019
- *Mapping the World*, Vol. 2, Since 1300. Map/Color Book

These books are available through the WKU Bookstore as a three-pack bundle. The ISBN for the bundle is 9780190051532. Please use the appropriate ISBN number when ordering to be sure you obtain the correct edition

All other readings and handouts will be posted on Blackboard.

TYPES OF ASSIGNMENTS

- I. Course Introduction Quiz (1):** Before moving forward to the main course units, students are required to carefully review the course syllabus and short videos on effective learning strategies. You must take the quiz on “Note-taking, Syllabus, and Procrastination” and score at least 80pts. before moving forward in the course.
- II. History Labs (10):** For each of the ten units covered in this course, you will be required to complete a History Lab assignment. The purpose of the History Lab is two-fold: 1) to assess how well you are engaging with the materials presented in each unit, and 2) to encourage you to think critically and independently about the content covered. Each lab is comprised of twenty multiple-choice questions and a short essay-based exercise that corresponds to the materials covered in each unit.
- III. Essays (3):** There are three general essays you will be required to complete. These are not research essays, so you are not expected or required to do research beyond the

material assigned for this course. The format of the essay will be point and counterpoint. This means that you will have to engage with both sides of the argument in an essay format rather than just discussing and proving only your own position. The aim will be for you to come up with three main points that contradict your argument and disprove them with you own evidence and point of view. Thus, each of the three main paragraphs will contain a point [your position] and counterpoint [the opposing position]. Two additional paragraphs will include an introduction and conclusion in which you will state your thesis and summarize your argument.

- IV. Map Quizzes (4):** There are four map quizzes for this course. The purpose of the map quizzes is to help you learn the names, physical features, and traits of places around the world and to appreciate the nature of geopolitical change over time. Each map quiz will come directly from the Map Book, which is included in the textbook bundle required for this course. You will be required to complete the map quizzes indicated and upload them to the Blackboard course site for my review.
- V. Primary Source Document Assignment (7):** You will be required to complete seven primary source document assignments for this course. The goal of these assignments is to better understand how to interpret the many primary sources we will be reading/viewing throughout the semester. In order to critically interpret something, one needs to first determine, what it is, when and where it's from (what is its historical context), why it was created (what is the goal of its creator), what it says, reveals about that place and time and way of viewing the world, and finally, what insights it provides you as a student of history about either a particular person, place or culture and/or the process of history and the ways of power more generally. These assignments will help you develop your critical reasoning skills of understanding the content of primary documents from long ago and analyze its meaning and significance. Completing this assignment will better prepare you for the three main essay assignments (which are always based on interpreting primary sources).

FINAL GRADE DISTRIBUTION

- Intro. Quiz: 100pts.
- 3 Essays (200pts. each) 600pts.
- 10 History Labs (100pts. each) 1000pts.
- 4 Map Quizzes (50pts. each) 200pts.
- Primary Source Doc. Assignment (100pts. each) 700pts.

Total: 2600pts.

Grade Breakdown

- 2100-2600=A
- 1600-2099=B
- 1100-1599=C
- 600-1099=D
- 0-599=F

GETTING HELP ON ESSAYS, STUDY SKILLS, AND NOTE TAKING

If you ever need help with any aspect of this class, please do not hesitate to contact me. Also, the

History Department has a tutoring center that is located on the second floor of Cherry Hall, right next to the History Department office. Tutors are available to help you from 10 am – 2 pm, Monday-Thursday and 10-12:30 on Friday. No appointments are necessary.

HONOR CODE

Academic Dishonesty

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 a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To “lift” content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. If you plagiarize, I will fail you for the first instance (and request a re-write of the assignment) of plagiarism. For the second instance, I will fail you for the course.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

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 (SARC).

SCHEDULE OF READINGS AND ASSIGNMENTS

All readings are from the textbook, primary documents in the course Source Book, or provided by me on the Blackboard course site.

UNIT 0-- INTRO UNIT-- READ/STUDY SYLLABUS & WATCH VIDEOS ON NOTE TAKING & PROCRASTINATION

UNIT 1—EMPIRES AND ENCOUNTERS, 1430-1530

Readings: *World in the Making* (textbook), 530-564; *World in the Making* (sourcebook), 231-245.

Map Quiz 1: Aztec and Inca Empires, 44-47

History Lab: Unit 1

Unit 1 Primary Sources: Document Assignment

UNIT 2— RISE OF THE ATLANTIC WORLD, 1450-1600

Readings: *World in the Making* (textbook), 566-601; *World in the Making* (sourcebook), 246-264.

Watch: [“Why Do We Celebrate Columbus Day?”](#)

History Lab: Unit II

Unit II Primary Sources: Document Assignment

UNIT 3— Western Africa in the Era of the Atlantic Slave Trade, 1450-1800

Readings: *World in the Making* (textbook), 604-637; *World in the Making* (sourcebook), 265-281; *World in the Making* (map book), 50-51

Watch (first 30 mins): [The Colour of Money](#)

Watch [Atlantic Slave Trade in Two Minutes](#)

History Lab: Unit III

Map Quiz 2: The Atlantic Slave Trade, 50-51

Exam: Essay I

UNIT 4—Trade and Empire in the Indian Ocean and South Asia, 1450-1750

Readings: *World in the Making* (textbook), 641-675; *World in the Making* (sourcebook), 282-298

Watch: Ben Green's [The Indian Ocean Trade: Crash Course World History #18](#)

History Lab: Unit IV

Unit IV Primary Source: Document Assignment

UNIT 5-- The Atlantic World in the Age of Revolution

Readings: *World in the Making* (textbook), 758-793; *World in the Making* (sourcebook), 334-346

History Lab: Unit V

Unit V Primary Source: Document Assignment

UNIT 6--Atlantic Revolutions

Readings: *World in the Making* (textbook), 801-837; *World in the Making* (sourcebook), 349-361; *Mapping the World* (Map book), 62-63

Watch: Toussaint L'Overture and the Haitian Revolution, [Egalite for All](#)

History Lab: Unit VI

Exam: Essay 2

Map Quiz 3: Wars and Revolutions in the Atlantic World, **MAP A only**

UNIT 7--Empires and Colonies, 1850-1900

Readings: *World in the Making* (textbook), 874-913; *World in the Making* (sourcebook), 373-382; *Mapping the World* (Map book), 70-71

Watch [first 30mins.]: [The Magnificent Africa Cake](#), by Basil Davidson

History Lab: Unit VII

Map Quiz 4: “The Scramble for Africa, 1880-1914,” pp.70-71

Unit VII Primary Source: Document Assignment

UNIT 8—Wars, Revolutions, and the Birth of Mass Society, 1900-1929

Readings: *World in the Making* (textbook), 914-953; *World in the Making* (sourcebook), 383-399

History Lab: Unit VIII

Unit VIII Primary Source: Document Assignment

UNIT 9— Global Catastrophe: The Great Depression and World War II, 1929-1945

Readings: *World in the Making* (textbook), 955-991; *World in the Making* (sourcebook), 400-414

History Lab: Unit IX

Unit IX Primary Source: Document Assignment

UNIT 10—The Emergence of New Nations in a Cold War, 1945-1970

Readings: *World in the Making* (textbook), 993-1027; *World in the Making* (sourcebook), 415-428

Watch: The Rise of Nationalism, [The Rise of Nationalism](#)

History Lab: Unit X

Exam: Essay 3