

History 1112
Survey of World History/Civilization II
Fall Semester, 2009 T/Th: 9:30 am-10:45 am

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This syllabus can also be accessed online through the website of the history department, <http://www.westga.edu/~history>. Go to the faculty web pages, click on my name, then on syllabi, then on History 1112, Fall 2009.

BE SURE TO CLICK ON FALL 2009, NOT ON SYLLABI FROM PREVIOUS SEMESTERS!!!

Required Texts:

John P. McKay, et al, *A History of World Societies*, Volume II, Since 1500. Eighth Edition. Boston and New York: Bedford/St. Martin's, 2009. This is a special binder edition. Abbreviated in syllabus as **Text**.
Olaudah Equiano. *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself*. Edited with an Introduction by Robert J. Allison. Second Edition. Bedford/St. Martins, 2007.
Elie Wiesel, *Night*, Boston and New York: Bedford/St. Martin's, 2007.

Note: You are expected to bring your assigned readings to every class. You should buy all of the books as soon as possible. Do not wait until later in the semester because the book store will return books not sold after a certain date, usually halfway through the semester.

Purpose of the Course and Learning Outcomes:

The course is designed to introduce students to the history and heritage of World Civilizations and to the profession of history. It will survey major political, economic, social, and intellectual developments in world history from 1500 to the present. Students will gain a chronological sense of major historical events and movements as well as an understanding of why and how they took place. The course will examine the histories of specific civilizations, cultures, and world regions, but also study the interactions of these peoples and societies over time, wherein lie the roots of today's global interdependence. Students will compare ways of life, cultural expression, and forms of basic institutions in separate cultures, and try to understand the factors which have produced both commonalities and differences in human societies. There will be an emphasis on the achievements and impact of Western civilization, from which our own American society is derived, but we will be examining it in a global context, seeking interconnections and exchanges between the West and the rest of the world. Due to the enormous expanse of time and events to be covered, the course represents only a selection of topics, cultures, and regions.

Class discussions and textbook readings will give you a general chronological framework. Supplemental materials--including the memoirs *The Interesting Narrative of the Life of Olaudah Equiano* and *Night*, primary documents from your textbook and from internet sources, films and documentaries shown in class--will provide deeper insight into particular problems and periods. They will also introduce you to the process of historical study and the variety of ways in which historians attempt to understand and depict the past. You will learn to identify and distinguish between primary and secondary sources of historical knowledge and understanding. In addition to studying history, you will develop critical thinking and communication skills, and learn to effectively interpret, compare, criticize, and question important issues of both past and present. You will learn to differentiate between fact and interpretation in historical analysis and discussion. You will improve basic verbal and written skills by taking part in class discussions and by constructing essay arguments based on historical evidence. You will be learning how to read comprehensively, take notes, and derive meaning from texts. You will learn about the variety of ways in which one can study history and investigate different types of historical sources, including film and novels. The idea is not just to memorize the "facts" of history, but to be able to think about them, synthesize them, and formulate your own interpretations based on them. These are skills that will be invaluable to you in other courses as well as in your future career path.

Format: The course format is designed to be a combination of lecture and discussion, organized around specific themes. You are expected to take part in the discussion, ask questions, and contribute commentary. The purpose of class is to help you to understand the movement of history and the factors which shape it, not simply to give out facts. Lectures and discussions are intended as a supplement to, not a replacement for the textbook; they will cover material contained in the readings but will also provide additional information and insight.

Grading:

Midterm Exam #1	30%
Midterm Exam #2	30%
Final Exam	30%
Class Participation/Quizzes/Writing Assignments/ and Attendance	10%

1) You will have three in-class examinations. Exams will consist of a variety of questions, including map identification, multiple choice, fill-in-the-blank, matching, and term identification. The exam questions will be drawn from lectures, the textbook, the supplemental readings, assigned document readings, class discussions, and films and documentaries shown in class. The final will not be cumulative.

Please Note:

FOR EACH OF THE THREE EXAMS, YOU WILL NEED TO PURCHASE A SCANTRON SHEET: Exam System II General Purpose NCS Answer Sheet, NO. 229633 (200 QUESTIONS). YOU WILL ALSO NEED A NO. 2 PENCIL.

YOU MAY PURCHASE THESE AT THE CAMPUS BOOKSTORE OR AT VARIOUS KIOSKS ACROSS CAMPUS. YOU MUST BRING ONE TO CLASS FOR EACH EXAM, ALONG WITH A NUMBER 2 PENCIL. IF YOU FAIL TO BRING ONE TO CLASS THE DAY OF THE EXAM, YOU WILL HAVE TO GO AND PURCHASE ONE BEFORE BEGINNING THE EXAM. IF THIS OCCURS, YOU WILL NOT BE GIVEN EXTRA TIME TO COMPLETE THE EXAM. PLEASE DO NOT FOLD, TEAR OR CREASE THESE SHEETS—FOLDED, TORN OR CREASED SCANTRON SHEETS CANNOT BE GRADED.

*****ATTENTION: THE FINAL EXAMINATION HAS A SPECIAL DAY AND TIME: IT WILL BE ON THURSDAY, DECEMBER 10, AND THE EXAMINATION BEGINS AT 8:00 AM, NOT AT 9:30 AM. PLEASE TAKE NOTE OF THIS TIME CHANGE. ANYONE ARRIVING AFTER 8:30 AM WILL NOT BE GIVEN EXTRA TIME TO COMPLETE THE EXAMINATION.**

2). During the course of the semester, on **September 10** and **November 24**, you will have two in-class quizzes and writing assignments based on the two supplemental readings (*The Interesting Narrative of the Life of Olaudah Equiano* and *Night*). These will be a combination of multiple choice and short answer questions. **No make-ups will be given for these or other in-class quizzes and assignments.**

During the course of the semester there will also be unannounced quizzes on your textbook readings and **assigned primary documents**. The quizzes will be multiple choice, matching, or short answer. From time to time you will do group and individual writing assignments of various types, both in class and outside of class.

Please note that for selected class periods a critical thinking/discussion question is listed. This may become the basis for writing assignments and class discussions. Despite the large class size, class participation is important. The more you take part in discussions and ask questions, the more engaged you are with the material, the easier it is to learn and retain information. You can gain points by taking part in class.

Make-up Exams:

Under no circumstances will you be allowed to make up a missed exam without notifying me in advance and without bringing a note from a physician or an approved excuse from the Dean's office. All make-ups are essay exams and will be given at a special time at the end of the semester after the last class meeting. There will be no other make-up exams. Students missing an exam **who do not have a valid excuse** or **who did not**

contact me in advance will receive a zero, no makeup allowed. There will be no make-ups given for quizzes, nor will there be a make-up for in-class writing assignments.

Study Tips:

Read! Read! READ! Expect to spend at least three hours outside of class for every hour in the classroom. Take written notes as you read the textbook and supplemental readings. Do not just highlight. Writing down information in your own words helps you to learn it better! Write out definitions of the terms listed at the end of each chapter. After you have completed your assigned readings and taken written notes, do the following:

Take notes in class!!! You do not need to write down everything the instructor says, but you should note down key terms, events, and persons discussed. Then after class you can go back to the textbook and try to determine their meaning and their significance for world history. Try to write in your own words what is most important about them and how they connect to the key themes in the chapter. In particular, note down the terms, concepts, and individuals discussed in class, and go back to the textbook and try to write a paragraph in your own words about the meaning and significance of the term, based on both the textbook and the class discussion. Class discussions help you to identify what are the most important themes, events and persons from the assigned chapter, and thereby help you to narrow down what you need to concentrate on when studying for the exams. If you need help in learning how to take notes, please speak with me. The Excel Center offers helpful seminars as well as tutors who can work with you to build better study skills and improve your notetaking abilities.

ASK QUESTIONS IF YOU DO NOT UNDERSTAND!!! IF YOU ARE TOO SHY TO ASK IN CLASS, THEN EMAIL ME YOUR QUESTIONS OR CATCH ME AFTER CLASS. COME TO MY OFFICE HOURS FOR HELP!!!

Assignments:

Students are expected to have completed the assigned readings prior to each session and be able to discuss them. Remember--Class participation not only enhances your learning experience but it counts up to 10% of your final grade. You may expect quizzes on the assigned readings. Some of the readings are lengthy, so plan ahead and budget your time accordingly. Try not to fall behind! All written assignments are due on the specified date.

Cheating Policy and Plagiarism:

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalongs.php>. Anyone caught cheating or helping someone to cheat will be asked to leave the class and will receive a course grade of "F." Plagiarism, or claiming someone else's work as your own, will result in failure. This rule is in effect for all assignments, examinations, quizzes, and extra credit work.

Attendance:

STUDENTS ARE EXPECTED TO ATTEND EVERY CLASS. Make every effort to be in class and on time. You are responsible for all materials and announcements presented in class. If you must be absent, be sure to get the notes from a classmate. **More than two unexcused absences can lower your final grade.** For every unexcused absence beyond two, points may be deducted from your final average. More than four may lead to a W/F. Absences due to illness or school business will be excused only if you have a written note signed by a physician or a supervising coach or faculty member. **Being late to class or leaving class early can also lower your grade. Two tardies will count as one unexcused absence, and the same for leaving early.** You are counted as tardy if you come into class after roll has been taken. If you are tardy, it is your responsibility to inform me of your presence at the end of class.

Students who need to leave early must provide an excuse before the class begins. Anyone who leaves class without providing an excuse will be marked absent and will receive a grade of zero on any assignment given that day, even if the student completed that assignment.

Be aware: besides helping you to learn more, regular attendance and punctuality can work in your favor in borderline grading situations and conversely, poor records in either can work against you.

Class attendance is vital if you wish to do well in the course. **DOCUMENTARIES AND FILMS SHOWN IN CLASS AS WELL AS QUIZZES AND WRITING ASSIGNMENTS WILL NOT BE MADE UP.** Exams come from both the textbook and from lectures, so you must be able to study both the text and your classroom notes.

Note: Please show courtesy to your fellow students. Disruptive behavior (read: eating and drinking, smoking, carrying on conversations, reading the newspaper, etc.) will not be tolerated and will count as an unexcused absence. Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. I will confiscate any that I hear going off. During exams, if you have an electronic device that goes off or that you bring out for any reason, you will receive an automatic failure for the exam and you will be asked to leave. I allow laptop computers to be used in class, but only for notetaking; students using them for other purposes will be asked to shut them down. No computers are allowed during exam days, nor may computers be open when quizzes are being taken.

ADDITIONAL NOTE: I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME DURING THE COURSE OF THE TERM, PARTICULARLY REGARDING THE COURSE READINGS, ASSIGNMENT, AND EXAM SCHEDULES. IF I NEED TO MAKE MAJOR CHANGES THEN I WILL ISSUE A NEW OR REVISED SYLLABUS.

Office Hours:

My office is Room 3222 in the Technology Learning Center. I will hold office hours Tuesdays and Thursdays, 11:00 am to 2:00 pm, or by appointment. My office phone number is 678-839-6048; my e-mail address is emcclarn@westga.edu. If my office hours are not convenient for you, then make an appointment with me for a different time.

Extra Credit Policy

I do offer limited extra credit options. Follow the directions given above to access the syllabus on the website of the history department. Scroll down to the section entitled "Tentative Course Outline and Readings Assignments," and just before this, click on the link "Extra Credit Options" for an explanation of the possible extra credit projects. The extra points accrued through such assignments, as well as through extra credit options announced in class, are applied to your **class participation grade**.

Extra Credit points do not get applied to exams or to final grades, only to the class participation grade. Remember that the main part of your grade comes from your three exams; do not neglect preparation for the examinations in order to do extra credit assignments.

[Extra Credit Options in Word Format](#)

[Extra Credit Options in PDF](#)

[Study Questions for The Interesting Narrative of the Life of Olaudah Equiano in Word](#)

[Study Questions for The Interesting Narrative of the Life of Olaudah Equiano in PDF](#)

[Readings Quiz on Olaudah Equiano with Answers in Word](#)

[Readings Quiz on Olaudah Equiano with Answers in PDF](#)

[Quiz on Industrial Revolution with Answers in Word](#)

[Quiz on Industrial Revolution with Answers in PDF](#)

[Study Questions for Wiesel's Night in Word](#)

[Study Questions for Wiesel's Night in PDF](#)

[Quiz on Night with Answers in Word](#)

[Quiz on Night with Answers in PDF](#)

[Writing Assignment Due November 24 in Word](#)

[Writing Assignment Due November 24 in PDF](#)

[Writing Assignment on *Night* and the Holocaust Due Dec 1 in Word](#)
[Writing Assignment on *Night* and the Holocaust Due Dec 1 in PDF](#)

[Study Guide for Exam 1 in Word](#)
[Study Guide for Exam 1 in PDF](#)
[Additional Discussion Question for Exam 1 in Word](#)
[Additional Discussion Question for Exam 1 in PDF](#)
[Study Guide for Exam 2 in Word](#)
[Study Guide for Exam 2 in PDF](#)

[Guidelines for Final Exam in Word](#)
[Guidelines for Final Exam in PDF](#)
[Study Guide for Final Exam in Word](#)
[Study Guide for Final Exam in PDF](#)

[Handout 1: Chapter 15 in Word](#)
[Handout 1: Chapter 15 in PDF](#)
[Handout 2: Chapter 15 in Word](#)
[Handout 2: Chapter 15 in PDF](#)
[Handout 3: Chapter 16 in Word](#)
[Handout 3: Chapter 16 in PDF](#)
[Handout 4: Chapter 17 in Word](#)
[Handout 4: Chapter 17 in PDF](#)
[Handout 5: Chapter 18 in Word](#)
[Handout 5: Chapter 18 in PDF](#)
[Handout 6: Chapter 21 in PDF](#)
[Handout 6: Chapter 21 in Word](#)
[Handout 7: Chapter 22 in Word](#)
[Handout 7: Chapter 22 in PDF](#)
[Handout 8: Chapter 24 and 25 in Word](#)
[Handout 8: Chapter 24 and 25 in PDF](#)
[Handout 9: Chapter 27 in Word](#)
[Handout 9: Chapter 27 in PDF](#)

Tentative Course Outline and Readings Assignments

Aug. 13: Introduction: What is World History?

Text, Introduction: The Origins of Modern World Societies, pp. xxv–xi

A WORD TO THE WISE: BEGIN READING *The Interesting Narrative of the Life of Olaudah Equiano* NOW!!!

Aug 18: A New Era in Global Contact/European Maritime Expansion

Text, Ch. 15, pp. 427-443

*****Document Analysis: "Columbus Describes His First Voyage," Text, pp. 458-459**

Critical Thinking Question: How can we compare the accomplishments and historical legacy of Zheng He and Christopher Columbus? Why was it the Europeans, and not the Chinese, despite the voyages of Zheng He, who took the lead in maritime trade and exploration?

August 20: Impact of European Expansion and New Global Exchanges

Text, Ch. 15, pp. 443-457

Critical Thinking Question: Was the Columbian Exchange positive or negative for world history? Should European explorers such as Columbus and Cortez be regarded as heroes or as destroyers?

August 25: Absolutism in Western and Eastern Europe

Text, Ch. 16, pp. 461-480

*****Document Analysis: "The Court at Versailles," pp. 490-491**

Critical Thinking Question: What was absolutism and how did its development in Eastern Europe (Prussia, Austria, Russia) differ from the patterns seen in Western Europe (France, Spain)

August 27: The Challenge of Constitutionalism: England and the Dutch Republic

Text, Ch. 16, pp. 480-489

Critical Thinking Question: What were the basic differences between absolutism and constitutionalism?

Sept 1: The Revolution in Science and Culture

Text, Ch.17, all

*****Document Analysis: "Diderot Condemns European Colonialism," 514-515**

Critical Thinking Question: What is the connection between the Scientific Revolution and the Enlightenment?

Sept 3: Africa and the World

Text, Ch. 18, pp. 517-529

*****Document Analysis: "Duarte Barbosa on the Swahili City-States," 542-543**

Critical Thinking Question: What different types of economic, social, and political structures were found in West Africa, Ethiopia, and the Swahili City-States prior to the emergence of the Atlantic Slave Trade in the 15th century? How were these regions tied into global trading networks?

Sept 8: The Atlantic Slave Trade

Text, Ch. 18, pp. 529-541

Critical Thinking Question: What was the impact of the slave trade on Africa and Africans?

Sept 10: Slavery and the Slave Trade Through the Eyes of Olaudah Equiano

Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, all

*****IN-CLASS QUIZ/WRITING ASSIGNMENT**

Critical Thinking: How can we use this memoir of Equiano to study slavery and the slave trade? How typical and how atypical was his life as a slave?

Sept 15: The Islamic Empires

Text, Ch. 19, pp. 545-563

*****Document Analysis: "The Weighing of Shah Jahan on His Forty-Second Lunar Birthday," pp. 572-573**

Sept 17: Tradition and Change in East Asia: Confucian China under the Ming and Qing Dynasties

Text, Ch. 20, pp. 575-588

Critical Thinking: What accounts for the stability of Chinese institutions and society during the transition from the Ming to the Qing Dynasty?

Sept 22: Tokugawa Japan/West Meets East

Text, Ch. 20, pp. 588-605

Critical Thinking: How did China and Japan respond to the coming of the Europeans, and what explains the differences? What impact did European contacts have through the end of the 18th century?

Sept 24: FIRST MIDTERM EXAMINATION

Sept 29: The French Revolution

Text, Ch. 21, pp. 611-628

*****Document Analysis: "Revolution and Women's Rights," pp. 638-639**

Critical Thinking: Why did the French Revolution become so radical? Why might account for differences between the American Revolution and the French Revolution, despite their similar origins in the Enlightenment?

October 1: The Napoleonic Era

Text, Ch. 21, pp. 628-637

Critical Thinking: What was Napoleon's relationship to the French Revolution? Did he fulfill or betray revolutionary ideals and goals? How would you compare him to Toussaint L'Ouverture?

Oct 6: The Revolution of Industrialization

Text, Ch. 22, all

*****Document Analysis: "The Testimony of Young Mine Workers," pp. 672-673**

Critical Thinking: Why is the process of industrialization considered to be a "revolution"? What impact did industrialization have on urban life, social classes, family life and standards of living?

Oct 8: An Era of Reform, Revolution, and Romanticism, 1815-1850

Text, Ch. 23, pp. 675-687

Critical Thinking: What is the connection between the French Revolution and the Revolutions of 1848 in Europe? What ideologies (or "isms"), born out of the turmoil of the French Revolution, shaped European history between 1815 and 1848?

Oct 13: Nationalism, Nation Building, and the Triumph of the National State, 1850-1914

Text, Ch. 23, pp. 688-711

*****Document Analysis, "The Making of a Socialist," pp. 712-713**

Critical Thinking: What is a "nation"? What is a "nation-state"? How did nationalism evolve as an historical force in the 19th century?

Thursday Oct 15: Fall Break—NO CLASS!!!

Oct 20: Industrialization and New Western Imperialism, 1800-1914

Text, Ch. 24, pp. 715-732

*****Document Analysis: "A French Leader Defends Imperialism," pp. 746-747**

Critical Thinking: What were the main causes and motives for the New Imperialism? How important were economic motives?

Oct 22: Imperialism and the "Scramble for Africa"

Text, Ch. 24, pp. 732-745

Critical Thinking: Did New Imperialism accelerate or retard modernization in sub-Saharan Africa? How did it impact the African continent economically?

October 27: Confrontation with the West: India, China, and Japan in the 19th Century

Text, Ch. 25, all

Critical Thinking: Assess the different responses to the challenges of Europe seen in India, China, and Japan. What accounts for the different historical outcomes?

Oct 29: SECOND MIDTERM EXAMINATION

A WORD TO THE WISE: BEGIN READING *NIGHT* NOW!

Nov 3: The Origins of World War I/Total War

Text, Ch. 27, pp. 815-830

*****Document Analysis: "The Experience of War," pp. 842-843**

Critical Thinking: Why is World War I considered to be the first modern "total" war?

Nov 5: Revolutions in Russia/The Failed Peace

Text, Ch. 27, pp. 830-841

Critical Thinking: What was the relationship between World War I and the revolutions in Russia in 1917?

Nov 10: Nationalism in Asia Between the World Wars

Text, Ch. 28, pp. 845-856 and 861-873

*****Document Analysis: "Arab Political Aspirations in 1919," 874-875**

Critical Thinking: How did societies in Asia and the Middle East deal with the political, social, and economic challenges that they faced after World War I? What impact did World War I have on the emerging nationalisms in these regions?

Nov 12: An Age of Anxiety: Europe Between the World Wars

Text, Ch. 29, pp. 877-888

Critical Thinking: How were the anxieties of the age reflected in European thought, art, and culture?

Nov 17: Age of Anxiety/Rise of Dictatorships in Europe

Text, Ch. 29, pp. 888-899 and Ch. 30, pp. 903-919

*****Document Analysis: "Life on the Dole in Great Britain," pp. 900-901**

Critical Thinking: What were the characteristics of the dictatorial regimes that arose in Italy, Germany, the Soviet Union and Japan?

Nov 19: World War II

Text, Ch. 30, pp. 919-933

*****Document Analysis: "Radical Nationalism for Japanese Students," pp. 934-935**

Critical Thinking: To what extent can it be said that the origins of World War II lie in World War I?

Nov 24: The Nazi Holocaust Through the Eyes of a Child

Wiesel, *Night*, all

*****IN-CLASS QUIZ/WRITING ASSIGNMENT**

Critical Thinking: Will reading accounts such as *Night*, which keep historical memory alive, help prevent future genocide?

November 26: THANKSGIVING HOLIDAY

Dec 1: The Postwar World: Superpower Rivalry, Cold War Fears, and the Collapse of Soviet Communism
Text, Ch. 31, all

*****Document Analysis: "A Solidarity Leader Speaks from Prison," pp. 974-975**

Critical Thinking: What impact did the Cold War have on world history? Why did Soviet communism collapse in 1991?

THURSDAY, DECEMBER 10: FINAL EXAMINATION 8:00 TO 10:00 am