

Survey of World History and Civilizations Since 1500
History 1112 Honors
Spring 2012
Pafford 208
CRN 10448
Tuesday/Thursday 11:00 -- 12:15

Instructor: Dr. Tim Schroer
Office: Technology-Enhanced Learning Center (TLC) 3218
Phone: 678-839-6040
Email: tschroer@westga.edu
Office hours: Tues. and Thurs. 1:30 to 4:00, or by appointment

Course Description

“History is, strictly speaking, the study of questions.” -- W. H. Auden

This course surveys the history of the world from about 1500 to the present. The course is structured as the examination of a discrete number of historical questions, which come from across the chronological and geographic expanse of human history over the last 500 years. We will endeavor to answer the historical questions through readings of primary sources and through lecture, supplemented by textbook readings.

Learning Outcomes

Students who successfully complete the course will be able:

- to demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history; and
- to demonstrate an understanding of the commonalities and differences among two or more societies, nations, or cultures outside of the United States in regard to any of the following: language, literature, aesthetics, politics, economics, or social and cultural practices.

Required Materials:

Three required books are available in the bookstore:

Meridians: Sources in World History, Instructor: Timothy Schroer. ISBN 978-0-5364-9511-2.

Peter Stearns, *World History in Brief: Major Patterns of Change and Continuity*, vol. 2, *Since 1450*, 7th ed. (Boston: Pearson, 2010) ISBN 978-0-205-73555-6.

Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin, 1998) ISBN 9780618001903.

There will also be additional primary sources available online.

Grading

First Exam:	20 percent
Second Exam:	25 percent
Final Exam:	30 percent
Paper:	20 percent
Quizzes and Class Participation:	5 percent

Each of the three examinations will have three parts. The first part will consist of ten multiple-choice questions. The second part will require students to identify *and describe the historical significance* of four important terms. Those terms will be identified during lectures. The third part will pose a few questions drawn from lecture. Each student will write one essay responding to one of the questions posed. The final examination will cover only material since the second examination.

Each student must also write a three-page typed, double-spaced paper. General guidance on writing in the historical discipline can be found at: http://www.westga.edu/dsw/index_10083.php

The paper will be graded based on the following rubric:

1. Does the paper meet the requirement of academic honesty? Pass/fail
2. Does the paper clearly articulate its point?
3. Does the paper demonstrate thoughtful analysis of the material?
4. Does the paper effectively use evidence to support its analysis?
5. Does the paper have a coherent organization?
6. Does the paper effectively express its ideas in language and style appropriate to the reader?

There may be occasional quizzes on the readings to be taken at the beginning of class. Upcoming quizzes will be announced in the class meeting before the quiz. The lowest quiz grade will be dropped. There will be no make-up quizzes. Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized.

It generally takes me one week to grade a set of papers or exams. No extra credit will be offered.

Policies

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/catalogs.php>. Academic honesty prohibits taking credit for someone else's work. Justice requires that punishment fit the infraction. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

I encourage any student who has questions or needs help with the course to come to my office hours or send me an email to set up a time to talk. In addition, students may wish to consult with the Writing Center (<http://www.westga.edu/~writing>) and/or the EXCEL Center (<http://www.westga.edu/~EXCELCenter>).

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first two weeks of the course and present documentation from the University's Student Development Center.

Late assignments will be penalized by deducting one letter grade for each day the assignment is late.

I strongly encourage students to attend class. Students who attend class tend to learn more and get better grades than those who do not. Class discussion sometimes affords new insights that cannot be planned or predicted. In case of absence, it is the responsibility of the student to obtain notes from a classmate covering what was missed. I do not penalize students for absences, but students receive no credit for participating or on any tests or quizzes on missed class days. A student who does not take a quiz or test in class with the rest of the class receives a zero. I do not permit students to take any test, quiz, or other graded work at any time other than in class as scheduled except in rare cases of prior approval or with a physician's note.

All graded assignments in the course must be original work undertaken for this course. Students should regularly check their University of West Georgia email account.

Course Schedule

Students are expected to have mastered the assigned reading before each class meeting.

Jan. 10	Introduction
Jan. 12 Readings:	A newly interconnected world <i>Meridians</i> , 1-19 Stearns, 263-75
Jan. 17 Readings:	The Reformation <i>Meridians</i> , 20-34 Stearns, 294-301
Jan. 19 Readings:	The growth of the state in early modern Europe <i>Meridians</i> , 35-59 Stearns, 301-18
Jan. 24 Readings:	The Atlantic World <i>Meridians</i> , 60-68 Stearns, 275-93 Reserve reading on the slave trade
Jan. 26 Readings:	The Islamic empires <i>Meridians</i> , 69-76 Stearns, 334-50
Jan. 31 Readings:	East Asia in the early modern period <i>Meridians</i> , 77-96 Stearns, 351-68
Feb. 2 Readings:	Russia Stearns, 319-33 Peter the Great's Decrees (electronic reserve)
Feb. 7	First Examination
Feb. 9 Readings:	The Enlightenment Kant on Enlightenment http://www.fordham.edu/halsall/mod/kant-what-is.html Condorcet on progress http://www.fordham.edu/halsall/mod/condorcet-progress.html

Feb. 14 Readings:	The French Revolution Stearns, 380-83 Cahier de doléance of the Third Estate of Dourdan http://www.historyguide.org/intellect/cahiers.html#third Sieyes, What is the Third Estate? http://chnm.gmu.edu/revolution/d/280/ Decree Abolishing the Feudal System http://history.hanover.edu/texts/abolfeud.html Declaration of the Rights of Man http://avalon.law.yale.edu/18th_century/rightsof.asp Declaration of the Rights of Woman http://chnm.gmu.edu/revolution/d/477/ The Cult of the Supreme Being http://chnm.gmu.edu/revolution/d/436/
Feb. 16 Readings:	The Industrial Revolution and birth of nationalism Stearns, 373-98
Feb. 21 Readings:	Ideologies <i>Meridians</i> , 97-106
Feb. 23 Readings:	China and Japan <i>Meridians</i> , 107-130 Stearns, 444-75
Feb. 28 Readings:	Imperialism Hochschild <i>Meridians</i> , 131-156 Stearns, 399-416 Jules Ferry on the motives for imperial expansion http://www.fordham.edu/halsall/mod/1884ferry.html Paper due
Mar. 1	No class
Mar. 6 Readings:	The origins of the First World War Stearns, 476-80 The blank check http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=800
Mar. 8 Readings:	The First World War <i>Meridians</i> , 157-62 Stearns, 480-85
Mar. 13	Second Examination
Mar. 15 Readings:	The Russian Revolution Stearns, 517-32 The April Theses http://www.dhr.history.vt.edu/modules/eu/mod03_1917/evidence_detail_31.html
Spring Break	
Mar. 27 Readings:	Peacemaking and interwar disorder Stearns, 487-95
Mar. 29 Readings:	Fascism and Nazism <i>Meridians</i> , 163-68 Stearns, 495-96 Mussolini on Fascism http://www.fordham.edu/halsall/mod/mussolini-fascism.html Groß on Nazi Racial Policy http://www.calvin.edu/academic/cas/gpa/gross.htm
Apr. 3 Readings:	The origins of World War II <i>New York Times</i> articles: "Commons Jubilant: Chamberlain's News of a Delay by Hitler on Czechs Stirs Bedlam," 29 September 1938;

“‘Peace With Honor,’ Says Chamberlain,” 1 October 1938;
Letters to the Times, Basil C. Walker, “Moderation in the Reich,” 4 October 1938
All available through library database: NY Times (No. 8 among the N databases)

Apr. 5 World War II and the Holocaust
Readings: Stearns, 496-98
 Himmler’s speech at Posen
 <http://www.nizkor.org/hweb/people/h/himmler-heinrich/posen/oct-04-43/ausrottung-transl-imt.html>

Apr. 10 The origins of the Cold War
Readings: *Meridians*, 169-72

Apr. 12 Decolonization and the globalization of the Cold War
Readings: *Meridians*, 173-93
 Stearns, 540-601, 621-41

Apr. 17 Student radicalism
Readings: Flyer on Benno Ohnesorg
 http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=892
 Life in a commune
 http://germanhistorydocs.ghi-dc.org/docpage.cfm?docpage_id=1629

Apr. 19 The end of the Cold War
Readings: Stearns, 532-39, 642-64

Mandatory Final Examination
Tuesday, April 24, 11:00 -- 1:00

Paper Assignment for February 28

Write a typed, double-spaced, three-page paper drawing on the assigned readings related to imperialism, i.e. the Ferry document online, *Meridians*, 131-56, and Hochschild's book *King Leopold's Ghost*. Your paper should use evidence from those sources to answer the following question: what factors motivated Europeans to acquire overseas colonies in Africa and Asia in the nineteenth century?

Do not use any material apart from the assigned readings. This assignment is *not* a research paper. It calls for close reading of the assigned texts. Be careful to avoid plagiarism in your essay. See Appendix A to the University of West Georgia Student Handbook. Where you draw from the source (either in paraphrase or through direct quotation), be sure to cite your source. You may use the following simplified citation format in citing your source: (*Meridians*, 147.) If you take words directly from the source, be sure to place that borrowing inside of quotation marks. If in doubt, cite your source.

The paper is due at the beginning of class on February 28. One letter grade will be deducted for each day the paper is late. The paper will be graded according to the criteria specified in the syllabus.