Hist 1112-07
Survey of World History/Civilization II
Spring Semester, 2014
TLC 1203
TR 5:30-6:50 p.m.

Michael Epanchin
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Office Hours T 7:00 - 8:00. or otherwise by appointment
TLC 3103

Class Purpose:

This class covers global history from roughly the 15th century to the present, with particular emphasis on the development of "modernity" and its accompanying array of new institutions, economic arrangements, ideologies, and social identities. Students will gain an understanding of the social, political, economic, religious, and intellectual trends of the past six centuries worldwide and their relationship to the modern world of today. Students will also 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. The lectures will routinely incorporate multimedia elements such as images, video, and music.

Lectures are organized thematically, but follow a general chronological and geographical pattern. Students are expected to synthesize material from several lectures together, as the class follows a theme of truly global history. Students are also expected to prepare for class and participate. This class is designed both to teach students about a variety of dimensions of history in the last six centuries, but also to stimulate analytical thinking skills. These skills are invaluable for encouraging students to learn how to learn and approach a variety of complex questions. This will benefit students both in future employment, and as citizens in a democratic society.

Anticipated Learning Outcomes:

Students will demonstrate the ability to think historically through: understanding of the political, social, economic, and cultural dimensions of world history; comprehension of causal relationships and patterns of change and continuity over time; or awareness of the social significance of ethnicity, gender, race, and class in historical events and study.

Required Texts:

Additional readings and documents accessible online. Students will be expected to bring documents listed on the syllabus or otherwise noted by me to class on the relevant day for discussion.

**Grading:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>Ideologies Writing Assignment</td>
<td>20%</td>
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<tr>
<td>Response Essays</td>
<td>15%</td>
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<td>Participation</td>
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**Exams and Written Assignments**

Exams are made of multiple essay questions. Potential test questions will be available two weeks in advance of exams through CourseDen. If a student must miss an exam for unavoidable reasons, the student **MUST** contact me in advance of the exam to schedule a retake. Barring extraordinary circumstance, students who contact me about a missed exam after the fact will not be able to retake the exam and will receive a zero.

Similarly, written assignments must be turned in when they are due. Late assignments will not be graded. If a student cannot turn in an assignment for unavoidable reasons, the student **MUST** contact me in advance of the assignment's due date to let me know. Students cannot expect to discuss the matter after the due date.

**Response Essays**

For each of the three response essay assignments, students are to write a 2-3 page summary of the *argument* presented in the assigned article. The length will require a concise exposition of the argument, and precludes students from merely copying evidence or narrative from the article. Students must read the entire article and convey the point that the author is trying to make - the central thesis of the article. Essays will be graded on a scale of 0 to 5 in increments of half a point.

In addition, all three response papers are due in class on the day that the article is to be discussed. **If, for whatever reason, the class schedule is altered by unforeseeable factors, the response essays will be due on the new date of the discussion of the article.**

**Americans with Disabilities Act**

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the
student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. 

*Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*

**UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

**Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**University of West Georgia Honor Code**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.
Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

**Plagiarism:**

Students are expected to fully understand and comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty found in the Student Handbook [here](h...). In short, the University defines plagiarism as "representing the words or ideas of another as one's own." Direct quotations "must be indicated and ideas of another must be appropriately acknowledged." If you are in doubt, please consult [this statement on plagiarism](http://example.com) or contact me. If a student is caught directly quoting ANY source without attribution, will receive an "F" on the assignment, and possibly on the course. I reserve the right to request the University to pursue additional sanctions in egregious cases of academic dishonesty. It should go without saying that a similar policy is in effect for other forms of conventional cheating.

**THERE ARE NO EXCUSES FOR PLAGIARISM BASED IN IGNORANCE. YOU ARE EXPECTED TO KNOW AND UNDERSTAND WHAT IS AND WHAT IS NOT PLAGIARISM. AGAIN, IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT ME.**

**Classroom Conduct:**

1. You will be expected to respect the classroom and your fellow students. This means that you will be expected to arrive on time, to be present in every class, to be prepared for class every day, and to not disrupt class with idle chatter or other distractions.

2. Cell phones will be turned off at the beginning of every class and there will be no texting, nor any usage of cell phones during class, under pain of public humiliation. Tablets and music players are right out. Notes must be taken by hand, as laptops are frequently and unnecessarily used for browsing mindless web sites rather than notetaking.

3. Participation will also be dependent on students' engagement in class. This means that students will be expected to interact, ask questions when appropriate, and engage in classroom discussion about subject matter in the class.

4. Students who are present but consistently unengaged (for example, those who sleep, goof off, are consistently late, disrupt class, or otherwise do not pay attention) will be identified to the University so that they may be provided assistance.
5. Students are also expected to participate in online discussions. These discussions will form an important part of the participation grade and provide another medium for students to engage with each other on the critical and provocative elements of the course.

6. In addition to the above, students are expected to prepare for class. Adequate preparation includes reading documents for comprehension and critical analysis.

7. Since participation is expected, students should be on notice that anyone can be called on to ask any question at any time.

**Course Schedule and Lecture Outline**

This schedule is tentative and subject to change as necessary.

**Week 1**
January 7: Introduction

January 9: Indigenous America
READING: Stearns, "Europeans and American Indians: Explorers, Conquerors and Aztec Reactions," pg. 163-176

**Week 2**
January 14: Spanish America
READING: Two Spaniards Debate the Conquest and the Nature of Americans, 1547-1553, available on CourseDen.

January 16: China: From Hongwu to Qianlong

**Week 3**
January 21: Japan: The Ashikaga and Tokugawa shoguns

January 23: The Near East: Ottomans and Safavids

**Week 4**
January 28: Early Modern India

January 30: Early Modern Europe
READING: Martin Luther, "Against the Robbing and Murdering Hordes of Peasants," available on CourseDen

Week 5
February 4: The Atlantic World I: Sugar and Slavery

February 6: The Atlantic World II: Coffee and Culture

Week 6
February 11: The French Revolution

February 13: The British Industrial Revolution
RESPONSE ESSAY DUE IN CLASS.

Week 7
February 18: Ideology in the 19th century

February 20: 19th c. Latin America: Independence and Development

Week 8
February 25: MIDTERM

February 27: Late Qing-dynasty China: Catastrophe and Revolution
READING: Stearns, "The Opium War: Chinese and English Views," pg. 242-251;

Week 9
March 4: Japan: Towards an Industrial Empire

March 6: British India
READING: Thomas Babington Macauley, On Empire and Education. available on CourseDen.

Week 10
March 11: Africa and Southeast Asia in the 19th century

March 13: The Great War
READING: Poems available on CourseDen.

IDEOLOGY PAPER DUE IN CLASS.

Week 11 SPRING BREAK. NO CLASS MARCH 18 AND 20

Week 12
March 25: The Russian Revolution and the Stalin period
RESPONSE ESSAY DUE IN CLASS.

March 27: Fascism and War in Europe

Week 13
April 1: Japan and China after World War I and the Pacific War
READING: Eyewitness account of the Rape of Nanjing, available on CourseDen.

April 3: Maoist China
READING: Stearns, "Twentieth-Century Revolutions: China," pg. 311-313.

Week 14
April 8: India: Partition and Independence

April 10: Postwar Latin America
RESPONSE ESSAY DUE IN CLASS.

Week 15
April 15: The Cold War

April 17: The Cold War in Asia
READING: George Kennan, Memo PPS23, available on CourseDen.

Week 16
FINAL EXAM
Tuesday, April 22, 5:00-7:30, TLC 1203

NOTE: This syllabus reflects changes made as of 01/06/2014. Any of the above syllabus is subject to change at any time.