History 1112
Survey of World History/Civilization II
Fall Semester, 2014 M/W 2:00---3:15 pm
Dr. Elaine MacKinnon/3222 TLC/678-839-6048; e-mail: emcclarn@westga.edu

Required Texts:
Note: You are expected to bring your assigned readings to every class.

Purpose of the Course:
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 your assigned textbook readings will give you a general chronological framework. The supplemental texts, Abina and the Important Men and Sofia Petrovna, along with assigned primary documents, films and documentaries shown in class or watched online, will provide deeper insight into particular regions, cultures, time periods, and patterns of human interaction, as well as different methodologies for studying the past.

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

This course will have online components; it is considered a hybrid course. The course format is designed to be a combination of face to face lecture and discussions, and online learning activities, organized around specific themes. There will be three dates during this semester when we will not have a scheduled face to face class; for these dates you are expected to download online power point presentations found in specified Learning Modules in D2L (referred to in the syllabus as Course Den or D2L), work through the slides and answer questions posed in the slides, and complete connected writing assignments which you will submit through the Dropbox function in Course Den/ D2L. Therefore you will need to have a computer with internet access in order to log into D2L, as well as for viewing Youtube video clips and assigned documentaries.
Grading:
Exam #1 25%
Exam #2 25%
Exam #3 25%
Quizzes 15%
Class Participation 10%

The learning outcomes will be assessed through a combination of examinations, outside writing assignments, quizzes, and in-class assignments and discussions:

Examinations:
1) You will have three in-class examinations. Exams will consist of a variety of questions, which may include map identification, multiple choice, fill-in-the-blank, matching, term identification, short answer, or essay/discussion questions. The exam questions will be drawn from lectures, the textbooks, assigned document readings, class discussions, and films and documentaries shown in class. The final will not be cumulative.

Please Note: You must bring to class on each scheduled examination day the Exam System II General Purpose NCS Answer Sheet (General Purpose Answer Sheet No. 229633, 200 questions) and a No. 2 pencil. If you come to class without these items, then you will have to go immediately and purchase them (and lose time better spent taking the exam).

Quizzes:
On the dates indicated in the syllabus, you will take two scheduled readings quizzes on the assigned supplemental readings, Abina and the Important Men and Sofia Petrovna. In addition, throughout the course of the semester there will also be unannounced quizzes, plus in-class and possibly homework on-line writing assignments based on your textbook readings, supplemental books, and assigned primary documents. You will also take quizzes on the three online learning modules. Take note of the "Questions to Consider" that are given for some of the lectures in the syllabus below. These may become the basis for quiz questions or assignments; use them as study questions.

No make-ups will be given for in-class quizzes and assignments.

Class Participation:
During the semester you will accrue points towards your class participation grade.

1) Required: You will participate in class discussions as scheduled in the syllabus and complete all written assignments connected with these discussions. In these discussions you will be focusing on assigned primary source documents and you should be able to answer the questions listed for each at the end of the syllabus. You will also be reading and analyzing sources contained in special sections identified in your Bentley and Ziegler textbook, Traditions and Encounters, as “Connecting the Sources.” You may be asked to turn in your answers to the questions given either in the syllabus or in your textbook, or to write an analytical response to the sources.

2) Required: There will be three dates (October 6, November 5, and December 1) in the syllabus for which there will be no face to face class. For each of these online sessions, you will have to complete a writing assignment connected with online learning modules as described in the syllabus and explained in Course Den in the dropbox feature. You will submit your typed responses through the Dropbox feature in Course Den. These assignments have due dates as noted in the syllabus. These assignments will each be worth thirty points.

3) Optional: You may participate in up to TWO of the Analytical Online Discussion Threads set up in D2L and listed in the syllabus; see below for guidelines for participation. Take note that each of these discussions has a specific deadline for participation, the dates for which are given in Course Den. You may receive up to 10 points for participation in each of these discussions. THESE ARE OPTIONAL, NOT REQUIRED
Guidelines and Etiquette for Online Discussions/Class participation

Discussion Postings should be a minimum of one short paragraph and a maximum of two paragraphs. For every discussion you are required to submit an initial posting, and then respond with at least a paragraph of commentary to at least two other students. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings by bringing in a related example or experience. Address the questions as much as possible (don't let the discussion stray). Try to use quotes from your readings or examples that support your postings. Include page numbers when you do that. Build on others responses to create threads. Bring in related prior knowledge (work experience, prior coursework, readings, etc.) You will receive more points for substantive and thoughtful postings—give examples and evidence to back up your statements.

Use proper etiquette (do not use popular slang or abbreviations, use formal language, use correct spelling, typing, etc.). Please use language that is respectful of others and their views.

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 will lower your final grade.

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. 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.

Student Rights and Responsibilities:
Students, please carefully review the following information at this link: [http://tinyurl.com/UWGSyllabusPolicies](http://tinyurl.com/UWGSyllabusPolicies)
It contains important material pertaining to your rights and responsibilities in this class, and to your rights and responsibilities as a student of the University of West Georgia. It contains information on ADA (see below), UWG Email Policy, Credit Hour Policy, and the Honor Code. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

DISABILITY SERVICES AND ADA (Americans with Disabilities Act):
The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me at my West Georgia email address by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

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 and other policies important to you as a student may be found in the Student Handbook, on the web at the URL given above; the Honor Code is to be found specifically at [http://www.westga.edu/handbook/59.php](http://www.westga.edu/handbook/59.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.

**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.

**Let me Repeat:** Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. The instructor will confiscate such items. The instructor reserves the right to ban laptop computers if students use these for any purpose other than to type notes.

**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 be available in my office on Mondays and Wednesdays, 12:00 pm to 1:15 pm, and again from 3:30 to 4:00 pm. or by appointment. I will be available for online office hours (conducted via email or Google groups) Tuesdays and Thursdays, 11 am to 1:00 pm (these hours may vary from week to week—I will provide announcements through D2L if the hours will be different for a particular week). 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.

**How to do well in this course**
1. Attend class consistently—be a regular!
If you miss a class, do not ask the professor for her notes!!! Get the notes from a fellow classmate. It is important to identify that person early in the semester (the first week for example).
2. Keep up with the reading assignments!
In my experience, if students keep up with the readings and thereby have a basic understanding of the daily topics, they do well in the course.
3. Find a group with whom to study! Work together and keep each other motivated!

**Tentative Course Outline and Readings Assignments**

**Mon August 25:** Introduction: What is Global History? / The World in 1500
**Required Readings:** Bentley and Ziegler, *Traditions and Encounters* (hereafter abbreviated as Text), Part 5: The Origins of Global Interdependence, 1500–1800, 346–347/Begin reading Chapter 19, Transoceanic Encounters and Global Connections, 348–369

**Wednesday August 27:** European Expansion/Oceanic Voyages and Their Consequences
**Required Readings:** Text, Ch. 19, pp. 348–369/Special focus on Sources from the Past: “Christopher Columbus’s First Impressions of American Peoples,” p. 355
**Questions to Consider:** What is the significance of the voyages undertaken by Vasco da Gama and Christopher Columbus, among others? Should we regard the European explorers as heroes or destroyers? Who gained and who lost when Europeans began venturing across the seas?
Monday September 1: Labor Day No Class!!

Wednesday September 3: Transformation of Europe: Overview of Political, Social, Cultural Changes/The Impact of the Reformation
Required Readings: Text, Ch. 20, pp. 370-389
***Questions to Consider: How did the Reformation and the Scientific Revolution transform Europe politically, religiously, and socially?

Monday September 8: Absolutism in France and Russia/Discussion of Primary Sources
Required Readings: Text, Ch. 20, 375-385
***Primary source readings:
Louis XIV, Letter to the Town Officers and People of Marseilles (August 26, 1664). Accessible through the Modern History Sourcebook at http://history.hanover.edu/texts/louis.html;
Modern History Sourcebook: Peter the Great and the Rise of Russia, 1682-1725 Accessible through http://www.fordham.edu/Halsall/mod/petergreat.asp

Be able to answer questions given at end of the syllabus for these primary sources. I recommend that you write out answers and bring these to class.

Wednesday September 10: Early Modern Intellectual Revolutions/Clash between Science and Religion
Required Readings: Text, Ch. 20, 382-389
***Analytical Online Discussion Thread #1 The tension between religious “faith” and scientific methodology: See end of syllabus and Course Den for description of assignment
Deadline for posting to this Discussion Thread is Wednesday September 17

Monday September 15: Empire Building in the New World of the Americas
Required Readings: Text, Ch. 21, 391-404

Wednesday September 17: Africa and the World: State Formation and the Gold Trade
Required Readings: Text, Ch. 22, pp. 408-416

Monday September 22: Africa and the Atlantic Slave Trade
Required Readings: Text, Ch. 22, pp. 416-427

Wednesday September 24: The Human Experience of Slavery/Discussion of “Connecting the Sources “
Required Readings: Text, Ch. 22, pp. 420-421
***Writing assignment: answer the questions on page 421 based on your analysis of the two sources given and bring your responses to class

Monday September 29: First Examination
**Wednesday October 1:** East Asian Societies: Overview of Qing China and Tokugawa Japan
Required Readings: Text, Ch. 23, 428-445

***Monday Oct 6 No face to Face-- Online Learning Module One: Muslim Empires
Required Readings: Text, Ch.24, 446-461
Directions: After reading Chapter 24 in your textbook, you are to:
1) examine slides in Online Learning Module One: The Muslim Empires
3) Required Class Participation Writing Assignment: From the information given in your textbook, and this Saudi Aramco World website, you will answer the questions given for this learning module and virtual tour. See the end of the syllabus in Course Den for the questions.
Submit your responses through the Dropbox in D2L. Deadline for completing this assignment is Friday, October 10 by 2pm

**Wednesday October 8:** Upheaval in the Atlantic World: American, French, Haitian and Latin American Revolutions
Required Readings: Text, Ch. 25, pp. 464-476
Questions to Consider: What do the Atlantic Revolutions have in common? What are the differences? Which do you consider to be the most significant in terms of its global impact?

**Monday October 13:** Impact of the Atlantic Revolutions—New Ideologies and Social Movements/Discussion of Primary Source readings
Required Readings: Text, Ch. 25, 476-489
***Primary Source Readings: Declaration of the Rights of Man, available on page 473 of your textbook and the Declaration of the Rights of Woman, accessible through the following website address, http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html
Be able to answer the questions given at the end of the syllabus for these documents. I recommend that you write out answers and bring these to class.

**Wednesday October 15:** 19th Century Nationalism and Industrialization
Required Readings: Text, Ch. 26, pp. 490-509/ focus in particular on Sources from the Past: “Testimony for the Factory Act of 1833,” p. 499
Questions to Consider: What transformations occurred once factories organized life and work? Did changes equally affect men, women, and children?

**Monday October 20:** Industrial Society, Global Patterns of Industrialization, and the Problem of Poverty/Discussion of Primary Source
Required Readings: Text, Ch. 26, pp. 497-509
***Primary Source Reading: Karl Marx and Friedrich Engels: The Communist Manifesto (1848), accessible at the following website, http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/marx.html
Be able to answer the questions given at the end of the syllabus for these documents. I recommend that you write out answers and bring these to class.
***Analytical Online Discussion Thread #2: Is the legacy of industrialization negative or positive? See end of syllabus and Course Den for description of assignment
Deadline for posting to this Discussion Thread #2 is Monday October 27 at 2 pm

Wednesday October 22: The Building of Global Empires/The Fate of China in the 19th century
Required Readings: Text, Ch. 28, 528-539
Questions to Consider: How did the so-called “New Imperialism” of the nineteenth and twentieth centuries differ from earlier imperial traditions? What does your textbook mean by referring to the “Informal Imperialism” carried out in China in the 19th century?

Monday October 27: The Building of Global Empires: The Scramble for Africa
Required Readings: Text, Ch. 28, 539-551
Question to Consider: Europeans claimed that they had a “civilizing mission” in Africa and Asia. What does the evidence suggest about the substance of this civilizing mission?

Wednesday October 29: Gender and Imperialism--Quiz/Discussion of Abina and the Important Men
Required Reading: Getz and Clarke, Abina and the Important Men, all
In-class quiz and discussion

***Online Analytical Discussion Thread #3: The historical significance of Abina Mansah: Why should an entire book, a graphic book at that, be devoted to a person who did not play a significant role in history? See end of syllabus and Course Den for description of assignment
Deadline is Wednesday, November 5 by 2pm

Monday November 3: Second Examination

***Wednesday November 5: No Face to Face Class--Online Learning Module #2 World War I
Required Readings: Text, Ch. 29, 556-575
No Face to Face Class:
Directions: After reading Chapter 29 in your textbook, you are to:
1) Examine slides in Online Learning Module Two: World War I, particularly the slides with examples of war propaganda
2) Required Class Participation Writing Assignment: You will choose between two options. You will either watch a documentary on the battle of Gallipoli and answer questions, or you will access primary source materials (diaries, letters, remembrances) connected with World War I and write responses to questions asking you to comparing the soldiers’ experiences in the trenches with the war propaganda generated to whip up enthusiasm for the war and mobilize the populace. See the end of the syllabus in Course Den for the questions you are required to answer based upon your analysis of the primary sources.
Submit your response to the questions through the Dropbox function in Course Den/D2L. Deadline for this assignment is Monday November 10 by 2pm

Monday November 10: Revolutions in Russia and the Emergence of the Soviet Union/The Failed Peace of Versailles
Required Readings: Text, Ch. 29, 569-575 and Chapter 30, 585-586
Wednesday November 12: Authoritarianism and Dictatorship Between the World Wars: Italy, Germany, Japan, Soviet Union
Required Readings: Text. Chapter 30, 576-591 and Chapter 31, 593-602

Monday November 17: Stalinist Terror and the Gulag/Quiz and Discussion of Sofia Petrovna
Required Reading: Chukovskaya, Sofia Petrovna, all
In-class quiz and discussion

Wednesday November 19: World War II and the Holocaust/Discussion of “Connecting the Sources, 622-623"
Required Reading: Text, Chapter 32, 608-627
***Writing Assignment: Answer the questions on page 623 based on your analysis of the two sources given and bring your responses to class

***Analytical Online Discussion Thread #4 How do we make sense of the Stalinist Terror, the Holocaust and the capacity of human beings to not only support but actively participate in acts of genocide and torture? See end of syllabus and Course Den for description of assignment
Deadline for posting to this Discussion Thread is Friday November 28 by 2pm

Nov 24 – Nov 28: THANKSGIVING BREAK NO CLASSES!!!!

***Monday December 1: NO FACE To FACE Class: Online Learning Module #3 The Cold War
Required Readings: Text, Ch. 33, 628-651
Directions: After reading Chapter 33 in your textbook, you will:
1) Examine slides in the Online Learning Module Three: The Cold War
2) Required Class Participation Writing Assignment: Watch the Cold War documentary, The Cold War Part 12/24 MAD 1960-1972, accessible on YouTube, https://www.youtube.com/watch?v=-3mNxC3RFQo on the doctrine of MAD, one of the foundations of Cold War policy for both sides. You will answer questions provided at the end of the syllabus in Course Den and submit responses to the Dropbox in Course Den
Deadline for this assignment is Friday December 5 by 2 pm

Wednesday December 3: De-colonization and the Emergence of a World Without Borders
Required Readings: Text, Ch. 33, 641-651 and Ch. 34, 652-665

THIRD AND FINAL EXAM: Monday December 8 2:00—4:30
History 1112: Class Participation assignments:
Primary Source Readings Study Questions
You will participate in discussions focusing on analysis of assigned primary sources. Use the following questions as study guides in your reading of the documents and be ready to answer these questions either on a quiz or in class. The questions are also intended to serve as a guide for helping you prepare for class discussions, quizzes, and exams.

Louis XIV, Letter to the Town Officers and People of Marseilles (August 26, 1664)
Modern History Sourcebook: Duc de Saint-Simon: The Court of Louis XIV
http://www.fordham.edu/Halsall/mod/17stsimon.asp
Modern History Sourcebook: Peter the Great and the Rise of Russia, 1682-1725 Accessible through http://www.fordham.edu/Halsall/mod/petergreat.asp

1) Questions for analysis:
Who are the authors of these documents and when were they written?
With what historical topic or question are these sources connected?
What do these sources reveal to us about the goals and methods of absolute monarchs?
What were the economic aspects of absolutism as brought out in Louis XIV's letter?
What were Peter the Great's main goals as an absolute monarch? How does he differ from Louis XIV in his goals and methods?

2) Declaration of the Rights of Man, and Declaration of the Rights of Woman
Questions for analysis:
Who are the authors of these two documents and when were they written?
With what historical topic or question are these sources connected?
What specific challenges do both of these declarations pose to the traditional, hierarchical structure of French society during the Old Regime?
How would you compare these two declarations? In what way does the Declaration of the Rights of Woman challenge the Constitution drafted by the National Assembly?
What rights are listed in the Declaration of the Rights of Man, and with what 19th century political philosophy or belief system, do these become the key precepts of?
How does the Declaration of the Rights of Woman, in its very conception and in its ultimate fate (and the fate of its author) reflect the powerful impact of French Revolutionary ideals but also the limits and ambiguities of their application?

3) Karl Marx and Friedrich Engels: The Communist Manifesto (1848)
Question for analysis:
Who are the authors of this work, and during what historical period did they write and publish it?
What is the Manifesto calling for and how will it come about? How does the bourgeoisie produce “its own grave diggers”? What role will the proletariat play in the demise of the bourgeoisie?
How does the Manifesto define Communism, and how will it break with traditional “ideas” or structures of society?
What do the authors see as the primary driving force in history?