Survey of World History and Civilizations Since 1500  
History 1112 Honors  
Fall 2015  
CRN 81081  
Pafford 208  
Tuesday/Thursday 11:00 – 12:20  

Instructor: Dr. Tim Schroer  
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Office hours: T 8:00-10:30, 1:30-3:30  
R 8:30-10:30, 1:30-5:00  
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:  
There are two required books available in the bookstore:  

Students may also want to read a world history textbook, such as  

There will also be additional primary sources available online.  

Grading  
First Exam: 20 percent  
Second Exam: 20 percent  
Final Exam: 25 percent  
Paper: 20 percent  
Daily Writing Assignments: 10 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?  

Each class meeting (with the exception of the first class and test days) students should bring to class two copies of a short, typed paragraph responding to questions about the assigned reading and submit one copy to the instructor at the beginning of class. The questions will be posed in advance of a reading. The question on the first assigned source is: what does the source suggest motivated
the Portuguese to sail to India? Each response paper will be graded as either constituting a good-faith effort (GFE) or not. These will translate into the following grades:

- **A**: 11 or more GFEs
- **B**: 9-10 GFEs
- **C**: 7-8 GFEs
- **D**: 5-6 GFEs
- **F**: fewer than 5

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.

For university-wide policies, please see:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

**Course Schedule**

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

- **Aug. 25**: Introduction
- **Aug. 27**: A newly interconnected world
  **Readings**: Meridians, 1-19
- **Sep. 1**: The Reformation
  **Readings**: Meridians, 20-34
- **Sep. 3**: State and society in early modern Europe
  **Readings**: Meridians, 35-59
- **Sep. 8**: The Islamic empires in the early modern period
  **Readings**: Meridians, 69-76
  Jahangir, Policy toward the Hindus (CourseDen)
- **Sep. 10**: The Atlantic World
  **Readings**: Meridians, 60-68
  Reading on the slave trade (CourseDen)
- **Sep. 15**: East Asia in the early modern period
  **Readings**: Meridians, 77-96
Sep. 17  Russia in the early modern period  
Readings: Peter the Great’s decrees (CourseDen)

Sep. 22  

Sep. 24  The Enlightenment  
Readings:  
Kant on Enlightenment  
http://www.fordham.edu/halsall/mod/kant-whatis.html  
Condorcet on progress  
http://www.fordham.edu/halsall/mod/condorcet-progress.html

Sep. 29  The French Revolution  
Readings:  
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/

Oct. 1  The Industrial Revolution and birth of nationalism  
Readings: Factory Rules from Benck and Co. (CourseDen)

Oct. 6  Ideologies  
Readings:  
Meridians, 97-106

Oct. 8  China and Japan in the nineteenth and early twentieth centuries  
Readings:  
Meridians, 107-130

Oct. 13  India  
Readings:  
Meridians, 131-156

Oct. 15  Discussion of History in Three Keys  
Paper due

Oct. 20  Imperialism  
Readings:  
Jules Ferry on the motives for imperial expansion  
http://www.fordham.edu/halsall/mod/1884ferry.html  
Rhodes, Confession of Faith (CourseDen)  
Edgar Canisius on the Congo (CourseDen)

Oct. 22  The origins of the First World War  
Readings:  
The Blank Check (CourseDen)

Oct. 27  Second Examination

Oct. 29  The First World War  
Readings:  
Meridians, 157-62

Nov. 3  The Russian Revolution  
Readings:  
The April Theses  
http://www.dhr.history.vt.edu/modules/eu/mod03_1917/evidence_detail_31.html

Nov. 5  Peacemaking and interwar disorder  
Readings:  
U.S. State Department description of Woodrow Wilson’s Fourteen Points  
http://history.state.gov/milestones/1914-1920/FourteenPoints  
The Fourteen Points  
http://avalon.law.yale.edu/20th_century/wilson14.asp

Nov. 10  Fascism and Nazism  
Readings:  
Meridians, 163-68  
Mussolini on Fascism  
http://www.fordham.edu/halsall/mod/mussolini-fascism.html  
Groß on Nazi Racial Policy
Nov. 12  The origins of World War II  

Nov. 17  The origins of the Cold War  
Readings:  *Meridians*, 169-72  
Kennan on Soviet foreign policy (CourseDen)  
Soviet ambassador Novikov on U.S. foreign policy (CourseDen)

Nov. 19  Decolonization  
Readings:  *Meridians*, 173-93

Dec. 1  Youth revolt  
Readings:  Flyer on Benno Ohnesorg  
Life in a commune  
http://germanhistorydocs.ghi-dc.org/docpage.cfm?docpage_id=1629

Dec. 3  The fall of the Soviet empire  
Readings:  Mikhail Gorbachev on new political thinking (CourseDen)

**Mandatory Final Examination**  
**Tuesday, December 8**  
**11:00 – 1:30**