

History 102

World History since 1500

T-Th-F 9:00-9:50 CCC 227

Instructor: Dr. Jerry Jessee
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Course Description:

This course explores the major historical processes that produced the modern world that we live in today. Learning about the history of the world does not require us to know every little fact and detail about all the regions of the world. *World history is not the sum of the histories of the world's parts.* It is an exploration and explanation of the patterns and processes of global interconnection. That said, you will be introduced to a number of key events, dates, and people(s) that have shaped history. The point is not simply to throw information out at you. Rather, the object is to train your mind to see patterns in what initially may seem like a bunch of seemingly disconnected facts in order to make sense of the world today. This will come in very handy to you right now and later in life. Don't believe me? Go watch all the "talking heads" on CNN or Fox News for an hour or so and you'll start to see them drawing on some event in the past to make point (usually wrong) about today. What we think about the past *determines* how we think about the present. Also, because we live in a globalized world, I guess it might be a good idea to take a world history course. On board? Good.

This course is delivered primarily as a lecture, but there will be plenty of moments in class for one-to-one, group, and whole-class interaction and discussion. Participating fully in these activities is crucial for your success; they are moments for you to question and probe the problems and events presented in class, and are thus opportunities for deepening your comprehension and interpretation of world history.

Course Learning Outcomes:

This course fulfills the *Historical Perspectives* and *Global Awareness* requirements of the General Education Program (GEP).

Students who diligently complete this course in good faith will be able to:

- 1) Analyze primary historical documents (texts, films, posters, music, etc.) to answer questions about historical change in the past. (Historical perspectives.)
- 2) Apply the content and interpretive skills learned in class to evaluate competing historical claims about the past that inform how we think about the present. (Historical perspectives.)
- 3) Recognize the similarities and differences of various cultures and societies of the world and analyze how historical forces (e.g. demographic migrations, imperial expansion, and long-distant trade) have linked these groups in the past and shaped the modern world. (Historical perspectives and global awareness.)

Required Materials: Texts

(Required) Tignor et al., *Worlds Together, Worlds Apart: A History of the World, Volume II*. 4th edition. You do not ever need to bring this text to class (unless you would like to). Available for text rental at the university bookstore.

(Required) Pollard and Rosenberg, *A Companion Reader to Worlds Together Worlds Apart*, second edition. (ISBN: 978-0-393-93778-7) This is the main primary source reader for this class. You must bring this book to class (almost) everyday! Readings from this text are noted in the schedule (below) by “Reader.” Available for text rental at the university bookstore.

(Required) Moshin Hamid, *Exit West: A Novel*, Riverhead Books, 2017. (ISBN 9780735212176). Available for purchase at the university bookstore

Required Materials: Dersire2Learn (D2L):

In addition to the texts, other primary and secondary source readings will be required. These will be posted on the D2L website and are noted in the schedule below by an asterisk (*). **You must read and bring these documents to class as they will be the basis for our primary source discussion.**

You have one of two reading choices for the required readings in this course. You can 1) purchase physical copies of the books and print out the articles in hard copy, or 2) purchase electronic copies of the books and download electronic versions of the articles. If you choose option number 2 there are caveats. Caveat number 1: the only electronic devices permissible for the readings are laptops or ipad-type readers. No cell phones! I am strict of this. Caveat 2: you

must bring your device with you on the day that we discuss those readings. This is the price you pay for going electronic. Understand? Good.



Mustafa Kemal "Ataturk" (1923)

Assignments:

Midterm Exam: There will be a midterm exam. The exam will consist of multiple choice and short writing. I will provide a study guide.

Final: The final will be in the same format as the midterm and will be cumulative.

In-Class Activities/Writing: We will be engaging in various writing and group exercises throughout the semester. I will be collecting the products of these exercises and giving you credit for them on D2L. They will not be graded. Instead, I will be evaluating them on the + √ - system. These marks will be recorded in D2L as 3-2-1 respectively. If you complete the work and put forth good effort, you will receive a +. Varying degrees of completeness or effort will result in either a √ or a -

. You will be in serious danger of **not** passing this class if you do not complete these assignments. See scale below.

Grading (weighted percentage):

Midterm: 30%
 Final: 40%
 In-Class Activities/Writing: 30%
 Total: 100%

Grading scale (percentage):

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	59 and below
B	83-86	C-	70-72		

Other Stuff:

Attendance: I will record attendance. Students who miss 4 lectures will be docked a 1/3 of a grade from their final grade. Students who miss 5-6, 2/3rds of a grade, 7+ a full grade (and so on). For example, if you were to earn a B in this class, but missed 4 classes, your final grade would be a B-. Absences will be unexcused except in extraordinary circumstances, which will require a note from an authority explaining the absence. It is up to you to get up to speed on what you missed during your absence. I suggest that you grab notes from one of your peers and come see me during my office hours to discuss what you missed. If you miss an assignment for

a class in which you have an excused absence, you must make every effort to make up any missed assignments within a reasonable amount of time. I will not accept missed assignments for excused absences weeks after their due date.

Related to absences: I find it incredibly rude for students to leave in the middle of class. If, for some legitimate reason, you need to leave class early, I would appreciate the common courtesy of letting me know before class begins. Students who leave class without permission will be docked attendance for that class.

Electronics: All electronics must be turned off during class unless instructed to use them by me. These include cell phones, laptops, and tablets. In some cases laptop use may be permitted, if the student has an accommodation approved by the Disability Services Office (see below). Please do not be surprised to hear me shout “turn off your cell phone” if I catch you peeking at it in class. Notes should be taken by hand/paper.

Plagiarism: For information on plagiarism, consult <http://www.uwsp.edu/centers/rights>. See Chapter 14, *Student Academic Standards and Disciplinary Procedures*, pages 5 -10, for the disciplinary possibilities if you are caught cheating. I will vigorously pursue all incidents of plagiarism.

Equal Educational Opportunities: If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability and Assistive Technology Center (6th Floor of the Learning Resources Center) with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Voice: (715) 346-3365, TTY: (715) 346-3362.

<https://www.uwsp.edu/disability/Pages/default.aspx>.

Absences and Missed Assignments: Stuff happens. Sometimes life takes priority over school work. If something comes up and you need to miss a class or cannot turn in an assignment let me know immediately. I do not always grant extensions on assignments, but I do try to be flexible. It is imperative, therefore, that when incidents arise you do your diligent best to keep me informed.

Early Finals/Midterms: I do not allow students to take early/late exams except in extremely rare occasions (like you are going to have brain surgery on the scheduled exam day).

Notice on Copyright of Course Material: As the instructor, I retain all copyright on lectures,



Fukuzawa Yukichi (circa 1900)

slides, assignments, and other course materials. I do not allow anybody to photograph, film, or otherwise record lectures without my express permission. I do not allow anybody to distribute course materials or otherwise send audio or visual recordings of lectures to people not currently enrolled in this class without my express permission. Posting course material I have created onto course-sharing websites directly violates my copyright on my academic materials.

Note: I reserve the right to alter this syllabus for any reason.

Schedule:

Week	Day	Topic	Readings
1	T	Course Introduction	
	Th	Primary Source Workshop I: How to Read Primary Sources	Tignor, Chapter 10. Reader: “Casebook: Mobilizing for War in the Age of Mongols.” * “Marco Polo in China.” * “Ibn Battuta in Asia and Africa.”
	F	Snapshot I: Ming China to 1433	Tignor, Chapter 11. Reader: “The Voyages of Zeng He.”
2	T	Snapshot II: Islamic World to 1517	
	Th	Snapshot III: Europe to c. 1500	* Froissart, “On the Jacquerie.”
	F	Portuguese Expansion	Tignor, Chapter 12. Reader: “Anonymous Journal of Vasco Da Gama’s Voyage around Africa to India” (91) & Pereira, “A Portuguese Voyage to China (94).”
3	T	1492: The Americas and Columbian Contact	Reader: Columbus, “On World Geography.” * Columbus’s First Impression of American Peoples.
	Th	Spanish Conquest	Reader: Xajila, “Plague in Central America.”
	F	The Columbian Exchange: Food, Drugs, and Bugs	* “The Columbian Exchange in the Early Modern Period.”
4	T	The Atlantic World I: Africa and Slavery	Tignor, Chapter 13. Reader: Mbema, “Letters to the King of Portugal.”
	Th	The Atlantic World II: Sugar and Silver	Reader: de Espinoza, “Mercury Mining in Huanacavelica and Silver Mining in Potosi.”
	F	Primary Source Workshop II: Historical Agency	Bring all of your primary sources.

5	T	Europe and The Ottoman Empire in the 1600s and 1700s	Tignor, Chapter 14 Reader: Busbecq, "Turkish Letters" & Luther, "To the Christian nobility in the German Nation."
	Th	The Safavid and Mughal Empires	Reader: Jahangir, "Policy toward the Hindus" (158).
	F	Qing China and Tokugawa Japan	* "Qianlong's Letter to George III."
6	T	The European Enlightenment I	Tignor, Chapter 15. Reader: Cotes, "Preface to Newton's <i>Principia Mathematica</i> ." * Schaffer, "Information Sources for <i>Principia Mathematica</i> ."
	Th	The European Enlightenment II	Reader: Smith, "On Baubles and the Demise of Feudalism"
	F	Age of Revolutions I: France	Reader: "Declaration of the Rights of Man" & de Gouges, "declaration of the Rights of Women"
7	T	Age of Revolutions II: The Americas	* Sarmiento, "Life in the Argentine Republic in the Days of the Tyrants."
	Th	European Industrialization	Reader: "Testimony for the Factory Act"
	F	European Radicals and Utopians	* Marx and Engels, excerpts from "The Communist Manifesto."
8	T	New Imperialism I: India, China, and Opium	Tignor, Chapter 16. Reader: "Commissioner Lin Zexu, Letter to Queen Victoria"
	Th	American Empire of Liberty?	
	F	Midterm October 28	
9	T	Prophecy and Rebellion	Reader: Ibn 'Abd al-Whahhab, Wahhabi Reformers in Mecca" & Sahib, "Call for Hindu-Muslim Unity."
	Th	New Imperialism II: The Scramble for Africa	Tignor, Chapter 17. Reader: Morel, "The Black Man's Burden."
	F	Primary Source Workshop III: Nature and Humanity in World History	Bring all your primary sources.
10	T	The Great War, the Russian Revolution, and the Partition of the Ottoman Empire	Tignor, Chapter 18 & 19. Reader: Lenin, "The Transition from Capitalism to Communism."
	Th	No Class! Jerry in Toronto.	
	F	No Class! Jerry in Toronto.	

11	T	The Rise of Japan	* Fukuzawa, "Good-Bye Asia."
	Th	To Be Modern (or Not)	* Ataturk, "Speeches." * Hassan al-Banna.
	F	Fascism & World War II	Tignor, Chapter 20. Reader: Yagamata, "The Coming Race War."
12	T	Origins of the Cold War	Reader: Kennan, "The Long Telegram."
	Th	Thanksgiving Break	
	F	Thanksgiving Break	
13	T	Decolonization I: India and Middle East	Reader: Gandhi, "Second Letter to Lord Irwin."
	Th	Decolonization II: China	* Edward Snow, "Account of the 'Long March'."
	F	The Three World Order	Reader: Mandela, "The Rivonia Trial" Sauvy, "Three Worlds, One Planet"
14	T	Movie: <i>Hearts and Minds</i>	
	Th	Movie: <i>Hearts and Minds</i>	
	F	Discussion: <i>Hearts and Minds</i>	
15	T	End of the Cold War	Tignor, Chapter 21 & 22.
	Th	A New Order: The Global North, the Global South, and the Triumph of Neoliberalism	
	F	Discussion: <i>Exit West</i>	<i>Exit West</i>
Final: Tuesday, December 19. 10:15-12:15 (CCC 227)			