

HIST 102: World History Since 1500

SPRING 2015 UWSP

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Office Hours: TH 2-4PM
And by appointment CCC 453



Time: T/TH 12:35-1:50
Classroom: CCC 321
Section: 1

Course Description:

Why do we need 100-level general education history courses? Aren't all history courses boring, one-sided, and uninteresting? Don't historians simply memorize names, dates, and seemingly irrelevant details about dead old white guys? What if I am just "bad" at history? Why study world history, can't I just learn more about the U.S.? If you have ever pondered any of these questions then this class is the right history course for you!

In a forthright article published in the Wall Street Journal, former CEO of Lockheed Martin Norm Augustine explained that the American economy needs students who excel in the subject of history. Augustine argues that students must have "historical literacy" to be economically competitive. He defines historical literacy in the following way:

Well, it's not primarily the memorized facts that have current and former CEOs like me concerned. It's the other things that subjects like history impart: critical thinking, research skills, and the ability to communicate clearly and cogently. Such skills are certainly important for those at the top, but in today's economy they are fundamental to performance at nearly every level (*Wall Street Journal*, September 21, 2011).

So how do teachers provide students with meaningful learning opportunities to develop these skills? Well, Scholars of Teaching and Learning (SoTL) along with feminist historians would answer this question by suggesting that we must change how we define historical knowledge and our approaches to teaching history in the college classroom. History courses could focus on student-centered high impact practices that include experiential learning, multi-sensory activities, and co-curricular studies. In addition, courses could emphasize themes highlighted by gender studies which include social and cultural histories, embodied experiences, and the everyday realities of ordinary peoples across the globe.

Reflecting these goals, this course will provide students with a broad introduction to social, cultural, economic, and political developments central to world history since 1500. The course will be structured to integrate lectures with discussion, group work, pairing activities, and other interactive strategies to engage students in the learning process. Students are encouraged to author their own learning and to find their voice as empowered learners. In the end, this history course will prepare students to be well-rounded in the liberal arts and thus competitive in a global economy.

Intended Learning Outcomes

This course is designated as Global Awareness and Historical Perspectives under the Investigation level of the new General Education Program (GEP). Embodying the GEP goals of providing a broad "liberal education" to prepare students to be "responsible global citizens," course intended learning outcomes will directly align with GEP outcomes (in parentheses).

Through this course, students will improve their ability to:

- Employ foundational concepts, themes, places, and individuals in describing histories across the globe
- Read critically to identify scholarly arguments in secondary sources on world history
- Analyze primary sources from a variety of modern global contexts to explain historical causality in world history
- Demonstrate professional interpersonal skills to produce world historical knowledge at the level of individual subjectivity and embodied action

Required Course Materials:

This class uses a Student Response System known as “Clickers” to encourage student participation in interactive activities and discussions. Students are required to lease a clicker from the university for \$8 for the semester. The semester lease fee will be automatically added to your UWSP student bill. You will need your UWSP Student ID to lease a clicker. Your clicker may be used in any class that requires clickers for the semester. **Note on Returning Clickers:** Clickers must be returned before the end of finals. Students with unreturned clickers will receive an additional \$39 billed to their UWSP account. Please pick up your Clickers in the Library LRC 207. **Students must be ready to use their clickers in class by TUESDAY FEBRUARY 2, 2016**

Required Text:

The course requires a text rental textbook, which students will be required to bring to every class starting 2/2/16. Please ensure that the textbook is the THIRD edition: Tignor, Robert et. alt. *Worlds Together, Worlds Apart: History of the Modern World from 1000CE to the Present*. 3rd Edition Volume 2. NY: W.W. Norton & Comp., 2011. Available through Text Rental in the UWSP Bookstore in the DUC

Evaluation Criteria

Attendance, In-Class Discussion, and Embodied Learning 15%:

Attendance and Clickers Questions 5%

In Class Discussion, Professionalism 5%

Embodied Learning Activities and In-Class Worksheets 5%

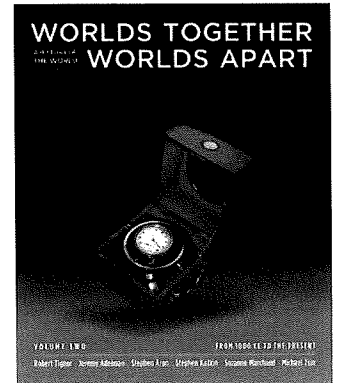
All students are expected to engage with course materials and to participate actively in classroom discussions, exercises, and activities. As mentioned in the course description, this class reflects scholarly interventions that challenge standard assumptions about student learning and encourage more creative teaching approaches. Integrated into each unit of course study, students will participate in “embodied learning” activities in which learners enhance their ability to “think with and through movement.” Students are expected to attend the in-class portion of the activity, otherwise they cannot receive full credit. Using Clickers technology, each class period will include opportunities for interactive polling, large group discussions, or pairing exercises. Students will be given mini-assignments and updates to the syllabus in class, so please be flexible and ready to grow together. One of the skills you will develop in this course is expressing yourself and finding your voice in a large group. As we work through complex historical moments and themes, students will prepare to actively contribute to activities that provide a chance to delve deeper into historical questions. Our journey through this semester will be a success if we are all involved and present together.

Primary Source Activities and Written Responses: 20%

One of the ways in which historians are distinguished from other social scientists or humanities scholars is by how we analyze a variety of primary sources including texts, images, hypermedia, films, and performances in historical context. Students will learn how to examine these sources through the techniques specific to the discipline of History.

Reading and Discussion Quizzes 35%:

Students are responsible for completing the readings and homework assignments, along with following in-class discussions. To encourage students to work consistently throughout the semester, we will have 5 in-class quizzes using Clickers. All materials covered in reading assignments, in-class activities, and discussions are fair game for quiz questions. Students will be allowed to drop the lowest quiz grade. In order to provide immediate feedback, answers will be discussed the same day in class therefore **NO MAKE-UP QUIZZES ALLOWED. Please see the instructor in person for extenuating circumstances.**



Midterm Exam, Applying Skills for Historical Analyses 10%

Students will apply newly acquired skills for analyzing both primary and secondary sources through a written examination. Students will be given ample time to review and to practice the exam format.

Group Project and Individual Reflection Essay 10%

Embodying History Group Presentation 5%, Reflection Essay 5%

The final project will represent a culmination of all the skills and new embodied practices students have been developing throughout the semester. Students will work in groups analyzing primary and secondary sources to produce an original historical work, an image of a museum diorama representing the complexities of memorializing the WWII Battle of Okinawa. Specific details will be developed as a class and distributed.

Students must attend each class the last week of the semester and the final examination period for full credit on the final project!

Final Exam 10%

Following the same format as the Midterm Exam, the final will cover the content from the second half of the semester, and yet build on the same cumulative skills students have been developing throughout the course. The main goal is to demonstrate the ability to analyze primary and secondary sources. The final exam will also dovetail directly with our group projects, so engaged participation in the Group Project assignment will help students be successful on the final exam.

Participation Expectations and Grading Rubric:

This course is designed for all students to be successful. Please contact the instructor in person if you have any extenuating circumstances that might prevent you from fully participating.

90-100—Students always come prepared for class with completed readings, notes, and any other necessary materials. In discussion, they ask on-topic questions, articulate complex ideas, and synthesize materials from previous sessions. They volunteer and be ready to provide an answer when called. They treat other students with respect, offering support and helping to create an inclusive learning environment.

80-90—Students come prepared to class on a regular basis with their readings and other materials. They share ideas and communicate in group work, but could be more engaged in large group discussions. Although a student in this group might not volunteer as readily, they are always prepared to respond when called.

70-80—Students are not prepared on a regular basis, forget their materials, or fail to participate in an engaged manner. They might also wander off topic consistently, create a disturbance in the class, or show disrespect to other students. Students receiving a 70% for participation may not be able to engage fully in the coursework and with other students.

0—Students will receive zero points for participation credit when they do not attend class or when they fail to participate in a given activity.

Criteria for Grading Worksheets, Activity Responses:

90-100 Students fulfill all requirements of the assignment, demonstrating the ability to analyze historical materials and to synthesize complex ideas.

80-89 Students fulfill most of the requirements of the assignment, however they fail to provide a thorough analysis or to synthesize the main ideas relevant to the task at hand.

70-79 Students provide only superficial responses or demonstrate insufficient preparation to fully engage in the intended activity.

60-69 Students do not complete all aspects of the assignment, fail to engage in the activity, or miss the required deadline.

0 Students do not attend the class/event or fail to complete the assignment.

Grading Scale:

A	93-100	B-	80 – 82	D+	67 – 69
A-	90 – 92	C+	77 – 79	D	63 – 66
B+	87– 89	C	73 – 76	D-	60 – 62
B	83-86	C-	70 – 72	F	59 and below

Academic Integrity, Community Rights and Responsibilities:

Students will be expected to submit original work with proper citations of source materials. Please consult the UWSP Community Rights and Responsibilities Handbook for details:

<http://www.uwsp.edu/acadaff/HLCSelfStudy/Community%20Rights%20and%20Responsibilities%202011.pdf>

Accessibility Statement



Equity of Educational Access: If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the online course. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course.

Disability Services Office, 103 Student Services Center,

Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

Course Schedule:

Reading assignments correspond to the day that students should complete the readings prior to class. Readings refer to chapters in the Robert Tignor *Worlds Together, Worlds Apart* textbook, unless otherwise specified. Textbook readings are organized thematically; beginning and ending page numbers refer to the end of a thematic section and subheading. Beginning 2/2, students are expected to bring their textbooks to every class meeting. Assignments are subject to change throughout the semester, please attend class and check the course website on D2L for updates.

DATE	TOPIC	 READINGS	 ASSIGNMENTS
WEEK 1: VISIONS OF LEARNING AND WORLD HISTORY			
1/26	Creating a Shared Vision: Embodying New Subjectivities	In Class Readings Wesch (2009) Augustine (2011) Syllabus	
1/28	Historical Literacy in a Global Market Doing History: How to Read Primary and Secondary Sources	Job advertisements online Read “What is a Primary Source?” D2L	Print, Bring Job Ad, Explanation AND Primary Source with Explanation for Class
WEEK 2: DE-CENTERING THE WORLD: TRADE, EXPANSION, ENCOUNTERS CA. 1500			
2/2	SNOW DAY (Historically speaking, UWSP has only had ONE official snow day in the last 10 years!)		

2/4	1421 the Year China Discovered America?? Trade, Expansion, Encounters Ming Dynasty of China	411-416, 436-444 In Class Primary Source	Bring Clickers Bring Textbook
WEEK 3: ISLAMIC EMPIRES, WESTERN CHRISTENDOM THROUGH THE 1600S			
2/9	Three Islamic Empires, Historical Roots of Contemporary Syria	417-428, 475-478, 526-535	
2/11	Transformations in Western Christendom	428-436, 470-475	
WEEK 4: INDIAN OCEAN TRADE CA. 1600			
2/16	Revival of Indian Ocean Trade	447-457, 478-481	QUIZ 1 All Materials 1/26-2/11
2/18	Embodied Learning: Enacting World Historical Trade	Primary Sources	Bring Completed Trade Activity Materials
WEEK 5: COMPETING EMPIRES, MERCANTILISM, TRANS-ATLANTIC SLAVE TRADE			
2/23	Competing Empires in the Atlantic World	457-470	
2/25	Mercantilism and Trans-Atlantic Slave Trade	483-501	
WEEK 6: TASTES OF EMPIRE, WORLDS ENTANGLED IN THE 1700S			
3/1	Embodied Learning: Chocolate Tasting	Primary Sources Chocolate Worksheet	QUIZ 2 2/16-2/25 Bring Sources to Class
3/3	Global Interactions and East Asia	506-514, 536-542	Chocolate Analysis DUE D2L 11PM
WEEK 7: CHALLENGES OF ENLIGHTENMENT VALUES IN THE 18TH CENTURY			
3/8	Challenging Enlightenment Thought: Race and Imperialism	514-523, 542-559	
3/10	Midterm Exam Review		Come Prepared with Questions
WEEK 8: WORLDING THE WORLD THROUGH PRIMARY ANALYSIS			
3/15	Midterm Exam		
3/17	<i>Marie Antoinette</i> (2006)		
WEEK 9: SPRING BREAK MARCH 19-MARCH 27			
WEEK 10: REORDERING THE WORLD 1750-1850			
3/29	Reordering Revolutions	561-580	In Class Gendered Debate
3/31	Persistence and Change in Afro-Eurasia	580-597	Gender Worksheet DUE D2L 11PM
WEEK 11: ALTERNATIVE VISIONS OF THE 19TH CENTURY			
4/5	Reactions to Political Change	599-612	