

Dr. Jeffrey T. Leigh, Ph.D.

**HIST 102-W01
WORLD HISTORY SINCE 1500
Spring 2023
T, R 12:30-1:45**

TEXTS:

- Traditions and Encounters, 7th Ed., Vol II, ISBN: 978-1-264-08810-2
- Readings on the course Canvas site

OBJECTIVES:

The goal of this course is to familiarize the student with some of the major themes of human history since 1500. The course will take a comparative approach emphasizing the particular dynamics at work within and between cultures around the globe. In addition to achieving the fundamental benefit of an education in history, the perspective that comes from a personal understanding of people in other times and places, this course will focus on the nature of the historian's craft. To this end, we will complete readings from a textbook and a documents reader. The textbook will orient the student regarding the course's general themes and chronology. The documents reader will provide excerpts from singularly important writings, visual images, and latter-day historical works.

Because the course will consist of a thorough mixture of lecture and discussion, it is imperative that all readings be completed prior to the beginning of each day's class meeting. **It is an obvious blunder to wait until just before the exams to begin reading the assignments.** This method of study will result neither in superior exam performance nor allow for meaningful participation in the classroom.

Grades will be based upon performance on three examinations, electronic preparatory assignments (E.P.A.), and participation.

COURSE OUTCOMES

This course carries the following General Education Course Learning Outcomes: HP (Historical Perspectives) and GA (Global Awareness)

Each of the following outcomes will be practiced during class discussions and assessed through the writing of essays.

Historical Perspectives:

- Use **primary sources** such as memoirs, manifestos, letters, speeches as evidence to answer questions about historical change from 1500 C.E. to the present.
- Secondary sources will be used as the basis for discussions on differences among **interpretations** of the past regarding major developments in world history, such as questions regarding whether “turning points” in history were significant for all people.
- **Analyze institutional and cultural changes** in individual states and global institutions as peoples around the world sought to navigate the changes that occurred in their lives.

Global Awareness:

- Identify the key components found within one or more **cultures** that are distinct from those found in predominantly English-speaking cultures. We will accomplish this as we discuss the major cultural developments that occurred in several regions of the world as their peoples responded to globalizing forces.
- Analyze key forces or processes that contribute to **global interconnectedness**. Global interconnectedness constitutes as one of the main themes of a course on the last five hundred years of world history.
- **Demonstrate curiosity and empathetic insight** about diverse cultural perspectives. Each class period will include a specific time in which we discuss the significance we find in the events and developments we are studying.

EVALUATIONS:

HP Essays:	30%	90 points
Participation:	20%	60 points
3 Examinations:	50% cumulatively	150 points

Thirty percent of students’ grades, or 90 points, will be based upon performance on their **HP Essays**, which are given in the form of **Electronic Preparatory Assignments**. For each class day, EPA questions will appear on that day’s class agenda under the heading “EPA Essay Topics” and then the subheadings identifying which questions are a part of which HP learning outcome. During each third of the semester—before the first exam, between the first and second exams, and between the second and final exams—students will turn in one essay for each of the three HP learning outcomes for a total of nine essays over the course of the semester. All three HP options will not appear on any given day and so students will need to plan ahead in order to ensure that they can complete all three essays. Each essay should be approximately 400-600 words with a distinct introduction ending in a thesis statement, one or more main body paragraphs, and a distinct conclusion. All essays must be completed and submitted through the Canvas sub-module by 3:00 of the day preceding the day of class during which we will discuss the topic of the essay. For instance, if you plan to write an EPA for Tuesday’s class, send it to me by 3:00 Monday afternoon. If this presents a problem, let me know. EPA responses will be graded on a straight letter grade basis. **There will be no late EPAs unless an unusual problem arises.**

A fifth of students' grades will be based upon **participation**. The participation grade is designed for the purpose of recognizing the very important learning that goes on in the classroom, which might not fully appear in a student's written work. The participation grade reflects attendance and performance in the classroom. All students will receive no lower than a C for participation, if they attend all class periods. An unexcused absence earns an F. There are, of course, instances when an absence is unavoidable. In such cases, the instructor must be informed of the nature of the unavoidable absence, preferably in advance. Excused absences will be granted on a case-by-case basis. Participation grades higher than a C will be based upon active involvement in classroom discussions. Active involvement is defined as verbal participation in the classroom. Each class period, individual performance will be noted on the attendance roster. Final participation grades will be based upon the sum of these marks. One valuable comment will earn a student a B for that day. Two valuable comments will earn an A for that day. While the quality of participation is noted, student participation is not to be understood as an examination. It is not essential that students have a "polished" statement on the course materials or a "correct" answer to my questions in order to participate. Any reasonable and useful response will count. Additionally, student's own questions can count as participation if they benefit the class. Active involvement and interaction are the goals of this grading mechanism.

All three **exams** will consist of three essays corresponding to each of the three GA learning outcomes. The essays for GA 1 and GA2 will each be worth 20 points (each worth 40% of the exam) while the essay for GA 3 will be worth 10 points (20% of the exam). Possible GA prompts can be found in the Getting Started module on the Canvas Home page. Note that not all possible GA essay topics will appear on the exam. For GA1 and GA2 learning outcomes, on each exam, you will need to submit one essay from the list that shows up on the exam. Note that not all prompts will appear. If there are 3 possible prompts, then 2 will appear as options on the exam. If there are 2 possible prompts, then 1 will appear as the only option on the exam. This means that in both cases you will need to have prepared essays for 2 of the possible prompts to ensure that you are ready for a topic that appears on the exam. For GA3, you will need to reflect upon your essays for either GA1 or GA2 and show how the material that you learned is significant to subsequent historical developments and/or your life today. Your answers to each of the prompts should reflect a careful study of all of your relevant readings and class notes. Each exam will only cover materials from the preceding third of the course.

Students are also encouraged to consult with me frequently before or after class or during office hours on their progress.

Letter grades on assignments and the course correspond to the following point scale:

Grade	10-Point Scale
A	9.5
A-	9.1
B+	8.8
B	8.5
B-	8.1
C+	7.8
C	7.5
C-	7.1
D+	6.8
D	6.5
F	5.5

Final Course Grades will be averaged up or down based upon their proximity to the percentages listed above with a bias in favor of improvements in grades over the semester.

HOW TO CONTACT THE PROFESSOR

Office Hours: T, R, 1:45-2:45, and by appointment.

E-mail: jleigh@uwsp.edu

STUDENTS WITH DISABILITIES

Accessibility Statement: Any student who needs an academic accommodation due to the impact of a disabling condition (including ADHD, learning disabilities, psychological and/or medical conditions, or temporary injury) should contact the Disability and Assistive Technology Center at 715-346-3365, datctr@uwsp.edu, or www.uwsp.edu/datc to determine reasonable accommodations. The DATC supports students and faculty in the notification and implementation of those accommodations, in accordance with the University's obligations under federal law and Board of Regents policy (see <https://www.uwsp.edu/datc/Pages/law-regent-policy.aspx>). Students can seek accommodations in a course at any time but are advised to do so early in the semester to ensure sufficient time to establish.

ACADEMIC DISHONESTY

All conditions contained in the student handbook related to academic dishonesty will be in effect during the semester. It would behoove students to familiarize themselves with these conditions. Cheating will not be tolerated.

LAST DAY TO DROP THE CLASS

This semester's deadline to drop without a 'W' is February 1 and with a 'W' is April 7. See your academic advisor for procedures.

CHANGES TO THE SYLLABUS

It is conceivable that necessary alterations to the syllabus will arise during the semester. These will be communicated to the students with as much advance notice as possible.

SEMESTER SCHEDULE

Week 1

Jan 24: **Orientation**

Jan 26: **European Oceanic Explorations**

- T&E Ch 22
- CANVAS: European Oceanic Exploration

Week 2

Jan 31: **Religious Fragmentation, Political Consolidation and Social Change in Early Modern Europe I**

- T&E Ch 23, 474-493
- CANVAS: Europe's Early Modern Era, 1500-1789

Feb 2: **Religious Fragmentation, Political Consolidation and Social Change in Early Modern Europe II**

Week 3

Feb 7: **The European Colonization of the Western Hemisphere**

- T&E Ch 24
- CANVAS: Western Hemisphere

Feb 9: **Africa and the African Diaspora**

- T&E Ch 25
- CANVAS: Africa

Week 4

Feb 14: **China and Japan**

- T&E Ch 26
- CANVAS: China and Japan

Feb 16: **The Islamic Empires**

- T&E Ch 27
- CANVAS: Islamic Empires

Week 5

Feb 21: Exam Preparation

- CANVAS: Defining the Modern World

FIRST EXAM Due Feb 22 11:59 pm

Feb 23: The European Scientific Revolution

- T&E Ch 23, 493-499
- CANVAS: The Scientific Revolution

Week 6

Feb 28: The Enlightenment

- T&E Ch 28, 590-594
- CANVAS: The Enlightenment

Mar 2: The French Revolution

- T&E Ch 28, 598-601
- CANVAS: The French Revolution

Week 7

Mar 7: Napoleon Bonaparte, and 19th-Century European Politics

- T&E Ch 28, 601-602, 608-619
- CANVAS: 19th c. Politics in Europe

Mar 9: The Industrial Revolution and its Social Consequences

- T&E Ch 29
- CANVAS: Industrial Revolution I and II

Week 8

Mar 14: Wars for Independence in the Western Hemisphere

- T&E Ch 28, 595-598, 602-608
- CANVAS: Independence in WH I and II

Mar 16: The Expansion, Consolidation, and Economic Development of the New Republics in the Western Hemisphere

- T&E Ch 30
- CANVAS: New Republics in WH

Spring Break Mar 20-24

Week 9

Mar 28: Traditional Empires under Pressure: The Ottoman and Russian Empires

- T&E Ch 31, 670-681
- CANVAS: Ottoman I and II

- Mar 30: **The Rise of New European Capabilities and the Fragility of China**
- T&E Ch 31, 681-688, Ch 32, 694-700
 - CANVAS: China I and II

Week 10

- Apr 4: **Imperialism and New Imperial Powers**
- T&E Ch 31, 688-693, Ch 32, 700-713
 - CANVAS: New Imperialism
- Apr 6: **The Legacy of Imperialism and Exam Preparation**
- T&E Ch 32, 713-721
 - CANVAS: Legacy of Imperialism I and II

SECOND EXAM Due Apr 6, 11:59 pm

Week 11

- Apr 11: **The Great War: The Causes and Conduct**
- T&E Ch 33, 722-735
 - CANVAS: The Great War C and C
- Apr 13: **The Great War: The Consequences**
- T&E Ch 33, 735-749
 - CANVAS: The Great War Consequences

Week 12

- Apr 18: **The Age of Anxiety in Europe and the U.S.**
- T&E Ch 34
 - CANVAS: The Age of Anxiety in Europe and the U.S.
- Apr 20: **The Age of Anxiety in Asia, Africa, and Latin America**
- T&E Ch 35
 - CANVAS: Age of Anxiety in Asia, Africa, and Latin America

Week 13

- Apr 25: **WWII**
- T&E Ch 36, 790-811
 - CANVAS: WWII
- Apr 27: **The Early Post-War Period**
- T&E Ch 36, 811-819
 - CANVAS: Early Post-War Period

Week 14

- May 2: **Decolonization**
- T&E Ch 37
 - CANVAS: Decolonization

May 4: **The Collapse of Communism in Europe, and the rise of European Unity**

- T&E Ch 38, 844-850
- CANVAS: Collapse of Marxism

Week 15

May 9: **Globalization...**

- T&E Ch 38, 850-875

May 11: **...And Its Discontents**

- CANVAS: ...And its Discontents I, ...And its Discontents II, The Broken Bargain, Freedom House

FINAL EXAM

Due May 18 (Thursday), 2:30 am

How to write an essay

The Thesis Statement: The most important part of any essay is the thesis statement. The thesis statement usually consists of a single sentence at the end of the first paragraph. Its objective is to tell the reader the purpose of the essay. In the case of an essay exam, it answers the exam question. When beginning an essay, make certain that you have a simple, clear thesis statement. Not only will this guide the reader through the essay, but it will also help you to organize your writing.

Organization and Clarity: The entire essay must be organized to support the thesis statement. The purpose of the first paragraph, the introduction, is to introduce your reader to the subject. The main body of your essay (often three paragraphs for an exam question) illustrates the thesis statement. In these paragraphs you develop the idea(s) that you introduced in the thesis sentence. Each paragraph must be clearly relevant to the thesis statement. This is most easily accomplished by including a topic sentence in each paragraph. The topic sentence functions in much the same way as the thesis sentence. It defines the paragraph and should make the connection between the paragraph and the thesis statement clear. Do not include material that is irrelevant to the thesis. Such material 'muddies' the paragraph with unnecessary information and takes the readers attention away from your purpose. Concentrate on clarity. Spelling, grammatical and syntactical mistakes also make the essay difficult to comprehend and therefore detract from its quality.

Evidence: Evidence is the information you present to support your thesis. Each paragraph must include sufficient evidence to show that you have a solid understanding of the assigned material and can relate it to the question. Factual mistakes and vague statements detract from an essay, but not nearly so detrimentally as analytical errors. Make certain that the evidence you present supports your thesis. As mentioned above, the inclusion of irrelevant details does not improve the essay.

The grading of all essays will be based on the criteria mentioned above. The essay must have a thesis statement, be logically and clearly organized and include sufficient information to support the thesis. The assignment of a letter grade will be based on how well you have fulfilled these requirements. In answering an essay question, the most important task is to answer the question. Do not make the mistake of 'data dumping,' simply throwing down all the information you know related to the topic. All information must be shown to be relevant. Spend a couple of minutes thinking about the question, write an outline, and then construct your essay with the question in mind. Refer to the question after you have written the essay so that you are certain that you have answered it.