

# History 102

## World History since 1500

M-W-F 11:00-11:50 SCI D224

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 out of what may initially seem like a bunch of disconnected facts so that you can learn how to **analyze the historical processes** that have shaped the globalized world today. This will come in very handy to you 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. At the same time, this course enables you to gain a *wider perspective* of cultures from around the world. When you finish this course, you will be able to analyze the global processes that interconnected world and more effectively put yourself in the shoes of different peoples; this educational attribute, we might call **global awareness**. In short, this course prepares you to be a better, more informed citizen of the world by giving you the tools to analyze our world and gain an appreciation for all the human beings that live in it.

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) *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.)
- 4) *Identify* the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures and *demonstrate* curiosity and empathetic insight about those diverse cultural perspectives (global awareness).

### **Required Materials: Texts**

**(Required)** Adelman, et al., *Worlds Together, Worlds Apart*, Vol. 2 Concise edition. You do not ever need to bring this text to class (unless you would like to). Readings from this text are noted in the schedule (below) by "Textbook." 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 text rental at the university bookstore

### **Required Materials: Readings Available on Canvas**

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



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 Exam:* This exam 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. We will work on these during class and then you will upload them to CANVAS. They will not be heavily graded. Instead, I will be evaluating them on the +√- system. These marks will be recorded in CANVAS 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.

*Attendance:* Attendance is required for this course. The purpose of this grading category is to reward students who regularly attend class. There is penalty for excessive absences. See below.

### Grading (weighted percentage):

In-Class Activities/Writing: 30%

Attendance: 10%

Midterm: 30%

Final: 30%

Total: 100%

### Other Stuff:

*Attendance:* I will record attendance. You are allowed three absences for the semester. Students who miss more than three classes will be docked 2 full grades (20%) from their attendance grade for each accrued absence after three. An absence is an absence; there are no "excused" absences other than those for university sanctioned events or military duty. In those cases, please provide documentation (official form/announcement or a note from an authority) to seek an approval from me for the absence. This must occur *before the absence*.

What to do if you are absent: First, you do not need to email to notify me that you are going to be absent. The only time you need to contact me regarding an absence is when you have an

illness or other serious problem that will require you to miss several classes. If this happens to you, please contact me so we can then discuss whether I can approve an accommodation. Second, all powerpoints are available on Canvas. Please download these for the date absent. Finally, contact someone in class to obtain any notes from the missed class and get information on any assignments or handouts (these will also always be available on Canvas).

I do not provide alternative options (online or otherwise) for students who miss classes. It is up to you to get up to speed on what you missed during your absence, including notes and any assignments.

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.

*Late Assignments:* Late assignments will be docked a full point for each day late. I very rarely grant extensions on assignments, so please do not request one unless your situation is extraordinarily urgent.

*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 on 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 (6<sup>th</sup> 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>.

You must present me with your approved accommodation form before any agreement between



Fukuzawa Yukichi (circa 1900)

*AI Generated Materials:* There is absolutely no need to use AI generated writing for any of the assignments for this course. Use of ChatGPT or any other AI generated writing will not be tolerated. Violations will be pursued according to the plagiarism policy above. you and I for accommodation can be made.

*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).

*Email:* During the workday, I receive dozens of emails. If you email me, please give me 24 hours to respond. I check my email once on the weekends. I will try to respond within 24 hours, but you may not receive a reply until the following Monday.

*Notice on Copyright of Course Material:* As the instructor, I retain all copyright on lectures, 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
<b>1</b> Week of 1/22	M	Course Introduction	
	W	<b>Primary Source Workshop I:</b> How to Read Primary Sources	Textbook: Chapter 10.  Reader: “Casebook: Mobilizing for War in the Age of Mongols” (27).  * “Marco Polo in China.” * “Ibn Battuta in Asia and Africa.”
	F	Snapshot I: Ming China to 1433	Textbook: Chapter 11.  Reader: “The Voyages of Zeng He” (51).
<b>2</b> Week of 1/29	M	Snapshot II: Islamic World to 1517	Textbook: chapter 11.
	W	Snapshot III: Europe to c. 1500	* Froissart, “On the Jacquerie.”
	F	Portuguese Expansion	Textbook: Chapter 12.  Reader: “Anonymous Journal of Vasco Da Gama’s Voyage around Africa to India” (91) & Pereira, “A Portuguese Voyage to China (94).”
<b>3</b> Week of 2/5	M	1492: The Americas and Columbian Contact	Reader: Columbus, “On World Geography” (64).  * Columbus’s First Impression of American Peoples.
	W	Spanish Conquest	Reader: Xajila, “Plague in Central America.”
	F	The Columbian Exchange: Food, Drugs, and Bugs	* “The Columbian Exchange in the Early Modern Period.”
<b>4</b> Week of 2/12	M	The Atlantic World I: Africa and Slavery	Textbook: Chapter 13.  Reader: Mbema, “Letters to the King of Portugal” (86).
	W	The Atlantic World II: Sugar and Silver	Reader: de Espinoza, “Mercury Mining in Huanacavelica and Silver Mining in Potosi” (134).
	F	<b>Primary Source Workshop II:</b> Historical Agency	Bring all of your primary sources.

<b>5</b> Week of 2/19	M	Europe and The Ottoman Empire in the 1600s and 1700s	Textbook: Chapter 14 Reader: Busbecq, "Turkish Letters" & Luther, "To the Christian nobility in the German Nation" (140).
	W	The Safavid and Mughal Empires	Reader: Jahangir, "Policy toward the Hindus" (156).
	F	Qing China and Tokugawa Japan	* "Qianlong's Letter to George III."
<b>6</b> Week of 2/26	M	The European Enlightenment I	Textbook: Chapter 15. Reader: Cotes, "Preface to Newton's <i>Principia Mathematica</i> " (150).
	W	The European Enlightenment II	Reader: Smith, "On Baubles and the Demise of Feudalism" (163).
	F	Age of Revolutions I: France	Reader: "Declaration of the Rights of Man" (168) & de Gouges, "Declaration of the Rights of Women" (171).
<b>7</b> Week of 3/4	M	Age of Revolution II: The Americas	
	W	European Industrialization	Reader: "Testimony for the Factory Act" (188).
	F	<b>Midterm</b>	
<b>8</b> Week of 3/11	M	European Radicals and Utopians	* Marx and Engels, excerpts from "The Communist Manifesto."
	W	New Imperialism I: India, China, and Opium	Textbook: Chapter 16. Reader: "Commissioner Lin Zexu, Letter to Queen Victoria" (192).
	F	<b>No class!</b>	
Spring Break			
<b>9</b> Week of 3/25	M	American Empire of Liberty?	
	W	Prophecy and Rebellion	Reader: Ibn 'Abd al-Whahhab, Wahhabi Reformers in Mecca" (201) & Sahib, "Call for Hindu-Muslim Unity" (210).
	F	New Imperialism II: The Scramble for Africa	Textbook: Chapter 17. Reader: Morel, "The Black Man's Burden" (230).
<b>10</b>	M	<b>Primary Source Workshop III: Nature and Humanity in World History</b>	Bring all your primary sources.

<b>Week of</b> 4/1	W	The Great War and the Partition of the Ottoman Empire	Textbook: Chapter 18 & 19.
	F	The Russian Revolution	Reader: Lenin, “The Transition from Capitalism to Communism” (260).
<b>11</b> <b>Week of</b> 4/8	M	The Rise of Japan	* Fukuzawa, “Good-Bye Asia.”
	W	To Be Modern (or Not)	* Ataturk, “Speeches.” * Hassan al-Banna.
	F	Capitalism in Crisis: The Great Depression and the Rise of Fascism	Textbook: Chapter 20.  Reader: Yagamata, “The Coming Race War” (297).
<b>12</b> <b>Week of</b> 4/15	M	Origins of the Cold War	Reader: Kennan, “The Long Telegram” (317).
	W	Decolonization: India and Middle East	Reader: Gandhi, “Second Letter to Lord Irwin” (288)
	F	Communist China	
<b>13</b> <b>Week of</b> 4/22	M	The Three World Order	Reader: Mandela, “The Rivonia Trial” (344) Sauvy, “Three Worlds, One Planet” (312).
	W	Movie: <i>Hearts and Minds</i>	
	F	Movie: <i>Hearts and Minds</i>	
<b>14</b> <b>Week of</b> 4/29	M	<b>Discussion: <i>Hearts and Minds</i></b>	
	W	End of the Cold War	Textbook: Chapter 21 & 22.
	F	A New Order: The Global North, the Global South, and the Triumph of Neoliberalism	
<b>15</b> <b>Week of</b> 5/6	M	<b>Discussion: <i>Exit West</i></b>	<i>Exit West</i>
	W	Wrap Up	
	F	No class—Study!	
<b>Final: Monday, May 13, 8:00-10:00</b>			