



HIST 102: World History Since 1500

Fall 2017 UWSP



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Office Hours: M/W 10-11AM
And by appointment CCC 453

Time: T/TH 12:30-1:45
Classroom: SCI A107
Section: 3

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.

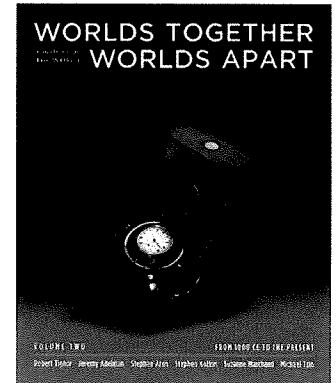
Through this course, students will improve their ability to:

- Use primary sources as evidence to answer questions about historical change in a global context
- Employ critical thinking to describe differences among interpretations of the past through scholarly secondary sources and academic debates in world history
- Analyze institutional and cultural changes in various human societies from the 16th century to the 20th century.

- Demonstrate professional interpersonal skills to produce world historical knowledge at the level of individual subjectivity and embodied action
- Identify and explain various components of multiple cultures beyond the U.S.
- Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

Required Text Rental:

The course requires a text rental textbook, which students will be required to bring to every class starting 9/12. 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 20%:

Attendance, In Class Discussion, Professionalism 10%

Embodied Learning Activities, Formative Assessments, Worksheets 10%

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. 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.

Reading and Discussion Quizzes 20%:

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 4 in-class quizzes. 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.**

Primary Source Analyses 15%

As we work through complex historical moments, we will practice our skills for analyzing primary sources. Assignments will be due in D2L Dropbox, details in class.

Midterm Exam, Applying Skills for Historical Analyses 20%

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 contemporary complexities of memorializing the WWII Battle of Okinawa. Specific details will be developed as a class and distributed.

Final Exam 15%

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 that requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course.

Disability Services ALB 609 715-346-3365 <http://www.uwsp.edu/disability/Pages/default.aspx>

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 9/12, 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			
9/5	Creating a Shared Vision: Embodying New Subjectivities	In Class Readings Syllabus	
9/7	Growth Mindset and General Education Courses at UWSP Historical Literacy in a Global Market	Job Advertisements Online	PRINT, Bring 3 Job Ads to Class
WEEK 2: DE-CENTERING THE WORLD: TRADE, EXPANSION, ENCOUNTERS CA. 1500			
9/12	Ming's Central Kingdom as the Center of the World ca. 1500?	411-416, 436-444, 447-451	Bring Textbook
9/14	1421 the Year China Discovered America?	D2L Assignment, In-Class Debate	Primary Source Analysis DUE D2L Dropbox 9/15 11PM
WEEK 3: THREE ISLAMIC EMPIRES: OTTOMANS, SAFAVIDS, AND MUGHALS			
9/19	Ottoman and Safavid Empires	417-425, 451-453, 502-504, 528-531	
9/21	Mughal Empire and South Asia	425-428, 475-478, 504-506, 531-535	
WEEK 4: INDIAN OCEAN TRADE CA. 1600			
9/26	Revival of Indian Ocean Trade	448-451, 452-456, 470-475, 478-480, 501-502	QUIZ 1
9/28	Embodied Learning: Enacting World Historical Trade	Primary Sources	Bring Trade Materials Primary Source Analysis DUE D2L Dropbox 9/29 11PM
WEEK 5: COMPETING EMPIRES, MERCANTILISM, TRANS-ATLANTIC SLAVE TRADE			
10/3	Competing Empires in the Atlantic World	457-470	
10/5	Mercantilism and Trans-Atlantic Slave Trade	483-501, Handouts from 10/3	Bring In-Class Debate Materials
WEEK 6: TASTES OF EMPIRE, WORLDS ENTANGLED IN THE 1700S			

10/10	Embodied Learning: Chocolate Tasting	Primary Sources Chocolate Worksheet	QUIZ 2 Bring Sources to Class
10/12	Global Interactions and East Asia	506-514, 536-542	
WEEK 7: CHALLENGES OF ENLIGHTENMENT VALUES IN THE 18TH CENTURY			
10/17	Challenging Enlightenment Thought: Race and Imperialism	514-523, 542-559	
10/19	Midterm Exam Review		Come Prepared with Questions
WEEK 8: WORLDING THE WORLD THROUGH PRIMARY ANALYSIS (BARSKE IN LONDON)			
10/24	Midterm Exam		MIDTERM DUE D2L 10/24 11PM
10/26	Revolutions and the Rights of Women in the 1700s	571 AND D2L Primary Sources	Prepare Debate Notecards (Details on D2L)
WEEK 9: REORDERING THE WORLD 1750-1850			
10/31	Reordering Revolutions	561-580 In-Class Debate on Gender and World History	Bring Debate Notecards
11/2	Industrial Revolutions Persistence and Change in Afro- Eurasia	580-597	Primary Source Analysis DUE 11/3 D2L
WEEK 10: ALTERNATIVE VISIONS OF THE 19TH CENTURY			
11/7	Reactions to Political Change	600-608, 612-618	
11/9	Nations and Empires Part I	632-638, 641-643	
WEEK 11: NATIONALISM AND IMPERIALISM INTO THE 20TH CENTURY			
11/14	Nations, Empires Part II	645-666	QUIZ 3
11/16	Women, Cultural Modernism, and Upheaval	681-704	
WEEK 12: WORLD HISTORY ON THE GROUND			
11/21	WWI as a Modern Quest	707-717	
11/23	EMBODIED LEARNING EAT	Thanksgiving Break	BREAK
WEEK 13: THE GREAT WAR, CULTURAL MODERNISM, THEN AND NOW			
11/28	Interwar Mass Culture	717-742	
11/30	WWII and Aftermath	745-760	
WEEK 14: CONTEMPORARY COMMEMORATIONS OF THE PACIFIC WAR			
12/5	Making History 70 Years After the Battle of Okinawa	D2L Readings and Assignment Prep	
12/7	Group Work Preparations	Bring Group Work Materials	QUIZ 4
WEEK 15: EMBODYING THE PAST, LIVING WORLD HISTORY			
12/12	Embodied Learning Activity WWII and Its Aftermath	745-756	MEET DUC ENCORE ATTENDANCE REQUIRED
12/14	World History Today Course Wrap Up, Final Exam Preparations	756-778	FINAL EXAM REVIEW! PLEASE COME TO CLASS

Final Examination: Our exam will be DUE in D2L Dropbox 12/19 11PM. I will be available for questions or last-minute concerns in my office CCC453 during our exam time, 12/19 8-10AM.

Reminder: This syllabus is a living document, which we will adjust together. The instructor reserves the right to add, delete, or alter readings and assignments based on the pedagogical needs of the course. Please attend class for any updates or changes.

AAC&U Released Report that Liberal Arts Education Prepares Graduates for Long-Term Professional Success

Published:

Apr 2, 2014 11:00am

<https://academicaffairs.appstate.edu/news/aacu-released-report-liberal-arts-education-prepares-graduates-long-term-professional-success>

College students who pursue their degree within the context of a broad liberal education substantially increase their ability to achieve long-term professional success, according to a recent study. Earlier this year, the Association of American Colleges and Universities (AAC&U) published a study, "How liberal arts and sciences majors fare in employment" written by Debra Humphreys and Patrick Kelly. The report compares earning trajectories and career pathways for liberal arts majors with the earnings trajectories and career pathways for those majoring in fields of science, mathematics, engineering, and professional or pre-professional fields, such as business or education.

A liberal education is defined as, "An approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change." Humphreys and Kelly said, "Such an education provides knowledge and skills in areas such as critical thinking, analytic reasoning, written and oral communication, complex problem solving, and quantitative reasoning."

The study said analyzing employment and earnings data can be misleading as higher education is not just about finding immediate gainful employment, and instead should be determined by what happens to graduates in the long term. Humphreys and Kelly reported while differences do exist related to employment, most college graduates, regardless of their major, achieve success in their careers.

AAC&U President Carol Geary Schneider said, "Recent attacks on the liberal arts by ill-informed commentators and policy makers have painted a misleading picture of the value of the liberal arts to individuals and our communities."

Based on findings, the study reported:

- Unemployment rates are low for Liberal Arts graduates and decline over time;
- Liberal Arts majors close earnings gap and earn more than professional majors at peak earnings ages;
- Liberal Arts graduates disproportionately pursue social services professions;
- Many Liberal Arts and Sciences majors also attain graduate and professional degrees and experience significant earnings boosts when they do; and,
- Regardless of the undergraduate major, college degrees lead to increased earnings over time and protect against unemployment.

The researchers analyzed public-use files from the U.S. Census Bureau's American Community Surveys for 2010 and 2011, which report the education and occupation of approximately three million residents between 21 to 65 years of age who hold bachelor's degrees in a number of professions.