History 102-60: World Civilization Since 1500
Lewis-Clark State College, Spring 2015

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For Web Courses: please use the Blackboard course mail function and website.

Course Description

This course examines the development of humankind from approximately the end of the 14th century to the present. We will study a variety of issues that have shaped the development of societies around the globe over the last five centuries including: sustained contact between the ‘old’ and ‘new’ worlds, the development of science, role of industrialization, pace of technological change, and a wide variety of issues relevant for understanding the diversity of the social, cultural, political, and economic history of the last five hundred years. The underlying assumption of this course is that world history is a necessary conceptual tool for understanding the complexities of our interdependent and diverse world. Additionally, this course will emphasize understanding how historical conclusions are derived by providing you the opportunity to develop your own based on primary and secondary sources and comparative historical methods.

This course is based on the assumption that you have access to a computer that is connected to the internet and capable of streaming video/audio and that you are already familiar with basic web browsing applications.

Purpose/Goals

History 102 is part the General Education Core at LCSC because it teaches skills/concepts valuable for all majors. Here is what the LCSC catalog says your Gen Ed courses are designed to do.

"General education is intended to nurture the development of literate, well-informed graduates who are competent life-long learners. This is the basis of LCSC's mission. General education "connects learning to life" by providing students with the skills, knowledge, and dispositions necessary for continued learning about their natural and social worlds, thinking clearly about them, communicating ideas about them effectively, and functioning comfortably in a variety of social institutions. These broad goals are part of all programs. The General Education Core Curriculum is the foundation for courses that students take in their major programs."

This Course is designed to help you develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline (history).

ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.

iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.
This course is also designed to help you achieve required learning outcomes for the Diversity Component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

1. Explain the effect of culture on individual and collective human behavior and perspectives.
2. Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
3. Differentiate key values, assumptions, and beliefs among diverse peoples.
4. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds) shape the human experience.
5. Assess and utilize information about human diversity from a variety of sources.

By the end of the course, you should have a demonstrable understanding of the World History since 1500. More generally, as a Social Science course, History 102 should help you to do at least some of the following:

- conduct social science/historical research
- think analytically about social/historical phenomena
- understand and apply social science/historical theories, concepts, and categories
- read and analyze works dealing with social science/historical issues
- write a clear, concise, and organized paper
- present ideas orally in a clear, concise, and organized fashion
- understand and evaluate evidence related to social/historical issues
- demonstrate a knowledge of the history and theory of social/historical thought
- demonstrate a knowledge of major historical periods and social trends
- demonstrate an understanding of various cultural perspectives
- comprehend the social origins and significance of the diversity of human behavior

If this is your first year in college, then your primary mission is to figure out what the General Education Core is, how it works, and why it is important enough to be a requirement for every student on campus. You should be developing an answer to the following questions. What does it mean to be a “Generally Educated” person? What is the difference between your General Education and your Major/Minor? What are the connections between your General Education and your Major/Minor? Why would your LCSC faculty insist that you receive both a General Education as well as an instruction in your Major/Minor before agreeing to bestow the term “College Graduate” upon you?

Required Readings/Viewings

- Bridging World History Units: 1, 2, 14-26. (VIDEOS ONLY)
  - There are four editions of Worlds of History Vol. 2 in circulation. This course is based on the 4th edition. It is the only edition that will work.
- Bentley and Zeigler, Traditions and Encounters: A Brief Global History (Combined Volume)
  - There are many editions of this book. Any of them will work, as long as you either have the Combined Volume or Vol. 2.
- Occasional Internet Readings and Class Handouts.

Grading and Evaluation

- 30% Participation in Class Discussion Boards: Weekly/Biweekly
Participation in Class Discussion Boards (30% of overall grade)
This course is heavily based on discussion and depends upon your active participation. A significant portion of your overall grade will be based on your weekly participation in our various classroom discussions over the week’s assigned presentations, readings, and topics. Although this course is online, we still need to maintain a system of deadlines. **You CAN NOT make up a missed discussion.**

There is not a "magic number" of postings that you should strive for per week, but 3 per week is a good target. Some of you will require more, others, less. Keep in mind that your postings are supposed to leave no doubt that you: 1) read/viewed the material carefully 2) have made a serious attempt to understand the material 3) can use the information to contribute to answering "the question(s)" of the week. (GELO i, ii, iii, iv, v)

Three Exams (70% total)
Exams will cover the material from the assigned chapters from *World's of History* and the video's from *Bridging World History*. (GELO i, ii, iv, v)

**Academic Honesty:** You are on your honor at all times and my presumption is that each of you is honest. However, the College does not tolerate academic dishonesty of any sort. All written work that you hand in -- discussion board postings, essays, and examinations -- must be exclusively your work. In addition to receiving a failing grade in this course, expect expulsion proceedings to begin if I have to waste my time gathering the evidence to prove you submitted work that was not yours. Contact me if you are not clear on this point.

**FERPA Statement:** The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own "education records" and 2) "school officials" may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC’s directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.

**Schedule**

**Part I: Introductions; What is History?; The Early Modern World**

**Week One**  
*(Starts 1/20)* (Discussion Leaders -- Everyone)

**Discussion Boards: Introductions/What is History?**  
Initial introductions to each other and the academic discipline of history based on the videos from *Bridging World History* Units 1 and 2.

**Week Two**  
*(Starts 1/27)* (Discussion Leaders -- Last Name Begins A-?)

**Discussion Boards: The Early Modern World: Part 1 of 3**  
Chinese and European Expansion in the 15th Century based on *Worlds of History* Ch. 15 and the video from *Bridging World History* Unit 15.

**Week Three**  
*(Starts 2/3)* (Discussion Leaders -- Last Name Begins ?-Z)

**Discussion Boards: The Early Modern World: Part 2 of 3**  
The Creation of an Atlantic World based on *Worlds of History* Ch. 16 and the videos from *Bridging World History* UNIT 14 and 16
Week Four (Starts 2/10) (Discussion Leaders -- Last Name Begins A-?)

Discussion Boards: The Early Modern World: Part 3 of 3
Global Science and Technology based *Worlds of History* Ch. 19 and the video from *Bridging World History* UNIT 18

Week Five (Starts 2/17)

Exam I
Covers: *Worlds of History* Ch. 15, 16, 19; the videos from *Bridging World History* Unit 1, 2, 14, 15, 16, 18

Part II: The Long 19th Century

Week Six (Starts 2/24) (Discussion Leaders -- Last Name Begins ?-Z)

Discussion Boards: The Long 19th Century Part 1 of 4
Basic ideas of the Enlightenment and associated Revolutions based on *Worlds of History* Ch. 20 and the video from *Bridging World History* UNIT 16

Week Seven (Starts 3/3) (Discussion Leaders -- Last Name Begins A-?)

Discussion Boards: The Long 19th Century Part 2 of 4
Industrialization and the development of Capitalism at the global level based on *World of History* Ch. 21 and the video from *Bridging World History* Unit 19.

Week Eight (Starts 3/10) (Discussion Leaders -- Last Name Begins ?-Z)

Discussion Boards: The Long 19th Century Part 3 of 4
Imperialism / Colonialism based on *Worlds of History* Ch 22. and the video from *Bridging World History* Unit 20

Week Nine (Starts 3/17) (Discussion Leaders -- Last Name Begins A-?)

Discussion Boards: The Long 19th Century Part 4 of 4
Nationalism and Westernization based on *Worlds of History* Ch. 23 and the video from *Bridging World History* Unit 21

Week Ten (Starts 3/24)

Exam II
Covers: *Worlds of History* Ch.20, 21, 22, 23; the videos from *Bridging World History* Unit 16, 19, 20, 21

SPRING BREAK (3/30 – 4/3)

Part III: The 20th Century and Beyond

Week Eleven (Starts 4/7) (Discussion Leaders -- Last Name Begins ?-Z)

Discussion Boards: The 20th Century and Beyond 1 of 4
Discussion of the causes and consequences of WW I based on *Worlds of History* Ch. 24 and the video from *Bridging World History* UNIT 22

Week Twelve (Starts 4/14) (Discussion Leaders -- Last Name Begins A-?)
Discussion Boards: The 20th Century and Beyond 2 of 4
Discussion of the rise of Fascism and genocide at the global level based on Worlds of History Ch. 25 and a You Tube video clip.

Week Thirteen (Starts 4/21) (Discussion Leaders -- Last Name Begins ?-Z)

Discussion Boards: The 20th Century and Beyond 3 of 4
Discussion of the role of the individual in world history and social history through the Cold War. Based on the video from Bridging World History UNIT 23 and the documents in Worlds of History Ch. 26

Week Fourteen (Starts 4/28) (Discussion Leaders -- Everyone)

Discussion Boards: The 20th Century and Beyond 4 of 4
Discussion of the globalization process based on the videos from Bridging World History UNIT 24 and 25 and World's of History Ch 28.

Week Fifteen (Starts 5/5)

Exam III
Covers: Worlds of History Ch.24, 25, 26, 28; the videos from Bridging World History Unit 22, 26, 24, 25; any additional assigned material.