

History 102-01V: World History II (Since 1500) (3Cr.)
Lewis-Clark State College, Spring 2023
T/Th 9am

This is a Virtual Remote course. It will meet Live on Zoom 100% of the time.

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Many have marked the speed with which Muad' Dib learned the necessities of Arrakis. The Ben Gesserit, of course, know the basis of this speed. For the others, we can say that Muad' Dib learned rapidly because his first training was how to learn. And the first lesson of all was the basic trust that he could learn. It is shocking to find how many people do not believe they can learn, and how many more find learning to be difficult. Muad' Dib knew that every experience carries its lesson.

Frank Herbert, *Dune*

Course Description (from the LCSC course catalog)

Advent of the political and economic revolutions of the eighteenth and nineteenth centuries. Consequences of war, extension of economic, political, and social relationships beyond national borders. Identifies and expounds four themes: Development of Western World; Emergence of World System; Revolution and Ideology; War and Peace in the Twentieth Century.

(The Better) Course Description

This course explores and critically analyzes the development of human societies from approximately the end of the 14th century to the present. In order to understand the diversity of the social, cultural, political, and economic history of the last five hundred years, we will focus on historical questions and problems that require the use of a wide-angle (global) historical lens. The underlying assumption of this course is that the ability to grapple with such questions about the past is a necessary conceptual tool for understanding, and functioning within, the interdependent, complex, and diverse world of the present. 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.

Course Format, Content Delivery Methods, and Technological Expectations

This is a virtual remote course. Content will be delivered live, online, face-to-face, through zoom during our scheduled class times. It is based on the assumption that you have access to an operational computer that is connected to the internet and capable of streaming video. It also assumes that you have a web camera and a microphone.

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 (also known as Core) classes are an essential part of study in any area at Lewis-Clark State College. These courses provide universal skills and knowledge contributing to success in the major programs and in employment after graduation. They also provide means for discovery of new interests and perspectives.

The Idaho State Board of Education describes the purposes of your Gen Ed courses like this:

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners.

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

- think analytically about history
- understand and apply historical theories, concepts, and categories
- read and analyze works dealing with historical issues
- understand and evaluate historical evidence
- demonstrate a knowledge of major historical periods and social trends
- present ideas orally in a clear, concise, and organized fashion
- write a clear, concise, and organized paper

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

There are approximately 50 copies of the text for this course available for long term check out from the LCSC library. They are available on a first come, first served basis. Demand will be dependent upon how many sections of the course I am teaching. To get your copy, drop by the circulation desk at the library and tell them you wish to check out the text for this course. I am also under the impression you can have a copy mailed to you, although I do not know the details. You will need to call the library and ask about that option.

- *Worlds of History: A Comparative Reader Volume II: Since 1400*. Kevin Reilly. **SIXTH edition**. (Bedford/St. Martin's, 2017).
 - There are seven editions of *Worlds of History* Vol. 2 in circulation. This course is based on the 6th edition. It is the only edition that will work.
- Various Internet Videos, Readings and Class Handouts

Reference/Study Guides (for students pursuing secondary education certification)

- PRAXIS Study Guide: [World and U.S. History Content Knowledge](#)

Additional Resources

- [How to Write an Email to Your Professor](#)
- [LCSC Writing Center](#): located on the first floor of the library. Strongly consider making a standing weekly appointment with them. They can help you learn how to get started on, and better organize, your essays.
- [The Purdue Online Writing Lab](#): clear guidelines for college level writing. Book mark this site; and use it frequently.
- [LCSC Advising Center](#): “mission is to advise and empower individuals as they explore educational and career options and develop skills to succeed in their career goal.”

- [LCSC Student Counseling Center](#): “offers students the opportunity to explore personal concerns with a professionally trained counselor dedicated to helping students help themselves in a supportive and confidential environment.”

Grading and Evaluation

- Class Participation, Discussion, and Four Thoughtpieces 20%
 - Thoughtpiece #1 **Jan. 31**
 - Thoughtpiece #2 **Feb. 14**
 - Thoughtpiece #3 **April 6**
 - Thoughtpiece #4 **April 20**
- Four Map Quizzes 20% (5 % each)
 - Map Quiz #1 **Feb. 7**
 - Map Quiz #2 **Feb. 21**
 - Map Quiz #3 **March 21**
 - Map Quiz #4 **April 18**
- Random Pop Quizzes Over Assigned Readings (20%)
- First Take Home Essay 20% **March 2**
- Second Take Home Essay 20% **May 2 or 4**

Course Requirements

Your grade in this course will be based on the following, which correspond to the General Education Learning Outcomes (GELOs) as noted in parentheses:

Classroom Participation, Discussion, and Four Thought pieces (20% overall): This course is heavily based on discussion and depends upon your active participation. Twenty percent of your overall grade will be based on your daily participation in our various classroom discussions over the week's assigned readings and topics. Attendance is the first step to gaining class participation points, but simply showing up is not good enough. You are expected to be in class on time, with notes, and prepared to discuss the assigned readings/topics.

Four times during the semester you will write a 500-750 word (two-three pages double spaced) "thought piece" based on the assigned reading material. These essays will focus on a question/issue that I will give you before hand and your answer will provide you something to discuss in class. Your job in these essays is to:

- 1) demonstrate that you read the material in *Worlds of History* by directly discussing at least 1/2 of the documents from the assigned chapter in your essay.
- 2) demonstrate that you understood the documents by going into detail with your examples.
- 3) contextualize the assigned material in *Worlds of History*.
- 4) demonstrate that you have thought about the material as it relates to this class and to the world around you through a sophisticated conclusion.

The care taken in creating these assignments will be reflected in the grade. I expect them to be written in a five-paragraph essay style, properly formatted and proofread. These pieces will be graded based on thoughtfulness and clarity; there are no right or wrong answers. Each thought piece should be dated, contain a title (be creative) and a word count. **(GELOs: i, ii, iii, iv, v, 1, 2, 3, 4, 5)**

Map Quizzes (20% overall, 5% Each) You will take four map quizzes each worth 5% of your overall grade. **(GELOs: i, ii, iv, v)**

Random Pop Quizzes (20% overall): An indeterminate number of pop quizzes will be given in the class over the assigned readings for the day from Reilly's *World of History*. These cannot be made up. Missing

two of these should not be a problem for your grade. If you would like to write a “thoughtpiece” every week as insurance against missing pop quizzes, or not doing well on them, talk to me. (GELOs: i, ii, iv, v, 1, 3, 4, 5)

Take Home Essays (40% overall, 20% Each): You will write two, four-six page (typed, double spaced) essays. Each will be worth 20% of your overall grade. You will receive a choice of topics for each essay and you will be expected to integrate the class readings, discussions and your own thoughts into a formal piece of writing on one of the topics. We will discuss the details of these essays in more detail later in the semester. (GELOs: i, ii, iii, iv, v, 1, 2, 3, 4, 5)

Late/Make Up Work: Assignments are due in class when I ask for them. Unexcused late papers will be marked as such and will receive a full grade deduction for being late (see previous sentence) and an additional letter grade deduction for every additional 24 late. Assignments placed under my office door will be deducted an additional grade. Essay's that do not meet the minimum length will not be accepted. Making up a map quiz requires either a prior arrangement with me, or a paperwork trail as indicated by the LCSC student handbook. Pop quizzes cannot be made up.

Attendance Policy: Excessive unexcused absences (more than two) will have a detrimental impact on your final grade at the rate of one grading increment (A, A-, B+, B, B-, C+, C, C-, D+, D, F) for every unexcused absence beyond two. It is your responsibility to make arrangements if life prevents you from turning in an assignment on time or requires you to be away from class for an extended period. **If/when you miss a day of class ask a classmate what we covered and get any notes or assignments from them.**

Grading Scale:

A = Reserved for those who consistently demonstrate sophisticated, content based historical thinking on paper and in class. An "A" is for folks who went far above and beyond their duties as a student of history this semester.

B = Reserved for those who often demonstrate sophisticated, content based historical thinking on paper and in class. A "B" is for students who went above and beyond their duties as a student of history this semester.

C = You did what I asked and you did a decent job of it. A "C" is an honorable grade and I hope to see you in HIST 102, because a "C" in this class means you read, wrote, and thought about history for a significant portion of the semester.

D = You either didn't do all I asked or you didn't do a very good job of it. But, you have met enough of the minimum requirements for this course that it should fulfill one of the requirements for your Gen. Ed. Core.

F = You did not meet the minimum requirements (outlined in this document) to receive college level credit for this course. We probably don't need to dwell on what may have gone into earning this grade.

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 – pop quizzes, essays, and examinations -- must be exclusively your work. If any work you submit is discovered not to be your original creation, however small it may seem, you will receive a zero on the assignment and possibly a failing grade in this course. Expect the maximum penalty as described in the LCSC Student Handbook if I have to waste my time gathering evidence to prove you submitted work that you did not write as your own. Contact me if you are not clear on this point.

Children in My Classroom: LCSC does not have an official policy on children in the classroom; here is mine. You are welcome to bring your kid to my class on occasion as long as:

- **You have attempted to make alternative arrangements** for your kid and bringing them to class is a last resort effort to avoid missing class. I get it; day care is expensive and sometimes grandma/pa falls through. But your kid should probably not come to class on a regular basis. Infants still breastfeeding might be an exception to this.
- **Your kid is not disruptive** to other people's learning. I am not talking about complete silence. Babies make some noise and kids want to ask questions. The occasional murmur/racket is to be expected. But meltdowns need to be escorted out the door so the rest of us can focus. If you do bring your kid to class, consider sitting near the door if you think you might have to make a quick exit. And don't forget those of us without infants are not as accustomed to simply tuning them out as you may be. If you don't know whether you should exit, look in my direction, I'll tell you.
- **Your child is not sick.** If your child is too sick to go to their own school, they are probably too sick to come to your school. Don't get the rest of us sick.

The above is my personal policy, not institutional policy. As long as the above criteria are met you are welcome to bring your child to my class without notice. But you should have a direct conversation with your other professors before bringing your kid to their classes. And some classes, a chemistry lab for example, probably should not have kids in it at all.

A few matters of courtesy I ask of you.

- If you are sick, stay home.
- If you are not sure if you are or have been around sick people, wear a mask to class.
- Be situated and ready to engage as soon as class begins.
- Don't arrive a few minutes late or leave class on a regular basis.
- (If we are on Zoom) Turn your video on
- Mute your phone.
- Refrain from multitasking while we meet
- Listen when someone else is talking.

Schedule

Due to the nature of this course **this schedule will be revised as needed**. Although some thought pieces are optional, the readings they cover are required -- expect to be called on and asked direct questions about the required readings for the day.

Week One (1/17 & 1/19)

Discussion Topic(s): (T) Introductions to the Course, Each Other, and the Field of World History; (TH) What is History?

Assignment(s): (Due TH) TYPE a 100 word answer to the question, Why Study History? THEN, read your assignment. Take note of the areas of overlap between your answer and the readings. Also take note of the areas you mention that the readings do not discuss as well as the areas the readings discuss that you do not mention. If you understand how to begin this assignment read no further. If you are having trouble

getting started, spend a few moments reflecting on the role the study of history plays/should play in one's education. If the past is over, why bother examining it? What do you hope to learn as a student of history?

Readings: [Why Study History?](#) by Peter Stearns (See assignment above before reading)

Part One: The Early Modern Period (Roughly 1500-1800)

Week Two (1/24 & 1/26) (T) Placing 1492 into Global and Historical Context (TH) "Overseas Expansion in the Early Modern Period"

Discussion Topic(s): "Overseas Expansion in the Early Modern Period"

Assignment(s): TBA

Readings: *Worlds of History Vol. II*: "Ch. 15. Overseas Expansion in the Early Modern Period"

Week Three (1/31 & 2/2)

Discussion Topic(s): (T) The Columbian Exchange (TH) "Atlantic World Encounters" Part I

Assignment(s): (DUE TH.) Select one of the following for your 500 word essay (2 TYPED pages).

- How do the three accounts of the Spanish conquest contained in Documents 16.1, 16.2, and 17.1 in *Worlds of History Vol. II* differ? Are the differences merely matters of perspective, or do the authors disagree on what happened? How do you decide which account is more believable?
- How do the three accounts of the Spanish conquest contained in Documents 16.1, 16.2, and 17.1 offer different interpretations of the role of Christianity in the Americas?

Readings: *Worlds of History Vol. II* : Ch. 16. Atlantic World Encounters (Read Documents. 16.1, 16.2, 16.3, 17.1)

Week Four (2/7 & 2/9)

Discussion Topic(s): (T) "Atlantic World Encounters" Part II (TH) TBA

Assignment(s): (TUES) Map Quiz #1

Readings: *Worlds of History Vol. II* : Ch. 16. Atlantic World Encounters (Read Documents 16.4, 16.5, 16.6, 16.8);

Week Five (2/14 & 2/16)

Discussion Topic(s): "The Scientific Revolution"

Assignment(s): (DUE THURS.) Select one of the following for your 500 word essay (2 TYPED pages).

- What role did women play in the Scientific Revolution?
- How similar, or different, was European science from that practiced elsewhere in the world?

Readings: *Worlds of History Vol. II:* Ch. 19. "The Scientific Revolution."

Part Two: The Long 19th Century (Roughly 1789-1914)

Week Six (2/21 & 2/23)

Discussion Topic(s): "The Scientific Revolution" (CONT); (TH) "Enlightenment and Revolution"

Assignment(s): (TUES) Map Quiz #2

Readings: *Worlds of History Vol. II:* Ch. 20 "Enlightenment and Revolution."

Week Seven (2/28 & 3/2)

Discussion Topic(s): (T) 1,000 Word TYPED draft of first formal essay (TH) First Take Home Essay Due

Writing an Argumentative Essay (that has a thesis, supporting evidence, and historical analysis)

Assignment(s):

Week Eight (3/7 & 3/9)

Discussion Topic(s): (T) Capitalism and Industrialization (Smith and Marx/Engels) (TH) Capitalism and Industrialization (The Rest)

Assignment(s): TBA

Readings: *Worlds of History Vol. II:* Ch. 21 Capitalism and the Industrial Revolution
(Read ALL)

Week Nine (3/14 & 3/16)

Assignment(s): TBA

Discussion Topic(s): (T) Marx and Engels (TH) The rest of *Worlds of History Vol. II:*
Ch. 21 Capitalism and the Industrial Revolution

Readings:

Week Ten (3/21 & 3/23)

Discussion Topic(s): "Nationalism and Westernization";

TUESDAY: Map Quiz #3

THURSDAY:

Spring Break 3/27 - 3/31

Week Eleven (4/4 & 4/6)

Discussion Topic(s): "World War I and Its Consequences";

Assignment(s): (DUE TH.) Write your 500 word essay (2 TYPED pages) on the following question.

- What caused World War I? What were the consequences of the War?

Readings: *Worlds of History:* Ch. 24. World War and Its Consequences;

Week Twelve (4/11 & 4/13)

Discussion Topic(s): "World War II and Mass Killing"

Assignment(s):

Readings: *Worlds of History*: Ch. 25. "World War II and Mass Killing:

Week Thirteen (4/18 & 4/20)

Discussion Topic(s): See Module

Readings:

Assignment(s): Comparative Document Essay #4

Week Fourteen (4/25 & 4/27)

Discussion Topic(s): TBA

Assignment(s):

(TH) Map Quiz #4

Readings: *Worlds of History*: 28 "Globalization"

Week Fifteen 5/2 & 5/4)

Discussion Topic(s): TBA

Assignment(s):

(DUE TUE.) 1,000 Word TYPED draft of second formal essay

(TH) Second Formal Essay Due

