

History 102-60: World History II (Since 1500)
Lewis-Clark State College, Spring 2022

This is an Asynchronous Online course. There are no class meeting times, only weekly deadlines.

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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 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.

Course Format, Content Delivery Methods, and Technological Expectations

This is an asynchronous (no specific class meeting times), fully online course. 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 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 (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 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:

- 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 Services](#): “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

- 25% Participation in Class Discussion Boards: **Weekly/Biweekly**
- 25% Exam I: The Early Modern Period: **Feb. 16, 17, 18**
- 25% Exam II: The Long 19th Century: **March 23, 24, 25**
- 25% Exam III: The 20th Century and Beyond: **May 4, 5, 6**

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

Online Classroom Participation & Discussion (25% 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.**

If you are required to participate in a particular class discussion, then the minimum expected of you will be to:

- Have an initial, assigned readings based, posting up by 11:59pm on TUESDAY. This posting should be designed to get the overall discussion in motion. Make sure your initial posting is up by the deadline to receive full credit.
- Have a follow up, assigned readings based, posting by 11:59 pm on SATURDAY. This posting should be designed to cover any assigned documents that have not been worked into the discussion yet, fill in any gaps in our discussion, and offer any conclusions. Make sure your follow up postings are up by the deadline if you wish to receive credit.

Your postings should be written in formal English, proofread, and focused on the assigned readings for the week. These are not texts to your friends. Your writing will be expected to professional grade (entry level) and based on the assigned readings. (See “intro to the course” videos for more details). 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 (75% total)

Format will be multiple choice, fill in the blank, place in chronological order, and matching. **(GELO i, ii, iv, v)**

Late/Make Up Work: No exam will be given late without a recommendation from the Dean of Student Services. No discussion board postings will be accepted after 11:59pm Saturday on the week it was due. Working out a special arrangement beforehand, or if I have been kept in the loop, is always easier than trying to figure out what can be done after the due date was already missed.

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. 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.

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 1/18) (Discussion Leaders -- Everyone)

Discussion Boards: Introductions/What is History?

Initial introductions to each other and the academic discipline of history.

Week Two (Starts 1/24) (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.

Week Three (Starts 1/31) (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.

Week Four (Starts 2/7) (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.

Week Five (Starts 2/14)

Exam I

Covers: *Worlds of History* Ch. 15, 16, 19.

Part II: The Long 19th Century

Week Six (Starts 2/21) (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

Week Seven (Starts 2/28) (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

Week Eight (Starts 3/7) (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.

Week Nine (Starts 3/14) (Discussion Leaders -- Last Name Begins A-?) (Native American Awareness Week)

Discussion Boards: The Long 19th Century Part 4 of 4
Nationalism and Westernization based on *Worlds of History* Ch. 23

Week Ten (Starts 3/21)

Exam II
Covers: *Worlds of History* Ch.20, 21, 22, 23

Spring Break 3/28 - 4/1

Part III: The 20th Century and Beyond

Week Eleven (Starts 4/4) (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 4/11) (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 4/18) (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 *Worlds of History* Ch. 26

Week Fourteen (Starts 4/25) (Discussion Leaders -- Everyone)

Discussion Boards: The 20th Century and Beyond 4 of 4
Discussion of the globalization process based *Worlds of History* Ch 28.

Week Fifteen (Starts 5/2)

Exam III

Covers: *Worlds of History* Ch.24, 25, 26, 28; any additional assigned material.