

**“What drives history is the human ambition to alter one’s condition to match one’s hope.”
-- J.R. and William H. McNeill**

History 117: The World From 1500
Montgomery College, Germantown Campus
Spring 2019

Instructor: Kelly Rudin

Office Location: HS 188

Office Phone: 240-567-6923

Mailbox located in HS 138

E-mail: kelly.rudin@montgomerycollege.edu

HIST 117: CRN 32926 Honors Module CRN 32926

3 credits TR 12:30-1:55

My scheduled office hours are Tuesday 2:30-4:00, Wednesday 2:00-3:30, Thursday 7:45-8:45 AM and by appointment. These will change on March 18, as I will begin an accelerated course. More on p. 7

A note about this syllabus before we start: Each of my courses and each of the assignments that I give have been carefully constructed to maximize your learning history as well as many different skills that are needed to be successful academically and as you move beyond higher education. By nature, World History connects the current to the past and is very interdisciplinary. The readings and assignments reflect this and require you to **make connections, comparisons, and to pay attention to changes.** The syllabus and the assignment descriptions need to be **read thoroughly** as they are written to give you all of the information you need. If you need help learning how to use a syllabus as a study aid, how to best work with the textbook and other assignments, or how to structure your study and research time, please see me. **World History is not about memorizing names and dates; it is about understanding humanity now and in the past by observing changes, making comparisons, and analyzing connections across the vast web of human experience.**

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Course Description: This course covers the world's great cultures, religious and political systems. It offers the student an opportunity to understand contemporary life in terms of the accumulated cultural experiences of the world and to appreciate the growing interdependence of modern nations. This comparative course covers autonomous local developments in the various parts of the world as well as the settling of the New World, the scientific and industrial revolutions and their diffusion, the decline re-emergence of Asia as a center of world power, the rise of Western dominance, the rise of mass societies, Marxism, worldwide revolutions, the effects of two world wars and the Cold War, the struggles to modernize. (HUMD[M]) Assessment levels: ENGL 101/101A, READ 120). Three hours lecture/discussion each week.

Course Outcomes: By the end of the course you will be able to:

- ✓ Understand the impact of geography on the development of culture and economy,

- ✓ Appreciate and analyze the diverse cultures and perspectives in a global approach to history,
- ✓ Explain the growing interdependence of modern nations,
- ✓ Understand the development of the industrial revolution and analyze the impact of industrialized nations on the world economy, as well as their impact on specific countries that did not industrialize,
- ✓ Analyze the impact of technology and literacy on the emergence of mass societies,
- ✓ Understand and explain the impact of ideologies and war on the twentieth century world,
- ✓ Use many different disciplines to more fully understand the dynamics of history: political science, geography, sociology, economics, math, sciences, anthropology, comparative religions, art appreciation and literature, just to name a few.

As the course unfolds, you should know the major actors in these events and the facts behind how the historical events have unfolded. In addition to these concepts and facts, you will be able to:

- ✓ Write paragraphs, essays, and research papers that use your knowledge to analyze history,
- ✓ Use appropriate research methods and sources to expand your knowledge,
- ✓ Find the places that we study on a world map,
- ✓ Demonstrate an understanding of the connection between the past and the present.

HIST 117 fulfills a General Education Program Humanities Distribution requirement and the Global and Cultural Perspectives requirement. Montgomery College's General Education Program is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and personal lives. This course provides multiple opportunities to develop the following competencies: written and oral communication, critical analysis and reasoning, technological competency, and information literacy. For more information, please see www.montgomerycollege.edu/gened

Textbook (Required): *Ways of the World: A Brief Global History with Sources 3rd Edition* by Robert W. Strayer and Eric W. Nelson. Be sure to get the Combined Edition that has 23 chapters. You will use the entire book for research. This edition also has study aids online that are entirely optional. Any additional readings can be accessed on the course webpages.

Course Requirements:

A. Readings and Daily Assignments: Class discussions and lectures will not simply restate reading material. Therefore, it is vital that **reading assignments be completed thoroughly and in advance of the class period for which they were assigned.** Reading notes will be of vital importance to understanding the material. Remember that for a content-rich course like history that the standard for studying is 2-3 hours for every hour in class.

1. **Reading quizzes** will be given to help you assess whether or not you are reading well (see below).
2. You will complete short **written assignments** (generally referred to as “**Brief but Pithy**”) to help you better understand the material. A “*Brief but Pithy*” is a short (brief) but very meaningful and insightful (pithy) piece of writing from 1-3 paragraphs (depending on your treatment of the topic) that will be graded based on your 1) completion of each part of the assignment, 2) accuracy of evidence presented, 3) the thoughtfulness of your conclusions, and 4) college-standard writing. You will receive more information on these assignments. These are due the day indicated in the reading Assignments. Points

will be deducted for late submission up. *No papers will be accepted electronically for a grade (unless otherwise stated) and no papers that are placed under the door of my office will be accepted. Each of these must have a TITLE that reflect your central thesis as you respond to the assignment. This will help you clarify your thinking.*

3. *Bring your maps, books and/or supplemental readings to class each day so that you can refer to them.*
4. You will be reading a book that you select from an approved list which will be the basis of your **Book Review and Historical Analysis** (see C1 below), and taking part in the multi-class **Timeline Project** (see C2 below) as well as periodic unannounced supplemental readings. Plan your study time wisely.
5. **Important disclaimer about history:** The subject matter of human history ranges from the sublime to the absurd to the grotesque and horrific. We cannot, as scholars, shirk from these aspects of human activity. Assignments, activities, and discussions will involve some subject matter that should make many people uncomfortable either because it challenges previously unshaken assumptions or touches upon personally painful experiences. Please speak with me early in the semester if there might be topics or ideas that you might want a “heads up” on before we discuss them so that I can give you a gentle “trigger warning.”

B. Quizzes and Exams:

1. *Map items* will appear on every quiz, and exam.
2. **Accurate and insightful reading of the class material** and **on-time class attendance** are vital to success in this class. For this reason, there will be announced and unannounced **quizzes** throughout the semester which will: a) help you shape your studying, b) encourage you to be vigilant in keeping up, and c) help both you and me assess how well you are reading and comprehending the material. The quizzes will consist of multiple choice, matching, and map items or some short written format drawn from the reading material listed for that day in the syllabus. **These will be based on your understanding and retention of reading material and will include map items.** They are NOT open-notebook. These will occur on many days and, added together, will be your Test/Quiz grade (15%). I will drop the lowest grade (or 0) before the midterm grade and between the midterm and the final. These quizzes will *usually be given at the beginning of the class periods.* You will be allowed to make up ONE (1) of these quizzes before the next class meeting, although it will be altered to be short answer, and therefore more difficult. You will receive a 0 (zero) for others that you miss. *Extra credit for quizzes will be taken from the news the evening or morning before the quiz; since these will oftentimes be unannounced quizzes, you need to keep track of news events.*
3. The **mid-term exam** will be an essay exam and *is scheduled to be on Mar. 5 during class.*
4. The **final exam** will be a combination of multiple choice, matching and essays and a presentation from the Timeline Project. It will be on **May 7 from 12:30-2:30.**
5. The exams will focus on readings, class discussions and lectures. To help prepare for the exams, you will receive review questions in advance.
6. **All exams are required for a passing course grade** and you must notify me before the exam and have a written excuse to take the make-up exam (which is always much more difficult than the original). *Extra credit for each exam will be taken from the news the evening or morning before the exam.*

C. Research-Based Papers:

Each research-based paper is designed to teach you content material and a wide variety of skills such as written communication, critical analysis and reasoning, quantitative reasoning, information literacy, technological communication. The work on these papers will overlap and, therefore, will add to the depth of your knowledge about World History from 1500. It is vital that you plan ahead and turn in each assignment on or before the due date.

1. You will write a short ***Book Review and Historical Analysis*** (6-7 pages) on a book and topic that takes place within the historical framework of this course. You will receive additional information on composition requirements. You will complete a series of prewriting assignments for this paper that will count as part of your Engagement Grade. ***Note that it is your responsibility to obtain your book quickly and read the entire book by no later than Mar. 19. Most books can be obtained through the MC library, the Public Library, or inexpensively online. The due date for the final paper is Apr. 25.***
2. You will take part in the multi-class **Timeline Project**. This Project allows you to evaluate and summarize the most important aspects of world history to 1500, tie these to a current news story, and teach others about these events and concepts in context of integrative global history. You will complete this in stages and your work will be shared with other students.
3. You will write an ***Applied History Essay*** about an out-of-classroom experience that gives you a broader understanding of world history. You can get ideas from a list I will provide. These can include viewing historical movies, going to a museum or reading a primary source document. This is due any time during the semester but must be turned in no later than. **Due no later than Apr. 30.**

I strongly encourage you to make use of the writing center and, obviously, the physical library space.

I strongly encourage you to have your papers peer edited.

No papers will be accepted for a grade electronically, unless specifically arranged individually.

Late MAJOR (Research-based – described in C, above) papers will lose 10 points per day (after the due date), weekends included. No papers will be accepted more than 5 days after the due date. Papers handed in early will receive 5 extra points.

*Late papers MUST be turned in to the Humanities Office and signed in unless otherwise specified. Be sure to check on times that it is opened. **NO papers that are placed under the door of my office will be accepted.***

Plagiarism is intellectually and academically dishonest whether you intend to plagiarize or not. This is true for all assignments. If you are unsure about when citation is appropriate, ask me, an English teacher, a librarian or someone in the writing center or consult a writer's handbook or the library's plagiarism tutorial. If you plagiarize, your grade will be penalized with a "0" and it will be reported to the Dean of Student Development - this is a MC college-wide standard. Note that you will be required, for this class to take the MC Library's Plagiarism Tutorial and quiz (for a grade), available online at:

<http://www.montgomerycollege.edu/library/plagiarismintro.htm>.

All of the following are considered plagiarism:

- ✓ Turning in someone else's work as your own
- ✓ Copying words or ideas from someone else without giving credit
- ✓ Failing to put a quotation in quotation marks
- ✓ Giving incorrect information about the source of a quotation
- ✓ Changing words but copying the sentence structure of a source without giving credit
- ✓ Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Taken from: www.plagiarism.org/plagiarism-101/what-is-plagiarism

Note on grading standards: Each class assessment, whether written or oral, test or paper, will be based on a mastery of factual information, analysis and support of your answer, completion of each part of the assignment, timeliness of completion, and college-standard writing.

D. Class Participation: Your class engagement counts 20% of your final grade.

1. *This class is designed to have a lot of student input and interaction.*
2. This grade consists of **how well you are intellectually engaged in the coursework – both in the class and in out-of-class work.** It includes your attendance, your attention in class, your participation in class discussions, participation in classroom simulations and periodic evaluations of how well you are prepared for class, including quizzes, written assignments or presentations. Anything not completed will receive a zero.
3. **Short written assignment grades are included in this grade.**
 1. ***On-time attendance*** in class is vital -- we will not only be covering a lot of material, but also, each of you will have unique contributions to make to the class. **3 points will be taken from your engagement grade for each absence and 1 point for each tardy. You will also lose points for unapproved (almost all) cellphone use or just not being engaged with the class activities.** *Being absent from class more than 3 times could result in your failing the course – this is MC policy. Note that I take roll each day, even if you are not aware of it.*
 2. **No cell phones in this class; USE OF YOUR CELL PHONE IN CLASS WILL RESULT IN POINTS BEING DEDUCTED FROM THIS GRADE.**
 3. **You may receive extra credit for this grade in many different ways** such as by completing designated extra reading, by attending programs with speakers in many fields by completing movie reviews. You will receive more information in writing about the extra credit. Note: the extra credit will not take the place of zeroes in your Engagement Grade.
 4. **Respect for others'** ideas, interpretations and opinions is vital and the standard for this class. Also, please note that I am aware that **some people are extremely uncomfortable with speaking up** in class. Please see me about this privately so that I can best work with you.

General Information

A. Grades Your grade will be based on the following scale and percentages: **A: 90-100 B:80-89**

C:70-79 D:60-69 F: Below 60

Engagement Grade	20%	The Timeline Project	10%
Quiz/Test	15%	Midterm Exam	12.5%
Book Review and Hist. Analysis	20%	Final Exam	12.5%
Applied History Essay	10%		

****I do not post grades on Blackboard.** Hand papers and assignments in on time, I will grade them and hand them back, and you can keep track of your grades using these percentages.

- B. If you have an IEP or 504 or anything about your learning style that significantly effects how I will evaluate you in this class let me know at the beginning of the semester. From MC's catalogue:**
Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hour. In order to receive accommodations, a letter from Disability Support Services(R-CB122; G-SA175; or TP-ST120) will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations for individuals with disabilities are found at:
www.montgomerycollege.edu/dss/evacprocedures.htm. Please see me or someone in the MC Counseling office if you are at all unsure of what this means. The phone number for DSS at Germantown is 240-567-7770.
- C.** There is an **Honors Module** for this course available to students who meet the Honors Program requirements: 3.2 GPA or higher, A or B in EN 101 or EN 101, and 12 or more academic credits at MC. See me if you might be interested.
- D. Class Meetings:** Class meets on Tuesday and Thursday from 12:30-1:55.
*Inclement Weather Cancellations: If the class is cancelled due to inclement weather, students **must complete the "Cancelled Class Assignment"** (on additional sheet) and **check their MC e-mail** before the next class session for clarification of necessary changes to the course schedule. For the most up-date information sign up for alerts via the MC ALERT at <https://alert.montgomerycountymd.gov/index.php?CCheck=1>
If class is cancelled check the course webpage and your MC e-mail for assignments and adjustments*
- E. Expectations:**
1. **Be in class every day. I do take roll for each day even if it is not always obvious. If you do miss class, it is your responsibility to come to my office and pick up any papers that I handed out and any notes, including discussion content that you missed.**
 2. Be in class prepared and on time and be engaged all through class.
 3. ****Cell phones must be silenced and put away entirely** unless you have an **emergency situation** that you have spoken to me about before-hand. Take all devices out of your ears. **Do not text in class.** Laptops in class are only for classroom purposes – *even looking for content material during class is inappropriate and distracting.*
 4. Unless you have an official accommodation, **do not take notes on your phone.** Put your phone away completely during class. If you are expecting an urgent call, let me know at the beginning of class.
 5. If you **must** miss class, contact me. **Note: contacting me does not excuse you from class but I can work with you on missed material.**

6. If you miss class, it is your responsibility to see me outside of class to get any papers that I might have handed out.
7. **Take the quizzes and exams on time. If you must, for any reason, miss an exam, contact me in advance or have a doctor's letter. Be aware that the make-up exam is much more difficult.**
8. All rules in the Student Code of Conduct apply in this class.

F. E-mail: Student e-mail is an official means of communication for the College. It is expected that you check your student e-mail regularly and frequently, as you are responsible for information and announcements that will be sent to you from the college. For this class, student e-mail will be used only where situations where timing is essential. **Most information is discussed in class and all assignments will be turned in as paper copies during regular class times.** If you contact me through e-mail, you must use your student e-mail account so that I can recognize you as a student. If you e-mail me please follow-up with a voice mail message using the numbers given below. *Please be aware that if you miss class you will, indeed miss a lot of material and discussion that cannot be replicated in response to an email that says: "What did I miss in class today." Also, many emailed questions can be answered by reading the syllabus and the assignments and do not require asking me.*

G. Course Webpage: The course webpage is available to all students in the class and gives you access to most papers, assignments, and announcements. It is found on Blackboard.

H. If you are a **veteran or on active or reserve** status I thank you for your service. If you are interested in information regarding opportunities, programs and/or services, please visit the Combat2College website at www.montgomerycollege.edu/combat2college and/or contact Joanna Starling at 240-567-7103 or Joanna.starling@montgomerycollege.edu

I. *Food and housing insecurity have always been part of the human story and, unfortunately, it still is and it still impairs individual's and family's abilities to function. MC is aware of this and has established ways to help individuals and families who are facing these situations. If you are facing issues related to accessing sufficient food to eat every day, if you lack a safe and stable place to live, or if you lack other basic needs (like sanitary napkins), please contact your counselor. Also, please come talk with me about this, as, it is, in all likelihood impacting your ability to learn and perform at your highest level. the professor if you are comfortable in doing so. There are campus food pantries and the Germantown campus's Food Pantry is located in HT on the 3rd Floor by the Cyber Security Lab if you need food or would like to make a donation. The Deans of Student Affairs can also help. They are: Dr. Jamin Bartolomeo (GT), Dr. Tanya R. Mason (RV), and Dr. Clemmie Solomon (TPSS).). I have included more information on this in this introductory packet.*

I keep granola/breakfast bars and peanut butter in case you miss a meal and need something to eat. You are welcome to come ask me for some. I am also happy to share with students who are not in my classes, so tell your friends. If I am not in my office and it is between 9-5 (most days), Sella Gesumwa (Humanities Administrative Assistant) in HS 138 has some of this food. Just go and ask for her and tell her that I sent you.

J. Auditing: I welcome students who auditor the class. Please speak to me about your desired level of participation.

K. Office hours and contacting me: My scheduled office hours are Tuesday 2:30-4:00, Wednesday 2:00-3:30, Thursday 7:45-8:45 AM and by appointment. These will change on March 18.

Please note that I will let you know in advance if I have to be away during these posted times. If none of the office hour times work for you, we can arrange to meet at another time. You can also leave a message in the Humanities office or contact me by e-mail. **If you do not receive a timely reply to an e-mail, call me at 240-567-6923 (office phone) or 301-518-7412 (personal number).**

****Reiteration of the cell phone policy: PUT THEM COMPLETELY AWAY. UNLESS YOU HAVE SPOKEN TO ME PRIOR TO CLASS BECAUSE OF A POTENTIAL EMERGENCY, YOU HAVE NO REASON TO HAVE YOUR PHONE OUT.**

Daily Assignment--HIST 117 and 117 HM

Note that due to the possibility of classes being cancelled for weather, these dates could change. I will notify you if they do and it is your responsibility to keep track via MC e-mail and the course webpage.

These assignments are to be completed **prior to the dated class period**, as we will discuss the topic covered by the material on those days. Most assignments are from Strayer textbook. These other sources will give you an opportunity to delve more deeply into topics and to hear other historians' and historical figures' voices. *Get used to carrying on a conversation with these voices.*

- Annotate well and take careful reading notes (parts of the exams will be open-notebook).
- Keep your maps with you when you study: note where things are happening in relation to each other.
- Listen to the news and make connections between what is happening now and what you are studying.
- Bring your book and/or reading material to class.
- **You must be prepared for a quiz** on any of the readings/assignments.

- Two asterisks (**) indicates work to be turned in or presented in class as part of your Engagement Grade.

Because history-making events and new analyses are continually arising, assignments might be modified, added, or possibly deleted. You are responsible for keeping up with these modifications.

The italicized questions that accompany the daily topic are for your use in understanding how the reading material and the class discussions fit together. I will not be collecting them nor grading them.

Note: These assignments are to be read **prior to the dated class period**, as we will discuss the topic covered by the material on those days. You are responsible for the assigned material, as we will not reiterate the readings in class. *Take careful reading notes: parts of the exams will be open-notebook.*

Daily reading quizzes should be expected. These will come from the margin questions and from the “What’s the Significance” items. There may be maps.

1. The two asterisks (**) indicate **work to be turned in or presented in class** as part of your Engagement Grade. Because history-making events and new analyses are continually arising, assignments might be modified, added or, possibly, deleted. You are responsible for keeping up with these modifications.
2. The **“Brief but Pithy”** assignments are to be just that: brief but very meaningful and full of facts and insights. Depending on your treatment of the topics they might be a paragraph or several paragraphs. *If you use direct quotes or information from outside sources, CITE YOUR SOURCES.*
3. Keep your *world map* with you in class and when you read and study. Constantly plug information in.
4. Create a timeline with significant dates and events. *This is highly recommended by students who have taken this course.*
5. Note: the standard for college is that **for every hour you spend in class, you spend 1-2 hours outside of class in preparation and study.**
6. Even though I will not be collecting or grading them, you are responsible for answering the **questions that appear in the margins of the text and the items in “What’s the Significance” and “Big Picture Questions”** at the end of each chapter. These will help you organize and evaluate the textbook material. Please note that there is also an **electronic study guide** provided online through the publisher.

Also note that there will be places where you will be required to read, understand, and analyze the Primary Sources at the end of each chapter. These are an integral part to your study of history and you should work with them whether the syllabus indicates it or not. Because of these primary documents and the fact that some material is more difficult than others, you should be prepared to add some time to your understanding of the material.

Part 1: The World Wide Web Shifts Focus

Jan. 29 and 31. Topic: “‘The past is not dead. In fact, it's not even past’ – W. Faulkner”

Reading Question: How did the globally-dominant powers of Asia begin to lose their edge to the backward upstart Europeans?

Read Strayer “Prologue: From Cosmic History to Human History” and reading “The Asian World” from *When Asia Was the World* by Stewart Gordon

****Write a “brief but pithy” essay (#1) discussing, from the Gordon reading, the following: not necessarily in this order:**

- 1) Specific examples of Asia’s historical preeminence in the world (20 pts.),
- 2) Connections across Asia (20 pts.),

3) Attitudes towards “others” and innovation (20 pts.),

4) Why you think that we are beginning this course with this reading – be sure to justify your answer. (20 pts)

5) This should *HAVE A TITLE THAT REFLECTS YOUR IDEAS*, be logical and well-written in a formal collegiate style and include facts to support your conclusions (20 pts.).

A “Brief but Pithy” is a short (brief) but very meaningful and insightful (pithy) piece of writing from 1-3 paragraphs (depending on your treatment of the topic) that will be graded based on your 1) completion of each part of the assignment, 2) accuracy of evidence presented, 3) the thoughtfulness of your conclusions, and 4) college-standard writing. These are due the day indicated in the Reading Assignments. Points will be deducted for late submission. As the first brief but pithy that you will write, please note that you will paraphrase and analyze, not use Gordon’s actual words unless a quote is extremely important. If you give a specific quote from the article, include an internal citation immediately after the quote indicating the page from which you took the quote. If you are not sure how to paraphrase please go to the writing center or see me. This is a crucial life skill and vital for this course. Note: **this is due on Thursday, Jan. 31.**

***There will be a quiz on the syllabus on Syllabus on Jan. 31. Read over the entire syllabus.**

Feb. 5. Topic: ““To learn without thinking is in vain: to think without learning is dangerous.”

-- Confucius

Part of the class meeting will be with a **reference Librarian** for a presentation on research that is tailor-made for this course. Attendance will be taken.

Before this class **read (and view) the material** on the following MC Library website:

****“Academic Integrity and Avoiding Plagiarism Tutorial”** – read carefully, **take the quiz** at the end, and submit the quiz grade to me online (the website will guide you).

The URL is: <https://softchalkcloud.com/lesson/serve/HNfhIPti5LTA4C/html> (also posted on Blackboard)

****There will be an assignment that you will complete during and after this library class, “Effective Research: Using the Library,” that is due no later than Feb. 14.**

****BRaHA Pre-writing Assignment #1 due.** Note that the entire book must be read **by Mar. 19**, so plan accordingly.

Feb. 7. Topic: “Renewal, State Building, and Maritime Adventures”

Reading Question: What were the hallmarks of the societies of China and Europe in the 15th century that would impact the development of the next 500 years?

Read Strayer Chpt. 12 pp. 498-500 and 505-515

Feb. 12. Topic: “The First Global Civilization: The Worlds of Islam”

Reading Question: What were the hallmarks of the societies of the Old World Web and were they interacting by the 15th century? Read entire assignment for the 5th.

Read Strayer **Chpt. 9 pp. 382-397** and Chpt. 12 pp.515-522

****MAP TEST (Counts as 2 Quiz grades)**

Feb. 14. Topic: “Meanwhile, the Rest of the Story...”

Reading Question: What were the societies like that lived outside empires and states of the Old World Web by the 15th century and how were global patterns beginning to shift and affect them?

Read Strayer Chpt. 12 pp. 500-505, 522-534 and *Extension* Chpt. 23 pp. 1023-1033

**** Due Feb. 22: As you read the material in Chapter 13, consider BBP#2:** You have been tasked by the head of the APTN (Astral Plane Television Network) to moderate a debate between the Emperor Kangxi, Jahangir, Suleiman I, Louis XIV, the Great Inca in 1550, and Queen Njinga of Ndongo and Matamba. The subject of the debate is **“The Ideal Way to Build an Empire of Diversity that will Provide Security for the People.”** You are able to choose any format that you wished. Using material from the textbook chapters, “Working with Evidence” on p. 590, Documents 13.1-13.4 and two other documents on Emperor Kangxi and Queen Njinga which I will provide for you, (include the background information that appears before the actual source), write a “brief but pithy” that is the *transcript* for the debate. Indicate knowledge of details about each leader and their “country” and what their “voice” would be. This must be typed and written in college-standard English. If you quote directly from a source, do include an internal parenthetical citation with the page number from Strayer. *10 points extra credit if you include participation from the audience that is from either merchants or peasants.*

Feb. 19. Topic: “The Early Modern Era and the ‘Rise of the West’”

Reading Question: What advantages did the Europeans possess by the 16th century, how did these advantages increase, and what were the immediate impacts of these advantages?

Read Strayer Preface to Part 4: The Early Modern Era and Chpt 13 pp. 546-572

**** Bring to class a representation of the historical “Modern Era”** as you understand it from pp. 546-551.

This must be something that is, in some way tangible or demonstrable to the class. *Be sure that you understand the hallmarks of the Early Modern era; your midterm exam will be based on this.*

Feb. 21. Topic: “The Great Eurasian Empires”

How did the Chinese and Russian expansion across Asia differ, how were they similar, and how did those who were incorporated into their empires react and how did the Asian Empires spread their power and cultures across the world island and beyond?

Read Strayer Chpt. 13 pp. 572-588

****BBP#2 (Astral Plane Debate) due. Be prepared to share this in class.**

Feb. 26. Topic: “Silver, Sugar, Skins, and Gunpowder: The Fusion of the World Wide Web”

Reading Question: How did commerce begin to fuse the various human webs into one global web?

Read Strayer Chpt. 14 pp. 600-620 *Extension* Chapter 23 pp. 1052-1061

****BRaHA Pre-Writing Assignments #2 due** (Author’s qualifications and reviews (BRaHA Paper Assignment description p. 1-2, “Content Requirements 1, A-D)

Feb. 28. Topic: “The Transatlantic Slave Trade in a Global and Historic Context”

Reading Question: What aspects of slavery had existed since the dawn of time and what developed that was new to the Atlantic slave trade?

Read Strayer Chpt.14 pp. 620-632

****BBP#3: Answer the margin questions on pages 622 and 623 in one BbP essay that combines both questions. Include in your answer reference to the picture on p. 600. (Note that this subject matter will be on the Midterm exam so the better you do on this, the better prepared you are for the exam.)**

Mar. 5 - MIDTERM EXAM, during class period, from beginning of course through Chapter 14

Mar. 7. Topic: "Athenaeum Speaker Marcy Norton and ‘Chocolate and the Flowery World: Indigenous Aesthetics and Colonial Appropriation’ "

Class will meet in Globe Hall; the speaker begins at 12:30 so be sure that you are on time. Attendance is required.

Reading Question: What was the Protestant Reformation, how did it play into the “Globalization of Christianity” and how did this influence belief systems in Spanish America, China, Japan, India, “Muslim” Africa?

Read Strayer Chpt.15 pp. 642-664 (be sure to include reading about Ursula de Jesus)

****There will be a written assignment** to turn in after listening to (and watching) the speaker that will tie together the speaker and the reading from Chpt. 15.

Mar. 10-17: SPRING BREAK!!!!

Mar. 19. Topic: “Challenging Established Faiths and “Traditional” Reactions and the European ‘Age of Progress’ ”

Reading Question: How did the fusing of the human web impact world belief systems, how did various people respond to the resulting changes producing Protestants, Wahabis, Neo-Confucianism, and the Bhakti movement, and how and why did Europe’s study of science become so revolutionary, resulting in the European Enlightenment and the propulsion of Europe as the home of global powers?

Read Strayer Chpt.15 pp. 664-678

****BRaHA Pre-Writing Assignments #3 due. Your entire book must be completed by this time.**

Part 2: Europe Moves to Center Stage

Mar. 21. Topic: “The Enlightenment Put to the Test: The Atlantic Revolutions and the Modern World takes Shape”

Reading Question: How did the revolutions in the Americas and in France transpire, how do their trajectories compare, and how did they change, or fail to change, the status quo in the societies which they shook?

Read Strayer Chpt. 16 pp. 688-728

Mar. 26. Topic: “Causes and Impacts of the Industrial Revolution”

Reading Question: Why did the Industrial revolution begin where and when it did and what were the initial responses to it?

Read Strayer Chpt. 17 pp. 736-757 *Extension* Chapter 23 pp. 1036-1042

Mar. 28. Topic: “Setting the Stage for the 20th Century: Responses to the Industrial Revolution”

Reading Question: How did the Industrial Revolution develop and impact on society in the United States and in Russia?

Read Strayer Chpt. 17 pp. 757-773

****BRaHA Pre-Writing Assignment #4 due (Annotated Bibliography).**

Apr. 2. Topic: “High Imperialism: A Tale of Maxim Guns, Railroads, and Bank Loans”

Reading Question: How did Western "colonialism" morph into "High Imperialism" and how did individuals in the "conquered" areas respond to Western expansion?

Read Strayer Chpt. 18 pp. 786-801 *Extension* Chapter 23 pp. 1042-1052

Apr. 4. Topic: “From Subsistence Farming to Cash Crops: The Promise and the Tragedy of Colonialism”

Reading Question: How did High Imperialism play out in different parts of the world both for the Westerners and for those in the colonial areas?

Read Strayer Chpt 18 pp. 802-823

Apr. 9. Topic: “Two Responses to the West: China and Japan”

Reading Question: How and why did China and Japan respond differently to the threats posed by the West?

Read Strayer Chpt. 19 pp. 833-844 and 852-861

Apr. 11. Topic: “The ‘Sick Man of Europe’ and the ‘Cockpit of Asia’”

Reading Question: What were the seeds of decline for both the Ottomans and the Persians and how did European involvement exacerbate their weaknesses?

Read Strayer Chpt. 19 pp. 844-851

Note that there is a video assignment due on Nov. 17. Plan accordingly.

****BRaHA Pre-Writing Assignment #5 (final DRAFT) due.**

Part 3: "The Twentieth Century: Crises in the Web"

Apr. 16. Topic: ““The Great War’: Europe’s Global Civil War”

Reading Question: What were the root causes of Europe's 20th century "civil war" and how did it become global, and how did it reverberate around the world?

Read Strayer “Intro to Part Six” and Chapter 20 pp. 972-1003, V.S. pp. 1025-1033 "Second Thoughts" pp. 1009

Note that there is a video assignment due on Nov. 17. Plan accordingly.

Apr. 18. Topic: “WW I to WW II: Total War”

Reading Question: How did The "Great War" morph into WW II, how was that war different from all other wars, and what were the initial results?

Read Strayer Chpt. 20 pp. 1003-1016, Doc. pp. 1018-1094, "Second Thoughts" pp. 1016

Watch the following video by Apr. 19, essay due no later than Apr. 26

****BBP#4: Required-will count as two Engagement Grades: View the film "People's Century: Total War, WW II and the Home Front" (link posted on Blackboard) and write an essay addressing:**

- what is total war?
- how was it waged in each country discussed?
- how it affected each country discussed?
- the U.S. use of "total war" tactics?
- statistics on numbers of civilians killed and wounded (given at end)?
- how you think this differs (if it does) from wars in the past,
- how you relate the material in this video to the 21th century wars in Iraq and Afghanistan?

Apr. 23. Topic: “Speech and/or Food: Assessing Fundamental Rights”

How is the tension between the concepts of economic rights and political rights illustrated by India’s Constitutional and political struggles?

“Weighing Fundamental Rights: India’s Emergency of 1975” pp. 5-13 (On Webpage) and your specific role (to be given out in class)

**** For Apr. 24 prepare your role for the “Democracy Threatened” simulation. Understand the background of the situation and your speaker’s position. Be able to argue this position.**

Apr. 25. Topic: “Marxism Stars on the World Stage”

Reading Question: What were the reasons that Communism was such a powerful force in Russia and China and how did those Communist revolutions evolve away from Marx's view of Communism?

Read Strayer Chpt. 21 pp. 928-947

****Book Review and Historical Analysis Final Paper**

Apr. 30. Topic: “The Cold War”

Reading Question: What were the reasons for the development of the Cold War, how did it play out globally, and how did it impact on "Communist" nations?

Read Strayer Chpt 21 pp.947-965

****Applied History Essay due on or before May 1.**

May 2. Topic: “Independence and Decolonization”

Reading Question: What led to the breakup of the Western political empires, how did these struggles play out in the context of the Cold War and how did specific peoples struggle to find their own "voice" after the era of Western domination and to develop stable and strong nations?

Read Strayer Chpt. 22 pp. 974-1010

May 8. Final Exam 12:30-2:30