

**WOH 1022**

**World History since 1500**

**Seminole State College**

**Summer 2019, June 24 - July 26**

**Lecturer:** TBA

**E-mail:** TBA

**Time:** Monday through Friday

**Teaching hour:** 45 (1.8 contact hours each day)

**Office hours:** 2 hours (According to the teaching schedule)

**Credit:** 3

**Course Description:** Taking both a thematic and chronological approach, this course explores the ways in which peoples across the world have engaged, conflicted, and cooperated with one another since 1400 CE. We will emphasize the ways in which individuals and groups have experienced and influenced larger historical trends: exploration and colonization; the rise of capitalism and challenges to capital; decolonization; and globalization. Throughout the semester, we will learn how historians create knowledge and practice historical thinking and skills.

**Required Text**

Shepard, Todd. *Voices of Decolonization: A Brief History with Documents*. Boston, MA: Bedford/St. Martin's, 2015. ISBN-13: 978-1-4576-1815-4

Strayer, Robert W. and Eric W. Nelson. *Ways of the World: A Brief Global History with Sources*, Vol. II, 3<sup>rd</sup> ed. Boston, MA: Bedford/St. Martin's, 2016. ISBN-13: 978-1-319-01842-9

**Objections/Student Learning Outcomes:** History is an intellectual inquiry into human activity. Historians analyze change over time as well as continuity in a variety of human arenas including (but not exclusive to) culture, society, politics, and ideas. Historians use context (the ideas, trends, events at a given time) to help understand human decision-making. As such, this class is not about learning and then regurgitating trivia. We will begin with the assumption that learning and thinking are *not* "natural," innate, or "born-with" qualities. They are skills that you can hone and develop through careful and thoughtful practice.

Together we will work to improve your capacity to read and analyze complex texts while strengthening your abilities to reason and communicate your thoughts thorough writing. Assessment and evaluation will focus on skills, concepts, and ideas. You will complete in-class writing assignments, quizzes, along with a midterm and final exam.

At the end of this course, students who attend class regularly, complete the assignments, and think about the course material will be able to

- recognize political, economic, social, and cultural concepts derived from a variety of historical experiences
- identify, interpret, and evaluate a variety of primary and secondary sources
- identify conflicting viewpoints in historical context
- identify and evaluate the credibility of a variety of historical resources
- understand that many things we assume are natural (ability, gender, race, ethnicity, ideas, etc.) are, in fact, cultural and social constructions that change across time and space
- revise ideology and ideas in light of new sources and/or analysis
- approach all sources, ideas, and interpretation with healthy skepticism demanding reasoned use of evidence
- recognize ethical responsibilities to one's colleagues (punctuality, collegiality, reasoned and constructive criticism, etc.)
- identify and understand the ethical and practical reasons for proper citation of all information

Collegewide Student Learning Outcomes assessed and reinforced in this course include the following:

- Communication
- Critical Thinking
- Information Literacy
- Global Sociocultural Responsibility
- Humanities Discipline Outcomes

**Course Requirements:** This is a discussion-based course designed to help improve your reading skills and to introduce you to historical thinking. Evaluation will assess progress in your analytical abilities. Emphasis too will be placed on how well those skills improve over the course of the semester. All due dates can be found on the Course Schedule below.

Participation (20%): At the end of most class meetings, I will select students who will be required to participate during the next discussion. Each selected student will be assigned a question from the Course Packet. When you are asked to participate, your evaluation will be based on the quality of your answer and the quality of your responses to questions from your colleagues and me. If you are unable to attend class on your assigned day, you must notify me *before* class; I will then schedule you to present on the following class meeting. Failure to attend without giving prior notice will result in a substantial reduction in your participation grade.

In-Class Writing Exercises: (10%): You will be required to complete an unspecified number of in-class writing exercises. Some exercises will be individual and some group work. Often the exercises will be based on questions from the Course Packet. Thus, make sure that you answer the

questions in the Course Packet even if it is not your day to present. You will be allowed to use your notes on all in-class writing exercises. Evaluation will be based on the thought and effort you put into your response.

I will deduct participation points from students who routinely violate classroom etiquette outlined below in the "Classroom Guidelines" section. Students who have more than two unexcused absences will also lose points. For more details, see section titled "Late Assignments and Excused Absences" below.

Office Hours or Appointments: You are always welcome to stop by my office to discuss anything related to the course and/or history. We can work through a complex reading, find out how you can improve on future assignments, read over a draft of an exam essay, discuss your standing in the course, or talk about a missed class. If you are not able to make it during scheduled office hours, please e-mail and we can set up an appointment. Either way, please feel free to stop by the office, even if you are not having difficulties. I love to discuss history!

Attendance (5%): Because this is a discussion- and skills-based class, regular attendance is essential to your success. You will earn attendance points by attending the full class secession. If you leave class early or show up late, you will lose points. If you miss class, you can earn an excused absence and make up any work provided you do so within one week of missing class. All makeup assignments will incur a penalty. It is your responsibility to makeup all absences and work. Simply notifying the professor in advance that you will not be able to attend class is not enough. See "Late Assignments and Excused Absences" sections below.

Discussion Essays (25%): You will be required to hand in an unspecified number of "discussion essays." At the end of class, I will assign students a question from the Course Packet. If you are selected, you will compose a two- to three-page essay answering your assigned question. Your essay must be typed in twelve-point font with one-inch margins. Make sure your name appears at the top of the page. Finally, make sure that you identify your sources by name and with page numbers. Only use assigned reading. Any use of outside sources without the instructor's permission will be considered plagiarisms. You maybe called on to give a brief five- to ten-minute presentation to the class. If so, your presentation will count toward your participation grade.

Exams: (40%): You will complete an in-class Midterm and a Final Exam (see dates on the Course Schedule). The exam will consist of essay questions. You will need to answer the question and defend your answer with specific examples from appropriate readings. A list of all potential essay questions is available in your Course Packet. You will be expected to use one 8½ x 11" sheet of paper (front-to-back, any size font, any length margins) on the exams. You must submit your notes with your exam.

Make sure that your answers are your own. If two answers are exactly or nearly the same, both offending students will fail, and both will be reported to the college administration.

Make-up Policy: It is your responsibility to makeup all work. Simply notifying the professor in advance that you will not be able to attend class is not enough. To make up work, you must stop

by during office hours no more than one week after you missed class. Late assignments will **not** be accepted more than one week after the due date. Because a central goal of this course is to learn the importance of ethical work habits, all makeup assignments and excused absences will only receive partial credit. All assignments will be penalized five points for every day it is late. The late policy can be waved if (1) student notifies professor well in advance of the due date; and (2) professor sees a clear need for student to miss a deadline. All makeup work is the student's responsibility. I will not distribute makeup work via e-mail. If you complete an assignment before class meets, you will not receive a late penalty. *All makeup assignments will be graded at the end of the semester.* This policy includes all assignments, including the midterm and final exams.

It is your responsibility to makeup all absences. Simply notifying the professor in advance that you will not be able to attend class is not enough. To earn an excused absence, you must stop by during office hours no more than one week after you missed class. I will then give you an assignment that must be turned in no more than one week after the missed class. The excused absence assignment will be assessed for quality. A high-quality response will earn full credit for the absence. Poor-quality responses will earn partial credit or no credit. *All excused absence assignments will be graded at the end of the semester.*

### **Grading Scale**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

**Plagiarism and Cheating:** Plagiarism is the use of another's words, ideas, or facts without giving proper and accurate credit to the author. *Serious or overt plagiarism will result in an 'F' for the course. I will also write the college administration informing them that a student has been caught plagiarizing or cheating. This is true for ALL writing assignments in this course including any extra credit assignments.* Plagiarism includes copying information from another student on any assignment. While I encourage students to study together, make sure that your work is your own. Do not write someone's essay or quiz answer for her or him. If two answers are exactly or nearly the same, both students will receive a failing grade for the assignment.

I distinguish between overt and accidental plagiarism. Overt plagiarism occurs when a student directly copies portions of information from another source and deliberately attempts to pass it off as her own. Overt plagiarism is an automatic failing grade for the course. I will also inform the college administration that a student has engaged in academic dishonesty. Overt plagiarism includes, but is not exclusive to, (1) copying information from the Internet (copyrighted or non-copyrighted) without providing citations; (2) taking information and/or copying from another

person, even with that person's permission; (3) taking information, ideas, and/or writing from any source without proper citation and quotation marks.

There are wonderful primary and secondary sources available on the Internet. There are also many misleading, anachronistic, nonacademic, and problematic sources. While you will gain some skills in analyzing the credibility of sources, this is not a research methods class. Thus, *any use of information not assigned in this class without the instructor's permission will be considered overt plagiarism.*

Accidental plagiarism occurs when a student fails to provide adequate and proper citation, but it is also clear that the student's intentions were not malicious or deceptive. The professor will decide the severity of the penalty. Penalties for accidental plagiarism could result in points off or a failing grade for the assignment. If a student receives a failing grade, she will be allowed to resubmit the assignment with proper citations and devoid of plagiarism. If the resubmitted paper contains any examples of plagiarism, the failing grade will remain. Because the final essay is graded at the end of the semester, it is up to the professor's discretion whether to assign a failing grade for accidental plagiarism or to dock points for accidentally failing to cite sources.

***At the beginning of the semester, students must sign a statement agreeing to this course's and the institution's policies on plagiarism and cheating.***

**Classroom Etiquette:** Students who frequently disregard the classroom etiquette policies will lose points on their participation grade.

- 1. Do not leave the classroom unless it is an emergency.** Those who frequently get up and leave class disturb the learning environment for their colleagues. Thus, in general, do not leave the classroom unless it's an emergency. Of course, life happens and there may be times when you need to leave class early. If such an event occurs, please let me know at the beginning of class that you will be leaving early. Then sit near the door so you can leave with the least amount of distraction.
- 2. Do not interrupt class with disruptive comments or chit-chatting.** You can refrain from communicating about non-class topics for the duration of the class. Make sure that when you speak in class, you are addressing everyone in attendance or in your small group. Whispering to a colleague during class time is not only disruptive it can make other students feel self-conscious. Frequent chit-chatting, murmuring, whispering, etc. is the most common way to lose valuable participation points. Students who continue to engage in such activity after being warned to stop. Continued disruptions will result in the student earning a "C," "D," or even an "F" for their final participation grade regardless of her/his previous performance during class discussion.
- 3. Use electronic devices for classroom purposes only.** Do not surf the Internet, text, facebook, google, etc. during class. This is distracting to other students. Please feel free to use a laptop or other electronic device to access reading assignments (you may not

use any electronic device during a quiz or exam for any reason, however). If you have a personal problem, and need to leave your cell phone on during class, please let me know at the beginning of class. To be fair, if my cell phone rings during class, everyone in attendance gets one extra credit point added to their (unless I need to keep my cell phone on, in which case I will notify everyone at the beginning of class).

4. **Be respectful of your colleagues and of the instructor.** Do not make fun of other students' questions or comments during lecture or discussion. During group discussion, be considerate of others' opinion even if you disagree. I strongly encourage debate, but when debating you need to focus on the other person's arguments, not on personal attacks. Obviously, I will not tolerate derogatory comments about another's race, ethnicity, gender, sexual orientation, religion, political persuasion, body type, fashion sense, etc.
  
5. **Attend all class sessions, and any scheduled appointments.** Make it your goal to attend every class. If you make an appointment with the professor, be sure to notify the professor if you will be late or unable to make the appointment. Such habits will mean a lot less stress over the course of the semester. Of course, life happens. There may be times when illness, serious family obligations, car accidents, etc. require you to miss class. If outside forces dictate that you must miss class, notify the professor in advance, if possible. Then schedule a meeting or stop by office hours to turn in work and to discuss the missed class. If you know you will be absent, it is always best to turn in any work before your absence.

**Syllabus Disclaimer:** The professor retains the right to change the syllabus at any point during the semester. All changes to the syllabus will be announced in class. If a student signs up for the class late, it is her/his responsibility to make an appointment with the professor to discuss course expectations and do any makeup work.

## **Course Schedule**

Class1

Introduction to the Course

**Lesson #1: The Historian's Craft:** In this lesson, we survey historical methodology and theory. Particular emphasis will be placed on distinguishing between primary and secondary sources as well as how to read both types of documents. We will also learn how historians avoid anachronism and seek to study the past on its own terms. Learning how to ask historical questions and read documents in context are central goals of this lesson.

Class2

Read Strayer & Nelson, "Working with Evidence" and "Prologue, Considering World History"

Class3

Read Rompolla, *A Pocket Guide to Writing in History* (Course Packett)

**Lesson #2: Early Modern Worlds, c. 1400 – 1500:** In this lesson we will examine and compare the rise of empires, including: American First Peoples, Islamic civilizations, the rise of Chinese hegemony in Asia, and the explorations of European peoples.

Class4

Read Strayer & Nelson, Chapter 12

**Lesson #3: Global Encounters, c. 1450 – 1750:** We will explore the rise of European influence in trade and commerce, the creation of the Atlantic World, the construction of racial slavery, and the development of "modern" science.

Class5

Read Strayer & Nelson, Chapter 13

Class6

Read Strayer & Nelson, Chapter 14

Class7

Read Strayer & Nelson, Chapter 15

Class8

Race, Gender, and Slavery in Seventeenth-Century Colonial Virginia (course packet)

Class9

Review for Midterm Exam

Class10

Midterm Exam

**Lesson #4: The Rise of European Hegemony, c. 1750 – 1915:** This lesson surveys the intellectual challenges to traditional hierarchies along with the paradoxical rise of state power. We will also look at new forms of organizing labor and capital. Continued European colonization and its intersections with capitalism and industrialization will take center stage. Finally, while not ignoring the influence that European trade, culture, and thought, we will be careful not to overestimate European power.

Class11

Read Strayer & Nelson, Chapter 16

Class12

Read Strayer & Nelson, Chapter 17

Class 13

Read Strayer & Nelson, Chapter 18

Class 14

Read Strayer & Nelson, Chapter 19

Class 15

Seven Beckert and Seth Rockman, eds. *Slavery's Capitalism* (course packet)

**Lesson #5: Challenges to European Hegemony, c. 1914 – present:** In this final lesson, we will examine the central paradoxes of the twentieth and twenty-first centuries: rise of technologies and global trade that produce both wealth and inequalities; advances in medicine and food production create longer healthier lives but also endanger the environmental conditions necessary for life; the intellectual and military challenges to imperialism coexisting with maintenance of US and European hegemony and the rise of new imperial actors.

Class 16

Read Strayer & Nelson, Chapter 20

Class 17

Read Strayer & Nelson, Chapter 21

Class 18

Strayer & Nelson, Chapter 22

Class 19

Read Shepard, *Voices of Decolonization*, Part I

Class 20

Read Shepard, *Voices of Decolonization*, Part II

Class 21

Strayer & Nelson, Chapter 23

Class 22

Brook Larmer, "Is China the World's New Colonial Power" (course packet)

Class 23

Open

Class 24



Review for Final Exam

Class25

Final Exam

### **Academic Integrity**

As members of the Seminole State College of Florida community, students are expected to be honest in all of their academic coursework and activities.

Academic dishonesty, such as cheating of any kind on examinations, course assignments or projects, plagiarism, misrepresentation and the unauthorized possession of examinations or other course-related materials, is prohibited.

Plagiarism is unacceptable to the college community. Academic work that is submitted by students is assumed to be the result of their own thought, research or self-expression. When students borrow ideas, wording or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as the student's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized.

Students who share their work for the purpose of cheating on class assignments or tests are subject to the same penalties as the student who commits the act of cheating.

When cheating or plagiarism has occurred, instructors may take academic action that ranges from denial of credit for the assignment or a grade of "F" on a specific assignment, examination or project, to the assignment of a grade of "F" for the course. Students may also be subject to further sanctions imposed by the judicial officer, such as disciplinary probation, suspension or dismissal from the College.

**Selected Studies in World History since 1500**  
**WOH 2930, Summer 2019, June 24 - July 26**

**Course & Faculty Information**

**Lecturer:** TBA

**E-mail:** TBA

**Time:** Monday through Friday

**Teaching hour:** 15

**Office hours:** 2 hours According to the teaching schedule

**Credit:** 1.

**Course Description**

This course is scheduled for individual students who wish to explore topics supplementary to the curriculum in World History since 1500 (WOH 1022).

**Pre-reqs:** To be taken in conjunction with World History since 1500 (WOH1022).

**Measurable Course Objectives**

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- recognize political, economic, social, and cultural concepts derived from a variety of historical experiences
- identify, interpret, and evaluate a variety of primary and secondary sources
- identify conflicting viewpoints in historical context
- identify and evaluate the credibility of a variety of historical resources
- understand that many things we assume are natural (ability, gender, race, ethnicity, ideas, etc.) are, in fact, cultural and social constructions that change across time and space
- revise ideology and ideas in light of new sources and/or analysis
- approach all sources, ideas, and interpretation with healthy skepticism demanding reasoned use of evidence

- recognize ethical responsibilities to one's colleagues (punctuality, collegiality, reasoned and constructive criticism, etc.)
- identify and understand the ethical and practical reasons for proper citation of all information

### **Textbook Information**

There are no textbooks required for this course.

### **Attendance Policy**

The College recognizes the correlation between attendance and both student retention and achievement. Per [College Policy 3.060](#) **Students are expected to attend all classes, actively participate and complete all assigned course work for all courses for which they are registered.**



## **Collegewide Student Learning Outcomes**

The Collegewide Student Learning Outcomes assessed and reinforced in this course include the following:

- Communication
- Critical Thinking
- Scientific and Quantitative Reasoning
- Information Literacy
- Global Sociocultural Responsibility

## **Grading Scale:**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

## **Course Content**

Student will select a book to read from a list provided by the Professor. The student will read the book and write an essay. Toward the end of the semester, the student will present her/his findings to the class.

## **Course Schedule**

Week 1

Student selects book in consultation with the professor

Week 2



Student reads book and works on essay

Week 3

Student read book and works on essay

Week 4

Students present to the class

Week 5

Students submit final essay

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further sanctions imposed by the judicial officer, such as disciplinary probation, suspension or dismissal from the College.