

**WOH 1022**  
**World History since 1500**  
**Seminole State College**  
**Summer 2019, June 24 - July 26**

**Instructor:** TBA

**Time:** Monday through Friday (1.8 contact hours each day)

**Contact hour:** 45 hours

**Credit:** 3

**Office Hours:** By appointment

**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 1500 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:** You do not have a textbook for this course. Instead, you are required to read documents from the Course Packet. These consist of mostly primary and some secondary sources. Primary sources are materials that provide us with an individual's personal perspective of history. These are first-hand accounts that contain crucial information about the past to help historians achieve a developed understanding of historical events and ideas. Secondary sources are historians' interpretations of the past. We will learn more about how to read primary and secondary sources in Lesson 1. You will turn in four writing assignments over the course of the semester. (See Requirements: Writing Assignments)

**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.

Together we will work to improve your capacity to read and analyze complex texts while strengthening your abilities to reason and communicate your thoughts through speaking and writing. Assessment and evaluation will focus on communication of ideas and understanding of concepts. 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 should be able to:

- Understand how differing political, economic, social, cultural, ideas, and historical experiences shape empire, colonies, and nation-states.
- interpret and evaluate a variety of primary and secondary sources
- identify conflicting viewpoints in historical context
- Increase reading comprehension

- 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
- Think and write from a critical perspective.

**Classroom Conduct:** Disruptive behavior will not be tolerated. Cellular phones and pagers must be turned off before class. Students who engage in disruptive behavior, such as deliberate combativeness, excessive vulgarity, reading unrelated materials, surfing the Internet, and texting will fail to earn credit for class participation, and are subject to dismissal from class.

Seminole State College of Florida is an institution of higher learning; therefore, students will be respectful of their fellow classmates. The goal in this classroom is to create a positive learning environment where people can safely ask questions, participate freely and learn effectively. In expressing viewpoints, students should raise questions and comments in a way that will promote learning, rather than defensiveness and conflict in other students. Any violation of class conduct policies will count as an absence from class.

**Cheating/Plagiarism:** 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 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.

## **Course Requirements**

### **1. Attendance/Class Participation: (20 points)**

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 communication and analytical abilities. Emphasis too will be placed on how well those skills improve over the course of the semester.

You will earn only 5 points by attending the full class secession. If you leave class early or show up late, you will lose points. The remaining points you earn each day based on your preparation, quality of participation, regular communication, and clear engagement with the reading. You may miss up to two (2) classes without penalty to your grade. A student who is absent from class 10 percent of the scheduled class time [4 days or more] is subject to getting a grade of "F" without warning by the instructor." Any violation of class conduct policies (outlined above) will count as an absence from class. It is the responsibility of each student to notify the instructor in the event she/he is tardy. Your attendance will be factored into your Participation grade. *All excused absence assignments will be graded at the end of the semester.*

### **2. Writing Assignments: (30 points)**

Students are required to complete three in-class writing assignments. The first week, all students will write an introduction paragraph which includes an opening statement, thesis, and evidence support. The second week, each student will write a 1-2 page analysis of one reading. Students must identify the argument/thesis, explain the historical context, and discuss the audience. Students will also compare how their reading reflects on the complexities of Empire decline and European encounter. The third week, students must write a thesis and introductory paragraph which argues about or suggests some understanding about the events and circumstances which caused or resulted from the challenge of modernity and colonialism for Asia and Africa, and people's upheavals in Russia. They must also include an analysis of one reading and how it might reflect your thesis on international conflicts. The third week is a combination of the first and second week assignments. Students must support their analysis by providing examples from the text. Students should also seek to compare their chosen reading to other class texts. Each writing assignment is 10 points each.

### **3. Weekly Exams: (50 points)**

Every week you will have an exam in class on the dates listed in the Course Calendar. These exams may include both multiple choice, essays, and/or short answer questions that examine the extent to which you have mastered all class material.

### **4. Late Assignments:** Late assignments will **not** be accepted, unless students have an

excused absence from the professor. The Teacher Assistant or Professor must receive late assignments no later 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 one letter grade. *All makeup assignments will be graded at the end of the semester.* This policy does not include the exams, which cannot be made up for any reason.

### **Grading Scale**

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F 0 - 59

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

Disruptive behavior will not be tolerated. Cellular phones and pagers must be turned off before class. Students who engage in disruptive behavior, such as deliberate combativeness, excessive vulgarity, reading unrelated materials, surfing the Internet, and texting will fail to earn credit for class participation, and are subject to dismissal from class. 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. Frequent exits will be treated as an absence.

Seminole State College of Florida is an institution of higher learning; therefore, students will be respectful of their fellow classmates. The goal in this classroom is to create a positive learning environment where people can safely ask questions, participate freely and learn effectively. In expressing viewpoints, students should raise questions and comments in a way that will promote learning, rather than defensiveness and conflict in other students. Any violation of class conduct policies will count as an absence from class.

**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:**

#### **WEEK ONE: Encounters and Empires, 1500-1750**

##### **Day #1 - Introduction to Global History**

- In class reading and discussion of Maxine Berg, "Global History." Global History as an idea and pedagogy is a contested subject. This Berg essay will ask students to consider the meaning of "global" and how historians construct a history of the world over such a large scale of time.

## **Day #2** – Asian & African Empires

We start with Asian & African empires in order to refocus discussion of global history as European encounter. Lectures and readings examine the history of these empires before and at the cusp of European engagement.

## **Day #3** – Western Exploration/Expansion

Students will discuss European engagement with the world, scientific revolution, and expansion.

**Day #4** - Encounters and Empires: We will discuss how these primary sources reflect old empires and the beginnings of new encounters. Students will see the beginnings of global studies as a contrast in world view.

1. Map of the Entire World
2. The Royal Commentaries of the Inca
3. African Women in 17<sup>th</sup> century Benin
4. From Self Portrait of a Chinese Emperor by K'Ang Hsi

**Day #5: In-class Short quiz and Writing Assignment:** Write a thesis and introductory paragraph which argues about or suggests some understanding about the events and circumstances which caused or resulted from New Encounters.

## **WEEK TWO: World Markets and Atlantic Revolution, 1600-1800**

### **Day #1** – The Atlantic Slave Trade

Students will examine the impact of the Atlantic Slave Trade on Europe and the Western Hemisphere. Particular discussion will focus on the U.S., Latin America, and the Caribbean

### **Day # 2** - Atlantic Revolutions and their Impact

Revolution takes hold along the Atlantic. Students will receive information on the United States, France, Haiti, the Spanish American Independence Wars.

### **Day #3** – Industrialization and Early Capitalism

European and Asian trade, beginnings of global commerce

**Day #4** – World Markets & Atlantic Revolutions: We will discuss how these primary sources reflect the impact of colonialism, slavery, and revolution.

1. *The Interesting Narrative of the Life of Olaudah Equiano*, chapter 2
2. Declaration of Independence
3. Declaration of the Rights of Man (1789)
4. Letters from the Haitian Revolution

**Day #5: In-class Short quiz and Writing Assignment:** Analyze one document and discuss how it suggests some understanding about the events and circumstances which caused or resulted from World Markets and Western Revolutions.

### **WEEK THREE: The Challenge of Modernity, 1700-1900**

#### **Day #1** – Asia & Africa: Colonialism to Nationalism

Japan and China emerge on the global stage with stark differences. Students will learn how China and Japan face the end of monarchy.

#### **Day # 2** – Latin America Under American Influence

Students will gain greater information about Latin America in the declining era of slavery, emerging nationalism, and problems of American influence.

#### **Day #3** – Russian Empire and Ottoman Decline

Both the Russian Empire and the Ottoman stand on the precipice of radical transformation. The Russian feudal system came to an end in the mid 1860s and the Ottoman empire becomes stagnant, moving ever closer to its demise.

#### **Day #4** –

The Challenge of Modernity: We will discuss how these primary sources illustrate the challenges of changing political structures, technology, and national power.

1. Beckart, excerpt from *Empire of Cotton*
2. Account of the Emancipation of Serfs
3. The Meiji Constitution
4. Things Fall Apart by Chinua Achebe
5. “The White Man’s Burden” by Rudyard Kipling

**Day #5: In-class Short quiz and Writing Assignment:** Write a thesis and introductory paragraph which argues about or suggests some understanding about the events and circumstances which caused or resulted from the challenge of modernity and colonialism for Asia and Africa, and people’s upheavals in Russia. Also include an analysis of one reading and how it might reflect your thesis on international conflicts.

### **WEEK FOUR: The Whole World is Afire**

#### **Day #1** – Communist Revolutions

Students will learn about Marxism and how it facilitated the Russia Revolution. We will discuss how communism takes hold around the globe, and how the ideology spreads to Africa and Latin America.

#### **Day # 2-** World War I and World War II

Students will obtain information on the first great war and how world depression led to rising fascism, which culminated in World War II.

#### **Day # 3-** Decolonization & Cold War Competition

Nations in the global south rise up in revolution to end colonialism. These spaces become proxy battles between communism and capitalism. These nationalist movements in Asia, Africa, Caribbean, and Latin America feed a larger ideological conflict.

**Day #4** – **The Whole World is Afire**: We will discuss how these primary sources illustrate the challenges of world-wide conflict.

1. *On the Russian Revolution* by Vladimir Ilyich
2. Excerpts from the Red Book, Mao Tse Tung
3. Excerpts from Mein Kampf, Adolf Hitler
4. Speeches of Patrice Lumumba, Congolese Independence Leader

**Day #5: In-class Essay Quiz**: Students will analyze three examples from Mao's Red Book and explain how each example compares with the speeches of Patrice Lumumba.

## **WEEK FIVE: Globalization**

**Day #1** – Challenges and Repercussions of Nation Building after War

After World War II, Europe is engaged in a rebuilding process. Other nations struggle to economically and politically stabilize themselves after the second World War.

**Day #2**- American Ascendancy and the World After 1945

Students learn how America gained power on the world stage both militarily, culturally, and commercially.

**Day #3**- Global Competition

America's decline creates opportunity for other nations to assert economic dominance. The present remains open to global competition and influence.

**Day #4** – World at the Crossroads and Decline: Students will bring newspaper articles and discuss the implications of the past on current events. Articles must cover either Latin America, Africa, or Europe.

**Day #5 In class final quiz and discussion**: World at the Crossroads and Decline American Influence: Students will bring newspaper articles and discuss the implications of the past on current events. Articles must cover either North America, Russia, or Asia.

## CLASS PARTICIPATION RUBRIC

*Strong* – 20 points: Student participates positively, offers relevant and thoughtfully constructed ideas and observations more than once per class period.

- ✓ Asks informed questions more than once per class period.
- ✓ Cooperative, polite, respectful toward classmates and instructor in every class period.
- ✓ Listens, incorporates ideas and builds on discussion and readings consistently.
- ✓ Offers useful comments, peer reviews, or information on primary sources
- ✓ Consistently attentive and no use of email, twitter, etc. in all classes.

*Good*- 15 points: Student participates positively, offers relevant and thoughtfully constructed ideas and observations once during the class period.

- ✓ Asks informed questions regularly.
- ✓ Cooperative, polite, respectful toward classmates and instructor in every class period
- ✓ Listens, incorporates ideas and builds on discussion and readings consistently.
- ✓ Peer reviews and general class statements occasionally helpful and primary source exchange comprehensive.
- ✓ Attentive and no use of email, twitter, etc. in all classes.

*Fair*- 10 points: Student participates positively, offers relevant and thoughtfully constructed ideas and observations but not often.

- ✓ Asks few or no informed questions.
- ✓ Cooperative, polite, respectful toward classmates and instructor in every class period.
- ✓ Listens, incorporates ideas and builds on discussion and readings on occasion.
- ✓ Peer reviews and general class statements sometimes helpful and primary source exchange generally useful.
- ✓ Attentive and no use of email, twitter, etc. in all classes.

*Attendance Only* – 5 points: Student does not positively participate or offers relevant and thoughtfully constructed observations only a few times during the semester.

- ✓ Asks little or no informed questions.
- ✓ Not cooperative, polite, respectful toward classmates and/or instructor in every class period.
- ✓ Never or rarely listens, incorporates ideas and builds on discussion and readings.
- ✓ No helpful critiques or information sharing
- ✓ Rarely attentive and use of email, twitter, etc. in class.

**Selected Studies in History**  
**HIS 2930, Summer 2019, June 24 to 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 (WHO 1022).

**Pre-reqs:** To be taken in conjunction with World History since 1500 (WOH 1022).

**Measurable Course Objectives**

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

- Understand how differing political, economic, social, cultural, ideas, and historical experiences shape empire, colonies, and nation-states.
- interpret and evaluate a variety of primary and secondary sources
- identify conflicting viewpoints in historical context
- Increase reading comprehension
- 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
- Think and write from a critical perspective.

**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 or article to read based on their subject interest. The student and professor will choose which books and/ or articles to assign and write an essay for each. Toward the end of the semester, the student will present her/his findings to the class.

## **Course Schedule**

Week 1 Student choose books and select readings in consultation with the professor

Week 2 Student reads book/articles and works on essay

Week 3 Student read book/articles and works on essay

Week 4 Students give a formal presentation to the class

Week 5 Students submit final essay – 10 pgs.

## **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.