

World History since 1500

HIST 2302 CRN: 12367, Fall 2018
 Tuesday & Thursday, 10:00 am – 11:20 am
 LART 319

Professor RaeAnn Swanson-Evans
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 Office Hours: LART 320 C, Ext. 5875
 Wednesday 10:00 am – 12:00 pm
 Thursday 11:30 am – 1:00 pm

Course Description and Objectives

World History since 1500 will introduce students to historical developments around the globe and is meant as an introductory course that is accessible to everyone. The readings, assignments, and lectures build off information from the first half of world history (World History to 1500) and will provide students with information on people, cultures, and events in world history as well as highlight the interactions among societies through trade, technology, and warfare. Other topics of focus will include religion, gender, and environment. This course introduces students to major themes like contact, colonization, and globalization and important figures and events in world history, but also tries to understand what was happening in the daily lives of people traditional historical narratives gloss over. The class will discuss the movement of people, goods, and ideas, because these movements and interactions shaped the world as it is today. Students will learn skills used in the field of history like evaluating primary and secondary sources and crafting an essay. These skills can be applied and will be useful for any college level course.

Required Texts:

Pollard, Elizabeth, Clifford Rosenberg, and Robert Tignor. *Worlds Together, Worlds Apart: Volume 2: From 1000 CE to the Present*. New York: W.W. Norton & Company, 2014.
 Pollard, Elizabeth and Clifford Rosenberg. *Worlds Together, Worlds Apart: A Companion Reader: Volume 2*. New York: W. W. Norton & Company, 2016.

Grading:

Attendance & Participation	50	<u>Grading Scale</u>	
In Class Activities (4 total)	200	900-1000	A
Quizzes (4 total)	100	800-899	B
Assignments (2 total)	150	700-799	C
Midterm	250	600-699	D
Final	250	599 & Below	F

Attendance and Late Assignment Policy:

Attendance is mandatory. Students who miss more than three classes will begin to accrue a penalty of five points per day. Excused absences require documentation.

Late Assignments will be accepted with a penalty of ten points per day. All assignments are due at the date and time listed in the “Reading and Assignment” section of this syllabus. Any assignments turned in after the listed time and date are considered late.

In Class Activities and Quizzes:

No make ups will be given for in class activities or quizzes. In class assignments will take place in class on the day it is listed in the “Reading and Assignment” sections. An absence will result in all points lost. Quizzes will be administered through Blackboard and students are required to submit their quizzes by midnight of the date it is listed in the “Reading and Assignment” section.

Extra Credit Opportunities:

Throughout the class students can turn in up to three extra credit assignments. The professor will provide a list of movies based on historical events in world history. Students can earn up to 20 points per extra credit assignment by watching a movie from the provided list and writing a two-page essay that summarizes the movie and describes how accurate or inaccurate the depiction of the historical event was by using specific examples from readings from the textbook and lectures. The format of the assignment must be double spaced, times new roman 12-point font, one inch margin.

Academic Honesty and Plagiarism:

Plagiarism will not be tolerated in this classroom. Using any work that is not your own without proper citation qualifies as plagiarism. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action. According to sections 1.3.1 of the UT Regents’ Rules and Regulations, “It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an “F” or a zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty...” In short, anyone caught cheating will be reported to the Dean of Students.

Accommodations for Students:

Accommodations are available for students with special needs. Please see me personally before or after classes during the first two weeks to discuss any accommodations that you may need. Students need to contact the Center for Accommodations and Support Services (CASS) in the East Union Building, Room 106 within the first two weeks of classes. The CASS can also be reached by phone: (915) 747-5148 voice or via email: cass@utep.edu or via its website: <http://sa.utep.edu/cass/>.

Reading and Assignment Schedule:Week One

August 28th – First day of class

August 30th – Read: “Chapter 12: Contact, Commerce, and Colonization, 1450-1600”

Week Two

September 4th – Read: “Chapter 13: Worlds Entangled, 1600- 1750” p. 453-479

In Class Activity: Reading Primary Sources- In class read: from Chapter 12 Companion Reader p. 66-77, “Broken Spears: The Aztec Account of the Conquest of Mexico (1519),” Arana Xajilá, “Plaque in Central America (1519-1560),” and “Juan Sepúlveda, “On the Causes of Just War with the Indians (1547)”

September 6th – Read: “Chapter 13: Worlds Entangled, 1600- 1750” p. 479-495 and from Chapter 13 Companion Reader- Richard Lignon, “A True and Exact History of the Island of Barbadoes (1657),” Thomas Phillips, “Buying Slaves at Whydah (1694),” Thomas Thistlewood, “The Brutality of Sugar Plantations (1756),” and Antonio Vasquez de Espinosa, “Mercury Mining in Huanacavelica and Silver Mining in Potosí (1620s)” p. 111-124 and 134-137

Quiz One: Over chapters 12 and 13

Week Three

September 11th – Read: “Chapter 14: Cultures of Splendor and Power, 1500-1780” p. 497-510 and from Chapter 14 Companion Reader- Ogier Ghiselin de Busbecq, “Turkish Letters (1589)” and Xu Jie, Economic Change in China (sixteenth century)” p. 140-147

In Class Activity: Crafting an Essay

September 13th – Read: “Chapter 14: Cultures of Splendor and Power, 1500-1780” p. 510-529 and from Chapter 14 Companion Reader- “John Locke and Enlightenment Universalism (1689),” Jahangir, “Policy toward the Hindus (seventeenth century),” and Abu’l Hasan, “Jahangir’s Dream (c. 1618-1622)” p. 154-162

Week Four

September 18th – Read: “Chapter 15: Reordering the World, 1750-1850” p. 531-545 and from Chapter 15 Companion Reader- “Declaration of the Rights of Man (1789),” Olympe de Gouges, “Declaration of the Rights of Women and the Female Citizenship (September 1791)” and Maximilien Robespierre, “Report on the Principles of a Revolutionary Government (1793)” p. 168-179

Assignment One Due: Two page comparison essay: Choose two geographical regions we covered from Chapters 12, 13, or 14 and using the skills we learned in the activity “Crafting an Essay” compare them in a two page, double spaced, 1- inch margin, times new roman 12 point font essay. Discuss similarities and differences drawing from the text, the companion reader, and lectures. Topics of comparison may include religion, economy, and daily life among others.

September 20th – Read: “Chapter 15: Reordering the World, 1750-1850” p. 545-569 and from Chapter 15 Companion Reader- Olaudah Equiano, “The Case Against the Slave Trade (1789),” George Valentia, “Calcutta (1809),” and “Testimony of the Factory Act (1833)” p. 180-192

Week Five

September 25th – Read: “Chapter 16: Alternative Visions of the Nineteenth Century” p. 571-586 and from Chapter 16 Companion Reader- ‘Abd-Allah ibn ‘Abd al-Wahhab, “Wahhabi Reformers in Mecca (1803)” p. 201-205

September 27th – Read: “Chapter 16: Alternative Visions of the Nineteenth Century” p. 586-605 and from Chapter 16 Companion Reader- Maulvi Syed Shah Sahib, “Call for Hindu-Muslim Unity (1858)” and Pierre-Joseph Proudhon, “What is Property? (1840)” p. 210- 218
Quiz Two: Over Chapters 14, 15, and 16

Week Six

October 2nd – Read: “Chapter 17: Nations and Empires, 1850-1914” p. 607-629 and from Chapter 17 Companion Reader- “Temple Wage (1877)” and Edmund D. Morel, “The Black Man’s Burden (1920)” p. 223-225 and 230-233

October 4th – Read: “Chapter 17: Nations and Empires, 1850-1914” p. 629-643 and from Chapter 17 Companion Reader- Eugene Lyons “Revolt against Ugliness” p. 240-245

Week Seven

October 9th – Review Materials for Exam

October 11th – Midterm Exam

Week Eight

October 16th – Read: “Chapter 18: An Unsettled World, 1890-1914” p. 645-661 and from Chapter 18 Companion Reader- “Fitter Families Display (1926),” W.E.B. Du Bois, “The Negro Problems (1915),” and V. I. Lenin, “The Transition from Capitalism to Communism (1917)” p. 249-250 and 254-265

October 18th – Read: “Chapter 18: An Unsettled World, 1890-1914” p. 661-682 and from Chapter 18 Companion Reader- Sir Roger Casement, “Consul General’s Report to Sir Edward Grey (1911)” and Kenneth Pomeranz, “Trying to Get a Grip: Natural Rubber’s Century of Ups and Downs (2006)” p. 267-272 and 277-280

Week Nine

October 23rd – Read: “Chapter 19: Of Masses and Visions of the Modern, 1910-1939” p. 683-696 and from Chapter 19 Companion Reader- “British Army’s Form A. 2042 (1914-1918),” Wilfred Owen, “Dulce et Decorum Est (1918),” and Margaret Sanger, “Birth Control and Eugenics (1921)” p. 281-287

October 25th – Read: “Chapter 19: Of Masses and Visions of the Modern, 1910-1939” p. 696-720 and from Chapter 19 Companion Reader- Mohandas K. Gandhi, “Second Letter to Lord Irwin (1930)” and “Advertising (1924, 1936)” p. 288-296

Week Ten

October 30th – Read: “Chapter 20: The Three-World Order, 1940-1975” p. 721-741 and from Chapter 20 Companion Reader- Alfred Sauvy, “Three Worlds, One Planet (1952),” Frantz Fanon, “The Wretched of the Earth (1961),” and Nelson Mandela, “The Rivonia Trial (1964)” p. 312-314 and 340-350

November 1st – Read: “Chapter 20: The Three-World Order, 1940-1975” p. 741-761 and from Chapter 20 Companion Reader- Simone de Beauvoir, “The Second Sex (1949)” and Rachel Carson, “Silent Spring” p. 350-357

In Class Activity: Evaluating Sources: Decolonization and Independence based on readings in “Competing Perspectives: Independence and Nation Building” p. 756-758

Week Eleven

November 6th – Read: “Chapter 21: Globalization, 1970-2000” p. 763-779 and from Chapter 21 Companion Reader- “World Energy (1850-2000),” Sean Daily and Daniel Zwerdling, “Two Reports on Water and Farming in India (2009),” and Pope Francis, “Laudato Si’ - On Care of Our Common Home (2015)” p. 358-369

November 8th – Read: “Chapter 21: Globalization, 1970-2000” p. 779-799 and from Chapter 21 Companion Reader- Intergovernmental Panel on Climate Change, “Summary for Policymakers” p. 369-372

Quiz Three: Over Chapters 18, 19, 20

Week Twelve

November 13th – Work on Assignment Two

November 15th – Assignment Two Due: Two Page Essay: Women in World History (See handout for instructions)

Week Thirteen

No Class- Fall Break

Week Fourteen

November 27th – Read: “Epilogue: 2001-The Present” p. 801-823

November 29th – Quiz Four: Over Chapters 20, 21, and Epilogue

Week Fifteen

December 4th – In Class Activity: Interactions in World History since 1500

December 6th – Review for Final

Week Sixteen

December 11th- **Final Exam**