

Course Syllabus: World History Since 1500: History 2302: 001

Dr. Mark Saad Saka/Sul Ross State University

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Office Hours

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Mondays and Wednesdays: 10:00-11:45/ Tuesdays and Thursdays: 10:00-11:45/1:15-1:45

Office Hours can also be set with an appointment

Course Objectives:

This survey course examines world history from the 15th century through the present. Wide in scope, this course is designed for both history majors as well as the general learner. Our class proceeds from the understanding that world history is explicitly about “connections,” both between peoples, political entities, economies, as well as the connections between humankind and the environment. The course is not designed to cover the history of the entire world since 1500, but rather to explore general trends and themes by looking at specific historical episodes. The primary goal is to provide students with new and wider perspectives beyond formulaic narratives and to evaluate historical and contemporary issues in hopes of arriving at a greater understanding about the current state of the world.

Required Readings

The following textbook is available at the Sul Ross bookstore

Patterns of World History: Volume Two Since 1400; Second Edition by Peter von Sivers, et. Al. Oxford University Press, ISBN # 978-0-19-939963-5.

Supplementary Readings

You will need to obtain these two books to read. These books are available in a number of ways. I have placed copies on reserve at the library under my name and the course. They are available online at various sites as used for very low costs.

Night by Elie Weisel

Darkness at Noon by Arthur Koestler

The enlightenment which reshaped the intellectual world view of Europe and much of the western world posited the positive aspect of human nature and the malleability of humanity and society by the reshaping of the external environment. It culminated in the French Revolution and carried it through the 19th and 20 century's revolutionary traditions. Much of the optimism of the enlightenment and the belief of the inevitable “progress” of western civilization came crashing down in the horrors of

the 20th century, (warfare, genocide and totalitarian regimes of communism and fascism, political movements). Each of these books concerns itself with one of the totalitarian catastrophes of the twentieth century. *Night*, by Elie Weisel is an intense personal account of the Nazi Holocaust by one of the moral voices twentieth century (recently deceased) and *Darkness at Noon* by Arthur Koestler is an account of Josef Stalin's show trials of the late 1930s, of a true believer in the Bolshevik Revolution, now finding himself accused of treason and betrayal of the "party" and facing execution; asking himself what did I do wrong? How do both of these accounts challenge the optimism of the enlightenment and the notion that history and revolutions push humanity "forward" and towards moral and social "progress"? Is there something within modern ideologies that failed to account for basic human nature and instead of leading humanity toward inevitable progress led us to moral and political catastrophes? Should we beware of ideologies that promise the utopia and instead deliver hell on earth?

Course Requirements:

There are a number of requirements for this course.

1. Regular and punctual attendance.
2. Classroom Courtesy-no cellphones or texting in class.
3. The use of laptop computers and other devices is permitted only if they are relevant to the material at hand: note-taking, fact-checking, assignment scheduling, etc. Web surfing, video, gaming, email and messaging are not appropriate classroom activities and can be distracting to the instructor and fellow students. Moreover, I expect the lectures and classroom discussions to be reflected in your test and essay answers; if you're not paying attention, participating and taking notes, you will almost certainly not do as well in terms of your final grade.
4. My lectures do not "cover" the textbook or other readings. The lectures and textbook are intended to supplement each other, not duplicate material: you are responsible for learning from both. Some of my lectures will expand on the history presented in the textbook, adding detail and alternative understandings. Some of my lectures will introduce and raise questions about historical sources or historians' arguments. Some of my lectures will be about historical practice and theory as it applies to specific topics. Some of my lectures will cover people, places and situations which aren't in the readings at all. I will, on occasion, correct or disagree with the textbook or with other historians. Historians do that. Some of my lectures won't even be lectures: they will be discussions with the class, which is to say, with you.
5. Academic Honesty: Plagiarism will not be tolerated in this course. Plagiarism is the use of the words or ideas of another person without proper acknowledgement. Plagiarism is intellectual theft; in an educational setting it is particularly repugnant. Plagiarism in my courses will be punished. It's simple: Anytime you copy words into your own work, you must clearly mark them and acknowledge the source of those words. Anytime you use someone else's ideas, you must admit it. *There are three options: put it in quotation marks and note the source; paraphrase and note the source; or be original.* If you have any questions or any concerns about citation format or necessity, ask someone who

knows what they're doing.

Other forms of academic misconduct will not be tolerated either, including the use of unauthorized aid on tests, failing to write one's own papers, using papers for more than one course without permission. None of this precludes group study and discussion: those are actually really good ideas. For more detail, see the relevant sections of the University Catalog: <http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>.

6. Three exams. Each exam will count as 100 points.
7. Two book reviews worth 50 points each for a total of 100 points.
8. I will then add the three exams and two book reviews and divide by four.

100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F

Primary Learning Objectives:

The graduating student in history will be able to:

1. The student will be able to develop an informed, critical, and articulate approach to the study of history.
2. The student will be able to demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
3. The student will be able to demonstrate an ability to identify and relate the role that historical interpretation plays in the assessments of the past.
4. The student will be able to write effectively, logically, and persuasively about topics in history.

The Primary Learning Objectives (PLO) shall be measured by the administration of four exams. Each exam will consist of essays and short answers which shall measure your command of the knowledge and information contained in the lectures and the readings.

The Americans with Disabilities Act:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine Texas 79832, Telephone Number 432-837-8203.

Course Outline

January 17—Introduction to course and syllabus/Patterns and themes of world history since 1500

January 19-The Americas

January 24-The Americas

January 26-Europe 1400-1600

January 31-Europe 1400-1600

February 2-The Ottomans

February 7-The Ottomans

February 9-Colonialism and the Americas

February 14=Colonialism and the Americas (the Columbian Exchange)

February 16-The African Slave Trade

February 21-Exam # 1 (covers chapters 15, 16, 17, 18, 19 in textbook)

February 23-the Industrial Revolution

February 28-The Americas

March 02-The Americas

March 07The Ottomans

March 09-The Ottomans

March 14-spring break

March 16-spring break

March 21-Russia

March 23-Industrial Revolution

March 28-Enlightenment-Industrial Revolution

March 30-Imperialism

April 04-Exam # 2 (covers chapters 22, 23, 24, 25, 26 27 in textbook)

April 06-World War One

April 11-World War One

April 13-World War Two

April 28-World War Two

April 20-Decolonization

April 25-Decolonization

April 27-Cold War

May 02-Cold War

May 08-final exam (chapters 28, 29, 30 and 31 in textbook).