

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

Dr. Mark Saad Saka/Sul Ross State University

Spring 2019

Office Hours

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Mondays through Thursday: 10:00-11:00/1:00-1:45

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. 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 and regions. 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

- Patterns of World History: Brief Third Edition, Volume Two from 1400 3rd Edition by Peter von Sivers (Author), Charles A. Desnoyers (Author), George B. Stowe (Author) Publisher: Oxford University Press; 3 edition (September 15, 2017) ISBN-10: 0190697326 ISBN-13: 978-0190697327
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- **Course Requirements:**

There are many 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 solely. The lectures and textbook are intended to supplement each other, not duplicate exact material: you are responsible for learning from both. Some of my lectures will expand on the history presented in the online textbook, adding detail and alternative understandings. 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.
5. There will be five exams and each exam will count as 200 points each. At the end of the course I will add up your five exams for a possible total of 1,000 points. There will be no extra credit given in this course. 900-1,000 =A; 800-899 =B; 700-799 = C; 600-699 =D; 0-599 = F.

Each exam will consist of three essays worth 25 points each for a total of 75 points (taken from the lectures), 50 multiple choice questions-taken directly from the textbook and lectures worth 2 points each for a total of 100 points, and a written activity taken directly from the text that will be worth 25 points.

If you do not attend class and read the textbook, you will not pass this class.

Student Learning Objectives:

Assessment Methods Results Use of Results Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 1 a. Faculty will use a scoring rubric to evaluate students' written literature search in preparation for the research paper in an American History or World History or NonAmerican History course. The scoring rubric will focus on diversity of sources, dates of publication, and relevancy and quality of documentation. Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 1 b. Faculty will use a scoring rubric to evaluate students' written research papers in an American History or World History or NonAmerican History course. Planned Assessment Cycle: 2018 - 2019 SLO 1 - The history student will demonstrate historical research skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content. Start Date: 05/29/2018 07/05/2018 Generated by Nuventive Improve Page 1 of 2 Student Learning Outcomes Assessment Methods Results Use of Results Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric used in History 3311 for the essay. Written Assignment - 2 a. Faculty will use a scoring rubric to evaluate students' book reviews about turning points in history, based on a book of student's choosing that covered an historiographical topic in American or World or Non-American History. Target: Students will earn 70% or higher on the scoring rubric. Presentation/Performance - 2b. Faculty will use a scoring rubric to evaluate the students' presentations (oral or poster) of their historiographical book review completed in assessment 2 a. Planned Assessment Cycle: 2018 - 2019 SLO 2 - The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted. Start Date: 05/29/2018 Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 3 a. Faculty will use a scoring rubric to evaluate students' book reviews over a book of the student's choosing in either an American History or World History or NonAmerican History course. Target: Students will earn a score of 70% or higher on the exam. Exam/Quiz - In Course - Faculty will administer a final exam in designated American History, World History, and Non-American History courses to measure students' knowledge of the content. Planned Assessment Cycle: 2018 - 2019 SLO 3 - The history student will demonstrate knowledge of American History, World History, and NonAmerican History. Start Date: 05/29/2018 07/05/2018 Generated by Nuventive Improve

Student Learning Outcomes

The Student Learning Objectives (SLO) shall be measured by the administration of the 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

Jan. 23-European expansion 1200-1600

Jan. 28-European expansion 1200-1600

Jan. 30-the Columbian Exchange

Feb. 04-the African Slave Trade

Feb. 06-Spanish and Portuguese America 1492-1750

Feb. 11-Exam # (covers chapters 15, 18, and 19 in text)

Feb. 13-the Ottoman Empire

Feb. 18-the Ottoman Empire

Feb. 20-the Protestant Reformation 1517-1648

Feb. 25-The Renaissance

Feb. 27- Exam # 2 (covers chapters 16, 17, in text)

March 04- the French Revolution

March 06-the French Revolution

March 11-the rise of nations

March 13-the rise of nations

Mach 18 and 20-spring break, no class

Mar. 25-the rise of nations

Mar. 27-imperialism

April 01-imperialism

April 03-imperialism

April 08. -Exam # 3 (covers chapters 22- 23, 25, 26, 27)

April 10-World War One

April 12-last day to withdraw from class with the grade of W

April 15-World War One

Apr. 17-the Bolshevik Revolution

Apr. 22-World War Two

Apr. 24-World War Two

Apr. 29-Exam # 4 (covers chapter 28 in text)

May 01-The Cold War

May 06-The Cold War

May 08-The Cold War

May 14-final exam. (covers chapter 29 and 30 in text)

Terms and Concepts to Identify for Exam # 1

This section is covered in the two sections in your online textbook entitled The Americas: 1400-1600 and The African Slave Trade.

Concepts to Identify for Exam # 1

1. What were the important processes patterns and events of the encounter between Europeans, Natives, and Africans in the Americas? What were the various motivations of Europeans to cross the Atlantic? What sailing routes and patterns of settlement around Africa and the Americas did Europeans develop in the 15th and 16th centuries? What were the patterns of land exploration of the Portuguese, Spanish, British, and French nations?
2. What was the impact of the European invasions of the Western hemisphere in terms of world history? What do we mean by the term "Columbian Exchange"? How did the transference of plants, animals, and disease affect the peoples and civilizations of the Americas? How did the transference of plants, animals, and diseases affect the peoples and civilizations of the Eastern Hemisphere?
3. How did the African Slave Trade evolve that forever-linked Europe, the Americas, and Africa? What European nations initiated the African Slave trade and why? Why were Africans sought as a labor in the Americas in the first place (hint: the decimation of the American Indian populations)? What regions of Africa did most slaves originate and what regions of the Americas did most populate?
4. What were the economic and racial structures of the Spanish and Portuguese empire in the Americas (Latin America and Brazil)? How did the Latin American societies aid in the rise of Europe as a world centered civilization?

5. Reading Activity Question:

6. Terms to Identify for Exam # 1

The Silk Route

Marco Polo

The Madeira and Canary Islands

Ceuta (1415)

Prince Henry the Navigator

Portugal

Vespucci

The Reconquista

King Ferdinand and Queen Isabella

Vasco de Gama (1460-1524)

Bartolome Diaz

The Treaty of Tordesillas 1494

Pedro Alvarez Caral

Christopher Columbus

Hernan Cortez,

Moctezuma

The Middle Passage

The hacienda system

The plantation system

Terms and Concepts to Identify for Exam # 2

Concepts to Identify for Exam # 2

1. What were the major characteristics of the Ottoman Empire based in the Middle East and Southeastern Europe (the Balkans)? What was the Ottoman territorial reach in the 16th-18th centuries? What was the multi-ethnic and multi-religious nature of the Ottoman Empire? What were the economic, political, and military keys to its early strength (1380s-1800)?
2. What was the Renaissance? What is its importance in modern world history? What was humanism and what role did it play in the emergence of the renaissance? What were the “new sciences” and who were some of the major figures in the rise of the new science?
3. What was the Protestant Reformation and why did it arise in the early 16th century? Who were the major figures in the Protestant Reformation (Luther, Calvin, etc.), and what were their major points of discontent with the Roman Catholic Church? What impact did the Reformation have on the religious, political, and intellectual map of Europe? How did the Roman Catholic Church respond to the challenges of the Protestant Reformation? How and why did the Reformation descend in major

bloody conflicts and wars and how did the Treaty of Westphalia of 1648 conclude the religious wars of Europe and set the conditions for the emergence of the modern nation state?

4. Terms to Identify for Exam # 2

The Ottoman Empire

Constantinople-Istanbul 1453

Sunni Islam

Shiite Islam

The Safavid Empire of Persia (Iran)

The Ottoman Conquest of the Balkans

Devsirme

The Janissary corps

The Millet System

The Sultanate

Renaissance

The new sciences

Humanism

Johannes Gutenberg--The printing press

Ptolemy--*Geography*

Nicolaus Copernicus (1473-1543) --heliocentrism

Galileo Galilei (1564-1642)

Isaac Newton (1643-1727)—*Mathematical Principles of Natural Philosophy*

Blaise Pascal (1623-1662)

Denis Papin (1647-1712)

Rene Descartes (1596-1650)

Baruch Spinoza ((1632-1677)

Thomas Hobbes (1588-1679)

John Locke (1632-1704)

The Protestant Reformation

Indulgences

Martin Luther (1483-1546)

John Calvin (1509-1564)—*Institutes of Christian Religion* (1536)

predestination

Henry VIII (1509-1547)

The Catholic Reformation

The Council of Trent (1545-1563)

Ignatius Loyola (1491-1556)

The Society of Jesus (The Jesuits)

The Huguenots, the Lutherans, the Anglicans, the Calvinists, the Anabaptists

Oliver Cromwell

The Stuart Restoration

The Glorious Revolution 1688

The Puritans

The Thirty Year's War (1619-

The Peace of Westphalia (1648)

Absolutism

Versailles

The Holy Roman Empire

Terms and Concepts to Identify for Exam # 3

Concepts to Identify for Exam # 3

1. What were the major causes of the French Revolution of 1789? How did the French Revolution experience three major phases from 1789-1799 and who were the major figures in the French Revolution? What were the major revolutionary forces and coalitions that destroyed the *ancien regime*?
2. How did the pattern of constitutional nationalism emerging from the American and French Revolutions, affect the course of events in the Western world during the first half of the nineteenth century? In what

ways did ethnolinguistic nationalism differ from constitutional nationalism and what was its influence on the formation of nation-states in the second half of the nineteenth-century?

3. What forces account for the growing loss of economic and political sovereignty that the Ottomans and Persians (Iranians) experienced during the nineteenth century? How did the rise of Balkan nationalist movements threaten the integrity of the Ottoman Empire? Which new models did the Ottomans adopt during the nineteenth century to adapt themselves to the Western challenge? How did the Islamic peoples and civilization react to the growing Western challenge?
4. Where and when did the industrial Revolution originate? What were some of the effects of industrialization on Western society? How did social patterns change? In what ways did industrialization contribute to innovations in technology? How did these technological advances contribute to Western imperialism in the late nineteenth century

Terms to Identify for Exam # 3

The Enlightenment

Voltaire

Jean Jacques Rousseau (1712-1778)

The Scottish Enlightenment

Adam Smith

Mercantilism

Economic Liberalism

King Louis XVI (1774-1792)

The Three Estates

Estates General of 1789

Bastille Day

The Declaration of the Rights of Man and Citizen

The Committee of Public Safety

The Reign of Terror

The Civil Code of 1804

Napoleon Bonaparte

Maximilien Robespierre

The Cult of Reason

The revolt of the Vendee

The Haitian Slave Revolt

Toussaint Louverture (1743-1803)

The Congress of Vienna

“Concert” of Europe

The Revolutions of 1848

Ethno-Linguistic Nationalism

Giuseppe Garibaldi (1807-1882)

Otto Von Bismarck (1861-1888)

Muhammad Ali of Egypt

The Tanzimat reforms

Muhammad Ibn Wahab

Wahhabism

The Mahdi of Sudan

Jamal Al-Afghani

Muhammad Abdu

The Muslim Brotherhood

Hasan al-Bana

The factory system

Steam locomotives

Steam boats (ships)

Nicola Tesla (1856-1943)

Ferdinand Von Zeppelin ((1838-1937)

Gottlieb Daimler (1834-1900)

Karl Benz (1844-1929)

Siegfried Marcus ((1831-1938)

The automobile

Orville and Wilbur Wright

Kitty Hawk, North Carolina

Samuel B. Morse (1791-1872)

Alexander Graham Bell (1847-1922)

The Middle Class

The Working Class

Karl Marx (1818-1883)

Frederick Engels

Dialectical materialism

Colonialism

The Opium Wars

The Tokugawa Seclusion

The Meiji Reforms

The Great Mutiny of 1857

The Great Game

The Scramble for Africa

The Civilizing Mission

King Leopold of Belgium

Terms and Concepts to Identify for Exam # 4: For this section read the sections entitled World War One and World War Two.

Concepts to Identify for Exam # 4:

1. How did World War 1 shatter the old-world order and create a new world? Which three patterns of modernity emerged after World War I? How and why did these patterns form? What were the strengths and flaws of each of the three visions of modernity?
2. Why and how did Vladimir Lenin and the Bolsheviks overthrow the Russian government? Who were the Bolsheviks and how did they eliminate all opposition in Russia to their rule and install the world's first communist regime? What was the human and moral costs of the Bolshevik Revolution?
3. How did the rise of Fascism and Communism in the 1917-1939 era lay the groundwork for the Second World War? How and why did the Allied forces (the United States, Great Britain, and the Soviet Union) defeat the Axis powers (Nazi Germany, Fascist Italy, and Japan)?

Terms to Identify for Exam # 4

The Great War

The Schlieffen Plan

Trench Warfare

Total War

Vladimir Lenin

The Bolsheviks

Leon Trotsky

Josef Stalin

The Holodomor

The Sykes-Picot Treaty

Mustafa Kemal Ataturk

The Treaty of Versailles

The League of Nations

The Fourteen Points

Fascism

Benito Mussolini

The Weimer Republic

The National Socialist Workers Party (Nazi)

Adolph Hitler

The Third Reich

Blitzkrieg

The Final Solution

The Holocaust

The Greater East Asia Co-Prosperity Sphere

Nanjing

Hiroshima

Nagasaki

Terms and Concepts to Identify for Exam # 5:

Concepts to Identify for Exam # 5

1. How did the Cold War emerge from the ashes of the Second World War? What were the major turning points in the Cold War from 1945-1963? Who were the major figures in the Cold War during this period? How did the Nuclear Arms race threaten human civilization and survival?
2. How did the decolonization of the “Third World” unfold? Who were the major figures and leaders in the Non-Aligned Movement? What were some of the challenges facing the newly independent nations? How did Superpower rivalry shape the newly emerging nations? Why did some nations that had emerged from colonial and war make great strides in the development while others seemed to stagnate?
3. What were the challenges facing the United States and the Soviet Union in the second phase of the Cold War; 1963-1991? What forces brought about the slow death of the Soviet Union? How did rising nationalism in Eastern Europe play a role in the Soviet Union’s slow decline? How did the Sino-Soviet split shape the outcome of the Cold War?
4. Reading Activity Question:

Terms to Identify for exam # 5

The United Nations

Containment

The Truman Doctrine

The Marshall Plan

The Berlin Airlift

The Korean War

Sigmund Rhee

Kim L. Sung

The Hydrogen Bomb

Intercontinental Ballistic Missiles (ICBMs)

Decolonization

Jawaharlal Nehru

India

West Pakistan

East Pakistan

Bangladesh

The Chinese Communist Revolution

Mao Zedong

The People’s Republic of China

The Great Leap Forward

Chiang Ke Shek

Taiwan

Ho Chi Minh

Gammel Nasser

David Ben Gurion

The Non-Aligned Movement

Bandung, Indonesia

Fidel Castro

The Cuban Missile Crisis

The Berlin Wall

Perestroika

Glasnost

Michael Gorbachev

Ronald Reagan