**History 34: World Civilizations II: Since 1500**

*Tentative Syllabus—Subject to Revision*

Professor Brandon J. Reilly Fall 2019

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[http://brandonjreilly.com/](http://brandonjreilly.weebly.com/) OH in HSS 307: MW, 7.00-9.00

or by appt.

This course surveys world history from 1500 to the present, addressing major developments that contributed to global change. A thematic and chronological approach will be used to examine the economic, social, intellectual, cultural, and political transformations associated with development of and resistance to colonialism and imperialism, technological and industrial change in Africa, the Americas, Asia, Europe, and the Middle East, through the twentieth-century wars and global transitions that shape the contemporary world.

There are no prerequisites for this class, although eligibility for English 1 is recommended. Among our goals will be to refine students’ ability to read, write, and think—in other words, to *interpret*—the past. These are skills we will hone in the course of the semester. Accordingly our assignments will progress in such a way that it will allow us to build up to our larger historical writing assignments.

**Course Outcomes**

Through our lectures, readings, assignments, and above all discussions, we will attempt to enhance our ability to think critically about the world and about how best to interpret it through an examination of history of the world since 1500. Most importantly, we will learn to think like a historian by analyzing primary sources, linking those sources to their broader contexts, and by evaluating what historians have already written about this past. Through this class, the student learning objectives (SLOs) include:

1) Describe and discuss, orally and/or in writing, the establishment and impact of global empires from their origins to political disunion, technological change and industrialization, the emergence and impact of competing economic and political ideologies, the twentieth-century experiences of global war, and the momentum and resistance to contemporary globalization in Africa, the Americas, Asia, Europe, and the Middle East.

2) Demonstrate the ability to interpret historical information by applying analytical skills used by historians—such as synthesizing evidence from both primary and secondary sources, comparing and contrasting multiple perspectives, contextualizing information, and/or identifying causes and effects of change and continuity—to the course content.

3) Demonstrate the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends

**Conduct and Academic Integrity**

Students are expected to: 1) prepare assigned materials and assignments before attending class; 2) come to class with the necessary writing implements, notebooks, etc.; 3) arrive at class on time and depart only once the session has ended; 4) listen attentively, take notes, and take part in class discussions; 5) be respectful and courteous towards fellow classmates and professor; 6) **turn off all cell phones, music players, and any other potentially disruptive electronic devices, including laptop computers, which,** [**studies show**](https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/)**, detract from learning**; 7) uphold honesty in [academic conduct](http://homepage.smc.edu/buckley_alan/code.htm).

**Students with Disabilities**

Students with verified chronic disabilities, who need accommodations, should avail themselves of [SMC DSPS resources](http://www.smc.edu/StudentServices/DisabilityResources/Pages/default.aspx), according policy and procedure, in coordination with the professor within the first week. Students disabled during the semester should consult with the professor expeditiously (Ref.: The Americans With Disabilities Act). Any media clips shown in class will either have transcripts and/or captions available for students who have registered with DSPS or need accommodations.

**Attendance and Enrollment**

**Online Attendance** Students are expected to log onto Canvas to complete their weekly modules (assignments). At any point you decide to drop the class it is your responsibility to withdraw from the course if you do not intend to complete it. Since this is an online course, students are expected to have access to reliable and up-to-date hardware (laptop, desktop, or tablet) and software (word processor programs) that allow them to complete the course. **Hardware/software issues, lack of internet access, or lack of a computer are not be justifiable excuses for not completing assignments**.

**Required Texts**

There is one textbook to be purchased or rented for our class: Robert W. Strayer and Eric W. Nelson, [Ways of the World: A Brief Global History with Sources, Vol. 2, 4th ed.](https://www.macmillanlearning.com/college/us/product/Ways-of-the-World-with-Sources-Volume-2/p/1319109780?searchText=ways%26%23x20%3bof%26%23x20%3bthe%26%23x20%3bworld) (New York: Bedford/St. Martin's, 2015; ISBN: 9781319059941), hereafter “WW.” Because we will be complete quizzes online with the publisher’s interface LaunchPad, students will also be required to purchase access to be able to take these quizzes, called “LearningCurve” quizzes. This can be done by purchasing or renting a combined [package of the book](https://store.macmillanlearning.com/us/product/Ways-of-the-World-with-Sources-Volume-2/p/1319109780) (paperback, loose-leaf, or e-book) with LaunchPad.

Note that **this must be done immediately** because we will have a LearningCurve assignment due our second week. If for some reason you cannot immediately purchase the book and access to LaunchPad, however, worry not! Our publisher offers a free trial version of the interface. Our class’s LaunchPad website can be accessed here:

https://www.macmillanhighered.com/launchpad/strayernelson4e/11535159

Lastly, our textbook will be available at the campus bookstore and any number of online book vendors—I recommend always going to <http://www.bookfinder.com> or a similar price comparison site to find the cheapest books purchasable. Additional readings will be made available through Canvas.

**Conduct, Academic Integrity, and Online Etiquette**

Students are expected to: 1) prepare assigned materials and assignments ; 2) come to virtual class with the necessary writing implements, notebooks, etc.; 3) uphold honesty in [academic conduct](http://homepage.smc.edu/buckley_alan/code.htm), particularly through avoiding acts like plagiarism; 4) be respectful and courteous towards fellow classmates and professor.

Because we will meet online and not face-to-face, I ask that you keep in mind the following considerations when interacting with one another:

**Discussions** Communication for online courses occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. Take these facts into account when contributing messages to a discussion and when reading them.

**Tone & Language**: Given the absence of face-to-face cues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting your statement. Avoid using humor or sarcasm because these frequently depend either on facial or tone of voice cues absent in text communication or familiarity with the reader. If someone states something you find offensive, please contact me directly. Remember the person may be new to online learning. What you find offensive may be an unintended and can be corrected via dialogue.

**Discussion Posts**: Messages may often appear perfectly clear to you but turn out to be confusing to another reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. Be concise when possible, when contributing to a discussion. If you have several points you want to make, it may be a good idea to post them individually in more focused messages, rather than one, all-encompassing statement. Think carefully about the content of your message before contributing to the discussion. Once sent to the group, there is no taking it back. Although grammar and spelling may not be graded, they do reflect back onto you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Acronyms and emoticons are popular to use. Remember that online courses require professional writing. Use discernment with the use of "texting" writing.

**Course Requirements**

You will be required the following assignments for this course: a map quiz, 10 weekly quizzes, 6 discussion posts, a midterm, and a final. Each one represents a percentage of your final grade, broken down as follows:

Map Quiz 5% Sept. 9

LearningCurve Quizzes 3% each (complete 10/12 = 30% total) Weekly

Discussion Posts 5% each (complete 6/7 = 30% total) Throughout

Midterm 15% Oct. 14

Final 20% Dec. 11

Extra Credit Varies Throughout

**Throughout** LearningCurve Quizzes: So as to keep on top of the readings, we will have weekly quizzes of about a dozen questions to be taken online. These LearningCurve quizzes are linked to our textbook and are designed to help process the course content. Information on accessing LearningCurve can be found on our class’s [**Canvas**](https://online.smc.edu/courses/24969) page. Once the modules become released, students can complete them at any time they choose before 11.00 AM on the Friday of that week. If they fail to complete the quizzes before then **there is no makeup**. Students must complete these quizzes by these dates:

• **Sept. 6** (chap. 12) • **Oct. 4** (chap. 16) • **Nov. 1** (chap. 20)

• **Sept. 13** (chap. 13) • **Oct. 11** (chap. 17) • **Nov. 8** (chap. 21)

• **Sept. 20** (chap. 14) • **Oct. 18** (chap. 18) • **Nov. 15** (chap. 22)

• **Sept. 27** (chap. 15) • **Oct. 25** (chap. 19) • **Dec. 6** (chap. 23)

This assignment assesses SLO #1 and SLO #2. Each quiz will count for 3% of your final grade, meaning that students must complete 10 of them to gain full credit for them (30% of the class grade). If students choose to complete them all, they can receive up to 6% of additional credit.

**Throughout** Discussion Posts**:** Much of our effort will be devoted to the contextualization and analysis of primary sources drawn from the history we examine. To work through our understandings of the past, students will create relatively brief discussion posts, consisting of their own analyses of the history and responses to two of their fellow classmates’ takes, six times throughout the semester. I will provide a **sample discussion post** and a grading **rubric** to give you an idea of the format and grading criteria. Students will be required to make their initial post by 11.00 AM the Thursday of the week the posts are due and two replies by 11.00 AM the Sunday of that same week.

Discussion Post# First Post Due Date Two Replies Due

#0: Introductions **Aug. 29, 11.00 AM** **Sept. 1, 11.00 AM**

#1: Primary source TBD **Sept. 12, 11.00 AM Sept. 15, 11.00 AM**

#2: Primary source TBD **Sept. 26**, **11.00 AM Sept. 29, 11.00 AM**

#3: Primary source TBD **Oct. 10**, **11.00 AM Oct. 13, 11.00 AM**

#4: Primary source TBD **Oct. 31**, **11.00 AM Nov. 3, 11.00 AM**

#5: Primary source TBD **Nov. 21, 11.00 AM Nov. 24, 11.00 AM**

#6: Primary source TBD **Dec. 5, 11.00 AM Dec. 8, 11.00 AM**

Accuracy in your analysis, interpretation, and contextualization of the primary source will determine your grade. These assignments variously assess SLO #1, SLO #2 and SLO #3. Each discussion post will be worth 5% of your grade. As with the LearningCurve quizzes, completion of the additional assignment here will result in extra credit.

**Oct. 14** Midterm Exam: Our midterm will consist of an essay on a single primary source or related set of ones taken from our textbook or other source. Your goal in the essay will be to contextualize the primary source/s by relating it/them to specific themes; trends; people; political, economic, or cultural systems, concepts: philosophical, religious or other ideological systems; transregional or parallel developments discussed in the first half of the class. It will thus be similar in form to our discussion post essays but lengthier and more substantive; doing well on the discussion posts will prepare one well for the midterm. This assignment assesses SLO #1, SLO #2 and SLO #3. It will be worth 15% of your final grade.

**Dec. 16** Final Exam: Our final exam will be similar in form to our midterm. It will be drawn content discussed in the second half of the class. This assignment assesses SLO #1, SLO #2 and SLO #3 and will be worth 20% of your final grade.

**Throughout** Extra Credit:Throughout the semester, there will be numerous workshops, talks, or other such events related to our course. Students in need of extra credit may attend these events (subject to my approval) and write a 1-2 page summary of what they have learned from the event. Their doing so will be worth up to 10% of a midterm grade.

**Late Policy** All assignments must be completed on the assigned week. I will allow make-ups only for documented (i.e. doctor's note, accident report, etc.) extended emergency situations out of the student's control. Since students receive an entire week to complete assignments, late work/make-ups will only be given for extenuating circumstances. For example, a one or two day documented illness would not be a valid excuse. However, if you were in the hospital for five days, that WOULD be a valid situation in which you could receive an extension/make-up. Furthermore, extracurricular activities, vacations, and work do not constitute an emergency. If granted a make-up, it must take be completed by the time I stipulate, unless an ongoing documentable emergency prevents the timetable. Should I grant you the chance to make-up an assignment, you will only get one chance to do so. Pursuant to the California education code, if you will miss any class meetings because of religious reasons, you need to **notify me within the first two weeks of the semester**. Moreover, if you have any emergency or personal issues, contact me. *Do not wait until the end of the semester to alert me of any issues that is impeding your ability to complete the course. All missed assignments will receive a zero score.*

**Course Schedule**

Week and Lecture Topics Readings

Week 1: Introduction and Premodern History WW, introduction

Topics include: Thinking through Premodern History; Gathering and Hunting; Pastoralism; and New Agricultural Societies

Aug. 26, 28

Week 2: Worlds of the 15th Century WW, chap. 12

Topics include: China and Europe Compared; Islamic States in Afro-Eurasia; Aztecs and Incas; Presaging the Modern World

Sept. 4

**\*No class meeting Sept. 2 for Labor Day**

Week 3: Empires in the Early Modern World, 1450-1750 WW, chap. 13

Topics include: Early European Colonialisms in Western Hemisphere; Great Dying and Columbian Exchange; Comparing Settler Colonialisms of North America and Russia; Qing, Mughal, and Ottoman Empires

Sept. 9, 11

**\*Sept. 9 Map Quiz**

Week 4: Economic Transformations, 1450-1750 WW, chap. 14

Topics include: Early Portuguese and Spanish Empire; East Asia Companies; Trades of Silver; Fur and Slaves

Sept. 16, 18

Week 5: Cultures, Religion, and Science, 1450-1750 WW, chap. 15

Topics include: Protestant Reformation in Europe; Christianity in the Western Hemisphere and Asia; Islamic; Confucian, and Hindu Renewals; Scientific Revolution and Enlightenment

Sept. 23, 25

Week 6: Atlantic Revolutions, Global Echoes, 1750-1914 WW, chap. 16

Topics include: North American Revolution; French Revolution; Haitian Revolution, Revolutions in Spanish America; Nations and Nationalism; Early Feminism

Sept. 30, Oct. 2

Week 7: Industrial Revolutions and Capitalism, 1750-1914 WW, chap. 17

Topics include: Europe, Industrialization, and Capitalism; Britain as the First Industrial Society; Workers, Social Protests, and Cultures of the Modern; Comparing Industrializations in the US, Russia, and Latin America

Oct. 7, 9

Week 8: High Colonialism in Asia, Africa and Oceania, 1750-1914 WW, chap. 18

Topics include: Theories of Imperialism; the New Imperialism; Race, Racism, and Science; Colonial Economics; Cultures of the New Imperialism

Oct. 14, 16

**\*Oct. 14 Midterm**

Week 9: Europe, the Middle East, East Asia, 1800-1914 WW, chap. 19

Topics include: Qing Decline and Semi-Colonialism; Ottoman Breakdown, Decline, and Reforms; Meiji Restoration and Ascendant Japanese Empire

Oct. 21, 23

Week 10: Convulsions in the World Order, 1914-1970s WW, chap. 20

Topics include: Great War and Its Aftermath; Great Depression; Rise of Fascism; Comparing Germany and Japan; World War Two as Global Event and Aftermath

Oct. 28, 30

Week 11: Rise and Decline of Global Communism, 1917-Present WW, chap. 21

Topics include: Communism as Ideology and History; Communism in Russia; Communism in China; Cultures of Communism; Cold War; Decline and Fall of Communist World

Nov. 4, 6

Week 12: Decolonization and the Global South, 1914-Present WW, chap. 22

Topics include: Decolonization in India and South Africa Compared; Islam and the State in Turkey and Iran

Nov. 13

**\*No class meeting Nov. 11 for Veterans’ Day**

Week 13: Screening and discussion of *Battle of Algiers* (1966) WW, chap. 22

Nov. 18, 20

Week 14: Discussion of *Battle of Algiers* WW, chap. 23

And Capitalism, Culture, and Globalization since 1945

Topics include: Contemporary Globalization; History of the American Empire; Feminist Movements across the Globe; Reactionary Fundamentalisms; Decline of Nature

Nov. 25, 27

Week 15: Conclusion and Looking Forward WW, various

Dec. 2, 4

Week 16: Final Review WW, various

Dec. 9

Finals Week

FINAL EXAM: **Mon. Dec. 16**

(see: http://www.smc.edu/AcademicAffairs/Class-Schedules/Spring2019/Pages/Final-Exam-Schedule.aspx)

**NOTE: Your continued enrollment in this class will constitute agreement with the terms, rules, and guidelines indicated in this syllabus. ;)**