

World Civilizations II

HIST 2322 – 3 Credit Hours
Mondays, Wednesdays, and Fridays – 9:05-10:00AM
HPR 252

A survey of the historical development of the major civilizations of the world in modern times.

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Office Hours:
Mondays and Wednesdays, 1:00-2:00 PM
Fridays, 10:10-11:10AM
Or by appointment

Description

This course uses world history to look at the ways in which different peoples, cultures, and societies have developed and interacted over the past half-millennium. By focusing on a wide variety of peoples, cultures, societies, and networks of interaction throughout the world, this course will provide a new framework for students to learn about the multifarious and multitudinous variety of societies and cultures from a variety of perspectives, ranging from economic networks to cultural influence, from environmental transformations to social movements. With this broad framework and drawing from a wide variety of primary and secondary resources, this class will investigate various social, political, ideological, and economic processes and factors that shaped global history over time.

Course Objectives

In this course, students will be exposed to the causes and effects of key developments in world history from 1500 to the twenty-first century, with emphasis on political, social, and cultural experiences from a global perspective while fostering the students' ability to analyze and think about history and history-making processes more generally at the local, regional, national, and global levels. In the process, this class will help students apply an understanding of world history to current events at the local, national, and global levels. Thus, by the end of the semester, students will:

- Develop your skills in pursuing historical investigation and analysis.
- Develop your ability to read primary sources and understand the social, cultural, political, economic, and other contexts they contain.
- Develop your ability to situate historical documents, events, and processes in their broader contexts.
- Develop your ability to interpret language and understand language as a window into relations of power, emotion, and bias.
- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.

- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

- Compare and contrast key developments in colonialism from the 1500s-1700s and neo-colonialism from the 1800s-1900s, including the effects of colonialism and neocolonialism on peoples in the world.
- Compare and contrast the similarities and differences between independence movements in the Americas in the nineteenth century and independence movements in Asia and Africa in the twentieth century
- Trace the global effects of the industrial revolution.
- Identify, compare, and contrast the different intellectual and political theories, ideologies, and currents that developed between the late-18th and early-20th centuries.
- Identify and examine the causes and effects of political and social movements in the world in the twentieth century, and compare and contrast these movements and their legacies.
- Analyze the of global experiences of the Cold War from varying perspectives
- Analyze the nature and effects of globalization in the late 20th and early 21st centuries.
- Implement the knowledge and skills gained in the course in the fulfillment of their responsibilities as active citizens in globalized societies and cultures.

Readings

This course relies on primary sources – materials contemporary to the time they describe – and secondary sources – materials written by somebody who did not experience and/or was not alive for the events they describe – in order to analyze World history as the peoples and cultures of the world lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. For the readings this semester, you will use one primary source book, together with four graphic histories. These required readings are:

- Getz, Trevor, and Liz Clarke. *Abina and the Important Men*. Second Edition. New York: Oxford University Press, 2015. [ISBN: 978-0190238742]
- Kirk, Andrew G., and Kristian Purcell. *Doom Towns: The People and Landscapes of Atomic Testing*. New York: Oxford University Press, 2016. [ISBN: 978-0199375905]
- Smith, Bonnie G., Marc Van De Mieroop, Richard von Glahn, and Kris, Lane. *Sources for World in the Making, Volume Two: Since 1300*. New York: Oxford University Press, 2018. [ISBN: 978-0190849344]
- Vann, Michael G. *The Great Hanoi Rat Hunt: Empire, Disease, and Modernity in French Colonial Vietnam*. New York: Oxford University Press, 2018. [ISBN: 978-0190602697]
- Walker, Charles F., and Liz Clarke. *Witness to the Age of Revolution: The Odyssey of Juan Bautista Tupac Amaru*. New York: Oxford University Press, 2020. [ISBN: 978-0190941154]

Course Requirements

Identifying and Applying World History

This course provides students with a variety of opportunities to demonstrate their knowledge of world civilizations in history. These opportunities will come in two forms: quizzes and exams.

Quizzes (5% of final grade)

To demonstrate familiarity with the content of the course, including people, places,

institutions, events, processes, and other important terms and ideas, students will take a weekly quiz that draws on the lecture materials provided in class. As a result, failure to attend class will leave students unequipped to pass these quizzes and will negatively affect their ability to do well on the exams. These quizzes will be short quizzes that may use a variety of methods, including (but not limited to) multiple choice, matching, true/false, or fill in the blank. The information for the quizzes will come from class lectures and discussions. There will be 14 of these quizzes, occurring each week and building on that week's course material. Each of these quizzes will be 0.5% of the student's final grade, and the professor will drop the student's four lowest quiz grades, leaving 10 grades counted for 5% of the final grade.

Exams (15% each = 30% of final grade)

Building on the information in lectures and in the course readings, students will combine recall and analysis on exams that will ask students to identify, analyze, compare and contrast, and contextualize broader historical processes and narratives in world history from the 1400s to the present. There will be two such exams: a mid-term exam in week 8, and a final exam in finals week. Each exam will be worth 15% of the final grade. Students will be kept apprised of the materials covered in the exam and the exam format as the dates approach.

Assessing, Evaluating, and Discussing World History

Many people who think history is “boring” believe history is “just a bunch of names and dates.” This could not be further from the truth. History is the analysis and contextualization of the words, actions, and ideas of the past in order to understand their causes, their effects, the ways change over time occurs, and the past's connections with the present. With that understanding, historians not only understand what factors shaped the past, but also gain insight into how similar processes might unfold in other times or places, including in our present. As a result, historians rely upon the analysis of primary documents – letters, diaries, newspapers, government decrees, artwork, economic data, religious tracts, trial records, and much, much more – to analyze the past and draw broader arguments and conclusions about the past and its relationship to the present. Additionally, historians expand their knowledge of a topic and explore areas of analysis, research, and debate through the review of secondary scholarship. Given this fact, analyzing primary and secondary sources is an integral part of history more generally, and of this class specifically. Thus, students will also analyze those types of materials that are at the core of what historians do. Students will contextualize, compare and contrast, and connect these documents, providing their own arguments about and evaluation of the primary sources that illuminate world history, in two ways.

Primary/Graphic Novel Source Analyses (10% of final grade)

Throughout the semester, students will provide a weekly analysis of the primary sources and/or graphic novels they are reading for that week. These analyses will be provided to students as a formatted primary source analysis form (for weeks 1-6, 8, 12-13, and 15) and a graphic novel source analysis form (for weeks 7, 9, 11, and 14) made available on Canvas. There will be 14 of these analyses, commensurate with students' weekly reading assignments. Each of these analyses will be 1% of the student's final grade, and the professor will drop the student's four lowest analysis grades, leaving 10 grades counted for 10% of the final grade.

Attendance and Participation (15% of final grade)

While analysis is an integral part of our understanding of the past, our understanding is also refined through dialogue and discussion with our peers. As a

result, students will also engage in weekly discussions in both small and large groups in the classroom. Absence from class or failure to contribute either in small groups or in full-class discussion will result in a diminished grade for participation.

Comparative Analysis Papers (20% each = 40% of final grade)

Analysis of and insights into primary materials are meaningless if they are not connected to broader historical ideas and arguments. Indeed, if analysis of historical materials is the foundation of historical thought, then expressing one's own analysis and understanding of, and arguments about, the past is the keystone of history. As a result, there will be three (3) comparative papers of 1200-1500 words throughout the course of the semester that will ask students to connect ideas and primary sources found in *Sources for World in the Making* and the graphic historical readings across multiple weeks' readings to form a broader analysis and argument about world history. For each of these papers, students will be given a choice of prompts and will answer one, drawing on the readings for each prompt (identified in the individual assignments). Students will then write a 1200-1500 word essay answering the prompt in traditional essay format, with an introduction with a thesis sentence, a conclusion, and citations throughout. Citations should be in Chicago/Turabian author-title format (students will be provided with formatting guidelines in the assignments). There will be three (3) of these papers throughout the semester, but students are **only required to do two (2) of the three (3) papers**. Students may choose to do all three; in this case, their lowest grade will be dropped. These papers will be worth 20% each, for a total of 40% of students' final grades, and will be due in weeks 5, 10, and 15.

Note for papers: Failure to cite your sources wherever you use them – whether as a direct quotation or as a synthesis of a detailed passage – will result in **an automatic F for the assignment**. Remember: **you must always cite your sources**.

Extra Credit Policy

Because students have a chance to drop their four (4) lowest quiz scores, their four (4) lowest primary source analyses, and because they may write all 3 paper topics and drop the lowest grade, there is no current extra credit opportunity for this course, though the professor reserves the right to consider additional opportunities as the semester progresses.

Grades

As outlined above, the grades will be determined in the following manner:

Attendance & Participation	15%
Quizzes	5%
Exams (2 x 15%)	30%
Primary Source Analyses/Reflections	10%
<u>Papers (2 of 3 at 20% each)</u>	<u>40%</u>
TOTAL	100%

Attendance and Makeup Policy

As noted above, you are expected to attend and participate regularly. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), deadlines may be flexible, but such a decision will be at the prerogative of the professor. You should make sure to consult with the professor as soon as possible and inform the professor of challenges and obstacles they face.

You also must put forth every effort to submit your papers on time. Each day a written assignment

is late, the your grade for the assignment will be reduced by one letter grade. For example, a paper that was an A paper but was submitted three days late earns a D; a B-level paper one day late earns a C; and so on. If the assignment is one week late, it will not be accepted, and you will receive an **automatic zero** for the assignment; assignments will not be accepted later than one week late. In the event you needs an assignment extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative. Because the exams are online and available across multiple days, there is no makeup opportunity for the exams. Failure to take them will result in a zero (0).

Academic Integrity

I expect a high level of responsibility and academic honesty from you. Because the value of an academic degree depends upon the absolute integrity of your work for your degree, it is imperative that you demonstrate a high standard of individual honor in your scholastic work.

Definition of Academic Dishonesty

Scholastic dishonesty includes, but is not limited to, submitting work that is not one's own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source.

Plagiarism is presenting the words **or** ideas of another person as if they were your own. Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the university officials.

Please read the complete policy at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

Incomplete Policy

In accordance with UT-Tyler policy, "Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeroes to the unfinished work, compute the course average for the student, and assign the appropriate grade." Therefore, it is incumbent upon the student to do the work **during the semester**, as the professor is not required to give an incomplete for unfinished assignments without thoroughly documented evidence of extenuating circumstances. It is the professor's prerogative to determine whether or not a student's individual circumstances merit an incomplete, and in the rare instances when such circumstances arise, students **must** meet with the professor as soon as they occur. For more information, see the UT-Tyler policy at <http://www.uttyler.edu/registrar/policies/incompletes.php>

Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <https://www.uttyler.edu/wellness/rightsresponsibilities.php>

Course Outline

Week 1 (January 9-15) – The “Old” and “New” Worlds on the Eve of Contact, 1300-1450

Readings: Sources for World in the Making (Volume Two), Chapters 14 and 15

Monday, January 9 – The “Old” World on the Eve of Contact

Wednesday, January 11 – The “New World” on the Eve of Contact

Friday, January 13 – Discussion of Weekly Readings

Primary Source Analysis 1 Due by 7:00 AM on Friday

Short Quiz 1 Due by 11:59PM on Sunday

Week 2 (January 16-22) – Global Empire in the Atlantic World, 1450s-1600s

Readings: Sources for World in the Making (Volume Two), Chapter 16

Monday, January 16 – Martin Luther King, Jr. Day – No Class

Wednesday, January 18 – The Dawn of European Empire in the Atlantic World [Video lecture available online]

Discussion of Weekly Readings

Friday, January 20 – No Class – Writing Day

Primary Source Analysis 2 Due by 7:00 AM on Friday

Short Quiz 2 Due by 11:59PM on Sunday

Week 3 (January 23-29) – The Atlantic World and the Slave Trade, 1450s-1800s

Readings: Sources for World in the Making (Volume Two), Chapter 17

Monday, January 23 – Global Empire in the Sixteenth and Seventeenth Century Atlantic World

Wednesday, January 25 – The Transatlantic Slave Trade

Friday, January 27 – Discussion of Weekly Readings

Primary Source Analysis 3 Due by 7:00 AM on Friday

Short Quiz 3 Due by 11:59PM on Sunday

Week 4 (January 30-February 5) – Empire and Global Connections in the Indian World, 1450s-1750s

Readings: Sources for World in the Making (Volume Two), Chapter 18

Monday, January 30 – Empire in the Indian Ocean World

Wednesday, February 1 – Africa and Europe in the Indian World

Friday, February 3 – Discussion of Weekly Readings

Primary Source Analysis 4 Due by 7:00 AM on Friday

Short Quiz 4 Due by 11:59PM on Sunday

Week 5 (February 6-12) – Tremors in the Mediterranean World, 1450s-1750s

Readings: Sources for World in the Making (Volume Two), Chapter 19

Monday, February 6 – The Ottoman Empire in the Mediterranean World

Wednesday, February 8 – Transformations in European Society, Culture & Politics in the 16th Century

Friday, February 10 – Discussion of Weekly Readings

Primary Source Analysis 5 Due by 7:00 AM on Friday

Comparative Analysis Paper 1 Due by 9:00AM on Saturday

Short Quiz 5 Due by 11:59PM on Sunday

Week 6 (February 13-19) – Transformations in Asia’s Imperial Landscapes, 1450s-1750s

Readings: Sources for World in the Making (Volume Two), Chapters 20 and 21

Monday, February 13 – The Rise of the Russian Empire

Wednesday, February 15 – Dynasty and Empire in East Asia

Friday, February 17 – Discussion of Weekly Readings

Primary Source Analysis 6 Due by 7:00 AM on Friday

Short Quiz 6 Due by 11:59PM on Sunday

Week 7 (February 20-26) – The Late Colonial Era in the Atlantic World, 1600s-1750s

Readings: Walker and Clarke *Witness to the Age of Revolution*

Monday, February 20 – Colonial Life in the Americas

Wednesday, February 22 – Slavery and Colonialism in the Americas

Friday, February 24 – Discussion of Weekly Readings

Graphic Novel Source 1 Analysis Due by 7:00 AM on Friday

Short Quiz 7 Due by 11:59PM on Sunday

Midterm Exam Due Next Wednesday by 8:00AM

Week 8 (February 27-March 5) – The Age of Revolution, 1750s-1830s

Readings: Sources for World in the Making (Volume Two), Chapters 22 and 23

Monday, February 27 – The Enlightenment and Transformations in Political Thought

Wednesday, March 1 – Revolution and Republics in the Atlantic World

Friday, March 3 – Discussion of Weekly Readings

Midterm Exam Due by 8:00AM on Wednesday, March 1

Primary Source Analysis 7 Due by 7:00 AM on Friday

Short Quiz 8 Due by 11:59PM on Sunday

Week 9 (March 6-12) – Industry, Neo-Imperialism, and Global Transformations, 1750s-1900

Readings: Getz and Clarke, *Abina and the Important Men*

Monday, March 6 – The Industrial Revolution around the World

Wednesday, March 8 – The Dawn of Neo-Imperialism

Friday, March 10 – Discussion of Weekly Readings

Graphic Novel Source Analysis 2 Due by 7:00 AM on Friday

Short Quiz 9 Due by 11:59PM on Sunday

Week 10 (March 13-19) – Spring Break [No Class]

Week 11 (March 20-26) – Empire and Society at the Dawn of the 20th Century

Readings: Vann and Clarke, *The Great Hanoi Rat Hunt*

Monday, March 20 – Discussion of *The Great Hanoi Rat Hunt*

Wednesday, March 22 – **Writing Day [No Class]**

Friday, March 24 – **Writing Day [No Class]**

Graphic Novel Source Analysis 3 Due by 7:00 AM on Friday

Comparative Analysis Paper 2 Due by 8:00AM on Saturday

Short Quiz 11 Due by 11:59PM on Sunday

Week 12 (March 27-April 2) – The Dawn of a Violent Century, 1899-1929

Readings: Sources for World in the Making (Volume Two), Chapters 24 and 25

Monday, March 27 – Modernizing Nations and the Rise of the Nation-State

Wednesday, March 29 – The Dawn of a Violent Century

Friday, March 31 – Discussion of Weekly Readings
Primary Source Analysis 8 Due by 7:00 AM on Friday
Short Quiz 12 Due by 11:59PM on Sunday

Week 13 (April 3-9) – The World at Extremes, 1929-1945

Readings: Sources for World in the Making (Volume Two), Chapter 26 and 27

Monday, April 3 – Depression and Reaction, 1929-1939

Wednesday, April 5 – The Global War: World War II, 1937-1945

Friday, April 7 – Discussion of Weekly Readings

Primary Source Analysis 9 Due by 7:00 AM on Friday

Short Quiz 13 Due by 11:59PM on Sunday

Week 14 (April 10-16) – The Global Cold War, 1944-1970s

Readings: Kirk and Purcell, *Doom Towns*

Monday, April 10 – Decolonization and Shifting Geopolitics in the Early Cold War

Wednesday, April 12 – From Precipice to Détente to a “Re-Freeze,” 1959-1979

Friday, April 14 – Discussion of Weekly Readings

Graphic Novel Source Analysis 4 Due by 7:00 AM on Friday

Short Quiz 14 Due by 11:59PM on Sunday

Week 15 (April 17-23) – From Cold War to Globalization, 1980s-2022

Readings: Sources for World in the Making (Volume Two), Chapter 28

Monday, April 17 – The End of the Cold War Order, 1979-1991

Wednesday, April 19 – The Promises and Perils of Globalization, 1991-2023

Friday, April 21 – Discussion of Weekly Readings

Primary Source Analysis 10 Due by 7:00 AM on Friday

Comparative Analysis Paper 3 Due by 8:00AM on Saturday

Short Quiz 15 Due by 11:59PM on Sunday

Finals Week (April 24-28) – Final Exam due by 8:00AM, Thursday, April 27

Weekly Reading Chart

Below is a chart to remind you which readings are due each week.

	Readings
Week 1	<ul style="list-style-type: none"> • <i>Sources for World in the Making</i>, Chapters 14 and 15
Week 2	<ul style="list-style-type: none"> • <i>Sources for World in the Making</i>, Chapter 16
Week 3	<ul style="list-style-type: none"> • <i>Sources for World in the Making</i>, Chapter 17
Week 4	<ul style="list-style-type: none"> • <i>Sources for World in the Making</i>, Chapter 18
Week 5	<ul style="list-style-type: none"> • <i>Sources for World in the Making</i>, Chapter 19
Week 6	<ul style="list-style-type: none"> • <i>Sources for World in the Making</i>, Chapters 20 and 21
Week 7	<ul style="list-style-type: none"> • Walker, <i>Witness to the Age of Revolution</i>
Week 8	<ul style="list-style-type: none"> • <i>Sources for World in the Making</i>, Chapters 22 and 23
Week 9	<ul style="list-style-type: none"> • Getz, <i>Abina and the Important Men</i>
Week 10	<ul style="list-style-type: none"> • Spring Break [Be sure to be reading <i>The Great Hanoi Rat Hunt</i>]
Week 11	<ul style="list-style-type: none"> • Vann, <i>The Great Hanoi Rat Hunt</i>
Week 12	<ul style="list-style-type: none"> • <i>Sources for World in the Making</i>, Chapters 24 and 25
Week 13	<ul style="list-style-type: none"> • <i>Sources for World in the Making</i>, Chapters 26 and 27
Week 14	<ul style="list-style-type: none"> • Kirk, <i>Doom Towns</i>
Week 15	<ul style="list-style-type: none"> • <i>Sources for World in the Making</i>, Chapter 28

Weekly Deadlines

	Primary Source Analyses	Graphic Novel Source Analysis	Exams and Papers	Content Quizzes
Week 1	Friday, Jan. 13			Sunday, January 15
Week 2	Friday, Jan. 20			Sunday, January 22
Week 3	Friday, Jan. 27			Sunday, January 29
Week 4	Friday, Feb. 3			Sunday, February 5
Week 5	Friday, Feb. 10		Paper 1 – Saturday, February 11	Sunday, February 12
Week 6	Friday, Feb. 17			Sunday, February 19
Week 7		Friday, Feb. 24		Sunday, February 26
Week 8	Friday, March 3		Midterm Exam – Wednesday, March 1	Sunday, March 5
Week 9		Friday, March 10		Sunday, March 12
Week 10	Spring Break			Spring Break
Week 11		Friday, March 24	Paper 2 – Saturday, March 25	Sunday, March 26
Week 12	Friday, March 31			Sunday, April 2
Week 13	Friday, April 7			Sunday, April 9
Week 14		Friday, April 14		Sunday, April 16
Week 15	Friday, April 21		Paper 3 – Saturday, April 22	Sunday, April 23
Finals			Final Exam – Thursday, April 27	

NOTE:

- All primary source or graphic novel source analyses (due every Friday) should be submitted by 7AM
- All papers are due by 9AM on their respective due dates
- Content Quizzes (due every Sunday) should be submitted by 11:59PM
- The Midterm and Final Exams will be due by 8AM on their respective due dates