

World Civilizations II

HIST 2322-061
Online Asynchronous Class
3 Credit Hours

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, 11:15AM-12:15PM
Fridays, 8:30-9:30 AM
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 Structure

This is an online course. Lectures will be posted to Canvas each week. Weekly reading assignments can be found on this syllabus. All video lectures, readings, and assignments listed below are required.

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 students' skills in pursuing historical investigation and analysis.
- Develop students' ability to read primary sources and understand the social, cultural, political, economic, and other contexts they contain.
- Develop students' abilities to situate historical documents, events, and processes in their broader contexts.
- Develop students' 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 of the global effects of the industrial revolution.
- Identify and 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 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. The textbook is available in the bookstore and is mandatory reading. The required reading is:

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]

Course Requirements

Identifying and Applying World History

In order to demonstrate familiarity with the content of world civilizations in history, this course provides students with a variety of opportunities to demonstrate their knowledge of world civilizations. These opportunities will come in two forms: quizzes and exams.

Quizzes (10% of final grade)

In order 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 materials contained in the video lectures posted to Canvas for each week. Students **must** watch all of the lectures for every week; failure to do so 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, or ID terms in which students identify who, what, when, where, and the significance of the term and the general contours of historical processes. There will be 14 of these quizzes, occurring each week. Each of these quizzes will be 1% of the student's final grade, and the professor will drop the student's four lowest quiz grades, leaving 10 grades counted for 10% of the final grade.

Exams (20% each = 40% 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 7, and a final exam in finals week. Each exam will be worth 20% 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 an analysis and contextualization of the words, actions, and ideas of the past in order to understand their causes, their effects, and the ways change over time occurs. 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. Given this fact, analyzing primary sources is an integral part of history more generally, and of this class specifically. Thus, students will also analyze those primary documents 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 Source Analyses (10% of final grade)

Throughout the semester, students will provide a weekly analysis of the primary sources they are reading for that week. These analyses will be provided to students as a formatted primary source analysis form 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.

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* 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 10% 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 5 paper topics and drop the lowest grade, there is no current extra credit opportunity for this course.

Grades

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

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

Attendance and Makeup Policy

Because this is an online course, students are expected to watch course materials and submit assignments online on time. In cases of emergency, deadlines may be flexible, students should make sure to consult with the professor as soon as possible in order to inform the professor of challenges and obstacles. Because the four lowest quiz scores and primary source analysis scores are dropped, there will be no extension or late work accepted for these. Because the exams are available for several days, makeup exams likewise will not be available unless the student can display evidence of a serious issue. For the four paper assignments, each day a paper is late, the paper's grade 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 the student will receive an **automatic zero** for the assignment; assignments will not be accepted later than one week late. In the event a student 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.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her 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 10-16) – 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

Assignments:

- Primary Source Analysis Opportunity #1
- Content Quiz #1

Week 2 (January 17-23) – Global Empire in the Atlantic World, 1450s-1600s

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

Assignments:

- Primary Source Analysis Opportunity #2
- Content Quiz #2

Week 3 (January 24-30) – The Slave Trade in the World, 1450s-1800s

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

Assignments:

- Primary Source Analysis Opportunity #3
- Content Quiz #3

Week 4 (January 31-February 6) – Empire and Global Connections in the Indian World, 1450s-1750s

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

Assignments:

- Primary Source Analysis Opportunity #4
- Content Quiz # 4

Week 5 (February 7-13) –Tremors in the Mediterranean World, 1450s-1750s

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

Assignments:

- Primary Source Analysis Opportunity #5
- Content Quiz # 5
- Comparative Analysis Paper #1

Week 6 (February 14-20) – Transformations in Asia’s Imperial Landscapes, 1450s-1750s

Readings: Sources for World in the Making (Volume Two), Chapter 20

Assignments:

- Primary Source Analysis Opportunity #6
- Content Quiz #6

Week 7 (February 21-27) – The Late Colonial Era in the Atlantic World, 1600s-1750s

Readings: Sources for World in the Making (Volume Two), Chapter 21

Assignments:

- Primary Source Analysis Opportunity #7
- Content Quiz #7
- Midterm Exam

Week 8 (February 28-March 6) – The Age of Revolution, 1750s-1830s

Readings: Sources for World in the Making (Volume Two), Chapter 22

Assignments:

Primary Source Analysis Opportunity #8

Content Quiz #8

Week 9 (March 7-13) – Spring Break [No Class]

Week 10 (March 14-20) – Industry and Global Transformations, 1750s-1900

Readings: Sources for World in the Making (Volume Two), Chapter 23

Assignments:

Primary Source Analysis Opportunity #9

Content Quiz #9

Comparative Analysis Paper #2

Week 11 (March 21-27) – The Rise of Nation-States and Neo-Imperialism, 1830s-1900s

Readings: Sources for World in the Making (Volume Two), Chapter 24

Assignments:

Primary Source Analysis Opportunity #10

Content Quiz #10

Week 12 (March 28-April 3) – The Dawn of a Violent Century, 1899-1929

Readings: Sources for World in the Making (Volume Two), Chapter 25

Assignments:

Primary Source Analysis Opportunity #11

Content Quiz #11

Week 13 (April 4-10) – The World at Extremes, 1929-1945

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

Assignments:

Primary Source Analysis Opportunity #12

Content Quiz #12

Week 14 (April 11-17) – The Global Cold War, 1944-1970s

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

Assignments:

Primary Source Analysis Opportunity #13

Content Quiz #13

Week 15 (April 18-24) – From Cold War to Globalization, 1980s-2022

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

Assignments:

Primary Source Analysis Opportunity #14

Content Quiz #14

Comparative Analysis Paper #3

Finals Week (April 25-29) – Final Exam due by 8:00AM, Thursday, April 28