

San José State University
History Department
Hist1B-01 (25953), World History: 1500-Present, Spring 2019

Instructor: Prof. Allison Katsev

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Please, feel free to e-mail me or come to office hours with any questions you have, big or small!

Office Hours: W 12:00pm-1:00pm, and via email and by appointment

Class Days/Time: MW, 1:30PM-2:45PM

Classroom: Clark 243

Faculty Web Page and MYSJSU Messaging

Course materials (the syllabus, quizzes, guidelines for assignments) may be found on the course website on Canvas. You are responsible for regularly checking email for important messages about the class.

Course Description

Introduces students to the world's regions and civilizations as interconnected entities. HIST 1A examines the growth and development of traditional civilizations to 1500. HIST 1B surveys the transformation of civilizations since 1500.

In this course, we will explore major issues in modern history from a global perspective. Encounters between the Old and New Worlds, revolutionary ideologies, changing expectations for women and families, the impact of technological advances, the consequences of imperialism, are among the many topics we will cover. In some cases, we will use a global perspective to broaden our focus, allowing us to discern trends that go unseen in a typical Western history survey. In other cases, we will narrow our focus to analyze a specific example, perhaps comparing a non-Western and a Western experience. In all instances, we will investigate how the lives of peoples around the globe have been shaped by the intensive political, economic, cultural and technological connections that mark the modern world.

The course consists of about 2/3 lectures and 1/3 history workshops. Lectures will provide students with a framework for the readings, as well as in depth analysis of

significant trends. In the history workshops, students will explore these trends in more depth through guided analysis of primary sources.

Course Goals and Student Learning Objectives

The two main objectives of this course are to familiarize students with modern world history and to help them develop the tools for understanding and analyzing its key phenomena.

Course Learning Outcomes (CLO's)

Upon completion of this course, students will be able to:

CLO 1: identify major trends and key turning points in World History since 1500. Students will learn to do this through guided discussions of the textbook, lecture material and seminal primary sources .

CLO 2: Assess critically key features of the modern world, in particular historical differences between regions of the world; the roles that technologies and ideologies have played in shaping modern world history; and the effects of exchanges of ideas, peoples, products and disease in modern history. Students will learn this through guided discussions, assigned analysis of primary sources on key topics, on which they will receive oral and written feedback, as well as individual essays requiring in-depth analysis and broad synthesis.

CLO 3: Refine skills at critically analyzing a range of sources, reflecting different time periods, cultures, genres, and motivations . Students will learn this through assigned analysis of primary sources on key topics, on which they will receive oral and written feedback, midterm examinations with feedback, and individual essays requiring in-depth analysis and broad synthesis.

Required Texts/Readings

Textbooks

BOTH are available for purchase at the Spartan Bookstore; BOTH will be available on Course Reserve at King Library.

- 1) Wiesner, et. al.. *Discovering the Global Past*, Vol. II, since 1400, Fourth Edition (ISBN 9781111341435). (You must use this edition.)
- 2) Bentley & Ziegler, *Traditions & Encounters: A Global Perspective on the Past*, Vol. II (1500 to the Present), Sixth Edition, looseleaf version (ISBN: 9781259345197). NOTE: The third, fourth and fifth editions of *Traditions & Encounters* are less expensive and are generally fine in terms of content, but the chapters will not perfectly align with the online chapter quizzes. If you choose to read an earlier edition, I can tell you generally which chapters we are reading

when, but you'll still need to look around at times to find the right content during quizzes.

Classroom Protocol

You are expected to arrive to class on time. Do not use cellphones, texting, or email in class. You may bring food to class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Course Requirements and Assignments

- 1) ONLINE CHAPTER QUIZZES DUE BY 1:00PM ON THE DAY OF THE ASSIGNED READING (10% of grade):** 16 online quizzes, 10 questions each, covering each of the chapters assigned in *Traditions & Encounters*. The quizzes are open-book. You may use your book and notes, but you can't consult with other students. You'll have 20 minutes to complete the quiz, thus I suggest you read the whole chapter carefully before starting the quiz. Each quiz will be available 10 days before the reading is due, and must be completed by 1:00PM on the day it is due. Be sure to read the correct assigned chapter--we are not reading all of the chapters in order. If you have questions about the correct answers for individual questions, make note of them. I'll be happy to answer such questions after the quiz is due.

Note: You cannot make up a quiz; but the three lowest scores are dropped.

- 2) MID-TERM EXAMS, MARCH 4 (15% of grade) AND APRIL 8 (15% of grade), IN CLASS:** Essays focusing on themes covered in lecture, homework for history workshops and discussion . Preparing for the midterms: 1) Before the midterms, review your homework and notes from lectures and workshops; 2) Think about broader issues and connections between all of the material covered in the course. **NO NOTES OR BOOKS, BUT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8 X 11) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE PIECE OF NOTEBOOK PAPER WITH YOUR EXAM.**

- 3) **ESSAY, DUE MAY 13, AT BEGINNING OF CLASS (5-7 PAGES) (20% of grade)**, one hardcopy to me, and an electronic copy submitted on Canvas: You will choose one of the chapters in *Discovering the Global Past* as the basis for a critical analysis of an aspect of modern world history. Focusing on a question posed in the chapter and using the sources and background provided in the chapter, you will develop a strong, clear thesis, which you will support with a coherent argument providing evidence to back up your claims. Specific requirements will be provided well in advance of the due date.
- 4) **FINAL EXAM, THURSDAY, MAY 16, 12:15M-2:30PM (20% of grade)**: Essay questions covering Theme 3 and the whole course. See advice for preparation of mid-terms, above. **NO NOTES OR BOOKS, BUT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8 X 11) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE PIECE OF NOTEBOOK PAPER WITH YOUR EXAM.**

CLASS PARTICIPATION INCLUDING HOMEWORK (20% of grade): You should come to class having done the assigned reading and even prepared questions of your own. If two chapters are assigned together, you should do all the reading before the first lecture. You should also bring the readings to every class. You should prepare for each “history workshop” by taking notes on the assigned chapter. To be prepared fully for the workshop, you should carefully consider all material presented in the chapter, as well as completing the assigned homework. Take advantage of opportunities to participate actively in the class. Excellent ways of contributing to the class: listening carefully to others, sharing your ideas, asking questions, responding to others’ thoughts, participating in small group activities.

HOMEWORK: You must bring in the homework at the beginning of class on the day that it is due. Each homework assignment should be clearly labeled you’re your name, the date, and the chapter title. I will occasionally collect the homework. (Think of this as being similar in function to an occasional “pop quiz.”). You will be graded with a “√” (satisfactory), “+” (exemplary), or “-” (unsatisfactory). Because the homework requires you to interpret documents, you will be graded on thoughtfulness and effort, not on getting a “right” answer.

You can only get full credit if the homework is turned in in class on the day it is due; but you can get partial credit for sending it online or turning it in late.

- 5) **EXTRA CREDIT OPPORTUNITIES** (can raise your final grade by up to 2%):
- 1) Write a 3-page essay connecting a current news article or item of art or entertainment to issues and events studied in our class. The essay could explore various ways that knowledge of these past eras illuminates your thinking about this current moment; OR
 - 2) Visit the Asian Art Museum in San Francisco (closed Mondays). Choose one or two pieces in their collection and write a 2-page essay putting the piece in the context of its times in such a way that you illuminate the significance of the piece. You are limited to one extra credit project. If you're interested in either of these options, come see me to work out the details.

Policy on Late Work: Late papers will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately.

Assessment:

Central to the study of World History is the ability to use methods of the historian to identify, analyze and compare different historical perspectives and systems. Students will be assessed on their mastery of basic information from the textbook through chapter quizzes. A portion of the class grade will be based on thoughtful analysis of a variety of historical sources, which will be assessed through in-class exercises, homework and an extended essay. Students will also be expected to identify, synthesize and compare key phenomena in their essay and exams.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Grading Information

Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.

Letter grades are assigned as follows: 97-100: A+; 93-96.99: A; 90-92.99: A-; 87-89.99: B+; 83-86.99: B; 80-82.99: B-; 77-79.99: C+; 73-76.99: C; 70-72.99: C-; 67-69.99: D+; 63-66.99: D; 60-62.99: D-; Below 60: F

Weighting of Assignments: Quizzes: 10%; Participation (including homework): 20%; Exams: 50%; Essay: 20%.

University Policies

The Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.” You will find all syllabus related University Policies and resources information listed on GUP’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Hist1B-01 / World History, Spring 2019 Schedule

The schedule is subject to change with fair notice via email and in class.

Table 1 Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
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| 1 | Jan. 28 | Introduction: Why “World” History? |
| 1 | Jan. 30 | <u>THEME I: THE ORIGINS OF GLOBAL INTERPENDENCE</u> (Lecture) Familiar Territory: Western Ways Reading: <i>Traditions & Encounters</i> , Ch.23 |
| 2 | Feb. 4 | (Lecture) Encounters with New Worlds Reading: <i>Traditions & Encounters</i> , Ch.22 DUE BY 1:00PM: Online Quizzes on Chs. 22 <u>AND</u> 23 on Canvas |
| 2 | Feb. 6 | History Workshop: The Creation of Cultural Stereotypes Reading: "First Encounters: The Creation of Cultural Stereotypes," link at [PUT IN LINK HERE--FROM CANVAS FILE] HOMEWORK DUE 2/6 AT BEGINNING OF CLASS: Make list of adjectives for each account in chapter, as described on p. 26, first column, under “Questions to Consider.” (NOTE: I will occasionally collect homework. Think of this as similar in function to a pop quiz. See full homework requirements under “Class Participation,” above). |
| 3 | Feb. 11 | (Lecture) Colonies in the Americas Reading: <i>Traditions & Encounters</i> , ch. 24 DUE BY 1:00PM: Online Quiz on Ch. 24 at Canvas |
| 3 | Feb. 13 | (Lecture) Slavery in the Americas Reading: <i>Traditions & Encounters</i> , ch. 25 DUE BY 1:00PM: Online Quiz on Ch. 25 at Canvas |
| 4 | Feb. 18 | (History Workshop) Sweet Nexus: Sugar Reading: <i>Discovering the Global Past</i> , Ch. 5 HOMEWORK DUE 2/18, AT BEGINNING OF CLASS: Answer the bulleted questions listed on pp. 134-135 (as relevant to these sources). |

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| 4 | Feb. 20 | <p>(Lecture) China and Russia: Two Views of Western Influence Reading: <i>Traditions & Encounters</i>, Ch.26 DUE BY 1:00PM: Online Quiz on Ch. 26 at Canvas</p> |
| 5 | Feb. 25 | <p>(Lecture) Japan and the Ottoman Empire: Two Views of Religious (In)tolerance Reading: <i>Traditions & Encounters</i>, Ch.27 DUE BY 1:00PM: Online Quiz on Ch. 27 at Canvas</p> |
| 5 | Feb. 27 | <p>(History Workshop) Analyzing the Confucian family Reading: <i>Discovering the Global Past</i>, ch. 3 HOMEWORK DUE 2/27, BEGINNING OF CLASS: For each document in Chapter 3, take notes on how they view key aspects of family life (which might include romance, fidelity, divorce, child-rearing, gender, generational roles, or other aspects you notice). Then at the end, write a paragraph about how the views you found compare to your own views, why your views might be similar or different, and which views (theirs or yours) should determine how we look back at the Confucian family, and why.</p> |
| 6 | Mar. 4 | <p>MIDTERM #1-- Essay questions covering all of Theme 1 Bring 1 large green book--NO NOTES/NO BOOKS, EXCEPT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8 X 11) WITH HANDWRITTEN NOTES ON BOTH SIDES. You'll turn in the piece of notebook paper with exam.</p> |
| 6 | Mar. 6 | <p><u>THEME 2: REVOLUTIONIZING THE WORLD</u></p> <p>(Lecture) The French Revolution and Modern Politics Reading: <i>Traditions & Encounters</i>, Ch .28 DUE BY 1:00PM: Online Quiz on Ch. 28 at Canvas</p> |
| 7 | Mar. 11 | <p>(Lecture) The World of the Industrial Revolution Reading: <i>Traditions & Encounters</i>, Ch.29 DUE BY 1:00PM: Online Quiz on Ch. 29 at Canvas</p> |
| 7 | Mar. 13 | <p>(History Workshop) An Age of Revolutions Reading: <i>Discovering the Global Past</i>, Ch. 6 HOMEWORK DUE 3/13, AT BEGINNING OF CLASS: Answer the following questions about each country individually. According to the declarations, constitutions and laws provided ,1) Who is a citizen? What are the rights of a citizen?; 2) How is authority balanced between the branches of government?; 3) How "democratic" does it seem?; 4) What do various sections suggest</p> |

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| | | about how, why and by whom the constitution/or other document was written?; 5) Putting all of this together, think about each document as a project for a new society: What would this new society look like? Who is in it? What are the relations between various groups? Who runs it? What are the ideals of this society? Use your historical imagination here. |
| 8 | Mar. 18 | (Lecture) What's New in New Imperialism Reading: <i>Traditions & Encounters</i> , Ch.32 DUE BY 1:00PM: Online Quiz on Ch. 32 at Canvas |
| 8 | Mar. 20 | (Lecture) Non-Western Societies at the Crossroads Reading: <i>Traditions & Encounters</i> , Ch.31 DUE BY 1:00PM: Online Quiz on Ch. 31 at Canvas |
| 9 | Mar. 25 | (History Workshop) Indigenous Responses to European Colonization Reading: <i>Discovering the Global Past</i> , Ch. 7 HOMEWORK DUE 3/25, AT THE BEGINNING OF CLASS: For each individual constitution, answer the questions listed in the second paragraph on p. 213. (You don't have to compare the constitutions for your homework). |
| 9 | Mar. 27 | (History Workshop) Germany and Japan: Alternative models for Modernization Reading: <i>Discovering the Global Past</i> , Chapter 8 HOMEWORK DUE 3/27, BEGINNING OF CLASS: Make the two lists/answer the questions posed in the last paragraph on p. 253. |
| 10 | Apr. 1-3 | Spring Break |
| 11 | Apr. 8 | MIDTERM #2 Essays covering all of Theme 2 Bring 1 large green book--NO NOTES/NO BOOKS, EXCEPT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8 X 11) WITH HANDWRITTEN NOTES ON BOTH SIDES. You'll turn in the piece of notebook paper with exam. |
| 11 | Apr. 10 | <u>THEME 3: DISSOLUTION AND REALIGNMENT</u> (Lecture) WWI: The World Falls Apart Reading: <i>Traditions & Encounters</i> , Ch.33 DUE BY 1:00PM: Online Quiz on Ch. 33 at Canvas |

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| 12 | Apr. 15 | (Lecture) Liberal Doubts/Fascist Promises Reading: <i>Traditions & Encounters</i> , Ch.34, 35 DUE BY 1:00PM: <u>Two Online Quizzes</u> on Ch. 34 and 35 at Canvas |
| 12 | Apr. 17 | (History Workshop) An Age of Anxiety Reading: <i>Discovering the Global Past</i> , Chapter 9 HOMEWORK DUE 4/17, AT THE BEGINNING OF CLASS: 1) For each source, answer the following questions: Does the source extol or denounce modernity? What aspects of modernity does it consider most important and how does it react to each of these? Why does the source consider these aspects of modernity a threat or a promise—or both? 2) Write a paragraph reflecting on any patterns that emerge from the sources. Are some aspects universally deplored and other universally praised? Or are reactions to them mixed? |
| 13 | Apr. 22 | (History Workshop) An Age of Shopping Reading: <i>Discovering the Global Past</i> , Chapter 11 HOMEWORK DUE 4/22, AT THE BEGINNING OF CLASS: Answer the questions listed in the first and second full paragraphs on p. 352. |
| 13 | Apr. 24 | (Lecture) The World at War Again Reading: <i>Traditions & Encounters</i> , Ch.36 DUE BY 1:00 PM: Online Quiz on Ch. 36 at Canvas |
| 14 | Apr. 29 | (History Workshop)—Total War in the 20th c. Reading: <i>Discovering the Global Past</i> , Chapter 12 HOMEWORK DUE 4/29, AT THE BEGINNING OF CLASS: Make a list of features and consequences of total war revealed in each source (as described on the bottom of p. 375, under “The Method.”) |
| 14 | May 1 | Working on Writing: Time for individual consultations with instructor |
| 15 | May 6 | (Lecture) The Bi-Polar World of the Cold War Reading: <i>Traditions & Encounters</i> , Ch.37 DUE BY 1:00PM: Online Quiz on Ch. 37 at Canvas |
| 15 | May 8 | (Lecture) Connections and Tensions of Global Systems Reading: <i>Traditions & Encounters</i> , Ch. 38 DUE BY 1:00PM: Online Quiz on Ch. 38 at Canvas |
| 16 | May 13 | Concluding Thoughts |

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| | | DUE MAY 13 AT BEGINNING OF CLASS: 5-7 PAGE ESSAY (Hardcopy to instructor; and online to course website) |
| Final Exam | THURS., MAY 16, 12:15PM- 2:30PM CLARK243 | FINAL EXAMINATION Essay questions covering all of Theme 3 and the whole course. Bring 1 large green book--NO NOTES/NO BOOKS, EXCEPT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8 X 11) WITH HANDWRITTEN NOTES ON BOTH SIDES. You'll turn in the piece of notebook paper with exam. |