

World History from 1500 Section 01 HIST 1B

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/25/2023

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 of analysis, for example comparing and contrasting two or more ethnic groups, cultures, regions, nations or social systems. In all instances, we will investigate how the lives of peoples around the globe have been changed by the intensive political, economic, cultural and technological connections that mark the modern world.

We will approach these questions by examining closely and comparing and contrasting how humans have shaped and been shaped by value systems, economic structures, political institutions, social groups and natural environments. We will be particularly attentive to what changes and what remains the same; what roles humans have played in changing or perpetuating the status quo; and what holds social groups together and what drives them apart.

The course will involve significant student involvement in every class meeting. Issues will often be framed by a brief lecture at the beginning of class, but class time will be primarily devoted to grappling with key historical questions, whether through in-depth analysis of primary sources, or weighing the evidence presented in the textbook and elsewhere.

Contact Information

Instructor:	Prof. Allison Katsev
Office Location:	DMH 140
Telephone:	408-924-5508
Email:	allison.katsev@sjsu.edu Please feel free to e-mail me or come to office hours with any questions you have, big or small!
Office Hours:	Weds, 10:30am-11:30am Also via email and by appointment
Class Days/Time:	MoWe, 9:00-10:15 AM
Classroom:	DMH 163
GE/SJSU Studies Category:	GE D

Course Description and Requisites

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. GE Area: D (formerly GE Area D2)

Letter Graded

Classroom Protocols

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

Course Format

This class will be taught in person. During class, I will introduce material and students will participate in active discussion and analysis of the material.

Class Communications

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

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Goals

Course Learning Outcomes (CLOs)

GE Area D: Social Sciences

Area D courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.

The CSU requires students to complete General Education courses in the Social Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area D courses in different disciplines, or 2) taking two lower-division Area D courses in the same discipline and an Area S upper-division GE course in a different discipline.

GE Area D Learning Outcomes

Upon successful completion of an Area D course, students should be able to:

1. demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (satisfied by successful completion of the passage analyses essays on the midterm examinations);
2. compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (satisfied by successful completion of the extended essays on the midterm examinations);
3. place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (satisfied by successful completion of the group project and the final exam);
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (satisfied by successful completion of the document investigations and the individual essay).

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline. To satisfy this requirement, students will write one paper with 1250 words minimum. In addition, students will write substantive essays in three timed exams.

Course Learning Outcomes (CLO)

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

1. identify major trends in World History from 1500 (CLO 1), satisfied by the successful completion of chapter quizzes and the short essays on key terms on the midterm examinations.
2. assess critically key features of the modern world and their varying impacts for different groups (CLO 2), satisfied by the successful completion of the group project and extended exam essays.
3. analyze critically a range of sources, reflecting different time periods, cultures, genres, and motivations (CLO 3), satisfied through successful completion of document investigations, passage analyses on exams and the individual essay.

Course Materials

All are available for purchase at the Spartan Bookstore or at their website.

Ways of the World, Volume Two: Since the Fifteenth Century, Looseleaf

Author: Robert W. Strayer and Eric W. Nelson

Edition: Fourth Edition

ISBN: 978-1-319-11322-3

Availability: Campus Bookstore

You must use this edition. Earlier editions are in part organized differently and the material will not fully match the chapter quizzes.

Discovering the Global Past, Vol. II, since 1400

Author: Wiesner, et. al.

Edition: Fourth Edition

ISBN: 9781111341435

Availability: Campus Bookstore

You must use this edition.

Online Sources

Links provided to additional reading at Course Website on Canvas.

Course Requirements and Assignments

1) ONLINE CHAPTER QUIZZES DUE BY 8:30AM ON THE DAY OF THE ASSIGNED READING (10% of grade)

- 11 online quizzes, 10 questions each, covering each of the chapters assigned in *The Ways of The World*, available at our course website. These quizzes require you to identify major trends in World History from 1500 (CLO 1).

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 8:30 am on the day it is due. 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 two lowest scores are dropped.

2) IN-CLASS MIDTERM EXAMS, MARCH 13 (20% of grade) AND APRIL 26 (20% of grade)

Bring 1 large green book. You can use bring an 8 x 11 piece of paper with handwritten notes on both sides. No other notes or books can be used during the exam

Each midterm will consist of three sections: 1) quotes from primary sources, on which you will write short essays that analyze critically a range of sources, reflecting different time periods, cultures, genres, and motivations (CLO 3) and demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (GELO 1); 2) terms from "What's the Significance?" section at the end of each chapter on which you will write short essays to identify major trends in World History from 1500 (CLO 1); and 3) a longer essay in which you compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (GELO 2) and assess critically key features of the modern world and their varying impacts for different groups (CLO 2).

A detailed description of the exams is posted on Canvas; two weeks before the exam I will post a subset of terms to study for Part II; and we will go over expectations in class.

3) INDIVIDUAL ESSAY: DUE SATURDAY, MAY 20 AT 5:00 PM (minimum 1250 words) (20% of grade)

(submit online through Canvas): For this essay, students will explore one key issue in world history since 1500 across various time periods and regions (the issue on which they did their group project). Students will analyze critically a range of sources, reflecting different time periods, cultures, genres, and motivations (CLO 3) in order to draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (GELO 4)

Specific requirements for the essay are posted on Canvas and will be discussed in advance.

4) FINAL EXAM: TUESDAY, MAY 23, 7:15-9:30AM (5% of grade)

Bring 1 large green book. You can use bring an 8 x 11 piece of paper with handwritten notes on both sides. No other notes or books can be used during the exam

Essay question in which you will synthesize the first and second halves of the semester in order to place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (GELO 3).

Details about the exam will be posted on Canvas in advance and we will go over expectations and review for the exam in class.

5) CLASS PARTICIPATION INCLUDING DOCUMENT INVESTIGATIONS AND GROUP PROJECT (25% of grade)

- You should come to class having done the assigned reading.

For the textbook: As you read, take note especially on the terms listed under "What's the Significance?" at the end of each chapter. For each term, note what you consider to be key defining features and the historical significance(s). Don't just transcribe the views of the textbook. Instead think about what you find to be the most interesting features and explore why you think it is important (in terms of patterns? short term effects? Long term repercussions?) We'll be discussing these in class, and you'll also share your views in your exams.

- Document Investigations DUE ON CANVAS AT 8:30AM on days we read primary sources, in which you will analyze critically a range of sources, reflecting different time periods, cultures, genres, and motivations (CLO 3), in order to draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (GELO 4)
 - Each assignment includes documents to read and instructions on questions to be answered. Responses should be typed and include author, title and date of each document. A thoughtful answer will contain evidence, analysis of the evidence and your own interpretation of the significance of what you've shown in relation to the questions being asked. I'll grade one document investigation early in the semester to give you feedback, and also at least once more during the semester (Think of this as being similar in function to an occasional "pop quiz."). Because the document investigations require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy. NOTE: While you can quote the document you are analyzing, the analysis itself must be in your own words. Your grade on the document investigations will be incorporated into your grade in participation.
 - Part of participation is turning in these investigations on time. However, if you turn them in late, you can get partial credit.
 - At the end of the semester, I will review all of your document investigations in determining your grade in participation.
- Group Project: In conjunction with your individual essay, you will prepare an oral presentation on the same topic. The project will require you to place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (GELO 3) while you assess critically the legacies that pre-modern civilizations have left in the modern world (CLO 2).
 - The oral presentation will be a group project that will involve substantial work in preparation. You will be expected to work with the members of your group during class time and communicate with them outside of class to ensure that your group is prepared for your presentation on May 8. You will be assessed not only on the final product but also on the process by which you got there. Specific requirements will be made available and discussed well ahead of time.

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 a museum in the Bay Area. Choose one or two pieces in their collection dating from the time period covered by our course 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, you must come see me to work out the details. The extra credit is due by the last day of class.

✓ Grading Information

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 and a long-term project. Students will also be expected to identify, synthesize and compare key phenomena in their essay and exams.

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

Weighting of Grades:

Assignment Activity	CLO's Assessed	GELO's Assessed	Percentage of Grade
Quizzes	1		10%
Midterm Exams	1, 2, 3	1, 2	40%
Final Exam		3	5%
Individual Essay	3	4	20%
Participation (including Document Investigations and Group Project)	2, 3	3, 4	25%

Policy on Late Work

Students will receive partial credit for Document Investigations turned in late, as long as they are submitted before the last day of class. For the individual essay, 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. In order to get grades in at the end of the semester, I will not accept any papers after the time of the final exam except in truly unforeseeable circumstances. If such circumstances arise, you must contact me immediately.

Breakdown

Grade	Range	Notes
A+	97 to 100 points	
A	93 to 96.99 points	
A-	90 to 92.99 points	
B+	87 to 89.99 points	
B	83 to 86.99 points	
B-	80 to 82.99 points	
C+	77 to 79.99 points	
C	73 to 76.99 points	
C-	70 to 72.99 points	
D+	67 to 69.99	
D	63 to 66.99	
D-	60 to 62.99	
F	Below 60 points	

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

When	Topic	Notes
Jan. 25	Introduction: Why "World" History?	
THEME 1: THE ORIGINS OF GLOBAL INTERDEPENDENCE		
Jan. 30	How the World Worked before 1492: Exploring Evidence	Be sure to order the books; first reading and quiz will be due next class.
Feb. 1	Encounters with New Worlds	Reading: <i>Ways of the World</i> , 13. DUE BY 8:30 am: Online Quiz on Chapter 13 at Canvas. Note: For all textbook readings, use the terms from the "What's the Significance?" section at the end of each chapter to guide your reading. You should take note of what you consider to be key features and the immediate and long-term significance of each phenomenon.
Feb. 6	Document Investigation: The Creation of Cultural Stereotypes (Discussion) Abina and the Important Men	Reading: "First Encounters: The Creation of Cultural Stereotypes," link at Discovering the Global Past, ed. 3, Ch. 1 reading (https://sjsu.instructure.com/courses/1557918/files?preview=71211105). HOMEWORK DUE BY 8:30AM ON CANVAS: Make list of adjectives for each account in the chapter, as described on p. 26, first column, under "Questions to Consider." NOTE 1: I will occasionally grade homework. Think of this as similar in function to a pop quiz. See full homework requirements under "Class Participation," above. NOTE 2: It's fine to quote the document you are analyzing, but your analysis MUST BE IN YOUR OWN WORDS.
Feb. 8	New Markets in People and Things	Reading: <i>Ways of the World</i> , Ch. 14 DUE BY 8:30AM: Online Quiz on Ch. 14 at Canvas
Feb. 13	Document Investigation: Sweet Nexus: Sugar	Reading: <i>Discovering the Global Past</i> , Ch. 5 HOMEWORK DUE BY 8:30AM ON CANVAS: Answer the bulleted questions listed on pp. 134-135 (as relevant to these sources).
Feb. 15	Making sense of the World: Old and New Worldviews	Reading: <i>Ways of the World</i> , ch. 15 DUE BY 8:30AM: Online Quiz on Ch. 15 at Canvas
Feb. 20	Document Investigation: Analyzing the Confucian family	Reading: <i>Discovering the Global Past</i> , ch. 3 HOMEWORK DUE BY 8:30AM ON CANVAS: 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.
THEME 2: REVOLUTIONIZING THE WORLD		
Feb. 22	18th c. Revolutions and Their Reverberations	Reading: <i>Ways of the World</i> , Ch. 16 DUE BY 8:30AM: Online Quiz on Ch. 16 at Canvas

When	Topic	Notes
Feb. 27	Document Investigation: An Age of Revolutions	Reading: <i>Discovering the Global Past</i> , Ch. 6 HOMEWORK DUE BY 8:30AM ON CANVAS: 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 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.
Mar. 1	The World of the Industrial Revolution	Reading: <i>Ways of the World</i> , Ch. 17 DUE BY 8:30AM: Online Quiz on Ch. 17 at Canvas
Mar. 6	Document Investigation: Germany and Japan: Alternative models for Modernization	Reading: <i>Discovering the Global Past</i> , Chapter 8 HOMEWORK DUE BY 8:30AM ON CANVAS: Make the two lists/answer the questions posed in the last paragraph on p. 253.
Mar. 8	Synthesizing key themes and reviewing for midterm exam	
Mar. 13	Mid-Term Examination I (covering Themes 1 and 2) (20% of course grade).	Bring 1 large green book. You can have an 8 X 11 piece of notebook paper with handwritten notes on both sides. You may not use other notes or books during the exam. *analysis of quotes *short essays on terms from "What's the significance?" section at the end of each textbook chapter. *Longer essay analyzing multiple societies. A detailed description of the exam is posted on Canvas; two weeks before the exam I will post a subset of terms to study for Part II of the exam; and we will go over expectations in class.
THEME 3: WHOSE WORLD IS THIS?		
Mar. 15	What's New in New Imperialism	Reading: <i>Ways of the World</i> , ch. 18 DUE BY 8:30AM: Online Quiz on Ch. 18 at Canvas
Mar. 20	Document Investigation: Indigenous Responses to European Colonization	Reading: <i>Discovering the Global Past</i> , Ch. 7 HOMEWORK DUE by 8:30AM ON CANVAS: 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).
Mar. 22	Non-Western Societies at the Crossroads	Reading: <i>Ways of the World</i> , Ch. 19 DUE BY 8:30AM: Online Quiz on Ch. 19 at Canvas
Mar. 27-Mar. 29	SPRING BREAK	
Apr. 3	The World Goes to War-- Twice	Reading: <i>Ways of the World</i> , Ch. 20 DUE BY 8:30AM: Online Quiz on Ch. 20 at Canvas
Apr. 5	Document Investigation: An Age of Anxiety	Reading: <i>Discovering the Global Past</i> , Chapter 9 HOMEWORK DUE BY 8:30AM ON CANVAS: 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?

When	Topic	Notes
Apr. 10	Document Investigation: An Age of Shopping	Reading: <i>Discovering the Global Past</i> , Chapter 11 HOMEWORK DUE BY 8:30AM ON CANVAS: Answer the questions listed in the first and second full paragraphs on p. 352 I will also go over the group projects/individual essays and students will be able to sign up for their topics on Canvas.
Apr. 12	Document Investigation: Total War in the 20th c.	Reading: <i>Discovering the Global Past</i> , Chapter 12 HOMEWORK DUE BY 8:30AM ON CANVAS: 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.")
Apr. 17	The Bi-Polar World of the Cold War, and beyond	Reading: <i>Ways of the World</i> , Ch. 21 DUE BY 8:30AM: Online Quiz on Ch. 21 at Canvas
Apr. 19	Globalization	Reading: <i>Ways of the World</i> , Ch. 22 DUE BY 8:30AM: Online Quiz on Ch. 22 at Canvas Groups will also meet to decide key aspects of their topics. DO NOT MISS THIS MEETING.
Apr. 24	The Anthropocene Era?	Reading: <i>Ways of the World</i> , Ch. 23 DUE BY 8:30AM: Online Quiz on Ch. 23 at Canvas
Apr. 26	Midterm Examination II (covering theme 3)	Bring 1 large green book. You can have an 8 X 11 piece of notebook paper with handwritten notes on both sides. You may not use other notes or books during the exam. *analysis of quotes *short essays on terms from "What's the significance?" section at the end of each textbook chapter. *Longer essay analyzing multiple societies. A detailed description of the exam is posted on Canvas; two weeks before the exam I will post a subset of terms to study for Part II of the exam; and we will go over expectations in class..
May 1	Student Group Project Preparation Day—Do not miss class	This is a day to meet and plan with the students in your group.
May 3	Student Group Project Preparation Day—Do not miss class	This is a day to meet and plan with the students in your group. DUE at the beginning of class: The group's proposed thesis.
May 8	Student Group Presentations	DO NOT MISS CLASS!
May 10	Student Group Presentations	DO NOT MISS CLASS!
May 15	Course Synthesis and Final exam review	
Individual Essay Saturday, May 20, 5:00 pm	Individual Essay	<u>DUE SATURDAY, MAY 20, 5:00PM ON CANVAS</u> (minimum 1250 words) (20% of grade) For this essay, students will explore one key issue in world history since 1500 across various time periods and regions (the issue on which they did their group project). Guidelines will be posted on Canvas.
FINAL EXAM TUESDAY, MAY 23, 7:15-9:30AM		(5% of grade): Bring 1 large green book. You can use bring an 8 x 11 piece of paper with handwritten notes on both sides. No other notes or books can be used during the exam Essay question in which you will synthesize the first and second halves of the semester. Details about the exam will be posted on Canvas in advance. We will go over expectations and review for the exam in class.