

# World History from 1500 HIST 1B

Spring 2026 Section 01 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/03/2026

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
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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:	Thurs., 1:30pm-2:30pm  Also via email and by appointment
Class Days/Time:	TuTh, 3:00-4:15PM
Classroom:	DMH 165
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.

*Satisfies 4. Social and Behavioral Sciences (Formerly Area D).*

Grading: Letter Graded.

## \* Classroom Protocols

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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

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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 Learning Outcomes (CLOs)

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### 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 (GE ALO's)

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 **(assessed through 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 **(assessed through extended essays on the midterm examinations)**;
3. Place contemporary social developments in cultural, environmental, geographical, and/or historical contexts **(assessed through 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 **(assessed through the document investigations and the individual essay)**.

## GE Area D Content Requirements

1. Courses shall include fundamental skills necessary to the practice of social science **(requirement will be met through assigned readings, material presented by the professor, student in-class activities, document investigations and essay questions on exams.)**
2. Courses shall teach students how to practice social science, not just understand what social scientists have concluded **(requirement will be met through pedagogy of class, which will focus on active learning and students as co-creators of knowledge, through mini-lectures to set up issues, followed by student activities to analyze evidence and synthesize conclusions and significance, as well as document investigations, exams essays, a final group project and individual essay.)**
3. Course content shall develop students' analytical skills and understanding of social science in ways that develop the capacity for informed civic engagement **(requirement will be met through in-class discussions, exam essays, the individual essay and the final exam).**

## Course Learning Outcomes (CLO's)

In addition to the above GE Area D Learning Outcomes, upon completion of this course, students will be able to:

**CLO 1:** identify major trends in World History since 1500 (assessed through chapter quizzes and the short essays on key terms on the midterm examinations).

**CLO 2:** assess critically key features of the modern world and their varying impacts for different groups (assessed through the group project and extended exam essays).

**CLO 3:** analyze critically a range of sources, reflecting different time periods, cultures, genres, and motivations (assessed through the document investigations, passage analyses on exams and the individual essay).

**Writing Practice:** Students will write a minimum of 1500 words in a language and style appropriate to the discipline. Students will meet this requirement and receive feedback on their writing (both form and content) throughout the semester through writing substantive essays in three timed exams, as well as a paper of at least 1500 words. There will be a class devoted to practicing key aspects of writing the individual essay. In addition, I encourage all students to email me with questions about their writing. I am happy to read students' drafts and meet with them in person or over Zoom to give extensive feedback.

### Diversity Goals and Content

This course will include issues of diversity, equity and inclusion. In this course we will focus on the diverse experiences of people from different regions to the world at different times, attentive also to intersectionality (for example, comparing experiences of elites and the working class of different ethnicities). Throughout the course, we will be attentive to how narratives are constructed, who is privileged by these narratives, who is marginalized, and how to deconstruct narratives and systems of oppression. Class discussions will be conducted with a focus on open-mindedness and collaboration.

## Course Materials

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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:** Fifth Edition

**ISBN:** 9781319340711

**Availability:** Campus Bookstore

NOTE: The fourth edition is very similar to the 5th edition. But I cannot guarantee the material will fully match the chapter quizzes, which were written for the 5th edition.

### Discovering the Global Past, Vol. II, since 1400

**Author:** Wiesner, et. al.

**Edition:** Fourth Edition

**ISBN:** 9781111341435

**Availability:** Campus Bookstore

NOTE: You must use the fourth edition.

NOTE: In addition to the options offered at the bookstore, you can rent a digital copy of the book for \$58.99 from the publisher: <https://www.cengage.com/c/ebook-discovering-the-global-past-volume-ii-4e-wiesner-hanks-wheeler-doeringer-curtis/9781133339021/?searchisbn=9781133339021>

## Online Sources

Links provided to additional reading at Course Website on Canvas.

## Course Requirements and Assignments

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### 1) ONLINE CHAPTER QUIZZES DUE BY 2:30 PM 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 since 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 2:30pm 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 10 (20% of grade) AND APRIL 23 (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 (GE ALO 1); 2) terms from the "Revisiting Specifics" section at the end of each chapter on which you will write short essays to identify major trends in World History since 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 (GE ALO 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) FINAL EXAM: THURSDAY, MAY 14, 1:00PM-3:00PM (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. Since the exam question is provided ahead of time, you may bring an outline for your essay and key supporting evidence, but you may not write out your entire essay on the notepaper you bring in.

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 (GE ALO 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.

### 4) INDIVIDUAL ESSAY: DUE WEDNESDAY, MAY 13, AT 11:59 PM (minimum 1500 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 (GE ALO 4).

**One class session will be focused on key issues of writing. In addition I will be available through office hours, email and Zoom appointments for support and feedback throughout the entire writing process.**

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

### 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 2:30 PM 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 (GE ALO 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 (GE ALO 3) while you assess critically key features of the modern world and their varying impacts for different groups (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 5. 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.

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## Writing Resources

Students will receive detailed feedback on their writing, and are encouraged to contact me to discuss their assignments at any point, from brainstorming ideas to writing final drafts. In addition, the Writing Center (<https://www.sjsu.edu/writingcenter/>) is an excellent resource for helping students at any stage in their writing. The Center provides group and one-on-one tutoring sessions, workshops on a wide array of writing topics, and online resources like videos and handouts for self-study.

## ✓ Grading Information

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### 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	GE SLO'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 our last day of class instruction. 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 the individual essay after the time of the final exam. If such circumstances arise, you must contact me immediately.

**Policy on Use of AI Programs:** This is a course that teaches critical thinking and developing arguments based on evidence. Therefore the use of AI programs (such as ChatGPT) is not allowed. Using an AI program to do the thinking for you is plagiarism. Using an AI program as a source that you cite is also unacceptable as AI programs are neither reliable nor do they accurately cite the sources of their information.

Because one way of honing critical thinking is developing one's skills at expressing arguments in writing, **the use of AI writing programs such as Grammarly Pro is not allowed.** Programs that check for basic issues in grammar and spelling (such as the free Grammarly program) are permitted.

"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."

Anonymized student work might be used in a regular cycle of General Education Program assessment. Students can request to exclude their work from the process by emailing the professor.

## Breakdown

Grade	Range	Notes
A+	97% to 100%	
A	93% to 96.99%	
A-	90% to 92.99%	
B+	87% to 89.99%	

Grade	Range	Notes
B	83% to 86.99%	
B-	80% to 82.99%	
C+	77% to 79.99%	
C	73% to 76.99%	
C-	70% to 72.99%	
D+	67% to 69.99%	
D	63% to 66.99%	
D-	60% to 62.99%	
F	Below 60%	

## University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

When	Topic	Notes
Jan. 22	Introduction: Why "World" History?	Be sure to order the books; first reading and quiz will be due in one week.
<b>THEME 1: THE ORIGINS OF GLOBAL INTERDEPENDENCE</b>		
Jan. 27	How the World Worked before 1492: Exploring Evidence	Be sure to order the books; first reading and quiz will be due next class.
Jan. 29	Encounters with New Worlds	<p>Reading: <i>Ways of the World</i>, 13.</p> <p><b>DUE BY 2:30 pm:</b> Online Quiz on Chapter 13 at Canvas.</p> <p>Note: For all textbook readings, use the terms from the "Revisiting Specifics" 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.</p>

When	Topic	Notes
Feb. 3	Document Investigation: The Creation of Cultural Stereotypes	<p>Reading: "First Encounters: The Creation of Cultural Stereotypes," link at <a href="https://sjsu.instructure.com/courses/1603664/files?preview=79924382">Discovering the Global Past, Ch.1, Ed. 3: America (https://sjsu.instructure.com/courses/1603664/files?preview=79924382)</a>.</p> <p><b>HOMEWORK DUE BY 2:30 PM ON CANVAS:</b> For each of the three accounts, make a list of the impressions that the author gives of the people he is describing.</p> <p>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.</p> <p>NOTE 2: It's fine to quote the document you are analyzing, but your analysis <b>MUST BE IN YOUR OWN WORDS.</b></p>
Feb. 5	New Markets in People and Things	<p>Reading: <i>Ways of the World</i>, Ch. 14</p> <p><b>DUE BY 2:30 PM:</b> Online Quiz on Ch. 14 at Canvas</p>
Feb. 10	Document Investigation: Sweet Nexus: Sugar	<p>Reading: <i>Discovering the Global Past</i>, Ch. 5 [<a href="#">you can skip documents #7 and #10</a>]</p> <p><b>HOMEWORK DUE BY 2:30 PM ON CANVAS:</b> Answer the bulleted questions listed on pp. 134-135 (as relevant to these sources).</p>
Feb. 12	Making sense of the World: Old and New Worldviews	<p>Reading: <i>Ways of the World</i>, ch. 15</p> <p><b>DUE BY 2:30 PM:</b> Online Quiz on Ch. 15 at Canvas</p>
Feb. 17	Document Investigation: Analyzing the Confucian family	<p>Reading: <i>Discovering the Global Past</i>, ch. 3 [You can skip documents #3, 5, 7, 8]</p> <p><b>HOMEWORK DUE BY 2:30 PM ON CANVAS:</b> 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>
<b>THEME 2: REVOLUTIONIZING THE WORLD</b>		
Feb. 19	18th c. Revolutions and Their Reverberations	<p>Reading: <i>Ways of the World</i>, Ch. 16</p> <p><b>DUE BY 2:30 PM:</b> Online Quiz on Ch. 16 at Canvas</p>

When	Topic	Notes
Feb. 24	Document Investigation: An Age of Revolutions	<p>Reading: <i>Discovering the Global Past</i>, Ch. 6</p> <p><b>HOMEWORK DUE BY 2:30 PM ON CANVAS:</b> Answer the following questions about each country individually (SEE BELOW FOR WHICH COUNTRIES YOU WILL FOCUS ON). 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 was written?; 5) Putting all of this together, think about your documents 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.</p> <p>(Be sure not to skip Sources 9 and 10 on definitions of citizenship and dates of abolition of slavery for your assigned countries.)</p> <p><b>IF YOUR LAST NAME STARTS WITH A-J: DOCUMENTS 1-5, 9, 10 (U.S., France)</b></p> <p><b>IF YOUR LAST NAME STARTS WITH K-Z: DOCUMENTS 6-10 (Haiti, Venezuela, Brazil)</b></p>
Feb. 26	The World of the Industrial Revolution	<p>Reading: <i>Ways of the World</i>, Ch. 17</p> <p><b>DUE BY 2:30 PM:</b> Online Quiz on Ch. 17 at Canvas</p>
Mar. 3	Document Investigation: Germany and Japan: Alternative models for Modernization	<p>Reading: <i>Discovering the Global Past</i>, Chapter 8</p> <p><b>HOMEWORK DUE BY 2:30 PM ON CANVAS:</b> From your documents, make a list of the ways that industrialization served to unify and/or divide the nation.</p> <p><b>IF YOUR LAST NAME STARTS WITH A-J: DOCUMENTS 1-2, 4-7 (on Germany)</b></p> <p><b>IF YOUR LAST NAME STARTS WITH K-Z: DOCUMENTS 8-14 (on Japan)</b></p>
Mar. 5	Synthesizing key themes and preparing for midterm exam short and long essays	
Mar. 10	Mid-Term Examination I (covering Themes 1 and 2) (20% of course grade).	<p><b>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.</b></p> <p>*analysis of quotes</p> <p>*short essays on terms from the "Revisiting Specifics" section at the end of each textbook chapter.</p> <p>*Longer essay analyzing multiple societies.</p> <p>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.</p>
<b>THEME 3: WHOSE WORLD IS THIS?</b>		
Mar. 12	What's New in New Imperialism	<p>Reading: <i>Ways of the World</i>, ch. 18</p> <p><b>DUE BY 2:30M:</b> Online Quiz on Ch. 18 at Canvas</p>

When	Topic	Notes
Mar. 17	Document Investigation: Indigenous Responses to European Colonization	<p>Reading: <i>Discovering the Global Past</i>, Ch. 7</p> <p><b>HOMEWORK DUE by 2:30 PM ON CANVAS:</b> For each individual constitution (document #1 or document #7), answer the questions listed in the second paragraph on p. 213. (You don't have to compare the constitutions for your homework).</p> <p><b>IF YOUR LAST NAME STARTS WITH A-J: DOCUMENTS 1-4 (Hawaii; Read all, but answer the question using Document 1)</b></p> <p><b>IF YOUR LAST NAME STARTS WITH K-Z: DOCUMENTS 5-8 (West Africa; Read all, but answer the question using Document 7).</b></p>
Mar. 19	Non-Western Societies at the Crossroads	<p>Reading: <i>Ways of the World</i>, Ch. 19</p> <p><b>DUE BY 2:30 PM:</b> Online Quiz on Ch. 19 at Canvas</p>
Mar. 24	The World Goes to War--Twice	<p>Reading: <i>Ways of the World</i>, Ch. 20</p> <p><b>DUE BY 2:30 PM:</b> Online Quiz on Ch. 20 at Canvas</p>
Mar. 26	Document Investigation: An Age of Anxiety	<p>Reading: <i>Discovering the Global Past</i>, Chapter 9</p> <p><b>HOMEWORK DUE BY 2:30 PM ON CANVAS:</b> 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 you read. Are some aspects universally deplored and other universally praised? Or are reactions to them mixed?</p> <p><b>IF YOUR LAST NAME STARTS WITH A-J: DOCUMENTS 1-4, 8</b></p> <p><b>IF YOUR LAST NAME STARTS WITH K-Z: DOCUMENTS 5-8</b></p>
Mar. 31-Apr. 2	SPRING BREAK	
Apr. 7	Document Investigation: An Age of Shopping	<p>Reading: <i>Discovering the Global Past</i>, Chapter 11</p> <p><b>HOMEWORK DUE BY 2:30 PM ON CANVAS:</b> Answer the questions listed in the first and second full paragraphs on p. 352</p> <p>I will go over the group projects/individual essays and we will use the assigned reading to work on key aspects of writing an essay.</p>
Apr. 9	Document Investigation: Total War in the 20th c.	<p>Reading: <i>Discovering the Global Past</i>, Chapter 12</p> <p><b>HOMEWORK DUE BY 2:30 PM ON CANVAS:</b> Make a list of features and consequences of total war revealed your assigned sources (as described on the bottom of p. 375, under "The Method.")</p> <p><b>IF YOUR LAST NAME STARTS WITH A-J: DOCUMENTS 1-6 (World War I)</b></p> <p><b>IF YOUR LAST NAME STARTS WITH K-Z: 7-13 (World War II)</b></p>
Apr. 14	The Bi-Polar World of the Cold War, and beyond	<p>Reading: <i>Ways of the World</i>, Ch. 21</p> <p><b>DUE BY 2:30 PM:</b> Online Quiz on Ch. 21 at Canvas</p>

When	Topic	Notes
Apr. 16	Globalization	Reading: <i>Ways of the World</i> , Ch. 22  <b>DUE BY 2:30 PM:</b> Online Quiz on Ch. 22 at Canvas  Groups will also meet to decide key aspects of their topics. <b>DO NOT MISS THIS MEETING.</b>
Apr. 21	The Anthropocene Era?	Reading: <i>Ways of the World</i> , Ch. 23  <b>DUE BY 2:30 PM:</b> Online Quiz on Ch. 23 at Canvas
Apr. 23	Midterm Examination II (covering theme 3)	<b>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.</b>  *analysis of quotes  *short essays on terms from the "Revisiting Specifics" 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..
Apr. 28	Student Group Project Preparation Day—Do not miss class	This is a day to meet and plan with the students in your group.
Apr. 30	Student Group Project Preparation Day—Do not miss class	This is a day to meet and plan with the students in your group.  <b><u>DUE at the beginning of class: The group's proposed thesis.</u></b>
May 5	Student Group Presentations	DO NOT MISS CLASS!
May 7	Student Group Presentations and Wrap-Up of Course	DO NOT MISS CLASS!
<b>Individual Essay</b> WEDNESDAY, MAY 13 , 11:59 pm	Individual Essay	<b><u>DUE WEDNESDAY, MAY 13, 11:59 PM ON CANVAS</u></b>  (minimum 1500 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.
<b>FINAL EXAM</b> THURSDAY, MAY 14, 1:00 PM - 3:00 PM DMH 165		(5% of grade): <b>Bring 1 large green book. You can use bring an 8 x 11 piece of paper with handwritten notes on both sides.</b> 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.