

HIS 102-H001: World Civilizations II
Fall 2016
MWF 11-11:50a, WSH A

Professor Andrew Ross

Department of History

LAB 448

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Teaching Assistants

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Course Description: This course introduces students to major themes in world history since 1500. While the course makes no claims to full coverage, students will finish the semester with an understanding of how both short and long term processes have shaped the modern world. Emphasis will be placed on drawing connections between the histories of different locations and peoples through primary source readings. Major themes include colonialism and anti-colonialism, the shifting global balance of power, ideological conflicts involving liberalism, capitalism, communism, and fascism, and the development of racial thinking and racism and its consequences. In addition, the course develops college-writing skills by introducing the stages of writing an analytical essay.

Course Objectives: By the end of the semester, students will be able to:

- Identify and understand key themes and concepts in world history
- Relate the political, social, and cultural histories of different peoples and places to one another
- Analyze primary source texts
- Use primary source evidence to defend a clearly articulated argument in writing

Required Texts: Your course materials comprise three components, available in a single bundle at the USM bookstore:

Bundle (ISBN: 9781337349802) Contains:

- Valerie Hansen and Kenneth Curtis, *Voyages in World History* (Brief Edition), 2nd edition (Boston: Cengage Learning, 2015)
- LMS Integrated MindTap for *Voyages in World History* Brief, 2e
- USM History Department, *Envisioning World Civilizations* 3rd edition.

For help registering for and using the online component of our textbook (MindTap), please see <https://www.cengage.com/services/product/mindtap/blackboard/student>.

Course Format: Class will meet three days a week and will be a mix of lecture and large-group discussion.

Course Requirements: Students are required to complete all assignments in order to pass this course.

1. **Attendance:** Attendance will be taken at the beginning of each class. The TAs will record attendance in accordance with a seating chart that we will establish early in the semester, so make sure you are in the correct seat. With the exception of test days, we make no distinction between excused or unexcused absences: if you are absent, we assume you have a legitimate excuse. However, if you accumulate eight or more absences over the course of the semester, you will fail the course. Please also be advised that if you are late for class, it is your responsibility to make sure that the TAs have recorded your attendance. Failure to do so will result in you being considered absent.
2. **Homework:** Complete all readings for the day they are listed on the syllabus. Readings not included in our class texts will be available on Blackboard or online. All primary source readings (including those available online) must be brought with you to class; you may leave your textbook at home. Reading comprehension exercises using your textbook's online component called Mindtap are assigned throughout the semester. Unless otherwise noted, links are provided in the relevant Blackboard content area.
3. **Primary Source Quizzes:** Ten reading quizzes will be given through the semester on dates of my choosing. Each quiz will consist of between one and five questions on the day's primary sources. Your lowest two quiz scores will not count towards your final grade. These quizzes assess attendance and your work for the particular day they are given; therefore, no makeups will be provided for a missed reading quiz.
4. **Exams:** Three exams will be given on the dates listed below. Format for all exams will be a mix of identification and essay. IDs require you to identify the title, author (if applicable), approximate date, and significance of a quote or term. Essays require you to respond to a question with a clear argument, logical organization, and direct reference to lecture and reading materials. Further details will be provided in class and in a handout.
5. **Writing Exercises:** You will complete five writing exercises during the first two-thirds of the course. These assignments refer to the exercises found at the end of the relevant primary source in *Envisioning World Civilizations*. The goal of the writing assignments is to slowly build your ability to use primary source evidence to write your own college-level analytical essay. All homework assignments should be a paragraph long, but no longer than one page. Paragraphs must be complete, featuring a clear topic and concluding sentence and several body sentences. Homework will be graded on a High Pass (100%), Pass (85%), Low Pass (70%), and Fail (50%) scale. All homework is due before class on the due date via Turnitin on Blackboard.

6. **Essays:** You will complete two essays in response to a prompt provided by me. Essay 1 will utilize the paragraphs you write for your homework to answer the question. You will therefore be tasked with revising those paragraphs and writing an introduction and conclusion. Essay 2 requires you to choose your own sources, draft the essay, and revise it on your own. Handouts with further details will be provided at the beginning of Parts 2 and 3 of the course. Essays are due before class on the due date listed below. All essays will be submitted using Turnitin on Blackboard.

Grade Breakdown:

Reading Exercises: 5%

Writing Exercises: 10%

Reading Quizzes: 10%

Exams:

Exam 1: 15%

Exam 2: 15%

Exam 3: 20%

Essays:

Essay 1: 10%

Essay 2: 15%

Grade Scale:

- A: 90 - 100%
- B: 80 - 89%
- C: 70 - 79%
- D: 60 - 69%
- F: 59% and below

Optional Course Activities:

1. **World Civilization Film Series:** Every semester, the history department organizes a film series of world cinema to which all students taking World Civilization are invited to attend. A schedule of films will be handed out in class and will be available at the history department website at www.usm.edu/history. Two extra credit points will be awarded to students who view a film and write a one-paragraph reflection, sent to Prof. Ross at andrew.ross@usm.edu no more than a week after the film showing. You may complete a total of two responses, for a possible total of four extra credit points. Extra credit points will be added to your final reading quiz grade at the end of the semester.
2. **History and Current Events:** I will offer up to five extra credit points in exchange for a well-written, one to two-page essay relating a current event to a topic from the course. Choose a single newspaper article from any local or national paper (The Hattiesburg American or the New York Times, for instance) and explain how one of the historical events, themes, or people we have discussed in class either enhanced your understanding

of the event. What, in other words, is the relationship between a historical and a current event? This short essay should include a clear introduction, body paragraphs, and conclusion. You may turn in this extra credit at any time during the semester **before November 28** by e-mailing it directly to Prof. Ross at andrew.ross@usm.edu. The extra credit points will be added to your second essay grade score at the end of the semester.

No extra credit will be awarded to any student who fails to complete a required assignment.

Resources for HIS 102:

1. **History Lab:** As a student in HIS 101 or HIS 102, there is a special place you can go to get help while studying for exams or writing History papers, or simply to chat about class material or your assignments. Your course fees pay for the **History Lab**, a support center staffed by History graduate students. The **History Lab** is located on the fourth floor of the LAB in room 458. The lab will open on Monday, August 29th and will be open this semester Mondays through Thursdays from 9-5 and on Fridays from 9-12. You can make an appointment by stopping by, going to the website, or emailing HistoryLab@usm.edu. For more information, check out the History Lab on the History Department's website <http://www.usm.edu/history/history-lab-his-101102>
2. **Student Success Center:** The First Year Initiative offers tutoring services for students enrolled in HIS 101 and HIS 102. In addition, First Year Initiative offers academic coaching services on time management, note taking, study skills, goal setting, and learning skills for first year. For more information or to schedule a tutoring session, see their website: <http://www.usm.edu/success/academic-help>.
3. **Writing Center:** The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. We offer one-on-one writing instruction that's designed to help students become more effective writers. This tutorial service is offered on a walk-in basis or by appointment (on the hour for 45 minutes). Make an appointment using the online scheduler today (<https://usm.mywconline.com/>). Walk-ins are also available depending on tutor availability. Call (601) 266-4821 or stop by The Writing Center (located on the first floor of Cook Library just past Starbucks). Their website is: <http://www.usm.edu/writing-center>
4. **Supplemental Instruction:** This course features a Special Instruction Leader, a former HIS 102 student who will attend class and offer optional group discussions throughout the semester. These discussion sections are meant to assist students in retaining and understanding course material. Further information will be available early in the semester.

Course Policies:

1. **Grade Concerns:** Both your TAs and I are happy to discuss any concerns you have about your grade and how to improve your work. Please see your assigned TA about a specific grade before making an appointment with me.

2. **Late Assignments:** We will only accept late essay assignments. Essays will be deducted one grade per day late. If we have not received an essay after four days you will automatically fail the assignment.
3. **Contacting Me:** The best way to get in touch with me is through e-mail (andrew.ross@usm.edu). In order to guarantee a rapid response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. Do not forget to include a salutation and closing. Further information on e-mail etiquette can be found at <http://www.usm.edu/arts-letters/now/student-resources/email-etiquette.html>.

I will respond to your e-mail the morning after I receive it, between 8a and 9a. If you have not heard from me after that time, you may send me another note. Do not hesitate to contact me should you have any questions regarding the course material or any other concerns, but I will not respond to questions that can be answered by reading the syllabus.

My office hours and office phone number are at the top of this syllabus; if those times are not convenient for you I am happy to make other arrangements.

4. **Technology in the Classroom:**
 - **Phones:** Phones may not be used during class; all phones must be on silent (not vibrate) or turned off during class.
 - **Recording Devices:** No recording of a class lecture is permitted without my explicit written permission.
 - **Computers and Tablets:** Feel free to use your laptop or tablet to take notes if that suits you, but refrain from using such devices for tasks unrelated to the class. *Note that research consistently demonstrates that students retain information more readily by taking notes by hand.*
 - **PowerPoint Slides:** All PowerPoint slides will be posted on Blackboard after class.
5. **Classroom Environment:** As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the University's "Policy on Classroom Responsibilities of Faculty and Students," as outlined in the Student Handbook and here: <http://www.usm.edu/provost/classroom-conduct-policy>. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

6. **Academic Honesty:** All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
- a. Cheating (including copying from others' work)
 - b. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
 - c. Falsification of documents
 - d. Disclosure of test or other assignment content to another student
 - e. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
 - f. Unauthorized academic collaboration with others
 - g. Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's [Academic Integrity Policy](#). Note that repeated acts of academic misconduct will lead to expulsion from the University.

The policy for this course is as follows: Any student who commits an act of academic dishonesty will receive an XF grade for the course. Any alternate sanctions will be completely at my discretion.

ADA Syllabus Statement: If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232

Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or emailing ODA at oda@usm.edu.

Class Schedule

Part 1: The Age of Exploration

Learning Objectives:

- 1) Identify and describe some of the major world powers in the early modern world
- 2) Understand the processes that motivated European exploration and conquest
- 3) Describe the how and why the global balance of power changed over time

Big Question: How and why did European exploration transform the early modern world? What did that transformation entail?

Skill Objectives:

- 1) Analyze individual primary sources in writing
- 2) Write an in-class exam essay
- 3) Respond to an identification question

Big Skill: Be able to understand and analyze difficult texts, explain their meaning, and situate them in a broader context

Week 1

Wednesday, August 24: Theme: Introductions

Friday, August 26: The World in 1500

Reading: *Envisioning World Civilizations* (EWC) pp. 15-30.

Homework: Successfully log into Mindtap via Blackboard and complete “Aplia History Map Tutorial” for practice (Blackboard)

Week 2

Monday, August 29: Working with Primary Sources

Reading: EWC 1-14 and doc. 9.9

Homework: “Aplia History Critical Thinking Tutorial”

Wednesday, August 31: Theme: The Age of Exploration

Reading: *Voyages* 348-355; **EWC doc. 9.12**

Homework: “Map Activity: Maritime Trade Connections”

Last day to drop full-semester classes and receive 100% financial credit

Last day to add/drop full-term classes without instructor permission

Friday, September 2: Ming China and the Indian Ocean Trade

Reading: *Voyages* Chapter 16 (finish); EWC docs. 10.6

DUE BEFORE CLASS: Writing Exercise 9.12

Week 3**Monday, September 5: No Class (Labor Day)****Wednesday, September 7: The Aztec and Inca Empires**

Reading: *Voyages* 322-331; EWC 9.14

Homework: “Check Your Understanding” on Aztec and Inca

Friday, September 9: The Colonization of the “New World”

Reading: *Voyages* 332-347 and Chapter 18; EWC 9.16

DUE BEFORE CLASS: Writing Exercise 9.14

Week 4**Monday, September 12: Theme: Crises of the Early Modern World**

Exam Prep: Answering an Identification Prompt

Reading: EWC doc. 11.1

Wednesday, September 14: Religion and the State in Western Eurasia

Reading: *Voyages* Chapter 17; EWC docs. 8.15, 9.3, and 9.8

Homework: “Primary Source Activity – Countries and Kingdoms of Western Eurasia”

Friday, September 16: Shifting Balances of Power in Asia

Reading: *Voyages* Chapter 20; EWC docs. 10.7-10.8 and 10.10-10.11

Homework: “Map activity – Qing China”

Week 5**Monday, September 19: The Slave Trade**

Reading: *Voyages* Chapter 19; EWC 9.16 and 11.19

DUE BEFORE CLASS: Writing Exercise 10.10

Wednesday, September 21: Writing a History Essay

Reading: EWC 34-41

Homework: “Aplia History Essay Tutorial”

Friday, September 23: Exam Review**Week 6****Monday, September 26: Part 1 Exam**

Part 2: The Age of Revolution

Learning Objectives:

- 1) Explain the growing dominance of European power throughout the world
- 2) Identify the global significance of changing conceptions of human equality and freedom
- 3) Recognize and explain the persistence of forms of inequality both internationally and nationally

Big Question: How can we explain growing forms of inequality, both within and between different countries, in an era that also witnessed the development of new understandings of human equality?

Skill Objectives:

- 1) Write an introduction and conclusion
- 2) Link together assigned primary source documents into a single essay

Big Skill: Relate different sources to one another in order to make a larger claim.

Wednesday, September 28: Theme: The Atlantic Revolutions

Reading: *Voyages* Chapter 21; EWC docs. 11.6 and 11.12

Homework: “Check Your Understanding: The European Enlightenment”

Essay Prompt 1 Handed Out

Friday, September 30: The American Revolution

Reading: *Voyages* pp. 488-495; EWC doc. 11.16

Homework: “Check Your Understanding: Rebellion and Independence in America”

Week 7

Monday, October 3: The French Revolution

Reading: *Voyages* pp. 495-502; EWC docs. 12.2-12.3

DUE BEFORE CLASS: Writing Exercise 11.16

Wednesday, October 5: The Haitian Revolution

Reading: *Voyages* 503-504 and 509-513; Haitian Revolution Documents (Blackboard)

Homework: “Check Your Understanding: The Haitian Revolution”

Friday, October 7: Theme: Liberalism and its Discontents

Reading: *Voyages* 514-516 and 521-523 (Through “Victorian Britain”); Adam Smith, excerpt from *The Wealth of Nations* (Blackboard)

DUE BEFORE CLASS: Writing Exercise 12.3

Week 8**Monday, October 10: Industrialization in Great Britain**

Reading: *Voyages* 517-521; EWC docs. 12.16 and 12.19

Homework: “Map Activity: The Development of the Industrial Revolution”

Wednesday, October 12: The “Opening” of Asia

Reading: *Voyages* Chapter 24; EWC docs. 13.11 and 13.14; “Commissioner Lin to Queen Victoria, 1839” (Blackboard)

Homework: “Primary Source Activity: Western imperialism and the decline of the Qing”

Friday, October 13: Socialism

Reading: *Voyages* 527-537; Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* (Blackboard)

Week 9**Monday, October 17: Theme: Nationalism and Empire**

Reading: EWC docs. 13.1-13.2

Wednesday, October 19: Race, Class, and Nation in Latin America

Reading: *Voyages* 505-509 and Chapter 25;

Homework: “Activity: Indigenous people, minorities, and women in the Americas”

Friday, October 21: No Class (Fall Break)**Week 10****Monday, October 24: The Unification of Germany**

Reading: *Voyages* 525-527; EWC doc. 12.15

DUE BEFORE CLASS: Essay 1

Wednesday, October 26: The “New Imperialism” and the Scramble for Africa

Reading: Chapter 26; EWC docs. 13.3-13.4

Homework: “Map Activity: The New Imperialism in Africa and Southeast Asia”

Friday, October 28: Exam Review**Week 11****Monday, October 31: Part 2 Exam**

Part 3: The Age of Total War

Learning Objectives:

- 1) Identify and define the two primary challenges to liberalism in the twentieth century: communism and fascism
- 2) Compare and contrast the two world wars of the twentieth century
- 3) Recognize the consequences of the era of total war for the Third World

Big Question: Why did people seek out extreme alternatives to the world order that was built during the previous centuries? How did those alternatives shape the process of decolonization?

Skill Objectives:

- 1) Independently collect primary source evidence that supports a historical argument
- 2) Construct a short essay using that evidence
- 3) Relate historical phenomena from a broad time span to one another in order to answer a cumulative essay question

Big Skill: Conduct basic research in order to defend an original argument.

Wednesday, November 2: Theme: The Crisis of Liberalism

Reading: *Voyages* 612-617; EWC doc. 15.1

Friday, November 4: No Class (Conference Travel)

Last day to withdraw from full-term courses and receive a grade of W

Week 12

Monday, November 7: World War I

Reading: *Voyages* 617-628; EWC doc. 13.16

Homework: "Map Activity: World War I in Europe"

Tuesday, November 8: Election Day: Don't forget to vote!

Wednesday, November 9: The Russian Revolution

Reading: *Voyages* 628-637 and 648; EWC docs. 14.7

Homework: "Critical Thinking Activity: Armistice and Revolution"

Friday, November 11: Fascism

Reading: *Voyages* 638-651; Benito Mussolini, excerpt from *Born of a Need for Action* (Blackboard)

Essay Prompt 2 Handed Out

Week 13

Monday, November 14: Theme: Genocide

Reading: EWC 15.3

Wednesday, November 16: Nazi Germany

Reading: *Voyages* 656-663; EWC docs. 15.5-15.6

Friday, November 18: World War II

Reading: *Voyages* 664-674; EWC docs.15.7-15.8

Homework: “Map Activity: The Battlefield”

Week 14**Monday, November 21: The Holocaust**

Reading: *Voyages* 674-687; EWC docs. 15.9-15.10

Homework: “Primary Source Activity: Warfare and Racial Stereotypes”

Wednesday, November 23: No Class (Thanksgiving)**Friday, November 25: No Class (Thanksgiving)****Week 15****Monday, November 28: Theme: Decolonization**

Reading: *Voyages* Chapter 30; EWC docs. 14.1 and 16.5

Wednesday, November 30: Negotiated Independence: India

Reading: *Voyages* 651-656; Gandhi, excerpt from *Essential Writings* (Blackboard)

Friday, December 2: Violent Independence: The Algerian War

Reading: Frantz Fanon, excerpt from *The Wretched of the Earth* (Blackboard)

Homework: “Primary Source Activity – Decolonization and the Third World”

DUE BEFORE CLASS: ESSAY 2

Week 16**Monday, December 5: Theme: Globalization**

Reading: EWC doc. 17.7

Wednesday, December 7: The Cold War

Reading: *Voyages* Chapter 31; EWC doc. 16.6 and 17.1

Homework: “Primary Source Activity: Globalization and the End of History”

Friday, December 9: Terrorism and the Middle East

Reading: *Voyages* Chapter 32; EWC docs. 17.4-17.5

Final Exam: Wednesday, December 14 from 10:45am to 1:15p