

world civ 2

HIST 112

FALL 2012

M-F 11-11:50

ACK 103

EASTERN
OREGON
UNIVERSITY



Winston Churchill,
Roosevelt and Stalin
at the Yalta
Conference (1945)

Course Description and Objectives

In this course, we survey the history of world civilizations from 1500 to the present.

Specifically, we will explore the development of modern nation states and economies; the effects of European colonialism and imperialism; revolution and change in Africa and Asia; the global development of science and technology; and the issue of war in the modern world.

Starting with the "Columbian Exchange" when Europeans arrived in the Americas, and continuing up through the present, you will become familiar with the origins of global imperialism and the consequences of imperialist activity, including the effects of decolonization around the globe.

You will also examine some of the major political and social conflicts of the modern era, from the French Revolution of the 18th century to the Napoleonic Wars of the 19th, and the world wars of the 20th century. Our aim in studying these conflicts is to understand what circumstances led to these wars, and how they affected the global community.

Finally, a significant part of this course is dedicated to unraveling different ideologies that have emerged in world history, including nationalism, fascism, socialism and fundamentalism. These terms not only have political meanings, but are attached to social and religious ideas as well.

Ultimately, I hope this course expands your global vocabulary, introduces you to significant global events, and improves your ability to think critically about the past.

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Course Texts

Connections: A World History, volume 2 by Judge and Langdon. 2nd ed.

Readings on Blackboard, to be printed and brought to class

Optional: *A Pocket Guide to Writing History* by Lynn Rampolla.

How to take this course

Not everyone comes to this course from the same place or has the same ambitions. Some of you are here for a 10 week survey, while others hope to gain something more. Before we begin, give some thought to what kind of student you are, and why you are here.

It is entirely possible to do well in this class without being transformed by your new-found historical knowledge, but it would be a darn shame. I like to think that this course operates on three levels, so indulge me in a metaphor. We're on a shore, and this course is the ocean. How far out you go is entirely up to you...

wading

You need the basic outlines of world civilizations, the highlights, the main characters and ideas, the surface-level knowledge.

There's nothing wrong with staying in the shallow; this approach may work for you if this is likely to be your only history course, or if you've never taken one before and it's all new.

"Waders" will tend to assume that textbook, documents and professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with **WHAT** happened in the past.

snorkeling

You have a grasp of the basics and are ready to think historically and explore what's below the surface.

Perhaps you've taken world civ before, or you're a beginning history major. You already know that history is a conversation among differing and/or contradictory perspectives.

"Snorkelers" notice historical inconsistencies and they respectfully challenge assumptions through lively debate. Snorkelers are interested in **HOW** and **WHY** things happened as they did.

scuba diving

You want to go deeper into the past, using the cognitive equipment and tools of history as a focused critical thinker.

Experienced? You are well aware of historical controversy and how historical knowledge is constructed. You actively seek alternative sources, interpretations, and voices.

"Divers" don't take any of the course's structure or content as natural or inevitable. They see (and then fill) the course's gaps. They are curious, passionate, and concerned with **WHY HISTORY MATTERS**.

Course Requirements

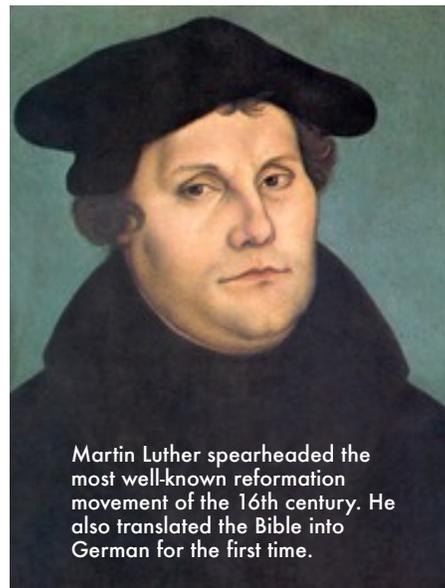
Class Participation. I often take attendance but consider your mere presence to be insufficient for getting full credit for participation. You should arrive on time and be prepared for lecture and discussion. Have your text(s) with you, print up any online reading you've been assigned, and be ready to engage in substantive, respectful discussion of the issues. There is no such thing as an "excused" absence; you're either in class or not. Daily work is part of class participation and cannot be made up. **100 pts**

Exams. You will have three exams in this course, in weeks 4, 7, and 11 (finals week). The final exam is *not* cumulative. Each exam deals with the unit leading up to it and is worth 50 points. Exams consist of short answer and essay questions, depending on the unit. **150 pts**

Mid-Week Questions. Each Wednesday you will bring into class three questions, typed up, that relate to the assigned reading for the week. These should focus on the primary sources. In-class discussion of your questions will produce a set of prompts for papers due Friday. 5 points per week. **50 pts**

Document Analysis. Each week you will produce a short paper addressing one of the prompts we developed as a class. Choose the question that appeals to you most and, drawing on the primary sources, respond to it in a single-spaced, one page essay. These are due at the beginning of class Friday, typed. If you know you'll miss class, please email me your paper in advance. Late papers won't be accepted. 20 points each for **200 pts**.

NOTE: if you join the class late, there will not be an opportunity to "make up" missed work.



Martin Luther spearheaded the most well-known reformation movement of the 16th century. He also translated the Bible into German for the first time.

Grading Scale

Attendance & Daily Work	30%
Exams	30%
Writing Assignments	40%

Your Professor: Dr. Nicole Howard
Office: Ackerman 204H
Phone: 541-962-3385
email: nhoward@eou.edu
I prefer email to the phone, but be sure your email is courteous!

Office Hours: T/TH 9-10:30 AM and by appointment

Help & Resources

If you are feeling lost or overwhelmed...

1. Make an appointment with me

You can email me any time and make an appointment to see me during my normal office hours or another convenient time. Many questions or issues can be easily resolved this way.

2. Get to know the librarians

EOU's Pierce Library is not only beautiful, it hosts some of the best librarians in higher education. Get to know them; they can help with many questions.

3. Use EOU's Writing Center

This is a free and full-service help center that's here for you. Tutors will help you with all aspects of your writing, from developing ideas to polishing drafts.

Work with your classmates

The data is in and the results are clear: students who study with peers perform better in courses, and show greater understanding of the material. Find some classmates and start reading, talking and writing together.

Accommodations

If you have a documented disability and you need a reasonable accommodation in this course, please consult with me at the outset of the course so that we can discuss potential solutions that will help you be successful.

Read

Write

Think



Course Policies

On Plagiarism. For all work in this class, be it a brief response piece, an exam or a weekly paper, all work must be your own. In any assignment, you must cite the sources of your information, quotations, or ideas that are not your own.

Let me be unequivocal: any incident of plagiarism will result in failure of the assignment and, at the professor's discretion, failure of the course. A letter will be submitted to Student Affairs about the incident. Please become familiar with and follow the EOU code for Academic Honesty.

On Technology in class. We meet daily for 50 minutes and this time needs to be devoted exclusively to course materials. Electronic distractions—text messages, email, facebook, etc.—are frowned upon by your professor. Silence your phones and put them away. Do not bring laptops to class unless you have a documented disability that requires their use. I don't anticipate problems with technology use but if they arise, I reserve the right to dismiss you from the class.

On late work. All work is due in class, printed out in black ink, on the due date. Printer or computer problems are *not* an excuse for late work. Back up your documents in multiple places, including Google Drive, which you have through your EOU email.

Arrive ready to go. Come to class on time, ready to read, write and discuss. Chronic tardiness will be frowned upon and ultimately acted upon. Likewise, while I am fine with you having water or coffee in class, a full lunch buffet is not appropriate. Fuel up before you arrive and bring your textbooks and other materials with you each time.



Week	Topic	Reading
Week 1: The Prologue	What is history? Why study it? What problems trouble historical knowledge?	Margaret MacMillan, "Who Owns the Past?" in <i>Dangerous Games: The Uses and Abuses of History</i> (pdf)
Unit 1	Religious Conflict	Faith and Reason: How were they reconciled in the early modern world?
Week 2: Muslim Empires in the east	Ottoman, Safavid and Mughal Empires in the east. Interactions with the west.	Judge chapters 17 (pdf) and 22. PDF readings on Blackboard. Film: <i>Islam, Empire of Faith</i>
Week 3: The Reformations in Europe	Reformation politics in western Europe.	Judge chapter 20; Luther on indulgences; Council of Trent rules; Index of Prohibited Books. Film excerpt: <i>Martin Luther</i> (PBS)
Week 4: Science and religion	Science, the Enlightenment and the use of reason.	Judge chapters 24 and 25; Galileo's letter; Hume on miracles, Voltaire's definition of "Theism" and Kant on enlightenment.
Unit 2	Modernity	What did it mean to be "modern" in the 19th century?
Week 5: Revolutions Abound	The French Revolution and politics; the Industrial Revolution and society.	Judge chapter 26 (esp on the French Rev) and 27; Declaration of the Rights of Man; Source on Women Miners; Engels on industry in Manchester. Film excerpt: <i>Modern Times</i> .
Week 6: Imperialism and Nationalism	Imperial activity around the globe.	Judge chapters 29 and 30; Kipling, White Man's Burden; Kaiser Wilhelm's "A Place in the Sun"; Macaulay on Empire.
Week 7: Ideologies	Socialism, Darwinism, Imperialism, Utopianism, Liberalism	Charles Darwin; Herbert Spencer; Charles Fourier, Karl Marx.
Unit 3	War & Identity	How did war and globalization shape national identity?
Week 8: The World Wars	World War I and II: causes and effects	Judge chapters 31 and 33; WWI soldier diaries; Winston Churchill speech; <i>Atlantic Monthly</i> article on Nuremberg.
Week 9: Decolonization	The end of imperialism and independence movements.	Judge chapter 37; U.N. Declaration granting independence; Sukarno's speech at Bandung; Declaration of Israeli Independence
Week 10: Globalization	The 21st century and challenges of global connectedness.	Reading TBA based on recent events.