

The World since 1750

Fall 2018

Dr. Pretty

History 113 Section 002 14841. 3 credit hours. Monday, Wednesday, Friday 9–9:50 Kinard 204
Office hours: Monday and Wednesday, 10–11, Tuesday and Thursday, 8:30–9:30, or by appointment.
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This class will examine the history of the world during the past 250 years, concentrating on the rise and fall of European world dominance, and on the development of the major political ideologies that have affected historical change.

Goals of the course. This course satisfies the historical perspectives, global perspectives, and arts and humanities requirements of the general education program. It also satisfies the first (“Winthrop graduates think critically and solve problems”), third (“Winthrop graduates understand the interconnected nature of the world and the time in which they live”), and fourth (“Winthrop graduates communicate effectively”) university-level competencies. By its very nature, this course participates in the Global Learning Initiative. This course also satisfies a core requirement for both history majors and minors (two courses out of HIST 111, 112, 113). For that reason, students will satisfy the following goals for student learning outcomes of the history department’s B.A. degrees: the fourth (“History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form.”), and the fifth (“History majors understand and critically discuss important developments of global history, especially issues and events significant to areas outside the United States”).

Student outcomes. In order to satisfy these complex goals, the course will have the following student learning outcomes:

History Department goals:

Student Learning Outcome 4: History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form.

Student Learning Outcome 5: History majors understand and critically discuss important developments of global history, especially issues and events significant to areas outside the United States.

As discussed below, one half of the student’s grade will be based on written argumentative essays, which are the best vehicle for fulfilling SLO 4. They must identify core issues, make an argument about those issues, present evidence applicable to those issues, and weave both evidence and argument together.

All of those arguments, and indeed all the material in this course, pertains directly to the issues addressed by SLO 5.

University-level competencies:

- 1) Winthrop graduates think critically and solve problems.
- 3) Winthrop graduates understand the interconnected nature of the world and the time in which they live.
- 4) Winthrop graduates communicate effectively.

The first and fourth ULCs are addressed through the stress on argumentative essays, in which students identify core issues, make an argument about those issues, present evidence applicable to those issues, and weave both evidence and argument together.

The third ULC is addressed by the course's very subject matter. This course traces the development of the world Winthrop students inhabit today.

Students in this course are expected to achieve the following learning objectives related to the **historical perspective component**:

1. Must clearly demonstrate throughout the course that historical perspective is its primary focus
2. Enable students to demonstrate an understanding of history that emphasizes
 1. the dynamics of cause and effect in historical events and concepts
 2. the ways that change and continuity influence human experience
 3. the historical significance of people, places, events, and concepts, including diverse cultures, intellectual viewpoints, and aesthetic milieus
3. Enable students to recognize that different conceptions of historical events and concepts exist. This must include:
 1. an understanding of how interpretations of history have changed over time
 2. an understanding of how sources are employed and interpreted in different contexts to develop an understanding of history
 3. an ability to recognize sound and unsound historical reasoning

All of these criteria are measured through the written essay exams. Students will address important historical issues by sifting through evidence provided both in lecture and through reading, communicating arguments that demonstrate an ability to think historically, which demonstrate an understanding of historical change and historical causality, and a recognition of sound and unsound historical reasoning. Changing understandings of history are emphasized through the use of primary sources.

This course fulfills the following criterium of the **Arts and Humanities** general education requirement:

To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles. To achieve this goal, students should:

1. Analyze diverse world cultures, societies, languages, historical periods and artistic expressions.
2. Understand cultures in their own terms and in terms of the diversity of ideas, institutions, philosophies, moral codes, and ethical principles; and,
3. Understand the nature of social and cultural conflict and methods of resolution.

This course will do the first two tasks through both reading and discussion in class and through exams of primary written sources from cultures being studied, especially the two nontextbook readings. Any culture, can only be understood by putting oneself as closely as possible within the mindsets embodied in the cultural artifacts they have passed on to the present. These books will be discussed in class, and their ideas, ethics, and view of the world will be tested on both multiple choice and essay exams.

This course fulfills the following criteria of the **Global Perspectives** general education requirement:

1. The course relates to the development and function of the modern world.
2. Course instructors provide a list of "global events" that are available to students during the semester at <https://www.winthrop.edu/culturalevents/events.aspx>.

The second criterion fulfill itself. The first criterion is fulfilled by most class requirements. During the period this course covers, the modern world took shape. The basic traits of the world's major civilizations are examined as historical artifacts, to understand why they developed as they have over the past two and a half centuries. These are addressed through class lectures and readings, and evaluated through essay exams and the short-essay midterm, as well as class discussion.

In addition, in compliance with the **general education writing component**, this course requires a combination of assignments consisting of eight (8) pages of evaluated writing (normally two thousand [2000] words) or at least four (4) evaluated assignments. The writing component is weighted enough that a student would not be able to receive a passing grade in the course without making a legitimate effort to complete the required written work.

Course materials. You are required to read the following books for this course: they are available for sale at the bookstore; **you must complete each week's reading ***BY*** the date indicated on the syllabus.**

Duiker, Spielvogel, *The Essential World History*, 8th ed. (this edition **ONLY**)
Marx and Engels, *The Communist Manifesto* (International Publishers edition **ONLY**)
Achebe, *Things Fall Apart*

Measuring student outcomes. The primary method of measuring student learning and competency outcomes will be in-class essay exams, specifically an essay midterm and a final (both of which will also have a short multiple choice sections on the readings and maps). About a week before each exam, students will receive study sheets containing potential identification and essay questions from those on the exam itself will be drawn. Student essay responses will be critically reasoned, well-organized arguments using evidence from the course materials, most importantly the lectures. The essay midterm will be worth 15 percent of the final grade, and the final examination (which will include two essays), 30 percent. Three such well-written essays should together run between 2,000 and 2,500 words.

Because these examinations account for most the grade, and because the most important source of the evidence necessary to construct essay responses to examination questions will come from lectures, students must attend all class sessions. The instructor will take roll regularly. Students are permitted three unexcused absences without penalty; every unexcused absence more than that will result in points being subtracted from your grade. For an excuse to be valid, it must state that the student could not attend class. For example, if the student obtains a blue note from Crawford, the student should ask for a written notation that the student was in fact too ill to attend class, else it probably will not be accepted. Excuses will also be accepted for deaths in the family, but must be supported by such evidence as an obituary or a funeral program containing the student's surname. **By remaining in this class, the student understands that the instructor may or may not accept any excuse for a missed class. No exams will be excused except with the most detailed, trustworthy, and verifiable information according to the instructor's satisfaction. STUDENTS MUST TAKE EVERY EXAMINATION IN ORDER TO PASS THE COURSE.** Regardless of the stipulations above, if a student misses more than 25 percent of class sessions, he or she is liable to receive an F in the course.

As explained above, the information presented in lectures will be necessary to successful student outcomes in the course. The lectures, however, presuppose that students have completed the reading, in particular the textbook (Duiker and Spielvogel) readings. The instructor assumes that students already have the knowledge base available in the textbook, and that the instructor can elaborate on and add to that evidentiary base in lecture; metaphorically, there is an assumption that students have already read in the textbook about the wheel, and that the instructor can thus discuss hubcaps in lecture. In order to assure that students are obtaining this evidentiary base, there will be quizzes at the beginning of the first class session of almost every week on the required readings for that week. This will last only five minutes, and comprise ten multiple choice questions. There will be no makeups of quizzes, so the student must be prompt. Each week's quiz will cover the readings located to the right of that date in the schedule of classes below. The quiz component of the class will account for 15 percent of the course grade.

Outcomes will also be measured by the multiple-choice midterm examination. This examination will include questions from the material covered in every class session, and students will not only demonstrate a grasp of the course's evidentiary content but will also be able to make reasoned, analytical choices between plausible critical statements on the basis of that content. This exam will account for 15 percent of the course grade.

Another mode of outcome measurement is class discussion. There will be a class discussion for each of the nontextbook readings (*Communist Manifesto* and *Things Fall Apart*). These dates are noted in the syllabus. Students are expected to be able to make critical arguments about the readings and respond to other students' arguments in oral form. Participation on these discussion days, as well as class participation throughout the semester, will account for 10 percent of the course grade.

In addition, student outcomes will be measured through journals students keep that log the major international news stories of the semester and which make connections of cause and effect between those stories and the historical events covered in the during the course of the class. The journal must provide evidence that the student has listened to at least three one-hour broadcasts each week of the BBC World Service. At various times during the semester, students will hand in their journals so that the instructor may gauge their progress. The BBC World Service Newshour is available at

<https://www.bbc.co.uk/search?q=newshour&suggid=> (the latest one will be to the left at the top) or on WFAE 90.7 FM during the overnight hours. In addition to journals, there will be additional short exercises through the course of the semester.

Also: students are very much encouraged to utilize all resources at Winthrop, and one of those resources is the course instructor. All students who make a substantive visit—i.e. more than just sticking your head through the door—to the instructor’s office during office hours before the end of September will receive credit for a perfect quiz.

Grading system: This course will be graded on a plus/minus basis. All course components will receive a letter grade, the numerical value of which is equal to the grade points as listed in the Winthrop University Catalog (e.g., a C- equals 1.67). The final grade will result from a weighted average of those grades. I will only give incompletes in extraordinary circumstances.

Classroom behavior: The instructor will not tolerate disruptive behavior, such as personal conversations; such behavior may result in a student being counted as absent. Any use of an electronic device will cause the student to be counted as absent. Only the professor’s cell phone may operate during the class period as part of the Alertus system.

Use of Handheld and Wireless Technology: Students must turn off ALL ELECTRONIC DEVICES before the class begins. During class, these devices must be kept out of sight in a book bag, purse, or pocket. Any student who violates this policy will receive one warning. For subsequent violations the student’s final grade will be reduced one full-letter grade for EACH violation. If this policy is violated during any exam or quiz, the student must leave the classroom immediately and receive a grade of zero on the exam or quiz. Students may not use laptop computers or notebooks for taking notes unless coordinated through the Office of Accessibility.

Ethical behavior: The instructor will not tolerate unethical behavior, and any student caught cheating will receive an F for the course. Students must supply bluebooks with their names on them to the instructor by the evening before the exams, or risk not being allowed to take the exam. In addition, because of past abuses, the wearing baseball caps, shorts, and short skirts may not be worn to class on exam days, and all backpacks, books, notebooks, PDAs, cell phones, watches (you can now thank Samsung for that), etc., must be left at the front of class. (Yes, shorts; the story is an entertaining one.)

Students with disabilities. Winthrop University is dedicated to providing access to education to all students, irrespective of disability. If you have a disability and require accommodations, please contact the Office of Accessibility at 803-323-3290 as soon as possible. If you receive accommodations, please see the instructor before the first major assignment to discuss them.

Syllabus Change Policy: The instructor does his best to adhere to the syllabus, but circumstances, whether based in the class’s own experiences, in world events, in weather conditions, or health conditions, may require a change in the syllabus. The syllabus posted on Blackboard will be always be considered the active one.

Global Events Calendar: For global events on campus, please go to <http://www2.winthrop.edu/culturalevents/calendar.htm>

Grade summary:

Essay midterm	15%
Multiple choice midterm	15%
Final exam	30%
Weekly quizzes	15%
Class participation	10%
Journals and other exercises	15%

SCHEDULE OF LECTURES AND READINGS

August 22: Introduction
August 24: The World in 1750: China I

August 27:	The World in 1750: China II	textbook, 405–14, 431–55
August 29:	The World in 1750: Japan	
August 31:	The World in 1750: Islam	
September 5:	The World in 1750: the Americas	textbook, 352–74, 468–69
September 7:	The World in 1750: Africa and the Slave Trade	
September 10:	The World in 1750: European Society	textbook, 396–402, 458–68, 469–72
September 12:	The World in 1750: European States	
September 14:	The Scientific Revolution and Enlightenment	
September 17:	Revolution in America and France	textbook, 472–498
September 19:	The Spread of the French Revolution	
September 21:	The Industrial Revolution	
September 24:	Liberalism and Darwin	textbook, 498–508, 515–33; <i>Manifesto</i> , 3–31,
September 26:	Socialism and Marx	43–44
September 28:	<i>Discussion of Marx and Engels</i>	
October 1:	First (Essay) Midterm	
October 3:	Nationalism and Bismarck	
October 5:	Liberalism and Nationalism in Latin America	
October 8:	European Imperialism and India	textbook, 542–61
October 10:	European Imperialism and Africa	
October 17:	European Imperialism and China	textbook, 561–92
October 19:	European Imperialism and Japan	
October 22:	The Height of Liberal Europe	textbook, 534–38, 595–619, 643–55
October 24:	The Great War	
October 26:	Liberalism in Crisis	
October 29:	Communism	
October 31:	Fascism	
November 2:	Second (Multiple Choice) Midterm	
November 5:	Revolution and Fascism in Latin America	textbook, 621–33; 640–56
November 7:	Liberalism and Fascism in Japan	
November 9:	Protest and Liberalism in India	
November 12:	Liberalism and Communism in China	textbook, 633–40; 656–90
November 14:	War and Holocaust	
November 16:	The Cold War	
November 19:	Decolonization	textbook, 763–89
November 26:	Discussion of Achebe	textbook, 690–733, 747–50; <i>Things Fall Apart</i>
November 28:	The Less Developed World	
November 30:	Soviet Communism and the End of the Cold War	
December 3:	The Industrialized World	textbook, 736–47, 750–60, 792–818

Final examination: 8 a.m., Friday, December 7 (no changes in examination time will be allowed; you must still be in town at this time).