

## HIS 2303- World History Since 1648

### **Basic Information:**

<b>Instructor Name</b>	TBA
<b>E- Mail</b>	
<b>Home Institution</b>	
<b>Office</b>	TBA
<b>Office Hours</b>	TBA, and by appointment

### **Course Description:**

"This course is a continuation of the study of the rise and decline of the world's major civilizations since 1500 with a special emphasis on the colonization, industrialization, and ideological conflicts." Because of the large time period covered by this course, the class will not be primarily events-driven but will, instead focus on the importance of major ideas for the period surveyed.

### **Required Course Materials:**

<b>Textbook</b>	<b>Edition</b>	<b>Author</b>	<b>Publisher</b>	<b>ISBN-10</b>
Traditions and Encounters A Brief Global History Vol. 2	4rd	Bentley and Ziegler	McGraw Hill	9781259277283
The Human Record, Sources of Global History Vol. II	8th	Andrea and Overfield	Cengage	1285870247

Link to the ebooks:

[The Human Record, Sources of Global History](#)

[http://www.amazon.com/Human-Record-Sources-Global-History-ebook/dp/B00QXKGIXY/ref=mt\\_kindle?\\_encoding=UTF8&me=](http://www.amazon.com/Human-Record-Sources-Global-History-ebook/dp/B00QXKGIXY/ref=mt_kindle?_encoding=UTF8&me=)

### **Course Hours:**

The course has 17 class sessions , a 5-hour field trip and four 80-minute after-class discussion. Each class session is 160 minutes in length. The course normally meets from Monday to Friday. This course has a total of 66 contact hours including a final exam. Final exams are scheduled on July 27, 2019.

### **Prerequisite:**

None

### **Course Schedule:**

<b>Week</b>	<b>Session</b>	<b>Day</b>	<b>Topic (s)</b>
Week 1	July 4	Th	School Orientation
	July 5	F	The Idea of the West – Ethnocentrism or Enlightenment Machiavelli – our starting point

			Readings: Treaty of Westphalia; Machiavelli, The Prince
	July 5 18:40-20:00	F	After-class Discussion
	July 6	Sat	The European Age of Exploration Readings: BZ 19, 21; AO 1, 2, 3, 21, 23, 24  Africa and the Origins of the Atlantic Slave Trade Readings: BZ 22; AO 43
Week 2	July 8	M	Europe in the Sixteenth Century: Religious and Political Transformations Readings: BZ 20; AO 4, 9, 30, 31, 32
	July 9	T	China: The Ming and Qing dynasties The Unification of Japan Readings: BZ 23; AO 25, 26, 27
	July 10	W	The Enlightenment Readings: BZ 25; AO 34; Vico, The New Science; Rousseau, Discourse on the Inequality Among Men
	July 11	Th	The Birth of Modernism: The French Revolution Readings: BZ 25; AO 38, 39, 40 <b>Test 1</b>
	July 11 18:40-20:00	Th	After-class Discussion
	July 12	F	Industrialism in Europe Readings: BZ 26; AO Multiple Voices IV: 1-5, 54
Week 3	July 15	M	The Age of Empires Ottoman, Russian, Chinese, Japan Readings: BZ 28; AO 44, 48, 50, 51, 52, 53
	July 16	T	European Imperialism Readings: BZ 28; AO 55, 62, 63, 64, 66, 67, 75
	July 17	W	World War I Readings: BZ 29, AO 82, 83, 84
	July 18	Th	Inter-war Years: Communism, Fascism and Depression Readings: BZ 30; AO 85, 87
	July 18 18:40-20:00	Th	After-class Discussion
	July 19	F	<b>Field Trip (5 hours)</b> National Museum of China  National Museum of China is the top palace of history and art in China displaying China's excellent traditional culture which has lasted for 5,000 years.
Week 4	July 22	M	World War II Readings: BZ 32; AO 88, 89, 90, 91, Multiple Voices VII (1-6) The Cold War Readings: BZ 33; AO 103, 104
	July 23	T	Decolonization and the Postcolonial Era

			Readings: BZ 33 (636-647); AO 72, 73, 74, 105, 107
	July 24	W	The End of the Cold War Readings: BZ 33 (647-651); AO 115 <b>Test 2</b>
	July 25	Th	Globalization Readings: BZ 34; AO 118 Clash of Civilizations? Readings: BZ 34 (659-669); AO 116, 117
	July 25 18:40-20:00	Th	After-class Discussion
	July 26	F	Reading Day
	July 27	Sat	<b>Final Exam</b>

### Essay 1

(The objective of this question is to critically evaluate ideological development over time.)

Drawing on the documents used for the Enlightenment and the French Revolution, argue that the Liberal perspective enunciated in the Declaration of the Rights of Man and of the Citizen is a direct consequence of (or is directly related to) the political and religious transformations of sixteenth century Europe.

### Essay 2

(The objective of this question is to describe historical conditions based on primary accounts and connect them to a contemporary ideological principle.)

The Industrial Revolution was an unprecedented period of dramatic social change. Drawing on class discussion and, specifically, documents in AO Multiple Voices IV describe condition of the working and middle classes in nineteenth century Europe.

Then, drawing on the principles of Darwinism (AO 55) justify the conditions described above.

### Essay 3

(The objective of this question is to consider by way of primary sources, the issues and problems associated with the independence of India from the late nineteenth century through independence.)

Based on AO 96 describe Gandhi's case for Home Rule in India.

Is there any connection or similarities to the earlier nineteenth-century call for expelling the British in AO 73? Conclude by considering whether the debate in the British House of Commons for letting India go (AO 105) foreshadows any of the problems outlined by Jawaharlal Nehru (AO 107) in India's early period of independence.

### Grading Policies:

<b>Part</b>	<b>Percentage</b>
Test 1	10%
Test 2	20%
Test 3	20%
Two short essays	40%
Participation	10%
<b>Course Total</b>	<b>100%</b>

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**Grade Distribution:**

Percentage	Letter Grade	Grade Points
100-90	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
59 or below	F	0.0

**Academic Integrity**

School expects honesty from students in presenting all of their academic work. Students are responsible for knowing and observing accepted principles of scholarly research and writing in all academic work.

Academic dishonesty or cheating includes acts of plagiarism, forgery, fabrication or misrepresentation, such as the following:

- claiming the work or thoughts of others as your own
- copying the writing of others into your written work without appropriate attribution
- writing papers for other students or allowing them to submit your work as their own
- buying papers and turning them in as your own
- having someone else write or create all or part of the content of your assignments
- submitting the same paper for more than one study or class without explicit permission from the faculty members

**General Principles**

This program is committed to principles of trust, accountability, clear expectations and consequences. It is also committed to redemptive efforts, which are meaningful only in light of these principles. Students will be granted due process and the opportunity for an appeal.

Academic dishonesty offenses generally are subject to incremental disciplinary actions. Some first offenses, however, receive severe penalties, including dismissal from the program.

**General Disciplinary**

The following is a non-comprehensive list of possible actions apart from dismissal from the program: warning from a professor, program director; a lower or failing grade on an assignment, test or course; suspension or dismissal from the course; suspension or dismissal from the program.

**Disciplinary Actions for Specific Offenses**

Some academic dishonesty offenses call for specific disciplinary actions. The following have been identified:

Falsification of documents: Students who falsify or present falsified documents may be dismissed. Prospective students who are discovered to have presented falsified admission documents prior to admission shall be denied admission to the program. Should it be discovered after admission that a student had presented falsified documents for admission, such admission may be annulled and the record of academic achievement removed from the academic record, with appropriate notations. Such annulments or denials may be reviewed after one year.

Dishonesty in course requirements: Course work (a quiz, assignment, report, mid-term examination, research paper, etc.) in which a student has been dishonest generally will receive zero points towards the grade in

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fulfillment of a course requirement, and/or the student may receive a failing grade for the course. The professor of the course determines the appropriate consequence.

Final assignment: When a student cheats in a major or final assignment such as a comprehensive examination or presents plagiarized material in a major or final assignment, that student shall receive an F in that particular subject. Student cheats on more than two exams shall be dismissed from this program.