**Dr. Jeffrey T. Leigh, Ph.D.**

**HIST 102**

**WORLD HISTORY SINCE 1500**

**Spring 2020**

**TEXTS:**

* Traditions and Encounters, **6th Ed**., Vol II, ISBN: 9780077504915
* Readings on the course Canvas site

**OBJECTIVES:**

The goal of this course is to familiarize the student with some of the major themes of human history since 1500. The course will take a comparative approach emphasizing the particular dynamics at work within and between cultures around the globe. In addition to achieving the fundamental benefit of an education in history, the perspective that comes from a personal understanding of people in other times and places, this course will focus on the nature of the historian's craft. To this end, we will complete readings from a textbook and a documents reader. The textbook will orient the student regarding the course's general themes and chronology. The documents reader will provide excerpts from singularly important writings, visual images, and latter-day historical works.

Because the course will consist of a thorough mixture of lecture and discussion, it is imperative that all readings be completed prior to the beginning of each day's class meeting. **It is an obvious blunder to wait until just before the exams to begin reading the assignments.** This method of study will result neither in superior exam performance nor allow for meaningful participation in the classroom.

Grades will be based upon performance on three examinations, electronic preparatory assignments (E.P.A.), and participation.

**EVALUATIONS:**

**3 Examinations: 20% each**

**Participation: 20%**

**Electronic Preparatory Assignments: 20%**

All three **exams** will be conducted through the Canvas website. The first two exams will be timed to 90 minutes and the final to 120 minutes. Once you have opened the exam, you must complete it within the time frame. Each exam will consist of a long essay, weighted at 67%, and three short identification essays, weighted collectively at 33%, of the exam grade. The essay will treat major themes from the preceding third of the semester. The long essay prompts can be viewed ahead of time. From amongst the prompts visible, I will select three, which will show up on the exam. The identification section will require single-paragraph answers identifying and giving the significance of three specific persons, events or ideas, from a choice of five. Identification terms will be listed on the daily agendas under the heading **Identification Items**. Only terms included under this heading will appear on the ID section of the exams. Each exam will only cover materials from the preceding third of the course.

Another fifth of students’ grades will be based upon performance on electronic preparatory assignments. For each lecture day, questions will appear under the heading "EPA Question" on the daily agendas. Students are to complete ten EPAs over the course of the semester. The two EPAs during Week 2 are mandatory, but the remaining eight can be chosen from amongst the options presented on the daily handouts. Each essay should be approximately 400 words, but this is not a hard limit. EPAs are to be posted on the Canvas site by 3:00 of the day preceding that day of class. If you plan to write Tuesday's EPA, send it to me by 3:00 Monday afternoon. If you plan to write Thursday's EPA, send it to me by 3:00 Wednesday afternoon. If this presents a problem, let me know. EPAs can never be turned in after we have discussed the topic in class. EPAs will be graded on a straight letter grade basis, A, B, or C if they are worthy of college credit. The final EPA grade will be an average of all ten EPA grades. EPAs that are handed in on time, can be later resubmitted in pursuit of higher grades. The deadline for rewrites is the the end of Friday during week fifteen of the semester. During each day of class, we will go over the EPA for that class period, but, if you would like individual feedback on any of your EPAs, include the request with your EPA.

The final fifth part of students' grades will be based upon participation. The participation grade reflects attendance and performance in the classroom. All students will receive no lower than a C for participation, if they attend all class periods. There are, of course, instances when an absence is unavoidable. In such cases, the instructor must be informed of the nature of the unavoidable absence, preferably in advance. Excused absences will be granted on a case-by-case basis. Participation grades higher than a C will be based upon active involvement in classroom discussions. Active involvement is defined as verbal participation in the classroom. Each class period, individuals who verbally participate will receive either a plus or star based upon the frequency of their verbal participation. Final participation grades will be based upon the sum of these marks. While the quality of participation is noted, student participation is not to be understood as an examination. It is not essential that students have a "polished" statement on the course materials or a "correct" answer to my questions in order to participate. Often students' questions are of equal pedagogical benefit. Active involvement and interaction are the goals of this grading mechanism. The participation grade is designed for the purpose of recognizing the very important learning that goes on in the classroom, which might not fully appear in a student's written work.

Students are also encouraged to consult with me frequently before or after class or during office hours on their progress.

Letter grades on assignments correspond to the following point scale.

|  |  |
| --- | --- |
| **Grade** | **%** |
| A | 95 above |
| A- | 91 90-92 |
| B+ | 88 87-89 |
| B | 85 83-86 |
| B- | 81 80-82 |
| C+ | 78 77-79 |
| C | 75 73-76 |
| C- | 71 70-72 |
| D+ | 68 67-69 |
| D | 65 63-66 |
| F | 55 55 |

**HOW TO CONTACT THE PROFESSOR**

**Office Hours**: Rm #306 ; T, R, 10:00-11:00, 12:30-1:30, and by appointment.

**Phone**: 261-6276,

**E-mail**: [jleigh@uwsp.edu](mailto:jleigh@uwsp.edu)

**STUDENTS WITH DISABILITIES**

If students need accommodations because of a disability, have emergency medical information that I should be aware of, or need special arrangements in the case of an evacuation please contact me at your earliest possible convenience.

**ACADEMIC DISHONESTY**

All conditions contained in the student handbook related to academic dishonesty will be in effect during the semester. It would behoove students to familiarize themselves with these conditions. Cheating will not be tolerated.

**LAST DAY TO DROP THE CLASS**

This semester’s deadline to drop without a ‘W’ is January 30 and with a ‘W’ is April 3. See Student Affairs for procedures.

**CHANGES TO THE SYLLABUS**

It is conceivable that necessary alterations to the syllabus will arise during the course of the semester. These will be communicated to the students with as much advance notice as possible.

**SEMESTER SCHEDULE**

**Week 1**

Jan 21: **Orientation**

Jan 23: **European Oceanic Explorations**

* T&E Ch 22
* CANVAS: European Oceanic Exploration

**Wee­k 2**

Jan 28: **Religious Fragmentation, Political Consolidation and Social Change in**

**Early Modern Europe** **I**

* T&E Ch 23, 506-526
* CANVAS: Europe’s Early Modern Era, 1500-1789

Jan 30: **Religious Fragmentation, Political Consolidation and Social Change in**

**Early Modern Europe** **II**

**Week 3**

Feb 4: **The European Colonization of the Western Hemisphere**

* T&E Ch 24
* CANVAS: Western Hemisphere

Feb 6: **Africa and the African Diaspora**

* T&E Ch 25
* CANVAS: Africa

**Week 4**

Feb 11: **China and Japan**

* T&E Ch 26
* CANVAS: China and Japan

Feb 13: **The Islamic Empires**

* T&E Ch 27
* CANVAS: Islamic Empires

**Week ­5**

Feb 18: **Exam Preparation**

* CANVAS: Defining the Modern World

**FIRST EXAM** Due Feb 18 11:59 pm

Feb 20: **The European Scientific Revolution**

* T&E Ch 23, 526-531
* CANVAS: The Scientific Revolution

**Week 6**

Feb 25: **The Enlightenment**

* T&E Ch 28, 634-639, 642-646
* CANVAS: The Enlightenment

Feb 27: **The French Revolution**

* T&E Ch 28, 642-646
* CANVAS: The French Revolution

**Week 7**

Mar 3: **Napoleon Bonaparte, and 19th-Century European Politics**

* T&E Ch 28, 646-647, 653-665
* CANVAS: 19th c. Politics in Europe

Mar 5: **The Industrial Revolution and its Social Consequences**

* T&E Ch 29
* CANVAS: Industrial Revolution I and II

**Week 8**

Mar 10: **Wars for Independence in the Western Hemisphere**

* T&E Ch 28, 639-642, 647-652
* CANVAS: Independence in WH I and II

Mar 12: **The Expansion, Consolidation, and Economic Development of the**

**New Republics in the Western Hemisphere**

* T&E Ch 30
* CANVAS: New Republics in WH

**Week 9**

Mar 24: **Traditional Empires under Pressure: The Ottoman and Russian**

**Empires**

* T&E Ch 31, 720-732
* CANVAS: Ottoman I and II

Mar 26: **The Rise of New European Capabilities and the Fragility of China**

* T&E Ch 31, 732-739, Ch 32, 746-753
* CANVAS: China I and II

**Week 10**

Mar 31: **Imperialism** **and New Imperial Powers**

* T&E Ch 31, 739-744, Ch 32, 753-765
* CANVAS: New Imperialism

Apr 2: **The Legacy of Imperialism** and **Exam Preparation**

* T&E Ch 32, 765-777
* CANVAS: Legacy of Imperialism I and II

**SECOND EXAM** Due Apr 2 11:59 pm

**Week 11**

Apr 7: **The Great War: The Causes and Conduct**

* T&E Ch 33, 778-793
* CANVAS: The Great War C and C

Apr 9: **The Great War: The Consequences**

* T&E Ch 33, 794-809
* CANVAS: The Great War Consequences

**Week 12**

Apr 14: **The Age of Anxiety in Europe and the U.S.**

* T&E Ch 34
* CANVAS: The Age of Anxiety in Europe and the U.S.

Apr 16: **The Age of Anxiety** **in Asia, Africa, and Latin America**

* T&E Ch 35
* CANVAS: Age of Anxiety in Asia, Africa, and Latin America

**Week 13**

Apr 21: **WWII**

* T&E Ch 36, 354-875
* CANVAS: WWII

Apr 23: **The Early Post-War Period**

* T&E Ch 36, 875-885
* CANVAS: Early Post-War Period

**Week 14**

Apr 28: **Decolonization**

* T&E Ch 37, 889-900
* CANVAS: Decolonization

Apr 30: **The 1970s and 1980s, the Trend Toward Something Different**

* T&E Ch 37, 886-888, 900-909, Ch 38, 916-920
* CANVAS: 1970s and 80s

**Week 15**

May 5: **The Collapse of the Marxist Alternative in Eastern Europe and the**

**Soviet Union**

* T&E Ch 38, 910-916;
* CANVAS: Collapse of Marxism

May 7: **And Now for Something Really Different (?)**

* T&E Ch 38, 920-942;
* CANVAS: Something Different

**FINAL EXAM**

Due May 11 (Monday), 2:30 pm

**How to write an essay**

**The Thesis Statement:** The most important part of any essay is the thesis statement. The thesis statement usually consists of a single sentence at the end of the first paragraph. Its objective is to tell the reader the purpose of the essay. In the case of an essay exam, it answers the exam question. When beginning an essay, make certain that you have a simple, clear thesis statement. Not only will this guide the reader through the essay, but it will also help you to organize your writing.

**Organization and Clarity:** The entire essay must be organized to support the thesis statement. The purpose of the first paragraph, the introduction, is to introduce your reader to the subject. The main body of your essay (often three paragraphs for an exam question) illustrates the thesis statement. In these paragraphs you develop the idea(s) that you introduced in the thesis sentence. Each paragraph must be clearly relevant to the thesis statement. This is most easily accomplished by including a topic sentence in each paragraph. The topic sentence functions in much the same way as the thesis sentence. It defines the paragraph and should make the connection between the paragraph and the thesis statement clear. Do not include material that is irrelevant to the thesis. Such material 'muddies' the paragraph with unnecessary information and takes the readers attention away from your purpose. Concentrate on clarity. Spelling, grammatical and syntactical mistakes also make the essay difficult to comprehend and therefore detract from its quality.

**Evidence:** Evidence is the information you present to support your thesis. Each paragraph must include sufficient evidence to show that you have a solid understanding of the assigned material and can relate it to the question. Factual mistakes and vague statements detract from an essay, but not nearly so detrimentally as analytical errors. Make certain that the evidence you present supports your thesis. As mentioned above, the inclusion of irrelevant details does not improve the essay.

The grading of all essays will be based on the criteria mentioned above. The essay must have a thesis statement, be logically and clearly organized and include sufficient information to support the thesis. The assignment of a letter grade will be based on how well you have fulfilled these requirements. In answering an essay question, the most important task is to answer the question. Do not make the mistake of 'data dumping,' simply throwing down all the information you know related to the topic. All information must be shown to be relevant. Spend a couple of minutes thinking about the question, write an outline, and then construct your essay with the question in mind. Refer to the question after you have written the essay so that you are certain that you have answered it.