



## History 102-1 World History since 1500

T-Th-F  
9:00-9:50  
CCC 231

Instructor: Dr. Jerry Jessee  
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### Course Description:

This course explores the major historical processes that produced the modern world that we live in today. Learning about the history of the world does not require us to know every little detail and fact about all the regions of the world. *World history is not the sum of the histories of the world's parts.* Rather, it is an exploration of the patterns and processes of global interconnection. That said, you will be introduced to a number of key events, dates, and people(s) that have shaped history. The point is not simply to throw information out at you. Rather, the object train your mind to see patterns in what initially may seem like a bunch of seemingly disconnected facts. This will come in very handy to you right now and later in life. Don't believe me? Go listen to all the "talking heads" on CNN or Fox News for an hour or so and you'll start to see them drawing on some event in the past to make point (usually wrong) about today. What we think about the past *determines* how we think about the present. Since we live in a globalized world, I guess it might be a good idea to take a world history course. On board? Good.

This course is delivered primarily as a lecture, but there will be plenty of moments in class for one-to-one, group, and whole-class interaction and discussion. Participating fully in these activities is crucial for your success; they are moments for you to question and probe the problems and events presented in class, and are thus opportunities for deepening your comprehension and interpretation of world history.

### **Course Learning Outcomes:**

This course fulfills the *Historical Perspectives (Investigation Level)* and *Global Awareness (Cultural and Environmental Awareness)* requirements of the General Education Program (GEP).

As such, students who diligently complete this course in good faith will be able to:

- 1) Evaluate the notions of historical inevitability and contingency by analyzing how human choices (agency) and natural forces have shaped global historical change. (Historical perspectives.)
- 2) Analyze primary historical documents (texts, films, posters, music, etc.) to recognize and understand the role of interpretation in the construction of knowledge about the past. (Historical perspectives.)
- 3) Apply the content and interpretive skills learned in class to evaluate competing historical claims about past that inform how we think about the present. (Historical perspectives.)
- 4) Recognize the similarities and differences of various cultures and societies of the world and analyze how historical forces (e.g. demographic migrations, imperial expansion, and long-distant trade) have linked these groups in the past and shaped the modern world. (Historical perspectives and global awareness.)

### **Required Materials:**

*Text:* Tignor et al., *Worlds Together, Worlds Apart: A History of the World, Volume II*. 4<sup>th</sup> edition. Available for purchase or text rental at the university bookstore.

Pomeranz, *A Companion Reader*. This is the main primary source reader for this class. You must bring this book to class everyday! Readings from this text are noted in the schedule (below) by "Reader." Available for purchase or text rental at the university bookstore.

*Desire2Learn (D2L):* In addition to the texts, other primary and secondary source readings will be required. These will be posted on the D2L website and are noted in the schedule below by an asterisk (\*). **You must print, read, and bring these documents to class as they will be the basis for our primary source discussion.**

### **Assignments:**

*Midterm Exam:* There will be a midterm exam. The exam will consist of multiple choice and short writing. I will provide a study guide.

*Final:* The final will be in the same format as the midterm and will be cumulative.



*In-Class Activities/Writing:* We will be engaging in various writing and group exercises throughout the semester. I will be collecting the products of these exercises and giving you credit for them on D2L. They will not be graded. Instead, I will be evaluating them on the + √ - system. These marks will be recorded in D2L as 3-2-1 respectively. If you complete the work and put forth good effort, you will receive a +. Varying degrees of completeness or effort will result in either a √ or a -. You will be in serious danger of **not** passing this class if you do not complete these assignments. See scale below.

**Grading (weighted percentage):**

Midterm: 30%  
 Final: 40%  
 In-Class Activities/Writing: 30%  
 Total: 100%

**Grading scale (percentage):**

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	59 and below
B	83-86	C-	70-72		

**Other Stuff:**

*Electronics:* All electronics must be turned off during class. These include cell phones, laptops, and tablets. In some cases laptop use may be permitted, if the student has an accommodation approved by the Disability Services Office (see below).

*Plagiarism:* For information on plagiarism, consult <http://www.uwsp.edu/centers/rights>. See Chapter 14, *Student Academic Standards and Disciplinary Procedures*, pages 5 -10, for the disciplinary possibilities if you are caught cheating. I will vigorously pursue all incidents of plagiarism.

*Equal Educational Opportunities:* If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability and Assistive Technology Center (6<sup>th</sup> Floor of the Learning Resources Center) with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

*Absences and Missed Exams:* Stuff happens. Sometimes life takes priority over school work. If something comes up and you need to miss a class or cannot make the midterm let me know

immediately. I do not always grant extensions on assignments, but I do try to be flexible. It is imperative, therefore, that when incidents arise you do your diligent best to keep me informed.

*Notice on Copyright of Course Material:* As the instructor, I retain all copyright on lectures, slides, assignments, and other course materials. I do not allow anybody to photograph, film, or otherwise record lectures without my express permission. I do not allow anybody to distribute course materials or otherwise send audio or visual recordings of lectures to people not currently enrolled in this class without my express permission. Posting course material I have created onto course-sharing websites directly violates my copyright on my academic materials.

**Note: I reserve the right to alter this syllabus for any reason.**

**Schedule:**

Week	Day	Topic	Readings	
<b>Unit I: The Polycentric World System</b>				
Week 1 9/2-4	Th	Course Introduction		
	F	<b>Primary Source Workshop I:</b> How to Read Primary Sources	* “Marco Polo in China.” * “Ibn Battuta in Asia and Africa.”	
Week 2 9/7-11	T	Ming China to 1433	430-7. * He, “Inscription of World Voyages.”	
	Th	Islamic World to 1517	368-73; 407-17.	
	F	Europe to c. 1500	381-9; 420-5. Reader: Froissart, “On the Jacquerie” (46)	
Week 3 9/14-18	T	Portuguese Expansion	449-9. Reader: “Anonymous Journal of Vasco Da Gama’s Voyage around Africa to India” (91).	
	<b>Unit II: The Atlantic System</b>			
	Th	1492: Columbian Contact	425-6; 449-51.. * Columbus’s First Impression of American Peoples. Reader: Columbus, “On World Geography” (66).	
	F	Spanish Conquest	451-5. Reader: Xajila, “Plague in Central America” (74)	
Week 4 9/21-25	T	The Columbian Exchange: Food, Drugs, and Bugs	455-7. * “The Columbian Exchange in the Early Modern Period.”	
	Th	The Atlantic World I: Sugar and Slaves	462; 486-95. Reader: Mbema, “Letters to the King of Portugal” (88).	



	F	Global Trade: Silver	457-9. Reader: de Espinoza, "Mercury Mining in Huanacavelica and Silver Mining in Potosi" (137).
Week 5 9/28- 10/2	T	<b>Primary Source Workshop II: Historical Agency</b>	Bring all of your primary sources.
	Th	Europe and The Ottoman Empire in the 1600s and 1700s	464-8; 495-8 Reader: Busbecq, "Turkish Letters" (143) & Luther, "To the Christian nobility in the German Nation" (100).
	F	The Safavid and Mughal Empires	468-70; 498-9; 522-25. Reader: Jahangir, "Policy toward the Hindus" (158).
Week 6 10/5-9	T	Qing China and Tokugawa Japan	499-507. * "Qianlong's Letter to George III."
	Th	The European Enlightenment I	535-42; 546-50. Reader: Cotes, "Preface to Newton's <i>Principia Mathematica</i> " & Schaffer, "Information Sources for <i>Principia Mathematica</i> " (152).
	F	The European Enlightenment II	(review previous textbook reading) Reader: Smith, "On Baubles and the Demise of Feudalism" (165).
Week 7 10/12- 16	T	Revolution I: The Americas	557-61.
	Th	Revolution II: France	561-7. Reader: "Declaration of the Rights of Man" (170) & de Gouges, "declaration of the Rights of Women" (173).
	<b>Unit III: The Modern World System</b>		
	F	European Industrialization	573-80. Reader: "Testimony for the Factory Act (1833)" (190).
Week 8 10/19- 23	<b>T</b>	<b>Midterm Study Review</b>	
	Th	European Radicals and Utopians	607-13. * Marx and Engels, excerpts from "The Communist Manifesto."
	F	<b>Midterm 10/23</b>	
Week 9 10/26- 30	T	New Imperialism I: India, China, and Opium	583-91; 619-25. * "Correspondence between China and England"
	Th	Explaining the Great Divergence	*McNeill, "Energy History Since 10,000 b.c."
	F	American Empire of Liberty?	613-17; 631-5.
Week 10 11/2-6	T	Prophecy and Rebellion	595-607; 613-17 (review). Reader: Ibn 'Abd al-Whahhab, Wahhabi Reformers in Mecca (1803)"

			& Sahib, "Call for Hindu-Muslim Unity (1858)."
	Th	New Imperialism II: The Scramble for Africa	642-56. Reader: Morel, "The Black Man's Burden" (232).
	F	<b>Primary Source Workshop III: Nature and Humanity in World History</b>	Bring all your primary sources.
<b>Unit IV: Globalization</b>			
Week 11 11/9-13	T	The Great War & the Russian Revolution	706-15. Reader: Lenin, "The Transition from Capitalism to Communism" (264).
	Th	To Be Modern (or Not)	688-95; 715-18. * Ataturk, "Speeches." * Hassan al-Banna.
	F	The Rise of Japan	656-9. * Fukuzawa, "Good-Bye Asia."
Week 12 11/16-20	T	Fascism and WWII	725-31; 746-52.
	Th	Origins of the Cold War	751-4. Reader: Kennan, "The Long Telegram."
	F	Decolonization I: India, Africa, Middle East	696-8; 732-6; 756-66. Reader: Gandhi, "Second Letter to Lord Irwin" (295).
Week 13 11/23-27	T	Decolonization II: China	662-3; 676-9; 695-6. Reader: Crook, "Chinese Revolution" (340).
	Th	<b>Thanksgiving Break</b>	
	F	<b>Thanksgiving Break</b>	
Week 14 11/30-12/4	T	The Three World System	767-81. Reader: Mandela, "The Rivonia Trial"
	Th	Movie: <i>Hearts and Minds</i>	
	F	Movie: <i>Hearts and Minds</i>	
Week 15 12/7-11	T	Discussion: <i>Hearts and Minds</i>	
	Th	End of the Cold War, Neoliberalism, and Globalization	786-813.
	F	Final Review	
Week 16 12/15	T	Wrap Up	
<b>Final: Thursday, December 17, 10:15-12:15</b>			