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

**HIST 102**

**WORLD HISTORY SINCE 1500**

**Fall 2019**

**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 and electronic preparatory assignments (E.P.A.).

**EVALUATIONS:**

**3 Examinations: 25% each**

**Electronic Preparatory Assignments: 25%**

All three **exams** 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 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 periodical handouts under the heading **Identification Items** in the daily handouts. 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 agenda. Ten times during the semester, students will write an essay of approximately 400 words and send it to me in that lesson’s Canvas EPA discussion site by 3:00 of the day preceding that day of class. If you plan to write Monday’s EPA, send it to me by 3:00 Sunday afternoon. If you plan to write Wednesday’s EPA, send it to me by 3:00 Tuesday afternoon. If this presents a problem, let me know. EPA responses will be graded on a straight letter grade basis, A, B, or C if they are worthy of college credit, with the final grade an average of all weekly grades. EPAs, which are handed in on time, can be later resubmitted in pursuit of higher grades.

EPA grades and exam grades will be entered on the class Canvas site. If you would individual feedback on any of your EPAs include the request with your EPA, or send me an email thereafter. Students are also encouraged to consult with me frequently before or after class or during office hours on their progress.

**HOW TO CONTACT THE PROFESSOR**

**Office Hours**: 471 Collins Classroom Center; M, W 9:30-10:30 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. See the special sheet on plagiarism.

**LAST DAY TO DROP THE CLASS**

This semester’s deadline to drop without a ‘W’ is September 12 and with a ‘W’ is November 8. 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**

Sept 4: **Orientation**

**Wee­k 2**

Sept 9: **European Oceanic Explorations**

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

Sept 11: **Religious Fragmentation, Political Consolidation and Social Change in**

**Early Modern Europe**

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

**Week 3**

Sept 16: **The European Colonization of the Western Hemisphere**

* T&E Ch 24
* CANVAS: Western Hemisphere

Sept 18: **Africa and the African Diaspora**

* T&E Ch 25
* CANVAS: Africa

**Week 4**

Sept 23: **China and Japan**

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

Sept 25: **The Islamic Empires**

* T&E Ch 27
* CANVAS: Islamic Empires

**Week 5**

Sept 30: **Exam Preparation**

* CANVAS: Defining the Modern World

Oct 2: **FIRST EXAM**

**Week 6**

Oct 7: **The European Scientific Revolution and the Beginnings of the**

**Enlightenment**

* T&E Ch 23, 526-531
* CANVAS: SR and Enlightenment I and II

Oct 9: **The Enlightenment and the Origins of the French Revolution**

* T&E Ch 28, 634-639, 642-646
* CANVAS: French Revolution I and II

**Week 7**

Oct 14: **The Collapse of the French Revolution, Napoleon Bonaparte, and**

**19th-Century European Politics**

* T&E Ch 28, 646-647, 653-665
* CANVAS: 19th c. Europe I and II

Oct 16: **The Industrial Revolution and its Social Consequences**

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

**Week 8**

Oct 21: **Wars for Independence in the Western Hemisphere**

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

Oct 23: **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**

Oct 28: **Traditional Empires under Pressure: The Ottoman and Russian**

**Empires**

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

Oct 30: **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**

Nov 4: **Imperialism** **and New Imperial Powers**

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

Nov 6: **The Legacy of Imperialism** and **Exam Preparation**

* T&E Ch 32, 765-774
* CANVAS: Legacy of Imperialism I and II

**Week 11**

Nov 11: **SECOND EXAM**

Nov 13: **The Great War: The Causes and Conduct**

* T&E Ch 33, 780-796
* CANVAS: The Great War C and C

**Week 12**

Nov 18: **The Great War: The Consequences**

* T&E Ch 33, 796-809
* CANVAS: The Great War Consequences

Nov 20: **The Age of Anxiety**

* T&E Ch 34, Ch 35
* CANVAS: Age of Anxiety

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**Week 13**

Nov 25: **WWII**

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

Nov 27: **The Early Post-War Period**

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

**Week 14**

Dec 2: **Decolonization**

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

Dec 4: **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**

Dec 9: **The Collapse of the Marxist Alternative in Eastern Europe and the**

**Soviet Union**

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

Dec 11: **And Now for Something Really Different (?)**

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

**FINAL EXAM**

Dec 16 (Monday): 12:30 pm to 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.