



History 104-51351
World History since 1500 AD
Paul Rittman, Instructor
Spring 2015
Mon-Wed, 8-9:25 AM
30-14
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Course Description:

Course will cover the period of 1600 to the 1980s and will focus on the making of the modern world. Inter-locking themes will include the discovery of the New World and the rise of Capitalism, the resistance to this new economic system by the non-white world, the spread of Imperialism and the division of the world in the "core" (industrial) and "peripheral" (non-industrial) nations of the First and Third World. National revolution and rebellion especially in the 20th century will be examined as well as the "end of the Third World" and the rise of the Pacific Rim as a model of national and economic development.

Textbook:

Philip Lee Ralph, et al. World Civilization, Volume 2. Ninth edition, 1997. **Optional.**

Availability:

I will be available to talk to students before and after the class meets. If you have a question that you would like feedback on during the week, feel free to email me at the above email address. **When you email me, please let me know your class number, 104.** This way I can know which file to open up to look up any information you are requesting. **I usually don't respond to requests for information contained in the syllabus. If you would like to be included whenever I email something to the class, be sure to maintain a current email with our college's online registration system.**

Withdrawal Policy:

March 1 is the last day to drop this class without receiving a W grade; April 3 is the last day to drop this class and still receive a W grade. Excessive absences (at any time in the semester) will result in the student being dropped. Because students will be dropped for excessive absences, **if you are going to be absent from class for two or more class periods in a row, please email me beforehand. Students who arrive tardy should confirm their attendance at the end of that class period with the instructor. BECAUSE OF ABUSES IN THE PAST, STUDENTS WHO ARE DROPPED FROM CLASS FOR EXCESSIVE ABSCENSES WILL NOT BE REINSTATED.**

Student Learning Outcomes:

Upon completion of the course the student can:

1. Analyze European mercantile and colonial expansion in the period 1500-1800 and evaluate its impacts on Asian, African and American indigenous people, societies and states.
 1. Explain the reasons for European expansion, militarism and colonialism in the non-European world.
 2. Analyze and assess the effect that European expansion had on Asian, African and American indigenous people, societies and states.
 3. Examine the development of a globalized trading system and its effect on Asian, African and American indigenous people, societies and states.

2. Evaluate the historical relationship between, political modernization, industrialism, imperialism and underdevelopment in the period 1700-1914
 1. Explain the causal relationship between commodity trade, merchant activity, political modernization and industrialism.
 2. Assess the reasons for lack of modernization, industrialism and underdevelopment in Asian, African, Latin American and Middle Eastern societies and states
 3. Examine and evaluate the justifications for European imperialism and the responses of Asian, African, Latin American and Middle Eastern societies and states

3. Assess the history of the 20th century in terms of the struggle for independence and national self-determination Asian, African, Latin American and Middle Eastern societies and states.
 1. Analyze the causal relationship between world wars and anti-colonial struggle in Asian, African, Latin American and Middle Eastern societies and states.
 2. Explain post-WWII economic development in both the modern industrial nations, late-industrializing states and underdeveloped nations.
 3. Evaluate the reasons for wars of national liberation/self-determination and the historical responses of modern industrial nations to these conflicts.

Grading:

Final grades will be allotted according to the following percentage scale:

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|---|-----------|
| A | 90% |
| B | 80% |
| C | 70% |
| D | 60% |
| F | below 60% |

The different types of assignments are given below, with the percentage points assigned to each category. All assignments will be given a score, and then factored in according to the following ratios, to determine the final semester grade.

| | |
|---------------|---|
| Tests | 40% (20% each for the midterm and final) |
| Essays | 40% (20% each for the first essay and second essay) |
| Participation | 15% |
| Essay outline | 5% |

Tests

The tests will call for short- and long-answer responses. Long-answer responses will be worth 80% of the test grade; short-answer questions will be worth 20% of the test grade. The final will cover only the material since the midterm. The tests will cover material primarily from lectures and class handouts. On the exams, I will not be grading your spelling, punctuation, or paragraph or essay structure, so much as the ideas you are expressing (obviously your spelling and writing has to be clear enough to be understood by me—I don't give credit for what I cannot understand).

On the exams, **if you answer more than the requested number of questions, be sure to cross out the ones you don't want me to grade**; if that isn't indicated, I will determine which responses are read and scored.

When writing out the exam questions, write out the short answer terms and underline them; for the long responses, simply give the number of the question and circle it. This will be made clear in the instructions for the exam. Any student that correctly does this for ALL short and long responses will be given one additional (percentage) point for that exam.

No electronic media are allowed at all during tests; all books and papers will need to be placed below the desk. If a student is caught looking at printed materials, or on another student's exam, their test will be given an automatic zero, regardless of whether they choose to continue taking that test or not. **Once I pass out the midterm or final, students must remain in the room to take it. If or when they leave (to answer a cell phone, go to the bathroom, or for any other reason) the test is considered finished and must be turned in to the teacher.** Such students will not be allowed to make up the exam at a later point. **If a student feels that a medical (or other) condition might require a student to use the restroom during an exam, they can choose to do the midterm makeup**—but once the exam has been given, they have to finish it (they can't look at the test and then decide to do the midterm makeup).

Blue Books

You need to bring Blue Books to class for both the midterm and final (large, 8.5 x 11 inch size recommended—some students fill up more than one of the small Blue Books). When you come to class the day of the exam, put the Blue Book on my desk with your name, class number, and date all written on the cover. I'd recommend coming to class a few minutes early, as I will have to inspect and approve of any Blue Book, before the exam is given to the student. After I have examined the Blue Book, I will give it back to that student, with the exam inserted into the Blue Book. **NO EXAM RESPONSES WRITTEN IN ANYTHING OTHER THAN A BLUE BOOK THAT HAS BEEN APPROVED BY ME PRIOR TO BEING WRITTEN IN, WILL BE ACCEPTED.** Even if you run out of space in the first Blue Book, and want to write in a second, that second Blue Book also has to be approved by me, before you write in it.

I strongly suggest for the exams, that students bring **pens to write with.**

Essays

There will be two essays assigned during the semester. Both essays need to be 1600 words (roughly five pages) long. This number includes only the text of the essay itself, not the heading or the works cited page. A recommended division of the essay is a half-page introduction, a four-page body, and a half-page conclusion. Essays need to be typed in 12-point type and double-spaced (so that they are easy to read); don't use decorative or script fonts.

Essays are an excellent way to learn more about a topic that you are personally interested in. Additionally, essay writing develops your critical thinking skills—you learn to discern what points and issues will support your main thesis, as well as (possibly) examine different explanations, and decide which is most valid. Finally, the reading and writing involved in these essays will help develop these same skills, which the vast majority of you will put to use as you advance in college and work, as well as in becoming an informed citizen.

The essays are **research** essays—assignments whereby you research your topic, and combine the information you have gleaned, with your own opinions and conclusions. As such, essays written essentially of your own opinions or beliefs will be severely downgraded. The idea here is to develop research skills, including not only reading, but also the assimilating different bits of information and viewpoints. If you simply write five pages on everything you already know about your topic, you don't develop those skills.

What to write about

The essays need to cover a person that lived, or a specific event that occurred, within the content area and time frame of this class: **world history from 1500 to the present time (except for US historical topics)**. **Keep in mind that even though we might go outside of these boundaries in class lectures and readings, you will still need to observe these parameters for your two essays.**

The subject of the essay has to be either a person, or a specific event. When students write on broader topics, they typically lose focus and the essay wanders all over the place. The emphasis on specific people and events eliminates myths and legendary characters as subjects of your essays.

If you are in any way unsure as to whether your topic fits these parameters, ask the instructor. Covering individuals or events that spilled over the boundaries of this class is acceptable, as long as your essay still stays within the time period of our class.

If you choose to write an essay on a topic covered in class, make sure that your essay goes well beyond what was covered in class; essays that simply repeat classroom lectures or readings will be downgraded to the degree that this happens.

Format

I do require both 5-page essays to be turned in digitally via Blackboard (see link at top of first page). For the purposes of keeping everything organized, I will NOT accept a hard copy of the essay. The day it is submitted digitally to me is the day it is turned in.

Both 5-page essays will be given one additional percentage point if they: (1) are uploaded to Blackboard on time; (2) do not need to be re-uploaded because of improper subject matter or for any other reason; and (3) have the same arrangement as the essay template on my website: name *only* on cover page, and a works cited page in back of essay.

If you are uncertain how to upload a file on Blackboard, go to the Blackboard web address given in the top of the first page. Click on the link to this class. Then click on the Announcements section on the left side of that page. That will show you a link to a PDF file that explains how to upload a document. **Upload the files by attaching them into the Blackboard interface; do NOT paste the file into a text field.** Please see the instructions on how to upload the file if you are not sure how to do this.

One of the reasons for insisting on a digital copy is for catching plagiarism. **I will accept digital copies in one of the following formats: Word (.doc or .docx), Rich Text Format (.rtf), OpenOffice (.odt), or Word Perfect (.wpd).** Essays not in one of those formats will be returned to the student, to be resubmitted in a proper format, and will be penalized.

As research essays, they need to reference in the text at least 3 books or articles, in MLA format. Place your full citations on their own page, at the end of your essay (in the same document)—do not create a new document for your works cited. **Essays that place the works cited on a separate document will be penalized.** These three sources are not to include class handouts, notes, the textbook, or Wikipedia (or any of its derivative websites).

If students are unaware of the MLA format, they can go to a page on my history site, and scroll down to a section that is entitled “Classroom Handouts.” You can visit two links listed there, both of which explain the MLA format. One is the Purdue OWL site, the other is maintained by Victor Valley College. Both of those pages have sample essays written in MLA format, so you can see exactly what you are being asked to do.

Essays written before this semester started, or submitted to other classes, are not acceptable.

Essay Outline

For the essay outline assignment you will turn in **two forms**. One is the outline form itself; the other, a document from the Writing Lab (that they will give you) signifying that you have gone there and consulted with them. Before going to the Lab, complete as much of the outline form as you can (including small paragraphs in the spaces allotted for them). Then, have them look it over and make suggestions. This visit to the Lab has to be with the first (not the second) essay. While you can feel free to use this outline form for your own benefit when you write the second essay, you will not need to turn in an outline form with that second essay, or take that essay to the writing center.

The writing lab and essay outline forms need to be turned in at the same time; neither will be graded without the other being turned in. Neither can be turned in later than the first essay itself.

The late penalty (20 percent of the grade) will be assessed to the writing lab form if it is not **stapled** to the essay outline form.

Plagiarism

Plagiarism and other forms of cheating are not permitted, and can result in receiving a 0 on the assignment, without the option to submit the assignment again, and additionally, any allowable penalty as explained in the student handbook or in accordance with VVC policy.

Participation

The participation grade will consist of some short readings (sometimes primary source), and a one-page response by the students that are done in class, referred to me as reflections. These are rather unstructured, and the idea here is simply to expose you to historical documents and ideas, and get you to think about them. At the end of the semester, I will average the grade for each reflection assignment, and that will constitute the participation portion of the final semester grade. The lowest reflection grade will be dropped and will not count against the grade. Most of the reflections that are turned in are given full credit.

Quizzes

I reserve the right to give short quizzes throughout the semester. These quizzes, if and when they are given, would be given at the beginning of class. Quizzes must be turned in when the instructor asks for them; they cannot be made up later on in that class period, nor on any other day. Once I am done passing out quizzes I will not pass any out later on in the class period, even if students come in late to that class. Any quizzes that are given out will be averaged in to the participation grade (as if they were reflections).

Late Work and Makeup Work Policy

The only assignments that can be turned in late are the essay outline, and the two five-page essays. Late work has to be turned in no later than seven days after the original due date and will be given 80 percent credit. This 80 percent credit policy will be implemented regardless of the reason for the assignment being late. The only exceptions to this one-week extension are any assignments that fall due the last week of class—no work can be turned later than the day of the final exam; nor can the essay outline be turned in later than the essay itself. The Writing Center form has to accompany the Essay Outline, and cannot be turned in later than the outline itself.

The midterm exam can be made up (for full credit) by taking it in the Communications Center. The makeup midterm will be different from that taken in class, but it will still be based on the study guide. Midterm makeups need to be taken BEFORE the last week of class.

Reflections (and quizzes) are based on class lectures and discussions and cannot be made up (or turned in before or after the assignment is done in class).

A word to the wise: this isn't deliberate at all, but I typically return late work very slowly.

The essay outline will be collected at the beginning of the class period of the day it is due. Any essay outlines turned in from that point onward (including later on in that class period) will be assessed the late penalty.

Extra Credit or Re-doing Assignments

Apart from the special instructions for emailing essays and writing out your exams (which can combine to give you a 0.8 percent overall increase to the grade), there is no extra credit is offered; the only assignments that can be re-done are essays that are returned because of unacceptable subject choice, improper file format, or some other condition, **at the discretion of the instructor**. Sorry, but plagiarism or otherwise improper use of sources or other people's work doesn't constitute a reason for making up the assignment. Any such essays that are re-submitted may be assessed a late penalty, of anywhere from a full letter grade to a one-third credit penalty.

Out of consideration for the rest of the class, if you do come in late, please walk in and find a seat along the back; please don't walk up to the front of the class to sit down. Also, if you think you might want to leave the classroom before class ends, please sit along the back.

Classroom Behavior

Being mean or inconsiderate (as defined by instructor) in class will make you liable to any penalty allowable under VVC policy and the Penal Code of the State of California, including but not limited to: academic penalties, imprisonment, fines, citations, and torture (up to but not including violations of the Eighth Amendment) to the fullest extent permitted by law.

Class Schedule

All assignments are due the Wednesday of the given week

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| 18 Feb | Class Introduction |
| 23-25 Feb | Chs. 22 “The Economy and Society of Early Modern Europe” Protestant Reformation and Age of Exploration & 23 “The Age of Absolutism” |
| 2-4 Mar | Ch 21 “India, East Asia, and Africa During the Early-Modern Era” (1500-1800 AD) |
| 9-11 Mar | Ch 24 “The Scientific Revolution and Enlightenment” |
| 16-18 Mar | Ch 29 “Nationalism and Nation-Building” pp. 343-69 US and Latin America essay outline |
| 23-25 Mar | Ch 26 “The Industrial Revolution” |
| 30 Mar- 1 Apr | Ch 33 “China, Japan, and Africa under the Impact of the West” (1800s AD) pp. 487-507 midterm review first essay |
| 6-8 Apr | China under Impact of the West, cont. Midterm |
| 13-15 Apr | Easter vacation |
| 20-22 Apr | Ch 29 “Nationalism and Nation-Building” pp. 327-43 & Ch 32 “A Delicate Equilibrium” (all) Europe in the 1800s |
| 27-29 Apr | Ch 34 “The First World War” |
| 4-6 May | Ch 35 “Turmoil between the Wars” |
| 11-13 May | Ch 36 “The Second World War” |
| 18-20 May | Chs 40 “Independence in South Asia” (all) & 41 “Eruption in East Asia” pp. 793-824 |
| 27 May (25 th is a holiday) | Ch 39 “The Middle East and Africa” |
| 1-3 Jun | Ch 38 “Fragmentation and Change: The End of Postwar Certainties in Europe” pp. 689-701 Cold War and its Ending Test review second essay |
| 8-10 June | Cold War, cont. Final exam |