



History 8B-20462  
World Civilizations from 1400 AD  
Paul Rittman, Instructor  
Fall 2014  
Tu-Thu, 1800-2050  
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### **Course Description:**

World Civilizations 8B surveys world history from the 14th century to the present. The course will emphasize major forces, trends and developments that have shaped human history.

### **Textbook:**

Philip Lee Ralph, et al. World Civilizations, 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, 8B.** 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.**

**BCC Mission Statement: Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services.**

### **Student Learning Outcomes:**

1. Analyze the motivations, personalities, achievements and failures of major historical personages from the 14th Century to the present.
2. Review and discuss important historical problems and decide on possible solutions and alternatives from the 14th Century to the present.
3. Evaluate the lessons of history from the 14th Century to the present and how they serve to instruct and inspire future generations. Instruct by providing examples of what to avoid and what to emulate. Inspire by giving models of achievement and virtue.

## Course Objectives

1. Define the Renaissance and discern what were the intellectual, cultural, artistic and political accomplishments of the age.
2. Compare and contrast the ideas of Luther, Calvin, the Anglican Church and the Catholic Reformation.
3. Differentiate between the major philosophical currents of the Age of Reason and the Enlightenment.
4. Analyze the causes of the French Revolution.
5. Examine the rise of Radicalism and its major ideas and movements.
6. Consider the major events of WWI and discuss how the allies were able to achieve victory.
7. Judge the causes of WWII and trace the events leading to war.
8. Trace the major events of WWII and decide if unconditional surrender and the use of the atomic bomb were mistakes.
9. Decide if the Cold War could have been prevented and how containment defeated the Soviets.
10. Understand the significance of women and diverse ethnic groups and their contributions to the course of history.
11. Compare and contrast Indian, Asian and African developments during the early modern era.
12. Consider the impact of the West on China, Japan and Africa during the 19th century.
13. Examine post-World War I developments in the Middle East, Africa, Asia and Latin America.
14. Recognize the impact of Western Africa civilizations and Islam on the cultural development of Africa.
15. Understand the contributions of the Middle East and Asia in the development of world history.

### Grading:

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

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).**

Exams need to be done in Blue Books, which can be purchased from me for both the midterm as well as the final, the day of the exam. **No exam responses written in anything other than a Blue Book will be accepted. No exam responses written on a Blue Book that hasn't been approved by me *prior to being written in*, will be accepted.**

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 1500 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.

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 my email address on the first page), as an attachment (not in the body of the email itself). The document is only considered turned in if it is attached to the email; don't share the document by giving me a link to register with your social networking site.

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. 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.

**When emailing the essay to me, in the subject line of the email, type the word *essay* along with the class number.** For example, you would type *essay 103* or *essay 8A* (without the italics, and with a space in between the word *essay* and the class number). Essays that have this in the subject line will receive one additional point for the grade. If you would like a reply from me confirming that I have received your email, please state this in the text of your email.

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.

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.

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.**

**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.

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

### **Essay Outline**

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 Essay Outline form will simply be your first essay in outline format. Be sure to fill out everything on the form (as completely as possible, including small paragraphs in the spaces allotted for them). 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.

### **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 Barstow College 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. As a general rule, almost all of the reflections that are turned in will be given full credit.

**Late Work and Makeup Work Policy**

If a student doesn't take the midterm, that can be made up in the Education Center office (bldg. 285). 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.

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.

**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 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.

**Classroom Behavior**

Being mean or inconsiderate (as defined by instructor) in class will make you liable to any penalty allowable under Barstow College 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 Thursday of the given week

19 Aug	Class Introduction, Ch 22 "The Economy and Society of Early Modern Europe" Protestant Reformation and Age of Exploration
21 Aug	Ch 23 "The Age of Absolutism"
26 Aug	Ch 21 "India, East Asia, and Africa During the Early-Modern Era" (1500-1800 AD)
28 Aug	Ch 24 "The Scientific Revolution and Enlightenment" <b>essay outline</b>
2 Sep	Ch 29 "Nationalism and Nation-Building" pp. 343-69 US and Latin America
4 Sep	Ch 26 "The Industrial Revolution"
9 Sep	Ch 33 "China, Japan, and Africa under the Impact of the West" (1800s AD) pp. 487-507
11 Sep	Test review <b>first essay</b>
16 Sep	Ch 29 "Nationalism and Nation-Building" pp. 327-43 & Ch 32 "A Delicate Equilibrium" (all Europe in the 1800s)
18 Sep	<b>Midterm</b>
23 Sep	Ch 34 "The First World War"
25 Sep	Ch 35 "Turmoil between the Wars"
30 Sep	Ch 36 "The Second World War"
2 Oct	Chs 40 "Independence in South Asia" (all) & 41 "Eruption in East Asia" pp. 793-824
7 Oct	Ch 39 "The Middle East and Africa"
9 Oct	Test review <b>second essay</b>
14 Oct	Ch 38 "Fragmentation and Change: The End of Postwar Certainties in Europe" pp. 689-701 Cold War and its Ending
16 Oct	<b>Final exam</b>