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Office: #N-1068
Office Hours: T/Th, 1:00-2:00, 6:00-6:45

HIST 2316: Introduction to World History since 1500

CRN 21773 • Spring 2014 • T/Th 7:00-8:15 • Room A-414 • 3 Credits

Course Overview, Goals and Themes

As per the UHD catalog, this course "...examines the development of societies in and beyond Europe since the Protestant Reformation. Special emphasis is given to the emergence of 'modern' or 'developed' forms of social, economic, and political organizations and their spread across the globe after the mid-nineteenth century."

In taking this course, you will: cultivate historical awareness concerning global change from 1500 to the end of the 20th century and obtain a greater knowledge of the defining periods of world history; acquire a sense of how the world's political systems, cultures and institutions have developed over the previous centuries; identify major inventions, technological advances, and scientific discoveries, along with achievements in art, architecture, literature, and philosophy, and assess their impact on society; and develop an ability to interpret, analyze, and discuss historical evidence.

In addition, my personal goals are: to encourage you to think historically; to give you a framework for the further exploration of your own historical interests; and to convince you that the practice of history can be interesting, exciting and worthwhile, even if this is the last formal history course you plan to take.

All of these goals are more important to me than your mastery of a body of facts drawn from the history of the world since 1500, and I hope that your exam essays, in-class writings, and class discussions will pose at least as many questions as they provide answers.

I have organized this course around three fundamental questions:

1. During the past 500 years of world history, how have people sought to organize their communities or societies? Whether we are discussing a single family or a vast empire, an internal sense of order is critical for any organized group. In many cases, this has taken the form of a hierarchy, but we will also see dual forms of organization (male and female or free and enslaved, among others) that are also very important. In addition, these forms of organization invariably change over time: what causes people to seek out, support, or resist such changes?
2. Where have people drawn the lines between themselves and everyone else in the world? In addition to the internal forms of order described above, individuals and groups often try to establish a broader sense of order as a means of understanding the external world. Who belongs to a particular community or society, country or nation, and who decides which criteria matter when making this decision? One common form of describing the differences between insiders

and outsiders throughout the periods we study is the relationship between the civilized (us) and barbaric (them), but on occasion, these concepts are reversed.

3. Finally, how have people recorded what has happened, in both past time and in their own time, for posterity? How have they (and we) viewed and understood change? At its most basic level, history is the creation of narratives that seek to explain change over time by calling on the support of various forms of evidence. However, we will see how historians—and others—throughout the past five centuries and into the present, have sought to frame particular views of the past and package them for various audiences.

We will see these questions, in various forms, in every region, every time period, and every type of society we study. The answers we find may be very different, but no one group has a monopoly on the questions.

Course Textbooks

Carey Roberts and H. Micheal Tarver, *Sources in Patterns of World History, Vol. 2 (since 1400)*, Oxford University Press, 2012.

Padraic Kenney, *1989: Democratic Revolutions at the Cold War's End*, Bedford/St. Martin's, 2010.

All of our in-class discussions will use one or more specific documents from these books as a starting point, so please bring your copy of *Sources in Patterns of World History* (AKA SPWH in the course schedule) to every class meeting and your copy of *1989: Democratic Revolutions* to both class meetings during week 13.

Class Structure and Group Discussions

In this course, each 75-minute class session will be split into two lecture periods, each roughly 20-25 minutes long, and a similar period in the middle for group discussion, project work, or class discussion. It is important that you are present for the entire class period, and I will always start my first lecture promptly at 7:00. If it is necessary for you to arrive late, please respect the other students and take a seat quietly at the side of the classroom nearest the door; you will have the opportunity to move when I am finished with my first short lecture.

Be aware that the first lecture of each class session is where I connect the day's documents and topics of discussion to the larger narrative of world history, so if you arrive late, you will have to rely on your group for context.

I will also divide the class into groups of five to six students to facilitate discussions on a smaller scale; these groups will usually meet during the middle period of each class session. Sometimes, I will have the groups present their consensus to the rest of the class or turn in a written account of their discussion, so each group will have to select its own presenters/recorders. However, there are no out-of-class group projects, and you always have the option of changing your groups, so you will not necessarily be stuck with the same group for the entire semester.

Grading Policies and Exams

There are two primary components to your grade in this course. The first includes attendance, group/class participation, and short in-class writing assignments, which together account for thirty percent of your final grade. The second includes two out-of-class midterm exams and an out-of-class final exam, and will comprise the other seventy percent of your final grade.

Attendance: you are allowed up to THREE no-questions-asked absences for the entire semester. Use these if you are sick, if you have unexpected job or child-care responsibilities, or if you have any family emergencies. After those three, I will subtract one rubric point from your attendance grade for each of the next two absences and two rubric points for each subsequent absence after the first five. Because it is difficult to participate in your group or in the class if you are not present, any student with more than ten absences during the semester will receive **zero** rubric points for this entire category (i.e. 30% of the course grade). In addition, students who are regularly tardy or who regularly leave early may face attendance penalties at my discretion.

I will not necessarily take attendance during every class session, and some days I will use in-class writing assignments as a means of checking attendance. Thus, it is not necessary to inform me when you will be absent, but be aware that you are taking a chance. If you are absent you will still be responsible for that day's material and readings on the exams, so you may want to check with a friend or group member to see what you missed.

Grading participation is a more subjective process, but I will assume that everyone is participating, at least during the group sessions, and will only mark students down in that area if they are clearly disengaged with the group or class. In-class writing assignments and projects will be graded on a check/no-check system; any engagement with the question posed will receive a check. Points will be given to all group members present, so long as they have signed the sheet.

Exams: the midterm and final exams will consist of several short (300-500 word) essays, which will engage with one or more specific historical documents along with a broad thematic question. You will have two days to complete the two out-of-class midterm exams; questions will be made available on Blackboard at 8:15 PM (i.e. the end of class) on the Tuesday before the exams are due. There will be NO CLASS on the subsequent Thursdays to allow you time to work on the midterm exams. For the final exam, questions will be available at 8:15 PM on Thursday, April 24, giving you one week to complete the exam.

For all three exams, you **will** submit your essay responses in a **single** document (I **only** accept files in .pdf, .rtf, .txt, .doc, or .docx formats) via the appropriate assignment on the course's Blackboard site by 11:59 PM on the date of the exam for the midterms (February 13 and March 27), and on May 1 for the final.

Late exams will be penalized two rubric points immediately and one rubric point every twelve hours thereafter. The Blackboard time stamp will be the official arbiter of whether or not a submission is late. Since the exams are to be completed out-of-class, they are open-book and

open-note; however, you should not need to consult any additional sources, and doing so will not necessarily help your grade. When writing exams, be aware of my expectations regarding original work and plagiarism (set out in the Honesty Policy below)

Exam essays will be graded on a five-point rubric (criteria to be provided on a per-exam basis):

A score of

- 5...indicates that the essay exceeds the stated criteria, or is particularly exceptional
- 4...indicates that the essay meets all of the stated criteria, and is what I would expect from a well-prepared UH-D student
- 3...indicates that the essay is acceptable and meets some of the stated criteria, but could improve with effort in one or more areas
- 2...indicates that the essay is incomplete and/or needs substantial work to be considered acceptable
- 1...indicates that the essay is completely unacceptable, does not follow directions, or fails to answer the question being asked
- 0...indicates that the essay is missing or otherwise inaccessible to me

Final grades will be calculated out of 100 rubric points as follows:

Attendance	10 rubric points
In-class Assignments, Class and Group Participation	20 rubric points
Midterm Exam #1 (due Thursday, February 13, at 11:59 PM)	20 rubric points
Midterm Exam #2 (due Thursday, March 27, at 11:59 PM)	20 rubric points
Final Exam (due May 1 at 11:59 PM)	30 rubric points

Total	100 rubric points
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Rubric Points:	100-85	84-65	64-45	44-25	24-0
Final Grade:	A	B	C	D	F

Honesty Policy Statement

All students are subject to UH-Downtown's Academic Honesty Policy and to all other university-wide policies and procedures as they are set forth in the UH-Downtown University Catalog and Student Handbook. In particular, I want you to be aware of the potential for plagiarism, which is the attempt to mislead an audience by presenting someone else's words, concepts or ideas as one's own without giving the original author proper credit. This can include copying complete sections of other texts into one's writing without citing a source, but it also includes making a close paraphrase: merely changing a few words does not change the fact that one is presenting someone else's ideas as one's own. Because grading is inherently comparative, plagiarism is also unfair to one's peers and classmates who have put in significant time and effort to write original work.

I design my course, including my midterm and final exams, to make academic dishonesty and plagiarism impractical and unrewarding, if not nearly impossible. However, in this class or any other, there are things you can do to prevent any suspicions of plagiarism: avoid extended quotations from the readings (even with quotation marks) and always cite your sources, even if you are paraphrasing. For exams in this course, when citing the readings books, indicate the page number in parentheses. Exam responses that I determine to have been plagiarized, even if they were merely copied from the readings book, will receive zero rubric points (i.e. less than unacceptable), and I may take further action as laid out the university's Academic Honesty Code.

Accommodations Statement

The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments or auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments or auxiliary aids, please contact the Office of Disability Services.

Office: One Main St., Suite 409-South, Houston, TX 77002.

Phone: 713-226-5227

Website: www.uhd.edu/disability/

Email: disabilityservices@uhd.edu

Attendance and Administrative Drop Statement

Your failure to attend class or make contact with faculty to adequately explain your absence by the 10th class calendar day of the semester (for this semester, Jan. 29th) will result in your being administratively dropped from this course. Being dropped from this course may affect your enrollment status and/or your financial aid eligibility.

Schedule of Topics and Readings

Week 1, Jan. 14/16: Introduction: Defining the Global Era

Read Sources in Patterns of World History (SPWH) pp. 10-11, 38-39 (15.4, 19.1)

Week 2, Jan. 21/23: Beginnings of Modernity: Renaissance, Reformation, and the New Science in Europe

Read SPWH pp. 21-22, 24-26 (17.1-2, 4-6)

Week 3, Jan. 28/30: The Early Atlantic World: Africa, Europe and the Americas

Read SPWH pp. 18-19, 30-38, 40, 42-44 (16.4, 18.1-5, 19.2, 4-5)

Week 4, Feb. 4/6: The Mongol Echo: Russians, Ottomans, Persians, and Mughals

Read SPWH pp. 12-18, 27-29, 45-52, 93-94 (16.1-3, 17.7, 20.1-6, 25.1)

Week 5, Feb. 11: Global Contacts: The Indian Ocean and East Asia

Read SPWH pp. 53-60 (21.1-4)

Midterm Exam #1 due at 11:59 PM on Thursday, February 13.

Note: NO CLASS on Thursday, February 13.

Week 6, Feb. 18/20: Enlightenment, Revolution, & Nationalism in the “Longer” 19th Century

Read SPWH pp. 61-74 (22.1-6)

Week 7, Feb. 25/27: Industry & Social Movements in the 19th Century Atlantic World

Read SPWH pp. 75-80 (23.1-5)

Week 8, Mar. 4/6: Modernity in Eurasia: The “Western” Challenge

Read SPWH pp. 85-90, 93-99 (24.1-4, 25.2-6)

Week 9, Mar. 18/20: New Imperialism: Africa and South Asia

Read SPWH pp. 100-110 (26.1-6)

Week 10, Mar. 25: Independence Movements in the Caribbean and Latin America

Read SPWH pp. 111-118 (27.1-5)

Midterm Exam #2 due at 11:59 PM on Thursday, March 27th.

Note: NO CLASS on Thursday, March 27th.

Week 11, April 1/3: Global Conflict in the 20th Century

Read SPWH pp. 119-129 (28.1-7)

Week 12, April 8/10: Postwar Reconstruction, the Cold War and Decolonization

Read SPWH pp. 130-138, 145-151 (29.1-4, 30.1-4)

Week 13, April 15/17: Social Transformations in the Later 20th Century

Read Kenney, 1989, pp. 24-28, 34-38, 47-51 (documents by Havel, Tutu, Suu Kyi), chapters 2-7 (I will split up among groups)

Week 14, April 22/24: The Global Era Continues: The World in the 21st Century

Read SPWH pp. 157-164 (31.1-5)

Final Exams are due on May 1 at 11:59 PM