WORLD HISTORY 1500-PRESENT

Course Overview

An introductory examination of the history of the world from 1500 to the present. Given the impossibility of providing cursory let alone comprehensive coverage of such a large area and such a long time, this course will focus primarily on major themes and issues of global relevance. These include nationalism and the rise of the nation-state, industrialization, imperialism, modernization, globalization and the environment. No previous experience with or exposure to world history is required. However, enthusiastic and engaged participation in the course—its readings, written assignments, quizzes and exams—will result in the acquisition of a clearer picture of how the world has changed (and not changed) over the past five centuries.

Texts/readings


Selected readings on the course Blackboard website (https://blackboard.byu.edu/webapps/portal/frameset.jsp)

In-class quizzes 26%
Short response papers (8) 24%
Mid-term exam 25%
Final exam 25%

Grade Percentage
A 94-100; A- 90-93; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; E 59

General Information

I: How to reach me:
--E-mail (kwlarsen67@gmail.com). This is the best way to reach me. I check my e-mail at least twice a day (on weekdays) and make it a rule to respond as quickly as possible.
--My office: JFSB 2151 (422-3445). My regular office hours are Wednesdays 2:30-4:00 and Fridays 2:30-4:00 pm. I will also be available at other times by appointment. Also, feel free to drop by unannounced with class-related questions or issues, or just to chat. If the matter is urgent, contact me to make an appointment.

II: Course Objectives
--“Basic literacy” in world history. In order for you to make sense of the vast and complex forces that shaped the modern transformation of the world, it is important to be able to identify, recognize and memorize basic geography and chronology as well as important dates, figures, events and processes. These facts and figures do not constitute history any more than the alphabet constitutes literature. Yet, without a firm grasp of them, understanding the history of the world becomes an extremely difficult task.
--An understanding of the historical method, how historians use theories and evidence to write history and the perils and promises of historiography.
--A clear understanding of how the past and our understanding of the past have shaped present developments, issues and problems.
--The ability to think and write about issues in world history and culture in a critical and compelling manner

III: Expectations: What I expect of you
--A thorough reading of this syllabus and all handouts and other materials given to you (or posted on the course Blackboard site). We have only a few hours to examine centuries of important changes and developments in the world; therefore, I don’t want to spend much time reading things to you that you can read on your own. Please pay close attention as the syllabus and any supplementary handouts will often contain important information about assignments, deadlines, etc.
--A close reading of all reading assignments. You are expected to have read the assigned readings (see schedule and/or outline on Blackboard) before coming to class. I have attempted to compile a reading list that is not excessively long. However, it is important that you budget your time and energy so as to be able to read the assigned materials. You are not expected to memorize every fact, figure, chart and graph in the readings. However, you should be able to summarize the main points and salient arguments of each reading. You should also come to class ready to discuss and write about the readings and the questions they raise.
--Participation in class discussions. One of the best ways to explore the themes and issues of this course is to talk about them. You are expected to contribute to class discussions with a combination of your understanding of the assigned readings and your own ideas and experiences. Please also come to class with a willingness to frequently, ask questions, vigorously air opinions and respectfully consider opinions that differ from your own
--Have fun. Believe it or not, learning about the history and culture of all the people on the planet can be enlightening and even enjoyable.
IV: Expectations: what I don't expect of you

-- Prior knowledge of world history. We are all students. The important thing is not how much (or how little) we know, but what we do with what we know. Don't let what you perceive to be a lack of knowledge or experience vis-à-vis your colleagues intimidate you into remaining silent. Such an outcome is not only detrimental to your grade but, more importantly, to your education.

-- A perfectly formed, flawlessly logical contribution to class discussions. Just because you haven't developed an idea into a fully formed thesis doesn't mean it can't contribute to discussion.

V: Expectations: what you can expect of me

-- A close reading of all assigned materials.

-- An even closer examination of your written assignments, exams and quizzes.

-- The prompt return of all submitted assignments with constructive suggestions for improvement (if necessary).

-- Availability for consultation outside of class.

-- Direction but not domination of class discussions.

VI: Blackboard. Course reserve readings and assignments will be posted on Blackboard. See https://blackboard.byu.edu/webapps/portal/frameset.jsp for details. If you are unfamiliar with this program or how to access it, please see me.

VII: Academic integrity is vitally important. This means (among other things) that all submissions of written work are entirely your own and all sources are properly cited. Should you have any questions about this or other related matters, consult the BYU Honor Code (especially the section on “Academic Honesty” (http://saas.byu.edu/catalog/2009-2010ucat/GeneralInfo/HonorCode.php#HCOfficeInvovement) or see me. Cheating, plagiarism, or other violations of the Code will result in no credit for the assignment, quiz, or test and may result in failure for the course.

VIII: Honor Code Dress and Grooming Standards. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation and my own expectation in class that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

IX: Preventing Sexual Discrimination or Harassment. Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

X: Students with Disabilities. If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
SHORT RESPONSE PAPERS

_The Human Record_ is a collection of primary source materials related to the history of the world since 1500. As such it offers interesting and illuminating glimpses into the past as it was perceived and recorded by some of the people who lived it. You are expected to read all of the assigned portions of _The Human Record_ before coming to class. In addition, in order to facilitate a deeper level of engagement with the material, you are also required to do the following:

I) Select one of the assigned readings from Andrea and Overfield’s _The Human Record_ (see Blackboard or course syllabus below for assigned readings) and answer the related “Questions for Analysis.” Note the following specific criteria and requirements:
   --Response paper must include your full name, the name and section of this class and the date.
   --Response paper must clearly indicate which short response paper it is and which particular reading and “Questions for Analysis” you have selected (please don’t make me guess).
   --Response paper must be type-written/printed in a clear and reasonably sized font.

Example of proper format

Kirk Larsen
History 202.1
September 17, 2010

Short Response Paper #1: Martin Luther, “Table Talk” (_The Human Record_, 8-11)

(followed by main body of paper)

--Response paper must clearly answer all of the “Questions for Analysis” attached to your selected reading. The paper must also clearly convey the reasoning (the “why”) behind your answers.
--You must complete all the reading required to answer all of the questions (even in the case of questions which ask you to compare two readings).
--If you cite a specific word, phrase, or passage from the assigned readings, indicate to the reader that you have done so by using proper citation (e.g. quotation marks, indication of page numbers etc.). Citation should follow a recognized standard format (MLA, Turabian etc.).

II) While you are certainly welcome to tie all the “Questions for Analysis” together in a single, coherent essay, this is not required. Simply answering each question in order is more than sufficient. In most cases, the questions should be easily answerable in no more than three pages.

III) Submission deadlines. Papers are due at the start of class on designated due dates. Late papers will not be accepted.

Sept 22: Short Response Paper #2: Students’ choice. Choose one (1) of the readings in _The Human Record_ assigned to be read on or before this date and answer the “Questions for Analysis.”
Nov 1: Short Response Paper #5: Students’ choice.
Dec 8: Short Response Paper #8: “The big picture”: Is the world a better place in 2010 than it was in 1750? Defend your answer with specific examples and detail. Be sure to think globally!

IV) Short Response Papers will be graded on whether they adhere to the requirements listed above. Papers that contain excessive grammatical or syntactical errors, demonstrate an unduly desultory approach to the subject, or otherwise fail to adhere to the requirements may be awarded reduced or no credit.

VI Short Response Papers, while short, should be taken seriously as exercises in formal academic analysis and writing. Please do NOT mistake “short” for excessively informal or colloquial.
QUizzes

-- Quizzes will be held on a random basis (with the exception of the Map Quiz which will be held on September 8).
-- Quizzes will cover assigned readings, the main points of previous lectures and for your own thoughts or responses to issues and themes of the course.
-- Much of the material for quizzes (both in-class and on the exams) will be drawn from Traditions and Encounters’ online learning center (http://highered.mcgraw-hill.com/sites/0073385514/student_view0/index.html). Pay particular attention to the multiple-choice quiz that accompanies each chapter.
-- The material covered in quizzes is cumulative. In other words, anything we have covered previously in the course is fair game. However, the bulk of the material will come from the readings and lectures completed since the last quiz.
-- Regardless of how any quizzes we will have, I will automatically drop your three lowest quiz scores, no questions asked.
-- For ease of recording, all quizzes will be graded on a 10-point scale. However, this does not mean that each quiz is worth ten points of your final grade. The actual worth of each quiz will depend on how many quizzes are actually given and taken.

World History Map Quiz

Be able to identify and locate the following features, places, etc. on a map. To be held in class on September 8.

Baltic Sea  Azores
Black Sea  Hispaniola
Mediterranean Sea  Hawaii
Cape Horn  New Guinea
Cape of Good Hope  New Zealand
Straits of Hormuz  Ireland
Straits of Malacca  Galapagos Islands
Suez Canal
Panama Canal

Nile River
Congo River
Amazon River
Mississippi/Missouri River
Yellow River
Yangtze River (Yangzi River)
Ganges River
Indus River
Mekong River
Volga River
Rhine River

Mexico City
Buenos Aires
Rio de Janeiro
Lima
New York City
Lagos
Cairo
Mecca
Calcutta
Bombay (Mumbai)
Beijing (Peking)
Hong Kong
Singapore
Tokyo
Madrid
Berlin
Paris
London
Genoa
Rome
Moscow

Japan
Philippines
Indonesia
Madagascar
Sri Lanka (Ceylon)
The mid-term and the final exams will follow the same format:

**Section I: Multiple-choice questions.** Drawn largely (but not exclusively) from the multiple-choice questions that accompany each chapter in the on-line study guide to the Bentley and Ziegler textbook ([http://highered.mcgraw-hill.com/sites/0073385514/student_view0/index.html](http://highered.mcgraw-hill.com/sites/0073385514/student_view0/index.html))

Note that the multiple-choice questions for the final exam will be cumulative but weighted more heavily to the second half of the course.

**Section II: Identification terms.** Be able to recognize and briefly identify and indicate the significance of designated terms. A perfect answer will include all of the following:

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-a single sentence (or two at most) that clearly identifies the term (indicating, whenever appropriate, time, location, etc.).

-a single sentence (or two at most) that demonstrates the significance of the term.

-supporting and/or additional detail.

In all cases, sentences that are precise, detailed (including dates!) and descriptive are vastly preferred. Full sentences are not required (e.g. “bullet form” answers are acceptable)

Example: **George Washington**

“Commander of the Continental Army (1775-1783) and first President of the United States (1789-1797)” is much better as an identifying sentence than

“Revolutionary War general and American President” which, in turn, is better than either

“Gentleman farmer at Mt. Vernon” or “Important American leader”

Similarly,

“Inspirational leadership (Valley Forge) and daring tactics (crossing the Delaware) helped defeat the British. Decision to step down after two terms strengthened the republican foundation of the United States.” is vastly preferable as an expression of significance to

“Regarded as ‘father’ of the United States.”

Once you complete the identification and significance portions of your answer, then it is time for you to demonstrate your vast store of knowledge by providing supporting and additional detail (Mt. Vernon, French and Indian War, wooden teeth (but not really), surveyor as a youth, warned against entangling alliances etc. etc.). The more of this you can provide (within reason), the better.

Information concerning these terms can be found in course textbooks (*Traditions and Encounters*), course lectures and *The Human Record*. No additional outside research is expected or required.

**I/D terms for mid-term exam**

<table>
<thead>
<tr>
<th>Term</th>
<th>Significance</th>
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<tbody>
<tr>
<td>Absolute monarchy</td>
<td>Meiji Restoration</td>
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<tr>
<td>Akbar</td>
<td>Mughal Empire</td>
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<tr>
<td>Aztec Empire</td>
<td>Napoleon Bonaparte</td>
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<td>Simon Bolivar</td>
<td>Isaac Newton</td>
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<tr>
<td>British Empire</td>
<td>Afonso I (Nzinga Mbemba)</td>
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<td>Christopher Columbus</td>
<td>Opium War</td>
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<tr>
<td>Confucianism</td>
<td>Ottoman Empire</td>
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<td>Congress of Vienna</td>
<td>Peter the Great</td>
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<td>Charles Darwin</td>
<td>Portuguese Empire</td>
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<td>Enlightenment</td>
<td>Potosi</td>
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<td>Olaudah Equiano</td>
<td>Protestant Reformation</td>
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<tr>
<td>French Revolution</td>
<td>Qianlong Emperor</td>
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<td>Galileo Galilei</td>
<td>Cecil Rhodes</td>
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<td>Vasco da Gama</td>
<td>Jean-Jacques Rousseau</td>
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<td>Haitian Revolution</td>
<td>Scientific Revolution</td>
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<td>Hideyoshi Toyotomi</td>
<td>Shia Islam</td>
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<td>Kangxi Emperor</td>
<td>Adam Smith</td>
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<td>Lisbon Earthquake</td>
<td>Songhay Empire</td>
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<td>Little Ice Age</td>
<td>Smallpox</td>
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<td>John Locke</td>
<td>Sugar</td>
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<tr>
<td>Martin Luther</td>
<td>Suleyman (Suleiman) I</td>
</tr>
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<td>Karl Marx</td>
<td>Thirty Years War</td>
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<td>Tokugawa Shogunate</td>
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<td>Treaty of Westphalia</td>
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I/D terms for final exam
Age of Anxiety
Apartheid
Mustafa Kemal “Ataturk”
Berlin
Bolshevik Revolution
Cuban Missile Crisis
Deng Xiaoping
European Union
Fascism
Sigmund Freud
Mohandas Gandhi
GATT
Mikhail Gorbachev
Great Leap Forward
Great Depression
Green Revolution
Information Revolution
Jiang Jieshi (Chiang Kai-shek)
Ayatollah Ruhollah Khomeini
Martin Luther King
Korean War
Osama bin Laden

Vladimir Ilyich Lenin
Nelson Mandela
Mao Zedong
Benito Mussolini
Mutually Assured Destruction (MAD)
Gamal Abdel Nasser
Nazi Germany
Jawaharlal Nehru
New Deal
OPEC
Juan and Eva Peron
Ronald Reagan
Franklin Delano Roosevelt
Augusto Cesar Sandino
Schlieffen Plan
Space Race
Josef Stalin
Total War
Truman Doctrine
Treaty of Versailles
Vietnam War
Women’s Suffrage
Woodrow Wilson
Yugoslavia

Section III: Essay questions

Drawn from the list below. You will be allowed to choose your essay question from a list of two or three potential questions. Be sure that your essay is or does the following (in descending order of importance):

--answers the question(s). Everything in the essay should speak directly to answering the question(s) posed. Don’t simply list everything you know about the topic unless you can demonstrate why and how it helps answer the question. Make it easy for the reader by concisely stating your answer to the question (in no more than a sentence or two) in the introduction to the essay.
--is well- and thoroughly-supported by specific evidence and your own analysis. In most if not all cases, there is no single “correct” answer to these questions. There are, however, well-supported and not-so-well-supported answers. Whether your essay is persuasive will largely depend on the degree to which you can mobilize evidence and your own thought and reasoning to support your conclusions. The more specific and precise you can be in terms of names, dates, events and phenomena etc. the better.
--is clearly organized with an introduction (that states your main thesis or argument), main body and conclusion.
--is grammatically and syntactically correct. Take your time to avoid distracting mistakes.

Mid-term essay questions

What is the Columbian Exchange? How did the Columbian Exchange shape subsequent global history?
What is the Atlantic Slave Trade? How and why did it begin, expand and end? What were its influences on Eurasia, Africa and the Americas?
What is the Industrial Revolution? When, where and why did it come to pass? How did it change the world?
How did nationalism and the rise of the nation-state influence the history of the world during the period 1500-1900? On balance, was this influence beneficial or detrimental?
What is imperialism and/or colonialism? How did it shape world history in the period 1500-1900?
What is the “age of revolution”? How did it influence and shape the world?

Final exam essay questions

Explain the origins, course and consequences of World War I
Explain the origins, course and consequences of World War II
Explain the origins, course and consequences of the Cold War
Describe the trajectory of industrialization in the 20th century. Why were some nations and peoples able to industrialize while others have yet to do so?
How and why did decolonization take place? What are the most significant results of decolonization?
Describe socialism and its influence on the world.
Is nationalism still relevant in the 20th and 21st centuries? Why or why not?

Explain the most significant features of the interaction between humans and their environment during the period 1500-present. How did this interaction change over time?

What is globalization? When and how did it begin? Has globalization been beneficial or detrimental to the world? Explain and defend your answer.
TENTATIVE SCHEDULE

Aug 30    Introduction
Sept 1    Early European Navigation and Exploration
          *Traditions and Encounters, Chapter 19: Transoceanic Encounters and Global Connections
          *The Human Record, P-1-P-15
Sept 3    The Columbian Exchange
          *Traditions and Encounters, Chapter 21: New Worlds: The Americas and Oceania
          *The Human Record, 37-43, 110-128
Sept 6    (Labor Day)
Sept 8    The Columbian Exchange (cont.)
          *Traditions and Encounters, Chapter 22: Africa and the Atlantic World
          *The Human Record, 100-109
          Map quiz
Sept 10   A Multi-polar World: Islamic Empires
          *Traditions and Encounters, Chapter 24: The Islamic Empires
          *The Human Record, 44-69
          Short Response Paper #1: “Multiple Voices I: European Views of Native Americans” *The Human Record, 37-43
Sept 13   A Multi-polar World: East Asia
          *Traditions and Encounters, Chapter 23: Tradition and Change in East Asia
          *The Human Record, 70-92
Sept 15   A Multi-polar World: Oceania, Africa etc.
Sept 17   Change and Transformation in Europe
          *Traditions and Encounters, Chapter 20: The Transformation of Europe
          *The Human Record, 5-23, 31-36
Sept 20   Wrapping up the early Modern World
Sept 22   Wrapping up (cont.)
          Short Response Paper #2: Students’ choice.
Sept 24   Revolutions
          *Traditions and Encounters, 25: Revolutions and National States in the Atlantic World
          *The Human Record, 144-150, 155-169
Sept 27   Revolutions II
          *Traditions and Encounters, 27: The Americas in the Age of Independence
          Nation-states and Nationalism
          *The Human Record, 275-283
Oct 1     Nationalism, Custom and Tradition
Oct 4     The Industrial Revolution
          *Traditions and Encounters, 26: The Making of Industrial Society
          Short Response Paper #3: Students’ choice.
Oct 6  Industrialization (cont.)

*The Human Record*, 151-154, 239-253

Oct 8  Imperialism

*Traditions and Encounters* 28: The Building of Global Empires
*The Human Record*, 214-219, 262-275, 309-329

Oct 11  Imperialism (cont.)

*The Human Record*, 284-309, 388-394

Oct 13  Societies at crossroads

*The Human Record*, 170-188

Oct 15  Social change (cont.)

*The Human Record*, 335-341

**Short Response Paper #4**: “Multiple Voices VI: The Loosening of Tradition: Feminist Voices in Egypt, Iran, China and Japan” (*The Human Record*, 335-341).

Oct 18  Wrapping up and mid-term review

Oct 20  Mid-term (take in the testing center some time between Oct 19 and Oct 23)

Oct 22  Mid-term (take in the testing center some time between Oct 19 and Oct 23)

Oct 25  The Great War

*Traditions and Encounters* 29: The Great War: The World in Upheaval

Oct 27  The Great War (cont.)

*The Human Record* 343-355

Oct 29  The Age of Anxiety

*Traditions and Encounters* 30: An Age of Anxiety

Nov 1  Socialism

*The Human Record* 355-362, 418-426

**Short Response Paper #5**: Students' choice

Nov 3  Fascism

*The Human Record*, 362-371

Nov 5  Nationalism, imperialism in the modern world

*Traditions and Encounters* 31: Nationalism and Political Identities in Asia, Africa and Latin America

Nov 8  WWII

*Traditions and Encounters* 32: New Conflagrations: World War II
*The Human Record*, 371-376

Nov 10  WWII (cont.)

*The Human Record*, 377-387

**Short Response Paper #6**: “Multiple Voices: VII: The Decision to Drop the Atomic Bomb” (*The Human Record*, 380-387).

Nov 12  The Cold War

*Traditions and Encounters* 33: The Cold War and Decolonization 657-666, 677-683
*The Human Record*, 427-437
Nov 15  The Cold War (cont.)

*The Human Record* 454-463

Nov 17  Decolonization

*Traditions and Encounters* 33: The Cold War and Decolonization, 666-677

Nov 19  Decolonization (cont.)

*The Human Record* 403-418, 437-454

Nov 22  The Rise of Asia

Ezra Vogel, *Japan as Number One*, 9-23 (Blackboard)

Ezra Vogel, *The Four Little Dragons*, 1-12 (Blackboard)

**Short Response Paper #7**: Students’ choice.

Nov 23  (Friday instruction) Modern Asia cont.

Nov 24  (Thanksgiving break)

Nov 26  (Thanksgiving break)

Nov 29  What Happened to the Environment?

Global Warming PBS Special trailer (http://www.youtube.com/watch?v=fwoU8PCD3bQ)


Dec 1  The March of Freedom

Dec 3  Information Revolution and Beyond

*Traditions and Encounters* 34: A World without Borders

Dec 6  Globalization and Beyond

*The Human Record*, 463-488

Dec 8  Last day of class: Wrapping up

**Short Response Paper #8**: “The big picture”: Is the world a better place in 2010 than it was in 1750? Defend your answer with specific examples and detail. Be sure to think globally!

Dec 16  Final exam (in class; 11:00 am-2:00 pm)