Instructor:

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Course Description:

In this course we will explore key themes and developments in the history of the world since circa 1500, including colonialism, nationalism, industrialization, imperialism, modernization, and globalization. The course is not meant as a comprehensive survey of the whole history of human development during the period in question. Rather, we will look at carefully chosen historical “snapshots” of different regions, themes, and movements. To accomplish this task, we will use not only the textbook but a whole range of primary source documents, including treaties, journals, literature, woodcuts, paintings, films, internet sites, and even television programs. Having carefully studied and discussed the details of these specific moments, we will periodically train our lens on a broader, “panoramic” context, examining the interconnectedness of world civilizations and studying key sites of exchange such as trade routes, labor migrations, the spread of disease, the global economy, and the language of human rights. Thus, understanding the points of contact and exchange between different world civilizations and cultures in the modern world will be an important and continuing part of this class.

Course Objectives:

By the end of this course, you should:
1. Demonstrate a basic geographical knowledge of the world, and more importantly, develop the ability to discuss how geographical and environmental realities, as well as cross-regional interactions, have impacted historical development.

2. Be able to identify major societies of the post-1500 C.E. era and make historical comparisons between them, in regard to political systems, trade and economics, social structures, religious beliefs, and gender roles.

3. Gain an appreciation of influential cultural works produced in a variety of modern societies and through them come to a clearer understanding of the fundamental values held by past peoples—including, how they understood the natural world, what it meant to be human, and their relationship with the divine.

4. Be able to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

5. Be able to read, analyze, and discuss both primary and secondary source documents dealing with world history (post-1500 C.E.).

6. Improve the clarity and grace of analytical writing.

7. Recognize and be able to apply the tools necessary for a lifelong appreciation of the study of world history.

Texts/Readings:


Additionally, there will be a number of smaller readings available via the University’s Electronic Reserve system and on the World History Resource Center.

Course Reserve Access: Password: and202

Expectations:

*Attend:* Attendance is not required, but it is strongly encouraged. You will miss quizzes if you habitually skip class (see below), and your test grade will almost certainly suffer if you don’t engage with the course lectures and discussions.

*Be Punctual:* Attendance may not be formally required, but I do expect you to be to class on time. Also, if you need to leave early, let me know ahead of time. Violators will be subject to my evil eye.

*Participate:* Because of the sheer number of students enrolled in this course, I will not try to keep track of the number of verbal contributions made by each class member. Nonetheless, I still expect each of you to participate in class discussions. At times, I may even ask specific
individuals to share their fundamentally unique expertise and knowledge with their peers. For this reason, you should always come to class prepared to ask and field questions. Your contributions do not need to be flawless or perfect.

**Read:** This syllabus contains a detailed reading schedule which maps out a set of common readings for each of our sessions. I expect you to read the assigned material for each session **BEFORE** you come to class. My lectures will often summarize the most important events and topics in the course, but they are *not* meant as a substitute for the textbook. Rather, the readings provide a foundation upon which the discussions and lectures are predicated.

**Assessments:**

**Quizzes:** Periodically, I will administer unannounced in-class quizzes. Quizzes are graded pass/fail. They are designed to test your knowledge of that day’s reading assignment. You **CANNOT** make up a quiz under ANY circumstances. If you aren’t there, you automatically fail that quiz. At the end of the term, I will drop up to two failing quiz grades per student. Students who pass all administered quizzes will receive a 1% extra credit bonus.

**Map Quiz:** There will be one map quiz this semester, on September 12th. You will be asked to label cities, empires, and geographical features on a blank map of the world. I will circulate study terms in advance of the quiz.

**Midterm Examination:** The midterm examination will be administered in the testing center between Oct. 8th and Oct. 12th. It will cover material from the first half of the course, comprising roughly the period between 1500 and 1789. The exam has three sections.

**Section I: IDs.** In the first section of the exam, you will be required to choose and write on five important terms (IDs) from a list of seven. Each response should:

A) Explain When (the term took place).
B) Explain Where (the term occurred).
C) Explain What (the term is).
D) Explain the significance of the term within the context of this course in at least **TWO** distinct ways.

Response lengths may vary, but should be no more than about 3-4 sentences. Please write in complete sentences; do **NOT** use bullet lists or a stream of consciousness. This first (ID) section will be worth 25% of the examination grade.

**Section II: Primary Source Analysis.** In the second section, you will read a relatively short primary source document. You will then be asked to provide the following information:

A) When and where the document was written (the document itself will give you clues about this).
B) What the document says, in your own words.
C) Why this document is significant in the context of the themes we have studied in this course.

Your answer to 1) should be no more than 1-2 sentences, while your answers to 2) and 3) should be no more than 5-6 sentences.
Section III: Essay. In the third section, you will be given two essay questions. You must respond to ONE of the two in a coherent, handwritten essay. Your essay will be graded on the following criteria:

A) Argument (a coherent thesis statement, clear topic sentences, a strong sense of unity throughout the paper) - 30% of the essay grade.

B) Knowledge of the Material (relevant historical data, correct information) - 50% of the essay grade.

C) Creativity (evidence of original thought and personal engagement with the course material) - 20% of the essay grade.

In short: demonstrate that you know the course material but also be sure to craft an original argument, complete with an introduction, thesis, supporting points, and a conclusion. The third (essay) section will be worth 50% of the examination grade. There is no time limit for this exam. I will distribute a study guide for this examination approximately two weeks before the test (on or around September 24th).

Final Examination: The final examination will take place on Thursday, December 13th from 11 AM to 2 PM. Like the midterm, the final will consist of an ID, a primary source, and an essay section. You will identify five terms drawn from a list of seven and analyze one primary source document, all drawn from the second half of the course (roughly 1789-present). Likewise, a pair of essay questions (as with the midterm, you will only be asked to write on one of the two choices) will be based on the second half of the class. A second essay, however, will ask you to apply knowledge from the course as a whole. The same grading criteria for the midterm also applies to the final. The IDs will be worth 25 % of the total exam grade, the primary source analysis 25%, and the essays 50% (each essay is worth 25%). You will have three hours in which to take the final exam. I will distribute a study guide for this examination approximately three weeks before the test (on or around November 30th).

Research Paper: Learning to write well is an important part of any history course. Therefore, in addition to the examinations and quizzes you will be expected to write on ONE of the following three paper topics this semester:

1) The Columbian Exchange: Was the exchange of goods, peoples, plants, and animals between the Old and New Worlds beneficial or harmful to the cultures involved? Defend your position using specific historical examples. At least one of your examples must come from a New World culture.

First Draft Due Date: Sep. 21. Final Draft Due Date: Oct. 15.

2) The Social Contract: How did states in the eighteenth and nineteenth centuries reflect Enlightenment texts on the relationship between peoples and their governments? Be sure to draw on at least two historical examples and two Enlightenment political theorists as you craft your answer.

First Draft Due Date: Oct. 15. Final Draft Due Date: Nov. 9.

3) Ordinary Men: What prompted German soldiers to shoot and/or gas Jewish non-combatants during World War II? Were these “ordinary men,” as Browning puts it? You must use Ordinary Men in your paper, but feel free to disagree with Browning and to draw upon other sources as you answer these two questions.

First Draft Due Date: Nov. 19. Final Draft Due Date: Dec. 10.
Research papers will be graded according to four equally weighted criteria:

A) Argument (a coherent thesis statement, clear topic sentences, a strong sense of unity throughout the paper).

B) Organization (well-constructed transitions, an on-topic introduction (and conclusion), fully developed paragraphs).

C) Knowledge of the Material (relevant historical data, an appropriate number of sources, correct (and properly cited!) information).

D) Grammar and Spelling (appropriate word choices, correct spelling throughout, well-constructed sentences).

I will distribute a more thorough version of this rubric during the first or second week of class.

Note that each topic comes with a different timetable. It is up to you to decide which topic interests you the most and/or fits most conveniently with your other responsibilities this semester. Papers should be at least 3 pages long, but may not include more than 5 full pages. You MUST submit a complete, polished first draft to your TA. Your TA will provide feedback and suggestions, but will not assign a grade. All complete, polished first drafts will receive full credit. Incomplete or unacceptable drafts will be submitted to me and will receive a reduced score, depending on the quality of the paper. You will submit your second (final) drafts directly to me. Please use 12-point Times New Roman font, 1-inch margins, and double spacing throughout. Do not leave an extra space between paragraphs. A title page is not necessary, but please number your pages and include your name, the submission date, and the course title at the top of the first page. Consult the Chicago Manual of Style (or see me) for other questions on formatting and style. Finally, you are required to draw on at least THREE distinct sources in your paper. We will discuss appropriate sources in class, but as a general rule of thumb: use the library as much as possible and avoid the internet (except, of course, for the databases and journals accessed through the library’s website).

NOTE: The final draft of your paper must also be submitted to turnitin.com, an automated plagiarism check to which the university subscribes. You will not receive a grade until I have verified that your paper has passed through this system.

NOTE 2: Late drafts (both the first and the final) will be marked down one half-letter grade per day. Thus, if you submitted a final draft two days after the due date which merited a “B,” your final grade would be a “C+.”

NOTE 3: FHSS Writing Lab: To get help with your paper’s organization, structure, focus, tone, and documentation style, you can go to the FHSS Writing Lab in 1049 JFSB to meet one-on-one with a peer advisor. All advisors are students from our college and are trained in APA, Turabian, AMA, and MLA styles.

To prepare for a tutorial, take:

- A copy of the assignment.
- A hard copy of your draft, whatever stage it may be in.
- A list of questions and concerns you have about your paper.

Walk in Monday through Friday 9:00 a.m. – 5:00 p.m. or make an appointment online: http://fhsswriting.byu.edu

For more information, go to the website at https://fhsswriting.byu.edu/Pages/Home.aspx or email fhss-writinglab@byu.edu
Grading:

I use the following percentages when calculating letter grades:
A = 93 – 100
A- = 90 – 92
B+ = 87 – 90
B = 83 – 86
B- = 80 – 82
C+ = 77 – 80
C = 73 – 76
C- = 70 – 72
D = 65 – 69
D- = 60 – 64
F (E) = below 60

Grade Distribution:
Quizzes – 15%
Map Quiz – 5%
Midterm Examination – 20%
Final Examination – 25%
Research Paper First Draft – 5%
Research Paper Final Draft – 30%

Other Notes about Grading:

If you feel that you have received an unfair grade on any assignment, you have the right to formally request a reassessment. To initiate this, you MUST first submit an official complaint in writing, together with the original copy of the assignment in question. Please keep your tone civil and professional, and do not try to send complaints via email. I do not treat grade complaints as a personal insult. They are a perfectly legitimate way for you to seek redress, and I will always treat your point of view with respect (even if I disagree).

Policies:

Late Policy: Except for the first and final drafts of the research paper (see above), you CANNOT make up course assessments unless you provide a compelling reason for your absence ahead of time. You cannot make up in-class quizzes under any circumstances.

Preventing Sexual Discrimination and Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.
Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty: Each student is expected to do his or her own work. If you use another person’s words, you MUST use quotation marks and give the original author credit. Instances of plagiarism, however small, will not be tolerated. If you get caught, you will fail the assignment or exam in question and I will refer the case to the Honor Code Office. Please consult the University Student Academic Honesty Code for a more detailed description of what constitutes plagiarism. And if you are still confused, please don’t hesitate to ask me before you submit the assignment in question.

Honor Code Dress and Grooming Standards: All students are expected to comply with the University’s dress and grooming standards.

Course Schedule:

Week 1: Introduction; The World Before 1500
Aug. 27: Syllabus, Introduction to the Course
Aug. 29: Global vs. World History; The World Before 1500 (Bulliet: xxii-xxxii; 353-358)
Aug. 31: World Trade around 1500

Week 2: The Columbian Exchange and European Transformation
Sep. 3: LABOR DAY
Sep. 5: Europe: Exploration, Transformation, and Empire (Bulliet: 358-377)
Sep. 7: The Columbian Exchange (Electronic Reserve: Crosby, “The Columbian Voyages, the Columbian Exchange, and their Historians,” ALL)

Week 3: Mercantilism and the Slave Trade
Sep. 10: Mercantilism and Plantations (Bulliet: 409-430)
Sep. 12: Coerced Labor around the World - Map Quiz
Sep. 14: The Slave Trade and the Atlantic World (Electronic Reserve: “Thoughts upon Slavery,” “Address to the National Assembly in Favor of the Abolition of the Slave Trade,” “Response to Governor Macartney’s Questionnaire,” “Summary of a Conversation with Osei Bonsu,” and “Letters to the King of Portugal”

Week 4: Cultures of Splendor
Sep. 17: The Islamic World (Bulliet: 434-453)
Sep. 19: The Islamic World, cont. (World History Resource Center: “Ogier Ghiselin de Busbecq, The Turkish Letters (1555-1562),” and “A Visit to the Wife of Suleiman Magnificent (c. 1550)”)  
Sep. 21: Qing China and Tokugawa Japan (Bulliet: 456-467) - **Columbian Exchange First Draft Due**

**Week 5: The Enlightenment**  
Sep. 26: The Enlightenment Explodes (Bulliet: 483-484)  

**Week 6: An Age of Revolutions**  
Oct. 3: Revolution in Haiti and Latin America (Bulliet: 494-502)  
Oct. 5: NO CLASS (German Studies Association Conference)

**Week 7: The Modern World**  
Oct. 8: Political Continuities and Ruptures (Bulliet: 518-521)  
Oct. 10: The Industrial Revolution (Bulliet: 506-517; 522-523)  
Oct. 12: The Industrial Revolution, cont.  
**Midterm Examination (Oct. 8-12)**

**Week 8: The Modern World Stinks!**  
Oct. 15: Prophets and Rebels (Bulliet: 527-536; 539-548) - **Columbian Exchange Final Draft Due, Social Contract First Draft Due**  
Oct. 17: Socialists and Insurgents (Bulliet: 551-586)  
Oct. 19: Russia (Bulliet: 468-475; 536-539)

**Week 9: Nationalism and New Imperialism**  
Oct. 22: The Rise of Nationalism (Bulliet: 586-596)  
Oct. 24: New Imperialism (Bulliet: 600-624)  
Oct. 26: Discontent with New Imperialism (World History Resource Center: “The People of Canton, Against the English (1842),” and “Thomas Macaulay (1800-1859), On Empire and Education”)

**Week 10: Modernism and World War I**  
Oct. 29: Fin-de-Siecle Culture and Modernism (World History Resource Center: “Sigmund Freud, The Interpretation of Dreams, excerpts (1900)”)  
Oct. 31: The Rise of Popular Culture  
Nov. 2: The Great War and Mass Politics (Bulliet: 628-638)

**Week 11: The Interwar Years and World War II**  
Nov. 5: The Aftermath of the Great War (Bulliet: 639-649)  
Nov. 7: Fascism, Communism, and Liberal Democracy: European and World Politics on the Eve
of World War II (Bulliet: 652-664)
Nov. 9: World War II (Bulliet: 664-673) - Social Contract Final Draft Due

Week 12: Genocide and the Modern World
Nov. 12: The Armenian Genocide, Holodomor
Nov. 14: The Holocaust (Browning: Ordinary Men, ALL)
Nov. 16: The Holocaust, cont. (Electronic Reserve: “Hitler’s Willing Executioners”)

Week 13: Decolonization
Nov. 19: Early Decolonization (Bulliet: 677-695) - Ordinary Men First Draft Due
Nov. 20: Early Decolonization, cont. (World History Resource Center: “Jawaharlal Nehru, Marxism, Capitalism and Non-Alignment” and “Gandhi, Speech to the All-India Congress (1942)”)
Nov. 21: THANKSGIVING HOLIDAY
Nov. 23: THANKSGIVING HOLIDAY

Week 14: A Postwar World
Nov. 26: The Cold War (Bulliet: 703-707)
Nov. 28: The Three-World Order and Later Decolonization (Bulliet: 707-728)
Nov. 30: Mass Media: Radio, Film, Television, and the Internet (Bulliet: 746-750)

Week 15: Globalization and Conclusions
Dec. 3: Migration, World Trade, and Human Rights (Bulliet: 731-746; 750-757)
Dec. 5: Making Sense of the Modern World

(Dec. 10: Ordinary Men Final Draft Due)

Final Examination: Thursday, Dec. 13, 11 AM – 2 PM