History 202
Fall Semester 2012

Section 1: B002 JFSB on T Th at 08:00 am - 09:15 am

Instructor Information
Instructor: Dr. L. Hadfield  Office: JFSB 2135  Office Hours: T 9:30-10:30 am

Office Hours:
W 2-3 pm
Office Hours:
and by appointment  Email: leslie_hadfield@byu.edu

TA Information
Name: Joshua Daily  
Email: joshua.daily@byu.net  
Location: SWKT Basement History TA Office  
Hours: T Th F 12pm-2pm

Hours:
M W F by appointment

Name: Sam Dearden  
Email: deardensam8@gmail.com  
Location: SWKT Basement History TA Office  
Hours: M W 12-2 and by appointment

Course Information

Description
This course is designed to give you a breadth of knowledge of history across the globe in the past 500 years. History as a discipline can be simply defined as the study of change over time; world history, therefore, is concerned with changes of a global nature over time. Many of the changes that have affected the majority of the world in our past came as a result of exchanges and interconnections between different parts of the world. World history is also often comparative in its approach as it focuses on global patterns.

It is clearly impossible to survey all places, peoples, and major events in world history since 1500 in fifteen weeks, or even in a whole year. It is necessary then that we approach the subject by exploring certain themes. In this course, we will look at the unexpected and unintended consequences of certain events or transformations as we discuss global connections and
exchanges. We will focus on biological changes, revolutionary political thought, consequences of colonial and imperial expansion, the effects of the world wars, decolonization and globalization. We will balance a global scope with specific examples as we gain a better understanding of different parts of the world.

As we explore different themes and time periods, we will also discuss various historical perspectives and how historians construct history. In class we will frequently analyze documents from the past and discuss opposing viewpoints from both historians and historical actors. (You may also choose to focus on this aspect in your written assignment.) The readings are designed to provide the broader context as well as help us understand specific events, figures, and perspectives more fully. The written assignments and exams will test your knowledge of the course material and your ability to evaluate different viewpoints and evidence as you construct a historical argument.

Learning Outcomes

- **Historical and Geographical Knowledge**
  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.

- **Historical Comparisons**
  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.

- **Cultural Works and Values**
  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.

- **Critical Analysis**
  Be able to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

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

- **Analytical Writing**
  Improve the clarity and grace of analytical writing.

- **Lifelong Learning**
  Recognize and be able to apply the tools necessary for a lifelong appreciation of the study of world history.

**Course Requirements**

**Texts:**

These texts may be purchased in the Bookstore or online. Other reading assignments – including the *TANU Women* reading – will be given in class or found on the course website.

**Exams/Testing:**

*Map Quiz:* We will have a short quiz at the end of the second week. You must identify 20 places and features on a blank map of the world, out of 30 which I have listed at the end of the syllabus.

*Reading/Listening Quizzes:* At the end of each segment I will give a small open-book quiz which will test your knowledge of the reading and podcasts assigned for the segment. These quizzes will be in the form of multiple choice, matching, short answers, and identifications. The quizzes will all be taken online (open for 20-30 min on the last two days of each segment – see course schedule). These quizzes will help you prepare for the mid-term and final exams. If you do the reading, you should do well. If you copy and paste from Wikipedia, you will receive a zero on the quiz.

*Exams:* The goal of the midterm and final exams is to test your analytical ability and knowledge of the course information. Exams will consist of one section of multiple choice questions and two sections of paired identifications, taken largely from class lectures. For the paired identifications, you will be asked to identify and analyze the significance of a pair of certain people, events, documents, and places and explain how these taken together illuminate world history. Essentially, there are three parts to each paired identification: you must identify the two people, events, documents, and places separately by addressing five questions: who, what, when, where, and why they are significant. Then you must write a paragraph explaining what the two together tell us about issues, themes, problems, or particular interpretations of world history.

**Written assignments:**

*Include your name, class number/section, and word count in each paper.*

*World History Essay:* Within the first weeks of the semester we will discuss what world history is and what historians do as we examine the topic of the first segment. At the beginning of the third week, you will be required to submit an essay on your understanding of world history as it relates to the field of history. This essay must be 400 words long and refer to the Gaddis reading.

*Film Report:* Throughout the semester BYU International Cinema features a number of free films. You will be required to view one of the films approved by the professor (see course website) and write a report on the film of 500 words. In this report, write one paragraph (about 250 words) summarizing the story-line and major themes of the film, and one paragraph (about 250 words) on how it relates to the issues in world history we have discussed in class. Include your name, class number and section, and word count in the paper. Film reports are due on the second-to-last day of class.

*Segment Paper:* You will choose one of the first four segment topics to write a longer paper on, 900-1,000 words in length (3-4 pages). Each segment will have two paper options: you may 1) write a paper linking current events to issues in the past we have discussed for that segment, or 2) write a paper evaluating two opposing views related to the segment. I will provide the two opposing statements. Paper topics must be reported to your TA during the first week of the segment you choose to write on. You will also be required to meet with a writing tutor in the FHSS Writing Lab (and provide proof of this meeting) before turning in your paper. Papers are due in the beginning of the next segment – see course schedule for dates.
Further instructions for each assignment will be distributed and available on the course website. I encourage everyone to come speak with me and your TA about your paper ideas during our office hours.

**Reading Discussions:** Three times throughout the semester, we will break up into smaller groups to discuss the longer course readings. You will be required to attend class on these days. Questions to guide your reading will be distributed beforehand. You will be required to submit your answers to these questions on the day of our discussion as evidence of your attendance.

**Grading and Course Policies**

**Grading and Course Policies**

- Map quiz .................. 10 pts
- Reading quizzes......... 50 pts (10 pts each)
- World history essay.....20 pts
- Reading discussions..45 pts (15 pts each)
- Film report............... 20 pts
- Segment paper ..........75 pts
- Midterm exam............. 80 pts
- Final exam.................. 100 pts
  Total: 400 pts

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Excellent</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
<td>Good</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
<td>Satisfactory</td>
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<tr>
<td>B</td>
<td>83-86.9%</td>
<td>Minimum Passing</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
<td>Minimum Passing</td>
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<tr>
<td>C</td>
<td>77-79.9%</td>
<td>Minimum Passing</td>
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<tr>
<td>C+</td>
<td>73-76.9%</td>
<td>Minimum Passing</td>
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<tr>
<td>C-</td>
<td>70-72.9%</td>
<td>Minimum Passing</td>
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<tr>
<td>D</td>
<td>67-69.9%</td>
<td>Minimum Passing</td>
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<tr>
<td>D+</td>
<td>63-66.9%</td>
<td>Minimum Passing</td>
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<tr>
<td>D-</td>
<td>60-62.9%</td>
<td>Minimum Passing</td>
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<tr>
<td>E</td>
<td>Below 60%</td>
<td>Failure</td>
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</tbody>
</table>

**BYU Grade Values:**

A – Excellent B – Good C – Satisfactory D – Minimum Passing E – Failure

The grade you receive on your assignments and tests is a measure of how well you complete a specific academic or intellectual task. Grades are not a final judgment of your intelligence, the degree of success you will have in life, nor do they reflect my assessment of your personality. Please keep this in mind as you do your best in this class. If you have any concerns please see me.

**No late work** will be accepted unless due to extenuating circumstances regarding a student’s health or family emergencies, proven by documentation.

**Attendance:** It is your responsibility to complete the reading assignments and come to class. Attendance will only figure into your grade points on the three discussion days when attendance is required; however, it is very important for you to attend class every day to receive course information and announcements.
Classroom etiquette: Please be respectful to your fellow classmates and professor and TA by refraining from playing games, talking out of turn, reading the newspaper, surfing the internet, using social media or otherwise communicating electronically during class. This distracts others from their learning and is disrespectful to those speaking to the class. Please also keep disturbances to a minimum by turning off your cell phones during class.

Email etiquette: Your communication with your professors and TAs should be professional and respectful. When communicating by email, always begin by writing, “Dear ___” and address the person with the appropriate title. Explain clearly the issue or subject of your email and always sign your name (preceded by “Sincerely,” “Thanks,” etc).

Academic Honesty: Academic dishonesty is presenting someone else’s work, writing, or ideas as your own (see university honor code for further explanation). Please use correct citation (see assignment handouts and style guides) and present your own ideas and writing. Do not turn in assignments prepared in part or in full by others, fail to quote entirely the words of others, or fail to cite the source of the writings and ideas of others.

Violations of academic honesty may result in a failing grade in the course and additional disciplinary action by the university.

Map Quiz Identifications

Map Quiz Identifications: Use your text, an atlas, or internet to find the following on a map

Features: Strait of Magellan; Caribbean Sea; Andes Mountains; Indian Ocean; Mediterranean Sea; Blue Nile; White Nile; Lake Victoria

Cities/Countries/Regions: Ireland; Manila, Philippines; Nigeria; Japan; Haiti; France; London, England; Moscow, Russia; Durban, South Africa; Turkey; India; Pakistan; Afghanistan; Palestine; Iraq; Iran; Hong Kong; South Sudan; Khartoum; Mongolia; Delhi; Tanzania.

Schedule

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>T - Aug 28</td>
<td>Introduction</td>
<td>Ways of the World, Prologue: Considering World History</td>
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<tr>
<td>Th - Aug 30</td>
<td>SEGMENT 1: BIOLOGICAL CONSEQUENCES OF EUROPEAN EXPLORATION OF THE AMERICAS AND THE PACIFIC</td>
<td>Ways of the World, chpt 14</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Assignment</td>
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<td>T - Sep 4</td>
<td>Disease: Small pox in Mexico and Hawaii</td>
<td>Gaddis Reading (online); listen to interview with Charles Mann, author of 1493 <a href="http://www.npr.org/player/v2/mediaPlayer.html?action=1&amp;t=1&amp;islist=false&amp;amp;id=138924127&amp;m=139024924">http://www.npr.org/player/v2/mediaPlayer.html?action=1&amp;t=1&amp;islist=false&amp;amp;id=138924127&amp;m=139024924</a></td>
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<tr>
<td>Th - Sep 6</td>
<td>Plants: Cassava, Plants: Potatoes</td>
<td>Ways of the World, chpt 15</td>
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<tr>
<td>T - Sep 11</td>
<td>People: Africa and Atlantic slavery</td>
<td>Before class, read Ways Doc 15.3 and 15.4</td>
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<td>Begin reading Avengers of the New World (Prologue-Chpt 3)</td>
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<tr>
<td>Th - Sep 13</td>
<td>SEGMENT 2: AN AGE OF REVOLUTIONS</td>
<td>Ways of the World, chpt 16</td>
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<td></td>
<td>- The decline of the Chinese Empire and the rise of Europe</td>
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</table>
| T - Sep 18| - The American Revolution, The French Revolution and Declarations of the Rights of Man | continue reading Avengers of the New World (Chpts 4-6)                              *
|           |                                                                      | Segment 1 papers due in class                                                       |
| Th - Sep 20| - Women and the Atlantic Revolutions                                 | Before class, read Ways Doc 17.2 and 17.3;                                          |
|           |                                                                      | Avengers of the New World – complete by Tuesday                                     |
| T - Sep 25| - The Haitian Revolution - READING DISCUSSION DAY                    |                                                                                    |
| Th - Sep 27| - The Industrial Revolution (Social change and industrial)          | Before class, read Doc 18.1, 18.2, 18.3 and                                        |
attitudes in Great Britain and Japan)

Ways of the World, chpt 18

18.5;

T - Oct 2
Review for Midterm

start reading Gandhi (chronology and introduction)

*Reading quiz – complete online by Wednesday, 11:59 pm

Th - Oct 4
Mid-term Exam in Class

T - Oct 9
SEGMENT 3: COLONIALISM AND NATIONALISM

Ways of the World, chpt 20; continue reading Gandhi (chpts 1-3)

- Colonization in the late 1800s and the rise of European nationalism
- The “scramble for Africa”

Th - Oct 11
Ways in which people in colonies took European culture, ideas, and institutions and made them their own: Christianity and Soccer in Africa

“The White Man’s Burden': Football and Empire, 1860s-1919,” and excerpts from Introduction to African Religion (online)

*Segment 2 papers due in class

T - Oct 16
India: a colony becoming a Nation State

Before class, read Ways Doc 20.1, 20.4; continue reading Gandhi (chpts 4-6)

Th - Oct 18
Gandhi - READING DISCUSSION DAY

Finish reading Gandhi (chpt 12 and choose ONE of chpts 7-11)

Reading Discussion day - required attendance

T - Oct 23
World War I, The Fall of the Ottoman Empire and the creation of nations in the Middle East

Ways of the World, chpt 19, pp. 889-902; Britain and the Palestine Mandate podcast
http://www2.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/player.aspx?id=49

*Reading/Listening quiz – complete online by Wednesday, 11:59 pm

Th - Oct 25
SEGMENT 4: THE WORLD WARS, DECOLONIZATION AND THE COLD WAR

Ways of the World, chpt 21

- World War I, the Great Depression, World War II
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
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<tbody>
<tr>
<td>T - Oct 30</td>
<td>The impact of the Holocaust and the United Nations</td>
<td>Ways of the World, chpt 23</td>
<td>*Segment 3 papers due in class</td>
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<tr>
<td>Th - Nov 1</td>
<td>Anti-colonial discourse following World War I and II, leading to de-colonization in Africa and Asia</td>
<td>Before class, read Ways Doc 23.2-23.4; Ways of the World, chpt 22, pp. 1029-1044</td>
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<tr>
<td>T - Nov 6</td>
<td>De-colonization in Africa - Sudan and Tanzania - READING DISCUSSION DAY</td>
<td>TANU Women excerpts (online)</td>
<td>Reading Discussion Day - required attendance</td>
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<tr>
<td>Th - Nov 8</td>
<td>Cold War local interventions; focus on Afghanistan</td>
<td>Ways of the World, chpt 22, pp. 1045-1058; “Afghan Girl” National Geographic articles (online)</td>
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<tr>
<td>T - Nov 13</td>
<td>Advances in science and technology during the Cold War</td>
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<td>*Reading quiz – complete online by Wednesday, 11:59 pm</td>
</tr>
<tr>
<td>Th - Nov 15</td>
<td>SEGMENT 5: ECONOMIC GLOBALIZATION, COMMUNICATION TECHNOLOGY, AND TRANS-NATIONAL MOBILITY</td>
<td>Before class, read Ways Docs 24.1-24.5</td>
<td>*Segment 4 papers due in class</td>
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<td>T - Nov 20</td>
<td>NO CLASS - Friday Instruction</td>
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<tr>
<td>Th - Nov 22</td>
<td>NO CLASS - THANKSGIVING HOLIDAY</td>
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<td>T - Nov 27</td>
<td>Environmental problems and international responses</td>
<td>Ways of the World, chpt 24</td>
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<tr>
<td>Th - Nov 29</td>
<td>OPTIONAL CLASS - TA Help</td>
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<tr>
<td>T - Dec 4</td>
<td>Cell phone revolution in Africa - Indian trans-nationals</td>
<td>“Dollarization” and “Cultural Globalization is not Americanization” (online); Listen to Podcast: Cell phones</td>
<td>*Film Reports due in class *Reading/Listening quiz – complete online by Wednesday, 11:59</td>
</tr>
</tbody>
</table>
Library Information

Reference Desk Information
Name: Social Sciences / Education
Phone Number: 422-6228
Email: No library information available
Hours: M-Th: 8am-9pm; F: 8am-6pm; Sat: 10am-6pm

University Policies

BYU Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. 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.

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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 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.