

History of Civilization II [HIST 1312]

Fall 2019

Course Guide/ Syllabus

Classroom Location: Stabler Hall 407

Class Schedule: Mon, Wed 12:15 PM- 1:30 PM; OR Mon, Wed 1:40 PM- 2:55 PM

Instructor: Prof. Andrew Amstutz (amamstutz@ualr.edu)

Office Location: Stabler Hall 601B

Office Hours: Tuesday: 1:30-3:30 PM, Wednesday, 3:00-4:45 PM, and by appointment

Course Description:

This course is a survey of world history from the sixteenth century to the present. Together, we will explore the making of the modern world with a focus on two major themes: 1) the making and unmaking of empires and 2) revolutions in politics and economic life. Broadly, we will investigate the political, cultural, economic, and social processes that have shaped world history over the last five hundred years in the Americas, Asia, Africa, the Middle East, and Europe. In each class meeting, we will read first-hand accounts, watch film selections, listen to podcasts, and study other primary sources in order to better understand different perspectives on the expansion of empires and the legacies of colonialism, slavery, and revolutions in the lives of people around the world. Along with empires and revolutions, we also will discuss the impact of changing technologies, science, and religion on the making of the modern world.

Textbook & Readings:

Robert Strayer, *Ways of the World: A Brief Global History with Sources, third edition* (Boston: Bedford/St. Martin's, 2016). You only need Vol. 2 for this course. **Please use the 3rd edition.** You may use either the e-book or a hard copy. The text also is available on reserve at the Ottenheimer Library.

Grading:

Your grade in this course is based on the following five components:

- Weekly Quizzes (open-book, open-note): 25% Every Monday at the end of class, you will take a short 15-minute multiple choice quiz that is based on the week's textbook reading and that day's lecture. (I will drop 3 of your lowest quiz grades.)

- Reading Accountability Activities: 15% Discussion is an important component of this course. Therefore, I want to give you credit for preparing for discussion. Reading accountability activities are very short in-class writing assignments that demonstrate that you have read the assigned primary sources and help to prepare for class discussion. Reading accountability activities are simple- they include writing a very short summary of the reading, a worksheet, or writing questions for discussion at the beginning of class. This in-class writing activity is not homework and will be taken in-class every Wednesday. The reading accountability activities will be graded on a scale of 1-5. (I will drop 3 of your lowest grades.)
- Class Discussion: 10 % Active participation in weekly discussions of the primary sources is expected. Discussion is generally every Wednesday.
- Tests (2): 30 % These two tests will be based entirely on the textbook readings and lectures.
- Final Paper (3-4 pages): 20% Short final essay is based entirely on the primary sources that we will read during the course of the semester.

Contacting the Professor:

If you have any questions or concerns, please email me at amamstutz@ualr.edu. I respond promptly to emails (generally within 24 hours.) Please make sure that all communications with the professor are professional and follow appropriate standards of emailing, not texting.

Attendance Policy:

You are expected to attend all class meetings. You are strongly encouraged to bring a notebook, tablet, or laptop to class for note-and quiz-taking purposes. Please focus on class materials while you are in class. Please do not text, use social media, or answer phone calls during class, unless you have an emergency. I spend much time preparing for class; please respect this and give the class your full attention.

All readings are to be completed on the date in which they are due. Please bring all readings (in hard copy or electronic form) to class. On days with readings from the textbook (usually Monday), arrive to class ready to take a quiz on the reading, as well as on the contents of that day's lecture. I drop your three lowest quiz grades throughout the semester. Non-attendance on quiz days result in a zero for the quiz that day.

On class discussion days (generally Wednesday), we will be referring to the primary source reading during class. Therefore, on days marked "Discussion," arrive to class having read the required primary sources for that date (found on Blackboard) and prepared to discuss them. Full attendance in discussion sections is also expected. Your three lowest reading accountability activities (for class discussion) also will be dropped. Non-attendance on discussion days results in a zero for the reading accountability assignment for that day.

Since you have three drops for both the quizzes and the reading accountability activities, there are no make-up opportunities for missed quizzes and discussions/ reading accountability activities.

Based on UALR's attendance policy (and in compliance with federal financial aid regulations) students can be dropped from this course for non-attendance.

Course Objectives: UALR Core Curriculum History of Civilization

- Students will demonstrate knowledge of historical events and actors, including the development of social and economic changes, political changes such as the nation state, and technological changes, including industrialization, since 1600.
- Students will demonstrate understanding of the impact of historical events and actors on the human experience over time, including the present.
- Students will be able to demonstrate the causes and effects in the rise and fall of empires, revolutions, and social and economic changes in the 17th-20th centuries.
- Students will be able to discuss changes in science and technology since 1600, and understand how technological changes, including industrialization, the technology of war, and the development of mass media, impact civilization.
- Students will be able to communicate historical knowledge in written and oral forms.
- Students will use critical thinking and analytical skills to examine primary and secondary source documents.
- Students will connect and compare primary and secondary source documents from multiple perspectives.
- Students will use evidence from written and visual sources to draw conclusions and support an argument.
- Students will learn to locate and distinguish between primary and secondary sources. Students will evaluate sources, including websites, to determine if they are appropriate, scholarly sources.
- Students will understand the principles of academic integrity, including how to cite sources.
- Students will investigate the role of diverse populations in shaping the history of civilization.
- Students will be able to discuss multiple perspectives on the past, and the ethical implications of the uses of history in the public sphere.

Academic Honesty: All of your work for this class should be original, or you will not receive credit for the assignment. Plagiarism is the use of words or ideas produced by another person without acknowledging its source. UA Little Rock's policies on academic integrity are available

at <http://ualr.edu/deanofstudents/academic-integrity/>. Purdue's Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/589/2/>) contains good information about what constitutes plagiarism. If you have any questions about how to properly cite sources in any of your written work, please ask the instructor.

Cheating and Plagiarism: Cheating and plagiarism are serious offenses. When you use others' words or ideas without giving them credit, you are plagiarizing. All sources, including information gathered on the Internet, must be correctly cited (author, page number) in all assignments. Anyone who is involved in cheating or plagiarism will receive a zero for the assignment and will be turned over to the Integrity and Grievance Committee for disciplinary action. See Section VI of the student handbook for more details.

Students with Disabilities: Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to document a disability) and need an accommodation, please contact me privately as soon as possible so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at ualr.edu/disability. (UA Little Rock Policy 404.9)

UA Little Rock Non-Discrimination Policy: UA Little Rock adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, religion, sexual orientation, veteran's status, or disability, to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned, and any person (student, faculty, or staff member) who violates this policy will be subject to disciplinary action. Harassment that is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment.

It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. Any person who believes he or she has been discriminated against should contact the Office of Human Relations to obtain assistance and information concerning the filing of a complaint. At the same time the university prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Non-discriminatory affirmative action equal opportunity policies apply to recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing and university-sponsored programs.

UA Little Rock Inclement Weather Policy: During inclement weather, UA Little Rock will make a decision whether or not to close based on all available information. The chancellor will decide whether or not conditions warrant canceling classes and activities and closing the campus

or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member. The UA Little Rock website, UA Little Rock email, the university's main telephone number (501.569.3000), and the Rave campus alert notification system are the official means of communicating information concerning weather-related closings. When necessary, the university will announce a separate decision about canceling night classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible.

Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

Peer Tutor

There is Peer Tutor available for HIST 1312. Cole Mcnew is our peer tutor, and he is ready to help you with any assignment or skills necessary to complete this course. Cole will hold regular office hours in the students' labs in the Department of History on the 6th floor of Stabler Hall. Here is his schedule for Cole's office hours:

Monday, 9:00 AM – 10:00 AM

Wednesday, 9:00 AM – 10:00 AM

Thursday, 3:00 PM – 4:00 PM

If you would like to set-up an appointment, either show up to office hours or send Cole an email at: crmcnew@ualr.edu

Communication Skill Center

The Communication Skill Center (CSC) is a resource devoted to helping campus and online students in the various stages of preparing a presentation. Services include, but are not limited to, anxiety management, brainstorming, research, content organization, PowerPoint/Prezi design and integration, and providing presenters with balanced feedback. The CSC offers both onsite and online services. Appointments are available and walk-ins are welcome; please feel free to stop by 201 speech building, call at 501-569-8208, or email: communication.skill.center@gmail.com. Book an appointment: <http://ualrcommunicationskillcenter.setmore.com>

Course Schedule

Week 1: Empires in World History

Mon, August 19: Introduction
NO QUIZ

Wed, August 21: Discussion
Primary Source: *The Broken Spears: The Aztec Account of the Conquest of Mexico* (check blackboard.)

Week 2: European Empires in the Americas

Mon, August 26: Lecture
Ways of the World: Read Chapter 13 from the beginning of the chapter through the end of the section entitled “Settler Colonies in North America,” pp. 553-572.

Weekly Quiz

Wed, August 28: Discussion
Primary Source: *The Broken Spears: The Aztec Account of the Conquest of Mexico* (check blackboard.)

Week 3: Asian Empires in the Early Modern Era

Mon, September 2: NO CLASS, LABOR DAY

Wed, September 4: Lecture
Ways of the World: Read Chapter 13 from the beginning of the section entitled “The Steppes and Siberia” until the end of the chapter, pp. 572-588.

Weekly Quiz [No primary source reading for this week.]

Week 4: The Scientific Revolution

Mon, September 9: Lecture
Ways of the World: Read all of chapter 15.

Weekly Quiz

Wed, September 11: Discussion
Primary Source: *Check Blackboard*

Week 5: The Industrial Revolution

Mon, September 16: Lecture

Ways of the World: Read all of Chapter 17.

Weekly Quiz

Wed, September 18: Discussion

Primary Source: Marx, *The Communist Manifesto* [Selections available on Blackboard.]

Week 6: The French and Haitian Revolutions

Mon, September 23:

Ways of the World: Read chapter 16, pp. 697-711, or from the beginning of the chapter through the end of section “The Haitian Revolution.”

Weekly Quiz

Wed, September 25: Discussion

Primary Source: *Check Blackboard*

TEST # 1 IS NEXT MONDAY: PLEASE PREPARE!

Week 7: Atlantic Revolutions

Mon, September 30: Test # 1

Wed, October 2: Lecture

Ways of the World: Read the remaining sections of chapter 16. That means pages 711-729, or from the beginning of the section “Spanish American Revolutions” through the end of the chapter.

Weekly Quiz [No primary source reading for this week.]

Week 8: New Colonial Empires in Africa and Asia, 1750-1914

Mon, October 7:

Ways of the World: Read all of Chapter 18.

Weekly Quiz

Wed, October 9: Discussion

Primary Source: *The Travels of Dean Mahommed* [Selections available on Blackboard.]

Week 9: Non-European Empires in the Age of Colonialism, 1800-1900

Mon, October 14:

Ways of the World: Read all of Chapter 19

Weekly Quiz

Wed, October 16: Discussion

Primary Source: *Abina and the Important Men: A Graphic History* [Selections available on Blackboard.]

Week 10: India: A Nonviolent Revolution?

Mon, October 21:

Ways of the World: Read all of chapter 20.

Weekly Quiz

Wed, October 23: Discussion

Primary Source: *Abina and the Important Men: A Graphic History* [Selections available on Blackboard.]

Week 11: Revolutionaries and Communism

Mon, October 28:

Ways of the World: Read Chapter 21 from the beginning of the chapter through the end of the section “Russia: Revolution in a Single Year,” pp. 929-936, & then from section “East versus West” through the end of section “Paths to the End of Communism,” pp. 947-959.

Weekly Quiz

Wed, October 30: Discussion

Primary Source: Mohandas K. Gandhi’s *Hind Swaraj* [Short selections on Blackboard.]

Week 12: Decolonization and Nationalism

Mon, November 4:

Ways of the World: Read Chapter 22 from the beginning of the chapter through the end of the section titled “Experiments in Economic Development,” or pp. 975-1005.

Weekly Quiz

Wed, November 6: Peer Review Session for your Final Papers. (For this peer review session, please bring a print out of 1.5 to 2 pages of the draft of your paper on the primary sources.) Participation in Peer Review is part of the grade for your final paper.

[No Primary Source reading for this week]

Week 13: Revolution in China

Mon, November 11:

Ways of the World: Read Chapter 21 from the section “China: A Prolonged Revolutionary Struggle” through the end of section “The Search for Enemies,” pp. 936-947 & then from the section “China: Abandoning Communism and Maintaining the Party” through the end of the chapter, pp. 959-965.

Weekly Quiz

Wed, November 13: Discussion

Primary Source: *Check Blackboard*

TEST # 2 IS NEXT WED: PLEASE PREPARE!

Week 14: The End of Empire?

Mon, November 18: Discussion

Primary Source: Listen to the “Museum of Lost Objects” Podcast

[No Quiz this week]

Wed, November 20: Test # 2

NO CLASSES MON, NOVEMBER 25 & WED, NOVEMBER 27 FOR FALL BREAK & THANKSGIVING

Week 15: Revolutions in World History

Mon, December 2: Last Day of Class

Primary Source: Listen to the “Museum of Lost Objects” Podcast

Weekly Quiz

Final Paper (3-4 pages): Due on Monday December 9. Based on the assigned primary source readings from this course.