

University of Hawai'i – West O'ahu (Spring 2014)
History 152: World History since 1500 (69200)
(fulfills FGB requirement)

Monday/Wednesday, 9:30 – 10:50 am

Instructor: Dr. Alan Rosenfeld

Classroom: D-151

Office Hours: MON/WED, 11 am -12 pm; MON, 2–3 pm

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Course website: <https://lailima.hawaii.edu/portal/site/WOA.69200.201430>

(UH login ID and password required)



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slave fortress on West African coast



mining town of Potosi, Bolivia

Course Description

Welcome to History 152: World History since 1500! I hope you come prepared with an inherent curiosity about the culture and histories of the countless societies that together comprise the human race. This survey course is the second segment of a two-part sequence dealing with significant historical events and differing perspectives in world civilizations from 1500 to the present. It also fulfills the UH West O'ahu General Education Core Requirement for Foundations – Global and Multicultural Perspectives B. The course will include hands-on instruction in the use of primary-source materials. We will examine historical narratives and global perspectives on human societies and cross-cultural interactions, and we will explore ways to think about the past and use primary sources.

The emphasis of the course will be on trans-regional connections and comparisons, rather than on comprehensive coverage. Indeed, the ambitious scope of the course means that some pieces of the puzzle will inevitably be left out. In addition to discussing many of the major events in early modern and modern world history, we will investigate long-term developments and trends, including the spread of disease, the transatlantic slave trade, industrialization, imperialism, racism, and political extremism. Students will be exposed to an assortment of primary-source materials and will hone their skills of interpretation, analysis, and critical thinking. The course will familiarize students with some of the most crucial issues and challenges of the past 500 years, while encouraging historical empathy and an ability to evaluate the impact of historical developments from a variety of perspectives.

Note on Credit Hours and Workload

The UHWO Credit Hour Policy states that students in a traditional face-to-face course are expected to spend a minimum of two hours per week outside of the classroom completing course work *for each course credit hour*. In other words, since this is a 3-credit course, you are expected to spend six hours per week completing course work in addition to the three hours of time in the classroom, for a total of nine hours per week. The six hours outside of class should be used to complete the assigned readings, response papers and Virtual Time Capsule project; review your lecture notes; and study for quizzes, in-class essays, and the final exam.

Required Books

Texts for the course are now available at the UH West O`ahu Bookstore. They can also be purchased relatively cheaply through any of the major online vendors (amazon.com, bn.com, bookfinder.com, half.com, etc.), but you will need the Ringrose text right away. You can also save a lot of money by purchasing used copies online. Finally, I have placed all four titles on reserve for you at the UHWO library:

- Chen, Yuan-tsung. *The Dragon's Village: An Autobiographical Novel of Revolutionary China*. Penguin Books, 1981.
- Miller, Susan (trans. & ed.). *Disorienting Encounters: Travels of a Moroccan Scholar in France, 1845-1846*. Berkeley: University of California Press, 1992.
- Rediker, Marcus. *The Slave Ship: A Human History*. New York: Penguin Books, 2008.
- Ringrose, David. *Expansion and Global Interaction, 1200-1700*. New York: Addison, Wesley, Longman, 2001.



Primary Sources

*These additional **required** readings can all be found in our Course Reader, which is posted on Laulima. I have selected brief excerpts, so that the readings average **only a couple of pages** in length. Don't try to find alternate versions online since they will be much longer:*

- Bernabe Coco, "The Role of *Acllas* in Andean Society," 1653.
- Matteo Ricci, "The Art of Printing in China," late 16th Century.
- Xia Qinggao, "Selections from the Hailu," 1783-1797.
- Lady Mary Wortley Montagu, "Chronicle from the Ottoman Empire," 1718.
- Bartolomé Arzáns de Orsúa y Vela, "Tales of Potosi," (silver mines) 1703.
- Count Arthur de Gobineau, "The Inequality of the Human Races," 1853-55.
- "Proclamation of Emperor Bahadur Shah," (Sepoy Rebellion), 1857.
- "Philippine Declaration of Independence," 1898.
- "McKinley Defends U.S. Expansionism," 1899.
- "Rudyard Kipling, "The White Man's Burden," 1899.
- Mark Twain, "To the Person Sitting in Darkness," 1901.
- Theodore Roosevelt, "The Threat of Japan," 1907.
- Voices of Hibakusha (Atomic Bomb victims)
- Selections from Primo Levi, *Survival at Auschwitz*, 1958.
- Mahatma Gandhi, excerpts from *Hind Swaraj or India Home Rule*, 1909.
- Kwame Nkrumah, excerpt from *I Speak of Freedom*, 1961.
- Vietcong Program, 1962.
- Ayatollah Khomeini, "The Uprising of Khurdad," 1979.

All weekly reading assignments, as outlined in the course schedule below, should be completed by our class meeting on Wednesday at the latest.

Course Requirements and Grading Criteria

Assignment	Value	SLO
In-Class Essays (5x)	20%	SLO 3,4
Typed Response Papers (4x)	15%	SLO 1,3,4
Attendance and Participation (including the eCafe survey)	15%	----
"Pop" Lecture Quizzes* (4x)	10%	SLO 3
Map Quizzes (2x)	5%	SLO 5
Virtual Time Capsule (including group presentation)	10%	SLO 2
Final Exam	25%	SLO 3,5
TOTAL	100%	

**These are "surprise" (short) multiple-choice quizzes based on lecture materials.*

Grading Scale

93 – 100% = A	80 – 82% = B-	67 – 69% = D+
90 – 92% = A-	77 – 79% = C+	63 – 66% = D
87 – 89% = B+	73 – 76% = C	60 – 62% = D-
83 – 86% = B	70 – 72% = C-	59% and below = F

Student Learning Outcomes

By the end of this course, you should be able to:

- SLO1: Write, document, and support a historical argument regarding particular aspects of world history since 1500 C.E. in a brief essay, presenting sound evidence in an orderly and logical chain of reasoning [CLO-1, DLO-4, ILO-1]
- SLO2: Give well-organized and competent oral presentations on important developments in world history from 1800 to 2000 C.E. [CLO-2, DLO-5, ILO-1]
- SLO 3: Critically analyze historical developments in Europe, Asia, Africa, the Americas, and the Pacific from 1500 to the present [CLO-3, DLO-6, ILO-3]
- SLO 4: Make clear historical arguments concerning world history since 1500 C.E. and develop them using recognized historical methods [CLO-4, DLO-3, ILO-4]
- SLO 5: Use a variety of texts and primary-source documents to analyze events, issues, and developments in world history since 1500 C.E. from a variety of cultural perspectives [CLO5, DLO-1 and 2, ILO-2]

Response Papers

Typed response papers are assigned and graded to ensure that everyone comes to class having done some critical thought on the readings. There are four **400-word response papers** in total, **one for each of the four sections of the course**. There is a different assigned response question each week, and the sets of questions will be posted on Lualima. Each question asks you to respond to the readings for *that week only*. (Question 1A is for the Week 1 readings, Question 1B for the Week 2 readings... Question 2A is for the Week 5 readings, Question 2B is for the Week 6 readings, etc.) You therefore have (at least three but usually) four chances to complete each response paper assignment. However, I will only count your best three response papers towards your final grade. Late papers will not be accepted since (a) you are only required to submit four of them over a 15-week period and (b) I am only counting your best three. You are strongly encouraged to complete these assignments a week or two before the last deadline. Here are some guidelines for the organization of your response paper. A detailed writing rubric will be distributed during the first week of the course:

- Use the assigned question to analyze portions of the assigned text(s). Do not merely summarize the text or – even worse – fail to address the assigned readings altogether.
- Try to make connections between the assigned readings, lectures, and other course materials – show me that you are critically thinking about the ideas.
- Organize each paragraph around an arguable claim in the form of a topic sentence. A topic sentence should typically come at the start of a paragraph.
- Support your claims with specific examples and evidence from the text. Explain clearly how each piece of evidence supports the claim.
- Cite your sources, even if you do not quote an author word-for-word. You may use simple in-text parenthetical format, placing the author's name and the page number in parentheses at the end of the sentence, like this (Ringrose, 27).
- Proofread for grammar, spelling, and punctuation errors.

In-Class Essays

There is no midterm exam in this course. In lieu of a midterm, this course provides five in-class essays (ICEs), according to the dates listed on the syllabus. You will be given 20 minutes to complete each assignment. These writing assignments will focus on lectures, readings, and in-class materials. You will be able to access the essay questions via Laulima two days before the scheduled writing assignment. On the day of the in-class essay, you will not be able to choose the questions you wish to answer. Only the best four of your five ICEs will count towards your course grade. If you complete all five assignments, your lowest grade will be dropped. This system is meant to reward improvement in writing and argumentation over the term. Make-up in-class essays (ICEs) will not be granted, since only your top four results are being counted.

Virtual Time Capsule Project

The Virtual Time Capsule project consists of a combination of group work, individual written work, and a group oral presentation. You will receive a complete set of instructions at a later point in the course, and you will be assigned to a group (of about four students) by your instructor. You will also receive an oral presentation grading rubric before your scheduled presentation.

Participation and attendance

A major part of your grade will consist of course attendance and participation and I will keep a detailed record of both. Students with three or more absences will have their attendance and participation grades reduced. Late arrivals or early departures will be counted as half-absences.

- **A:** Always participates in class, and comes with an excellent grasp of the course readings. Careful to let others speak, and respects their opinions. Shows active engagement in class discussions, and helps serve as a “spark” in the class. Completes the eCafe course evaluation.
- **B:** Attends class regularly and participates. Shows competencies in the readings.
- **C:** Misses few classes and participates satisfactorily with some attention to the assigned readings.
- **D:** Misses more than a quarter of the classes and/or does not participate in discussions. Shows little evidence of completing the assigned readings. Can also be disruptive in class.
- **F:** Misses more than forty percent of class meetings and/or does not participate in discussions and activities. Is disruptive in class or disrespects classmates and/or instructor.

Class Schedule

Students are expected to read all assigned readings before class begins. Be sure to check our course website on Lualima regularly for postings, updates, and announcements. Please note that you only need to submit one response paper for each three-to-four-week course segment.

I: The Early Modern World

Date	Weekly Topic	Due today
Week 1 January 13	- Course overview - Ice breakers Film Clip: <i>Baraka</i>	- Bring a copy of the syllabus to class with you.
January 15	Lecture 1: The Islamic World	- read Ringrose, ch. 2 (29-62) - read "Chronicle from the Ottoman Empire" - response paper 1A
Week 2 January 20	<i>MLK Day – No Class!</i>	
January 22	Lecture 2: China—The Middle Kingdom - Map Quiz 1: Asian Empires (based on Ringrose, 136)	- read Ringrose, ch. 6 (161-189) - read "The Art of Printing in China" - read "Selections from the Hailu" - response paper 1B
Week 3 January 27	Lecture 3: The Amerindian Empires	
January 29	- ICE #1 - Film Clip: <i>500 Nations</i>	- read Ringrose, ch. 4 (p. 97-128) - read Coco, "The Role of the Acllas" - response paper 1C
Week 4 February 3	Lecture 4: European Expansion	
February 5	- Class activity: analyzing primary sources (Hailu) Film Clip: <i>Black Robe</i>	- read Ringrose, ch. 5 (129-160) - response paper 1D (<i>last chance to turn in response paper 1!</i>)

II. European Imperialism

Date	Topic	Due today
Week 5 February 10	Lecture 5: Crops and Food Ways	
February 12	- ICE #2 - Class activity: common grammar errors - Group activity: start Virtual Time Capsule project	- read Ringrose, ch. 3 (p. 63-95) - read Rediker, <i>Slave Ship</i> , introduction and ch. 1 (p. 1-40) - read "Tales of Potosi" - response paper 2A
Week 6 February 17	<i>Presidents' Day: No Class!</i>	
	Lecture 6:	- read Rediker, <i>Slave Ship</i> , ch. 3, 4, 5 (p.

February 19	The Transatlantic Slave Trade	73-186) - read "Inequality of the Human Races" - response paper 2B
Week 7 February 24	Lecture 7: Industrial Revolution and Imperial Power	
February 26	- ICE #3 Film clip: <i>Amistad</i>	- read Rediker, <i>Slave Ship</i> , ch. 7 and 10 (p. 187-221, 308-342) - read "Proclamation of Emperor Shah"
Week 8 March 3	Lecture 8: The Industrial Revolution in Japan Film clip: <i>Nomugi Pass</i>	
March 5	- <i>Disorienting Encounters</i> background and context - Film clip and discussion: <i>Lagaan</i>	- read <i>Disorienting Encounters</i> , p. 3-32 and ch. 2 (p. 88-122) - response paper 2D (last chance to turn in response paper 2!)



Japanese samurai from Satsuma



rubber plantation worker

III: "Not-so-civil" Civilization

Date	Topic	Due today
Week 9 March 10	Lecture 9: The Philippines in World History	
March 12	- ICE # 4 - Virtual Time Capsule: preliminary group list	- "Philippine Declaration of Independence" - "McKinley Defends U.S. Expansionism" - "White Man's Burden" - "To the Person Sitting in Darkness"

		- response paper 3A
Week 10 March 17	Lecture 10: “New” Imperialism I: The Social Life of Rubber	
March 19	- Map Quiz 2: Imperialism in Africa - Film clip and discussion: <i>Heart of Darkness</i>	- read <i>Disorienting Encounters</i> , ch. 3 (p. 123-161) - response paper 3B
	<i>SPRING BREAK (March 24 – 28)!</i>	
Week 11 March 31	Lecture 11: “New” Imperialism 2: Sugar and Pineapple in Hawai‘i	
April 2	- Virtual Time Capsule: final group list - Class activity: analyzing primary sources (images)	- read <i>Disorienting Encounters</i> , ch. 5 (p. 172-212) - read “The Threat of Japan” - response paper 3C
Week 12 April 7	Lecture 12: War and Genocide	
April 9	- ICE #5 - Film clip and discussion: <i>Hotel Rwanda</i>	- read “Voices of Hibakusha” and <i>Survival at Auschwitz</i> - response paper 3D (last chance to turn in response paper 3!)

IV: Recent Transformations

Date	Topic	Due today
Week 13 April 14	Lecture 13: Decolonization	
April 16	- Time Capsule Presentations (Groups 1, 2, and 3) Film clip: <i>Marley</i>	- read Chen, <i>The Dragon’s Village</i> , ch. 1-6 (p. 3-94) - read “India Home Rule” - read “I Speak of Freedom” - response paper 4A
Week 14 April 21	Lecture 14: The Chinese Revolutions	
April 23	- Time Capsule Presentations (Groups 4, 5, and 6) - Film clip: <i>A Century of Revolution: The Mao Years</i>	- read Chen, <i>The Dragon’s Village</i> , ch. 7-14 (p. 95-180) - read “Vietcong Program” - response paper 4B
Week 15 April 28	Lecture 15: The Cold War	
	- Time Capsule Presentations	- read Chen, <i>The Dragon’s Village</i> , ch.

April 30	(Groups 7, 8, and 9) - Film clip: <i>Atomic Café</i>	15-24 (p. 181-285) - read "Uprising and Khurdad" - response paper 4C (<i>last chance to turn in response paper 4!</i>)
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Final Exam: Wednesday, May 7, 9:00 – 11:00 am



The Opium War



The Sepoy Rebellion

Policies, Responsibilities, and Expectations

Violating the course expectations will hurt your overall grade

1. You should always treat your fellow classmates (as well as your instructor) with **courtesy and respect**, and you should appreciate differences of opinion. Bullying or discrimination based on race, ethnicity, gender, religious beliefs, sexual preference, age, or any other factor is not permitted in our classroom.
2. UH West O`ahu students are expected to devote **nine hours per week** to each course. Since our class meets for less than three hours per week, you should be spending at least six hours per week outside of the classroom working on course readings and assignments.
3. You are expected to abide by the university's policy on **academic honesty**, including the university's policy on plagiarism. When composing written assignments, do not simply cut and paste materials from the Internet. Trying to pass off someone else's work as your own is the most severe form of plagiarism.
4. Be sure to bring copies of weekly assigned documents and readings to class meetings on Wednesday.
5. Turn off your **cell phones** and blackberries when you enter the classroom. (Yes, turn them off. Setting them to "vibrate" mode is not going to cut it.) Cell phone use during class time is not permitted. That includes sending and receiving text messages. If you have an emergency and expect to receive a text or call during class, you must get my permission before class starts. Laptops may only be used to follow and record course content. Do not do work for other courses during our class time. You may be marked absent if you violate any of these policies. You will be provided a 5-minute break during lectures to check your cell phone or text messages and to use the restroom.

6. Be seated and prepared to begin class at **9:30 am** sharp. Tell me before class if you need to leave early and try not to disturb the class if you arrive late. Do not chat or create disturbances during class time. If you wish to ask a question during the course lecture, raise your hand and wait to be acknowledged.
7. By enrolling in this course, you agree to complete an **eCafe** course evaluation before the close of the term. Your instructor will not be able to access the results of these evaluations until course grades have been submitted.
8. If you have personal issues you need to discuss, you are always welcome (and encouraged) to visit me during my scheduled **office hours**. If you have a scheduling conflict, I will do my best to arrange a separate meeting with you. Please do not wait until the course is over to inform me of a significant problem.
9. You are welcome to **email** me at alan3@hawaii.edu whenever you have a question or concern. However, please allow at least a 24-hour window for a response. I will usually reply to emails sooner than this, but I am not wired into my router 24 hours a day, especially at nights or on the weekend. (Do not email me at noreply@laulima.hawaii.edu. Your email will be sent to a message center and may never reach me.)
10. This course will make regular use of **Laulima** for postings, announcements, and course content. It is your responsibility to make sure that your Laulima account is active and to visit our Laulima course website *regularly*.
11. UH West O'ahu is committed to providing students with disabilities **equal access** to courses, programs, facilities, and activities. If you have a disability or a condition that requires special accommodations, please inform the Student Services Office (689-2800) immediately. You are also encouraged to consult me at the start of the term so that I can assist you.
12. I reserve the right to change readings, assignments, and course content, but I will be sure to notify the class in a timely manner.

Special Note: If you have heavy work/family responsibilities that affect your participation in this course, please meet privately with me or email me to discuss your needs. I will make reasonable efforts to accommodate you. However, do keep in mind that I cannot reduce the class workload just for you alone.

Plagiarism

As this is a History course, you are expected to cite your sources carefully. In your response papers, you should do this simply by providing in-parenthetical references with the author's name and page number, like this (Ringrose, 72). Your grade will suffer if you do not cite your sources. You are responsible for knowing the University of Hawai'i policy on academic dishonesty. Here's an excerpt from the university web page on student conduct (<http://www.uhwo.hawaii.edu/policies>):

"Cheating includes, but is not limited to, giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting the facts in order to obtain exemptions from course requirements."

“Plagiarism includes, but is not limited to, submitting in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that portion to the individual; neglecting to identify as a quotation, another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.”

- You may receive an automatic “F” for this class and you will be reported to the university should you choose to submit plagiarized work.

UH West O'ahu has a license agreement with iParadigms, LLC for the use of their plagiarism prevention and detection service popularly known as Turnitin. **All students agree to submit their paper(s) to www.turnitin.com if and when instructed to do so.** By taking a course where Turnitin is used, you agree that your assigned work may be submitted to and screened by Turnitin. Turnitin rates work on originality based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals. Turnitin does not make a determination if plagiarism has taken place. It makes an assessment of the submission's originality and reports that to the course instructor. These Originality Reports are tools to help your teacher locate potential sources of plagiarism in submitted papers. All papers submitted to Turnitin become part of Turnitin's reference database solely for the purpose of detecting plagiarism. Use of Turnitin is subject to the Usage Policy as posted on the Turnitin.com website.