World Civilization II (HIST 1080)

Instructor: Andrew Drenas, D.Phil.

Classroom: Dugan 207

Class Meetings: TuTh, 3:30-4:45

E-mail: Andrew_Drenas@uml.edu

Website: http://faculty.uml.edu/adrenas/Teaching/WorldCivII.aspx

Office Hours: TuTh, 1:00-3:00 p.m., and by appointment, in Dugan 106N


Course Description:

This course serves as an introduction to the study of world history, its relevance for living in the present, and the challenge to think critically about the emergence and subsequent development of the modern world since 1500. Participants in this course will examine experiences that transcend societal and cultural regions, focus on processes of cross-cultural interaction, and investigate patterns that influenced historical development and continue to impact societies on a global scale.

Grading:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>Quizzes/Assignment</td>
<td>25%</td>
<td>100 points</td>
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<tr>
<td>First Exam</td>
<td>25%</td>
<td>100 points</td>
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<tr>
<td>Second Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
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**Quizzes/Assignment:** This part of your grade includes two map quizzes to be given at the beginning and roughly midway through the course. Each is worth 25 points. There is one writing assignment for this class. Each student must choose a primary source document of interest to him or her and analyze it based on criteria to be provided by the instructor. The writing assignment is worth 50 points.

**Exams:** There will be three multiple-choice, non-cumulative exams for this course. Each is worth 100 points.

**Late Assignments:** Any assignment, quiz, and exam turned in or taken late will result in a 10-point deduction for each day it is tardy. It is your responsibility to follow along with the syllabus.
Miscellaneous:

**Extra Credit:** Extra credit options are available to students. Please be aware that the instructor will not permit those who do not attend class or who put little to no effort into their work to do extra credit. Students can earn a potential +20 in extra credit, and can do so through writing an extra primary source analysis (or two) and/or sharing an oral presentation in class. You cannot choose a document written by the same author who wrote your first source, nor a document from the same place and time in history. Oral presentations must expand on topics discussed in class or introduce subjects not brought up in the classroom, but that relate to course material. You need to receive the instructor’s approval before submitting and/or doing all extra credit work.

**Grade values:**

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<th>Grade</th>
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<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>84-86</td>
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<td>B-</td>
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<td>C+</td>
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<td>D</td>
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<td>F</td>
<td>0-59</td>
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**The “A Policy”:** All students who earn A grades (90-100%) on their exams, quizzes, and paper will be exempted from having to take the final exam, leaving the course with either an A or A-. Be encouraged: students achieve this each semester! The instructor wants to reward academic excellence.

**Academic Dishonesty:** Academic dishonesty will not be tolerated in this class. All work submitted by students must be their own, not anyone else’s. If the instructor has any reason to believe that a student has plagiarized information from the Internet or a book, then that student will receive an F on the assignment. For more information on what constitutes academic dishonesty and plagiarism, please see [https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Integrity.aspx](https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Integrity.aspx)

**Disabilities and Religious Observances:** Students with a documented disability should let the instructor know right away so that any necessary arrangements for the classroom can be made. Let the instructor know at the beginning of the course, not after the fact once the course is underway. Also, students who may have a conflict between any religious observances and class assignments should let the instructor know well in advance so that alternate arrangements may be made.

**Cell phones:** They must be silenced and tucked away before class begins, as they may be a source of distraction to students and the instructor.
World Civilization II – Syllabus (HIST 1080)


Tentative Class Schedule and Assignments

Week of January 19
Tues. Introduction to course
Thurs. The Early Modern Powers: England, France, the Holy Roman Empire, the Ottoman Empire

Week of January 25
Tues. The Early Modern Powers: Russia, China, Japan
Thurs. Early Modern China Documentary (TBD)

Week of February 1
Prep. Adler, pp. 422-435; MAP QUIZ # 1
Tues. MAP QUIZ # 1; the Scientific Revolution, the Enlightenment
Thurs. Conclude Enlightenment, the American Revolution

Week of February 8
Prep. Adler, pp. 523-534
Tues. The French Revolution
Thurs. Conclude French Revolution, Mexican Independence; review for EXAM # 1

Week of February 15
Prep. EXAM # 1
Tues. Monday schedule – no class
Thurs. EXAM # 1

Week of February 22
Prep. Adler, pp. 436-478, 535-544
Tues. The Industrial Revolution
Thurs. Western Thought during the Nineteenth Century

Week of February 29
Prep. Adler, pp. 479-491, 515-522, 551-566
Tues. The Eastern Powers and Modernity
Thurs. World War I, the Russian Revolution

Week of March 7
Prep. MAP QUIZ # 2; Adler, pp. 567-622; BEGIN CONSIDERING PRIMARY SOURCE DOCUMENT CHOICE
Tues. MAP QUIZ # 2; conclude World War I, begin World War II
Thurs. Conclude World War II; review for EXAM # 2

Week of March 14
Spring recess – have fun!
Week of March 21
Prep. PRIMARY SOURCE DOCUMENT CHOICE
Thurs. Conclude Valkyrie; discussion; DEADLINE FOR PRIMARY SOURCE DOCUMENT CHOICE

Week of March 28
Prep. EXAM # 2; Adler, pp. 623-632, 641-654
Tues. EXAM # 2
Thurs. Review for primary source analysis; the Expansion of Communism, and the Cold War

Week of April 4
Tues. Conclude the Expansion of Communism, and the Cold War
Thurs. Decolonization and Independence

Week of April 11
Prep. Adler, pp. 681-693; PRIMARY SOURCE ANALYSIS
Tues. Affairs in the Middle East: Turkey, Israel, Iran
Thurs. Argo (2012); DEADLINE FOR PRIMARY SOURCE ANALYSIS

Week of April 18
Prep. Adler, pp. 705-716
Tues. Conclude Argo; discussion
Thurs. Affairs in the Middle East: Iraq, Terrorism

Week of April 25
Tues. Religion in the Modern World
Thurs. Conclude Religion in the Modern World, review for exam; extra credit presentations

Final Exam TBA
World Civilization II (HIST 1080)
Map Quiz 1 – Europe and the Mediterranean

MAP TERMS

Countries, Regions, etc.

Austrian Empire  Belgium
Corsica  Czechoslovakia
France  Germany
Great Britain  Greece
Hungary  Italy
Kingdom of Sardinia  Poland
Prussia  Russia
Serbia  Spain
Switzerland  Ottoman Empire

Cities and Towns

Ankara  Athens
Berlin  Istanbul
London  Moscow
Paris  Prague
Rome  St. Petersburg
Vienna  Waterloo

Bodies of Water and Landmarks

Alps  Baltic Sea
Black Sea  Danube River
English Channel  Mediterranean Sea
Rhine River  Seine River

*You will be able to find these terms in the relevant maps from p. 50 and beyond. You can also find them through online searches.*

Location of map for quiz:
Scroll down to “Map Quiz 1 – Europe and the Mediterranean” at
http://faculty.uml.edu/adrenas/Teaching/WorldCivII.aspx

You should be able to print this map off, or any other map you have found useful for preparing for the quiz, and increase its size through a xerox machine or other program.
World Civilization II (HIST 1080)
Map Quiz 2 – Asia
MAP TERMS

Countries, Regions, etc.

Afghanistan  Cambodia
China  India
Iran  Iraq
Japan  Manchuria
Mongolia  North Korea
Pakistan  Philippines
Saudi Arabia  South Korea
Taiwan  Vietnam

Cities and Towns

Baghdad  Beijing
Hiroshima  Hong Kong
Kabul  Macao
Nagasaki  New Delhi
Pyongyang  Seoul
Tehran  Tokyo

Bodies of Water and Landmarks

Bay of Bengal  Caspian Sea
Ganges River  Great Wall of China
Himalayas  Huang River
Indian Ocean  Pacific Ocean
Yangtze River

*The vast majority of these terms can be found in the atlas maps from p. 46 and beyond. You can also find them through online searches.*

Location of map for quiz:
Again, http://faculty.uml.edu/adrenas/Teaching/WorldCivII.aspx. Scroll down to “Map Quiz 2 Map – Asia.”

You should be able to print this map off, or any other map you have found useful for preparing for the quiz, and increase their size through a xerox machine or other program.
World Civilization II (HIST 1080)
Primary Source Analysis

The historian’s main tools are called primary sources, documents written during the period of time that one is studying. The goal of those studying history is to go back to these documents in order to try to determine “what happened,” and not to rely solely on the “lens” or “filter” of others’ research or interpretations (secondary sources), as helpful as those may be. (For example, if you were interested in studying the Enlightenment, Montesquieu’s The Spirit of the Laws might be a good choice for a primary source. A secondary source would be Professor Smith’s book about Montesquieu published by Oxford University Press last year.)

Instructions for Analysis

1. Choose a primary source of interest to you that pertains to the material covered in this course, and be prepared to provide an analysis of it.

Sources from the early modern period (ca. 1500-1800) through the present can be found at the “Internet History Sourcebooks Project” at http://legacy.fordham.edu/halsall. So, for example, if you are fascinated by World War II, and want to read a primary source related to that subject, go to the above website. Look at the left side of the page: you will see “Main” and under it the three periods of history: “Ancient,” “Medieval,” and “Modern.” Click on “Modern.” When the next set of options comes up, scroll all the way down to “World War II,” and click on it. From there, you will be able to survey your primary source options. You may work with sources available ONLY at this site; and you need to e-mail me by Thursday, March 24, to let me know what you want to work on – with THE LINK to the document.

2. Write the paper, and be prepared to address all of the following.

   a. What is the primary source you have chosen, and why have you chosen it? (5 points)
      So, tell me what you read and be sure to explain why you decided to read it. Maybe you were interested in the source’s subject matter, or just realized that it had a big impact on history; you can let me know. This ought to be an easy 5 points!

   b. Who is the author of the document, and what potential preconceptions and goals did he or she have while composing it? (10 points)
      Here you want to tell me who the actual writer of the text was. Identify the individual or individuals by name, and then say a little something about this person or people. (For example, if you are reading an excerpt from Montesquieu, do not just say “Montesquieu was the author.” Identify Montesquieu as the author, and then briefly mention some of the roles he played in eighteenth-century France and in the Enlightenment.) Important: do not tell me who the recent editor and translator were. No! You need to identify the original author. On rare occasions, there may not be a known author; clearly state that. Regarding preconceptions and goals, this is where you identify the author’s political, religious, and/or philosophical beliefs that influenced what he or she said and did. As far as goals are concerned, address what the author was trying to accomplish by writing the text. Students frequently struggle with this part of the paper; if you have any queries, please let me know so I can help you.

   c. When was the document written and what was the historical context surrounding its composition? (10 points)
      While answering “when,” all you need to do is provide me with a date or an approximate date. Remember that our course focuses on the early modern period to the present. Concerning the historical context, you need to explain here what was going on in history at the time your primary source was written. Provide information about both the document’s specific context and the broader context of the world at the time. You can go straight back to the lecture materials to find that information. Students often struggle with the context, so beware!

   d. Summarize and analyze the content of the document, providing quotations from the text (10 points)
      Explain to me what you read about. Make sure you include enough direct quotations from the text in your summary.
e. What impact did this document have on the society in which it was written – and has it impacted our own today? (10 points)

I think this is self-explanatory, but do remember that you need to address the impact of the document itself and not necessarily the theme being addressed in it. Do answer both aspects of this question. While thinking about a document’s present impact, something to consider is how it provides us with historical insight into a particular aspect of the past.

f. Make sure your paper is written in the proper format (5 points). See some guidelines below.

Potential: 50 points

3. The papers are due in hard copy in class on Thursday, April 14. Feel free to submit your paper early. If it is tardy, 10 points will be deducted from your grade each day it is late.

Please contact me if you have any questions or need any help.

Please also consult the sample primary source analysis on the course website. Scroll down to “Primary Source Analysis Sample” at http://faculty.uml.edu/adrenas/Teaching/World CivII.aspx. It will offer you a clear model as to what I am looking for.

4. Please answer the questions in the order in which I ask them, with each question having a paragraph of its own. Proper block quotes must be used for direct quotations exceeding four lines. For more details, see http://www.englishdiscourse.org/block.quotes.htm.

5. No citations and/or works cited page are required if you are relying only on your primary source document and our class lectures. If you are making use of outside books and legitimate academic online sources (i.e. no Wikipedia, personal websites, etc.), they must be cited in your paper and included in a works cited page. You may use either footnotes (preferable for historical prose) or parenthetical notes. For the proper format for footnotes and works cited pages, see http://www.chicagomanualofstyle.org/tools_citationguide.html. Regarding the proper format for MLA parenthetical notes, see https://owl.english.purdue.edu/owl/resource/747/02/.

6. Writing Guidelines

   a. Papers must be a minimum of 4 full pages, or 5 pages, in length. The works cited page does not count toward the page limit.
   b. Papers must be written in ESSAY format. Papers with bullet points and incomplete sentences will be rejected!
   c. Prose related to historical documents should be written in the past tense, not the present tense. (E.g., “The Japanese invaded Manchuria in 1931,” and not “The Japanese invade Manchuria in 1931.”)
   d. Font: Times New Roman (size 12)
   e. Format: Double-spaced with one-inch margins all around
   f. Pages must be stapled, numbered, and have your full name on at least the first page
   g. Absolutely no slang or “text-speak”
   h. Make sure that you spell check!
World Civilization II (HIST 1080)
Primary Source Analysis Checklist

If you are able to check off all the following, you increase your chances of scoring very well on your primary source analysis.

_____ I e-mailed the instructor to alert him of the primary source document I wanted to analyze

_____ I have taken a look at, and understand, the sample primary source analysis posted on the course website

_____ I have answered the analysis questions in essay format, and in the order in which they were asked

_____ My prose is written in the past tense, not the present

_____ My paper is at least a full 4 pages, or 5 pages, in length

_____ In my paper, I have provided parenthetical notes or footnotes, and a works cited page, for all sources I consulted and quoted outside my primary source document and the course’s lecture materials

_____ I have abided by the font, font size, and margin guidelines described in the syllabus

_____ My pages are stapled and numbered, with my name being on at least the first page

_____ I have proofread and spellchecked my work