

TOPICS IN MODERN WORLD HISTORY II: CROSSING THE CONTINENTS (HIS 209-03D, ONLINE)

University of North Carolina at Greensboro, Fall 2016 (October 12–December 5, 2016)



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**This syllabus is subject to change at the discretion of the instructor. Changes in the syllabus or course schedule will prioritize effectiveness for student learning. Any changes will be announced via email and on Canvas.*

Course Description: This course provides a broad overview of the history of the modern world that “crosses the continents.” It emphasizes change, comparison, and connection across Africa, Asia, Europe and the Americas from roughly 1400 to 1900. It accentuates the “big picture” changes that impacted the largest segments of the world population. Particular attention will be given to globalization through the “Atlantic World,” and the Industrial Revolution, which spurred the creation of “modern” society and ultimately transformed the world.

Required Texts and Sources: All readings and course materials will be available on Canvas or through links to other internet sites.

Computer Requirements: To complete this class, you will need a computer and reliable internet access. You will need to access Canvas, the Canvas message center, and your UNCG email regularly. All course components use Canvas, and it is your responsibility to understand how to navigate Canvas to ensure your success in this course.

¹ *The Waldseemüller Map of 1507* was created by German cartographer Martin Waldseemüller just fifteen years after Columbus landed in the Western Hemisphere. This map was the first to identify “America,” and it reflected a growing European awareness of the planet’s global dimensions and the locations of the major landmasses. (Bildarchiv Preussischer Kulturbesitz/Art Resource, NY). <http://www.loc.gov/loc/lcib/0309/maps.html>

GENERAL EDUCATION REQUIREMENTS

This course satisfies UNCG's General Education Core (GEC) requirements for Historical Perspectives (GHP), Global Non-Western (GN). It also fulfills markers for the College's Additional Requirements (CAR) for Historical Perspectives on Western Cultures – Modern (GMO) and International and Global Studies (IGS).

General Education Program Learning Goals addressed by HIS 209:

Historical Perspectives (GHP)

Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.

At the completion of a GHP course, the student will be able to:

- Demonstrate a general knowledge and appreciation of historical events, social structures, economics, political ideologies and systems, belief systems, or cultural expressions.
- Demonstrate an understanding of some of the diverse historical events, forces and/or contexts in the ancient (GPM – before the 1500's) and modern (GMO – 1500's forward) world.
- Analytically and critically evaluate historical evidence and divergent interpretations.
- Communicate historical ideas clearly.

Global Non-Western (GN)

In a course in any subject, students focus on the interconnections among regions of the world other than North America, Great Britain and continental Europe, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

The course objectives below address the specifics of these General Education Requirements.

COURSE LEARNING OBJECTIVES

Upon completing HIS 209, the student will be able to:

- Analyze continuity and change and explain large-scale and long-term historical developments of regional, interregional, and global scope from roughly 1400 to 1900. [Historical Comprehension]
- Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion.
- Draw comparisons across time periods and regions in order to define enduring issues as well as large-scale or long-term developments that go beyond regional and temporal boundaries.
- Assess the significance of key turning points in modern world history.
- Use Historical Thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Thinking/Analysis]
 - Differentiate between historical facts and historical interpretations, acknowledging that the two are related, but that historians select facts based on their ideas about what is most significant about the past.

- Analyze historical sources by evaluating their authenticity and credibility, and their social, political, and economic context.
- *Goals for Primary Sources:*
 - Reconstruct the literal meaning of a historical passage using Historical Thinking skills.
 - Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
 - Appreciate historical perspectives: (a) describing the past on its own terms through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness”—judging the past in terms of present-day norms and values.
- *Goals for Secondary Sources:*
 - Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
 - Challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.
 - Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- Begin developing research skills by investigating and interpreting primary and secondary sources. [Historical Research]
- Use evidence-based reasoning to interpret the past coherently in formal and informal writing. [Historical Interpretation]
 - Support interpretations with historical evidence in order to construct closely reasoned arguments rather than opinions.

COURSE MATERIALS (MODULES)

**Each Unit (listed under the “Modules” tab) will be open on Canvas for approximately 10 days (from Friday at 12am through the following Sunday at 11:59pm. This will give you the greatest flexibility in completing the assignments. I may adjust this schedule if needed.*

***There is often a mid-week due date for the Unit’s Historical Thinking activity.*

Modules: Each Unit will be listed within the “Modules” tab on Canvas (it will appear during the given dates then become unavailable once the final Unit deadline has passed). The Units are designed with the readings and assignments in order, so you should complete a given assignment before moving on and having access to the next one.

- *There is a “next” button at the bottom of each component within the Modules, so you can click through a Module to complete the associated Unit.*

Discussion Board: We will utilize the Canvas Discussion Board to facilitate class interaction and discussion. There will be detailed instructions for each post on the Canvas page.

Timeline Collaboration: Most of the weekly Canvas Discussion Board posts will be related to creating a timeline for each unit. These Discussion Board posts will ask you to

select dates related to a specific theme in the unit and explain their significance. These themes will include the:

- Role of individuals (e.g. decision makers, rulers/leaders, the role of men/women, entrepreneurs, consumers, laborers/workers, migrants, immigrants, etc.)
- Role of the environment and geography
- Role of the state/empire (e.g. government and political developments, policies, etc.)
- Role of technology (e.g. inventions, scientific developments, etc.)
- Role of global interconnections over time (e.g trade, exchange of diseases and crops, migration, etc.)
- Role of religion and ideology (e.g. spiritual beliefs, Buddhism, Christianity, Confucianism, Hinduism, Islam, ideology of natural/human rights, etc.)

Student Communication: We will also utilize the Canvas Discussion Board for informal class discussion. There is a thread solely dedicated to student interaction, so that you may chat with your classmates, ask each other questions, etc. I will have access to this Discussion Board; however, it is your space to communicate with your classmates.

Frequently Asked Questions: There is a Canvas Discussion Board for me to use as the instructor where I will post responses to general class questions.

Historical Thinking and Information Literacy Activities: There are Historical Thinking and Information Literacy Activities associated with each Unit. These activities provide the opportunity to practice the skills historians use to analyze, evaluate, and interpret history. Historical Thinking addresses questions related to sourcing, contextualizing, close reading, and corroborating sources. You will receive specific worksheets and questions to use when you read both primary and secondary sources. Information Literacy addresses skills associated with locating, evaluating, and synthesizing information and historical content.

- *These activities are due mid-way through the week, to allow me to provide feedback that you can review prior to completing the Unit Writing Assignment and Unit Assessment, which often utilize or build on these activities.*

Written Assignments: You will complete short writing assignments for each Unit. You will be asked to craft a written response to a prompt posted in the associated Unit on Canvas that relates to each Unit's readings and activities,. You should compose your response in Microsoft Word or another note-taking software and upload it to Canvas in the appropriate location.

Assessments: There will be a Unit Assessment at the end of Units 3, 4, 5, 6, and 7. *Assessments will be open book and "open note."* You will be asked to bring together the skills and content you learned throughout the Unit, so it is important that you complete all of the assignments in each Unit to prepare for the Assessment.

GRADING

Responses, Quizzes, and Evaluations	5%
Historical Thinking and Information Literacy Activities	10%
Discussion Board	15%
Written Assignments	35%
Unit Assessments	35%

UNIT GRADING BREAKDOWN

UNIT 1 – INTRODUCTION TO HIS 209

Discussion Board	2.5%
Response	<5%

UNIT 2 – WHAT IS WORLD HISTORY?

Historical Thinking and Information Literacy Activity	2%
Writing Assignment	5%

UNIT 3 – A WORLD OF INTERACTIONS

Historical Thinking and Information Literacy Activity	2%
Film Quiz	<5%
Discussion Board	2.5%
Writing Assignment	5%
Unit Assessment	7%

UNIT 4 – A WORLD OF EXCHANGES

Historical Thinking and Information Literacy Activity	2%
Discussion Board	2.5%
Writing Assignment	5%
Unit Assessment	7%

UNIT 5 – A WORLD OF REVOLUTIONS

Historical Thinking and Information Literacy Activity	2%
Discussion Board	2.5%
Writing Assignment	5%
Unit Assessment	7%

UNIT 6 – A WORLD OF INDUSTRIALIZATION

Historical Thinking and Information Literacy Activity	2%
Discussion Board	2.5%
Writing Assignment	5%
Unit Assessment	7%

UNIT 7 – A WORLD OF EXCHANGE AND THANKSGIVING

Writing Assignment	5%
Unit Assessment	7%

UNIT 8 – A WORLD OF REFLECTION

Discussion Board	2.5%
Writing Assignment	5%
Evaluation	<5%

COURSE POLICIES

Attendance Policy: This is an online class, so there is not a traditional attendance policy. You will be assessed based on your engagement with the materials and completion of each aspect of the course.

Assignment Policy: All assignments will be completed in Canvas or uploaded to Canvas. Late assignments will only be accepted at my discretion with appropriate documentation. It is your responsibility to contact me should any issues arise that would prevent you from completing course components on-time.

Canvas: This course uses the Canvas learning system provided and supported by UNCG. It is your responsibility to ensure that you are able to log-in to Canvas. There are numerous reasons why students may not be able to log-in to Canvas, such as using an unsupported internet browser, an unpaid tuition bill, or a failure to obtain state-required immunizations. I cannot assist you in resolving these issues. If you are having difficulty with the Canvas log-in, first contact 6-Tech Online at: <http://its.uncg.edu/services> . If you continue to have issues, contact the Registrar's Office.

Electronic Communication: I will utilize the Canvas message center and *UNCG iSpartan* email address, for ALL class emails, so be sure to check both regularly. I will reply to all emails, and I try to respond promptly, so if you do not hear from me within 24 hours, email me again. Please be aware that an email response will not be instantaneous and plan accordingly, but do not hesitate to contact me with any questions.

- All emails should include "HIS 209" in the subject line.
- Emails should be professional and courteous. You should begin with a salutation and conclude with your name.

Academic Integrity: You are expected to adhere to the highest standards of academic integrity. It is your responsibility to avoid even the appearance of dishonesty regarding your work. UNCG defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise" and the university's Academic Integrity policy is available online: <http://sa.uncg.edu/handbook/academic-integrity-policy/>. All assignments must be your own work and all sources used in any assignment must be properly cited or it will be considered plagiarism. Any instance of plagiarism will receive an "F" on the assignment and be referred to the Office of Student Conduct for appropriate action.

COURSE SCHEDULE

**Each Unit (listed under the "Modules" tab) will be open on Canvas for approximately 10 days (from Friday at 12am through the following Sunday at 11:59pm). This will give you the greatest flexibility in completing the assignments. I may adjust this schedule if needed.*

***There is often a mid-week due date for the Unit's Historical Thinking activity.*

UNIT 1: INTRODUCTION TO HIS 209 (OCTOBER 12-16)

What is World History?

Strayer, “Prologue: The Three Cs of World History: Change, Comparison, and Connection,” pp. xxxii-xxxvi

Deadlines for Unit I:

- ❖ Discussion Board: Introduce yourself on the Canvas Discussion Board by *Sunday, October 16th at 11:59pm*.
- ❖ Response: Complete the “Themes in World History Response” on Canvas. Upload your response by *Sunday, October 16th at 11:59pm*.

UNIT 2: WHAT IS WORLD HISTORY? (OCTOBER 14-23)

The Problem of Eurocentrism:

Strayer, “European Centrality and the Problem of Eurocentrism,” pp. 527-531

Historical Thinking – Secondary Source Analysis

David S. Landes, “The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor” (1998), pp. 34-36

William H. McNeill, “How the West Won” (1998), pp.36-37

Deadlines for Unit 2:

- ❖ Historical Thinking and Information Literacy Activity: Read the Landes and McNeill essays and use a “Secondary Source Analysis” chart to analyze each one. Upload your chart to Canvas by *Wednesday, October 19th at 11:59pm*.
- ❖ Writing Assignment: Pair the Landes and McNeill readings with the Strayer, “European Centrality and the Problem of Eurocentrism” reading to answer the prompt for the Unit 2 Writing Assignment on Canvas. Upload your assignment to Canvas by *Sunday, October 23rd at 11:59pm*.

UNIT 3: A WORLD OF INTERACTION (OCTOBER 21-30)

The Worlds of the 15th Century:

Strayer, Ch. 12 – “The Worlds of the Fifteenth Century,” pp. 382-416

Debating the Character of an Era:

Strayer, “Debating the Character of an Era,” pp.419-421

Historical Thinking – Why Not Ming China? An Introduction to Primary Sources

Strayer, “Working with Primary Sources,” pp. xxxix-xlii

“Why Not Ming China?,” “Afterword, in Ying-yai Sheng-lan [Yingyai Shenglan], or The Overall Survey of the Ocean’s Shores” (1433), p. 21-23

Film:

“Chinese Treasure Fleet – Adventures of Zheng He” (1:33:00) [link on Canvas]

“Chinese Treasure Fleet” Quiz

Deadlines for Unit 3:

- ❖ Historical Thinking and Information Literacy Activity: Read Strayer “Working with Primary Sources” and “Why Not Ming China?,” complete the “Primary Source Analysis” chart and upload it to Canvas by *Wednesday, October 26th at 11:59pm.*
- ❖ Writing Assignment: After completing the readings, activities, watching the film, and completing the film quiz, respond to the Unit 3 Writing Assignment prompt on Canvas. Upload your assignment to Canvas by *Sunday, October 30th at 11:59pm.*
- ❖ Discussion Board: Respond to the Timeline Discussion by *Sunday, October 30th at 11:59pm.*
- ❖ Assessment: Complete the Unit 3 Assessment after doing all the other Unit 3 components. The Unit 3 Assessment is open book and open note. Upload your Assessment to Canvas by *Sunday, October 30th at 11:59pm.*

UNIT 4: A WORLD OF EXCHANGE (OCTOBER 28-NOVEMBER 6)

Commerce and Consequences:

Strayer, Ch. 13 – “Political Transformations: Empires and Encounters,” pp. 424-434

Strayer, Ch. 14 – “Economic Transformations: Commerce and Consequence,” pp. 459-462, 469-477

Strayer, Ch. 15 – “Cultural Transformations: Religion and Science,” pp. 491-493, 512-517

Historical Thinking – The Slave Trade and Slavery:

Strayer, Ch. 14 – “Economic Transformations – Commerce in People,” pp.477-488

The Trans-Atlantic Slave Trade and Slave Life in the Americas: A Visual Record

<http://hitchcock.itc.virginia.edu/Slavery/index.php>

Click “Explore the Collection” to search for images

Comparing Colonial Societies:

Strayer, Ch. 13 – “Political Transformation: Comparing Colonial Societies in the Americas,” pp.434-443

Deadlines for Unit 4:

- ❖ Historical Thinking and Information Literacy Activity: Read the “Trans-Atlantic Slave Trade and Slavery” intro page, “Strayer, Ch. 14 – Economic Transformations: Commerce in People,” and follow the instructions on the “Locating and Evaluating Primary Sources” chart to complete the Historical Thinking and Information Literacy Activity. The readings will provide the context for your responses. Upload your worksheets to Canvas by *Wednesday, November 2nd at 11:59pm.*
- ❖ Writing Assignment: Complete the “Strayer, Ch. 13 – Political Transformation: Comparing Colonial Societies in the Americas” reading and respond to the prompt for the Unit 4 Writing Assignment on Canvas. Upload your assignment to Canvas by *Sunday, November 6th at 11:59pm.*
- ❖ Discussion Board: Respond to the Timeline Discussion by *Sunday, November 6th at 11:59pm.*
- ❖ Assessment: Complete the Unit 4 Assessment after doing all the other Unit 4 components. The Unit 4 Assessment is open book and open note. Upload your Assessment to Canvas by *Sunday, November 6th at 11:59pm.*

UNIT 5: A WORLD OF REVOLUTION (NOVEMBER 4-13)

Atlantic Revolutions:

Strayer, Chapter 16 – “Atlantic Revolutions,” pp. 535-565

Historical Thinking – Documents of Revolution:

Finding the Haitian Declaration of Independence

<http://today.duke.edu/showcase/haitideclaration/>

Strayer, “Claiming Rights,” pp.812-819

Deadlines for Unit 5:

- ❖ Historical Thinking and Information Literacy Activity: Review the 6 parts of the “Finding the Haitian Declaration of Independence” website, answer the worksheet questions, and complete a “Primary Source Analysis” chart for the Declaration itself (in the section “The Declaration’s Text.” Upload your worksheet to Canvas by *Wednesday, November 9th at 11:59pm.*
- ❖ Writing Assignment: Complete the “Claiming Rights” reading and respond to the prompt posted under the Unit 5 Writing Assignment on Canvas. Upload your assignment to Canvas by *Sunday, November 13th at 11:59pm.*
- ❖ Discussion Board: Respond to the Timeline Discussion by *Sunday, November 13th at 11:59pm.*
- ❖ Assessment: Complete the Unit 5 Assessment after doing all the other Unit 5 components. The Unit 5 Assessment is open book and open note. Upload your Assessment to Canvas by *Sunday, November 13th at 11:59pm.*

UNIT 6: A WORLD OF INDUSTRIALIZATION (NOVEMBER 11-20)

Industrial Revolution:

Strayer, Chapter 17 – “Revolutions of Industrialization,” pp. 567-601

Historical Thinking – Portraying and Experiencing Industrialization:

Strayer, “Working with Primary Sources,” pp. xxxix-xlii

Strayer, “Art and the Industrial Revolution,” pp.871-877

Strayer, “Experiencing Industrialization,” pp.862-870

Deadlines for Unit 6:

- ❖ Historical Thinking and Information Literacy Activity: Read “Art and the Industrial Revolution” and use the “Primary Source Analysis” chart for Visual Sources to analyze an image from the reading. Review the section on Visual Sources from the “Strayer, Working with Primary Sources” reading if necessary. Upload your worksheets to Canvas by *Wednesday, November 16 at 11:59pm.*
- ❖ Writing Assignment: Use your Historical Thinking worksheet and the image you chose to respond to the prompt posted under the Unit 6 Writing Assignment on Canvas. Upload your assignment to Canvas by *Sunday, November 20th at 11:59pm.*
- ❖ Discussion Board: Respond to the Timeline Discussion by *Sunday, November 20th at 11:59pm.*
- ❖ Assessment: Complete the Unit 6 Assessment after doing all the other Unit 6 components. The Unit 6 Assessment is open book and open note. Upload your Assessment to Canvas by *Sunday, November 20th at 11:59pm.*

UNIT 7: A WORLD OF EXCHANGE AND THANKSGIVING (NOVEMBER 18-27)

The Columbian Exchange:

(from Unit 4) Strayer, Ch. 13 – “Political Transformations: Empires and Encounters,” pp. 432-434

Crosby, “The Columbian Exchange,” <https://www.gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange>

Historical Thinking – Thanksgiving:

“The first Thanksgiving, 1621,” <http://www.loc.gov/pictures/item/2001699850/>

“A Proclamation for a Day of Fasting and Prayer, 1678,” <https://www.loc.gov/resource/rbpe.03301000/>

Crossing the Continents – American Thanksgiving at Home and Abroad:

Wyckoff, Whitney Blair, “Thanksgiving Abroad: How You Feast When Far From Home,” <http://www.npr.org/sections/thesalt/2011/11/23/142727636/thanksgiving-abroad-how-you-feast-when-far-from-home>

- Go to the “Click and imagine” link for “Map: How Travelers, Expatriates and Service Members Spend Thanksgiving,” <http://www.npr.org/2011/11/21/142605820/map-how-travelers-expatriates-and-service-members-spend-thanksgiving>

Just for Fun:

Library of Congress, “History of Thanksgiving”

Plimoth Plantation, “Thanksgiving History,” <https://www.plimoth.org/learn/multimedia-reference-library/read-articles-and-writings/thanksgiving-history>

The Saturday Evening Post, “Classic Covers: Thanksgiving,” <http://www.saturdayeveningpost.com/2011/11/22/art-entertainment/leyendecker-rockwell-thanksgiving.html>

Deadlines for Unit 7:

- ❖ Writing Assignment: Complete the two readings on “The Columbian Exchange” (Strayer, p. 432-434 and Crosby) and respond to the prompt for the Unit 7 Writing Assignment on Canvas. Upload your assignment to Canvas by *Sunday, November 27th at 11:59pm*.
- ❖ Unit 7 Assessment: Complete the Unit 7 Assessment after doing all the other Unit 7 components (not including “Just for Fun” section). The Unit 7 Assessment is open book and open note. Upload your Assessment to Canvas by *Sunday, November 27th at 11:59pm*.

UNIT 8: A WORLD OF REFLECTION (NOVEMBER 25-DECEMBER 5)

The Problem of Eurocentrism:

Strayer, “European Centrality and the Problem of Eurocentrism,” pp. 527-531

Deadlines for Unit 8:

- ❖ Writing Assignment: Reread “Strayer, European Centrality and the Problem of Eurocentrism” and respond to the prompt posted under the Unit 8 Writing Assignment on Canvas. Upload your assignment to Canvas by *Monday, December 5th at 11:59pm*.

- ❖ Discussion Board: This Timeline Discussion asks you to consider the entire HIS 209 course. Respond to the Timeline Discussion by *Monday, December 5th at 11:59pm.*
- ❖ Evaluation: Respond to the Evaluation Questions on Canvas by *Monday, December 5th at 11:59pm.*