

History 2C (3WH)
Summer 2000

Monday-Friday 2:00-3:25
Broida 1019

World History since 1700

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Office Hours: Tues. and Thurs., 9-11
and by appointment

Course Objectives

1. Introduce the student to the major features of the civilizations of the modern world.
2. Increase the student's appreciation for the varieties of human experience.
3. Add to the student's capacity for analytical reading, critical thinking, oral argument, and clear writing.
4. Introduce the student to history as a way of understanding human experience.
5. Give the student some beginning tools for responsible citizenship in the modern world.

General Education

This course fulfills the E-1 and writing requirements.

Required Texts

Jerry Bentley and Herbert Ziegler, Traditions and Encounters, vol. C (BZ)
Kevin Reilly, Readings in World Civilizations, vol. 2 (R)
Alfred Crosby, Ecological Imperialism
Chinua Achebe, Things Fall Apart
Louis Fischer, Gandhi

Additional Resources

McGraw-Hill makes available additional support resources for students at:

<http://www.mhhe.com/socscience/history/world/bentley/index.htm>

There, coordinated with each chapter of the Bentley and Ziegler text, are chapter summaries, objectives, outlines, descriptions of significant individuals, glossaries, interactive maps, self-tests, and questions for analysis. Note: these will help you master the material in the Bentley and Ziegler text, and they may be supportive of your attempts to learn the other material in this course. Mastery of the Bentley and Ziegler text is necessary, but not sufficient to do well in the course. All the other materials are equally important.

Schedule of Topics

June 26 Introduction to the course

Background to European Expansion

27 European and Chinese Expansion
Read Reilly, Chapter 1

28 Trans-Atlantic Contacts
Reilly 2

29 Scientific Revolution
Reilly 4
Map Test: Europe and Africa

30 Study Day

July 3-4 Holiday

5 Biological Revolution
Crosby, entire
Reaction paper due

The World of Growing European Domination, 1700-1850

6 Nations, Enlightenment, and Democratic Revolution I
Bentley 29
Reilly 5

7 Nations, Enlightenment, and Democratic Revolution II

10 Industrial Revolution
Bentley 30
Reilly 6

11 **Midterm Exam**

12 Writing Term Papers

Colonialism and Its Discontents

13 Building the Americas
Bentley 31
Map Test: Americas and Middle East

- 14 The World Begins to Come Apart
Bentley 32
Reilly 7
Paper Topics Due
- 17 European Empires and Imperialism
Bentley 33
Reilly 8
- 18 There Goes the Neighborhood
Achebe, entire
Reaction paper due
- 19 Buds of Dependency and Independence
Reilly 9

The 20th Century: The Unmaking of Europe and the Rise of Colonized Peoples

- 20 New Ideas: Darwin, Freud, Einstein
Readings assigned in class
- 21 World War I and Revolution in Russia
Bentley 34
Reilly 10
- 24 Fascism and Its Discontents
Bentley 35
Reilly 11
- 25 World War II
Bentley 36
Reilly 12
- 26 And What It Cost
Hersey, entire
Reaction Paper Due
- 27 Women in a World of Change
Reilly 13
Map Test: Asia and Oceania
- 28 Study Day
- 31 Independence and Neocolonialism
Bentley 37-38
Fischer, entire
Reaction Paper Due

- Aug. 1 Into the Future
Bentley 39
Reilly 14
- 2 Review and Evaluation
Term Paper Due
- 3 **Final Exam.** Please bring a bluebook.

Requirements

1. Class attendance and participation. This is one of the most important parts of the course.
2. Readings completed before each class. Note that some days have substantially larger reading assignments than others, and that early sessions especially have shorter assignments in general than do later sessions. Plan ahead. I reserve the right to give an unannounced quiz on any day's reading assignment.
3. Three map tests, on June 29, July 13, and July 27.
4. Four reaction papers due on July 5, 18, 26, and 31. Write a two-page paper reacting to one of the major issues presented by the book read for that day.
5. Term paper (6-8 pages). Due on August 2. You may write on any topic within the purview of this course. However you must clear that topic with the instructor before you begin to write. Guidelines will be passed out in class well in advance of the deadline. Papers must be produced by word processing on a computer or typed on non-eraseable paper, and they must be fastened with a single staple. Nonsexist language will be used.
6. Midterm exam, July 11. Please bring a bluebook.
7. Final exam, August 3. Please bring a bluebook.
8. Course evaluation.
9. Self-evaluation, to be written near the end of the term. On one side of one piece of paper describe your learning in this course, in terms of the considerations listed below as well as any other factors you think appropriate. Give yourself an advisory grade. We do not promise to give you that grade, but we do promise to take it and your self-evaluation seriously when assigning grades.

Grades

Broadly speaking, this is how I view each of the following course grades.

- A** You did everything I could possibly ask of you, and you did it extremely well. You worked very hard, learned a great deal, and showed conspicuous intelligence. The quality of your work was outstanding.
- B** You did all the work, and you did it well. You worked hard and learned a good deal. The quality of your work was good.
- C** You did all the work. It is clear that you learned a number of things, though those things may not hang together in a systematic and critical understanding of the course material. The quality of your work was adequate.
- D** You did most of the work, including all the major course requirements. You may have learned some things, but it is not clear that you learned anything important. The quality of your work was less than adequate.
- F** You have demonstrated an obstinate ignorance. You did not complete the course requirements. You have proved unwilling or unable to do college level work in this subject area.

Considerations in Grading

The following are some aspects of learning that strike me as important. They will go into the grade I give you. These factors are listed in roughly descending order of importance.

1. How much I believe you learned in this class.
2. Objective quality of your written work. I am interested less in how many facts you can recall than in how well you think, how you put together concepts, how you express them on paper.
3. Your oral contributions in class.
4. How hard you worked.
5. Your involvement in the class as a community—how much you helped other class members.

While the above paragraph describes how I will arrive at your grade, I find students frequently want to know how I view the relative weights of the various course requirements. Very roughly, I see them about like this:

Attendance and participation	10 %
Map tests	10
Reaction papers	20
Term paper	20
Midterm Exam	20
Final Exam	20

I reserve the right to adjust the percentages in individual cases so that each student's final grade will best reflect my judgment of how much she or he has learned in this course and the overall quality of his or her work.

Course Policies

Policy on Late Papers and Exams

No late assignments or makeup exams will be allowed, unless an emergency arises that is beyond the student's control. A plane ticket or a ride home is not an emergency beyond the student's control.

Rule of Courtesy and Engagement in Scholarly Discourse

In this course, we will be discussing complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other's opinions and comments with courtesy and respect, even when they diverge from our own. We must avoid personalizing our disagreements and turning them into attacks on the character of our colleagues. Rather, we must develop a culture of civil argument, where every person has the right to be heard and taken seriously, where all positions have the right to be defended or challenged in intellectually reasoned ways.

Coming in late, leaving early, and talking privately with neighbors during lectures and discussions are signs of disrespect for one's fellow students, the professor, and the course materials. As part of the rule of courtesy and engagement in scholarly discourse, students will be required to remain respectful toward all members of the class. Everyone must accept this standard of courtesy in discourse in order to remain in this course.