History 152: World Civilization since 1500
http://www.uhh.hawaii.edu/~dresner/world2

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HIST-152 (Spring 2003; v.1.0)
Section 2: MWF 9:00-9:50am, EKH 122
Section 3: MWF 2:00-2:50pm, UCB115
Office Hours: MWF 1-2pm, WF 10-11am

Description

History is the study of humanity and change over time. In this class we'll have lots of both: the whole world over the last five hundred years (that's about one year per four minutes of class time), from our pre-industrial roots to our hypertext present, from five hundred million people to six billion. In this semester we will recreate the present from the past, and see how our current situation is in many ways the legacy of earlier cultures and processes. Who we are and where we are in the world is very much a historical question, as we will discover.

This class will examine this history through many lenses: political, economic, social, cultural, personal. The textbook (Bentley&Ziegler, of UH Manoa) will provide the basic survey of the history, as well as some interesting original source readings. The reader (Reilly) has a great collection of short readings that will give greater depth and texture to subjects we will be discussing. The lectures and discussions will cover some of the same ground, but from different perspectives, including an introduction to the challenges and pleasures of Doing History.

Course Goals

"A wise man proportions his belief to the evidence."
-- David Hume, "On Miracles"

This is a general education course, and no course which covers so much time and space could be anything but general. Nonetheless, students should master some specific historical, cultural and sociological facts related to world history since 1500, as well as themes and models of human development. Reading and writing will be very important skills developed in this course, as is respect for the cultures of the world throughout time.

Students who actively engage the course material and assignments will not only be gaining knowledge, but will also be developing important skills as articulated in the General Education goals (UHH General Catalog 2002-2003, p. 45) including:

- clear and logical thought,
- reading and listening for comprehension
- effective communication,
- research and analysis of complex issues,
- understanding of human society and development,
- understanding the relationship between the physical and technological world and the human and social world,
- cultural studies
- and familiarity with both humanistic and social scientific historical methods.
Course Application

Within the General Education requirements, this course may count towards the World Cultures or Social Science requirement. This course is not a graduation requirement at UHH, though it is for some specific programs here, as well as at UH Manoa. This course is also an important part of the History major and may count towards the minor in History.

Student Accommodation

Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office (933-0816 (V), 933-3334 (TTY), shirachi@hawaii.edu, Campus Center Room 311) as early in the semester as possible.

Course Website

http://www.uhh.hawaii.edu/~dresner/world2

Check it often. Bookmark it. I will use it for announcements (course stuff, special events, extra credit), to maintain the schedule (particularly if it changes), to post handouts (so if you lose or miss one, it'll be there) and keep a small library of useful links.

Assignments

"The scholar is content to ask: 'Why?' and he accepts the fact that the answer may not be simple."

-- Marc Bloch

Readings


Reading assignments should be done before class on the day indicated: it will make the lectures and discussions much easier to follow. And you will learn more that way. Plus, you won't be cramming everything right before the midterms.

Study Journal

Before each midterm and the final exam you will hand in a collection of small assignments based on the readings. The purpose of these is to help you keep up with the readings and study for the midterm, plus it lets me see how things are going for you. The vast majority of the grade (90%) will be based on completeness, so if you do all the assignments correctly, you will have a nice high grade.

There are two sets of assignments: Most Important Terms from the Bentley&Ziegler readings and Distillations from the Reilly selections. For each chapter of Bentley&Ziegler you will pick what you think are the 10 most important ID terms and provide a short (1-2 sentences) definition in your own words (don't copy the glossary definition!). For each reading in Reilly's book you will write a short (1-3 sentences) explanation in your own words of the document.

The collection of assignments which you hand in to me must be stapled or bound, but does not have to be typed as long as it is reasonably legible. You may organize the collection any way you wish as long as it is clear which assignment is which.
Midterms & Final
There will be two midterms and a final exam (partially cumulative), based on the textbook and reader, lectures and discussions. The midterms will be in the form of short essay and identification questions; the final exam will also include integrative long essays. Study guides and more details on the tests will be available shortly.
Final Exam Dates and Times:
   Section 2 (9am), Exam Block 2: Wednesday, 5/14, 7:30-9:30am.
   Section 3 (2pm), Exam Block 7: Monday, 5/12, 2-4pm

Analysis Projects
Perhaps the most distinctive part of the historian's job is the analysis and discussion of original historical sources, also known as primary sources. You will have two assignments requiring analysis of primary sources in the textbook and/or reader. For each you will write a short (600-900 words; approx. 3 pages) essay discussing the document and answering an important historical question. I will provide the questions, as well as other details, in a handout to follow soon.

Final Project: National History
"A country without a memory is a country of madmen." -- George Santayana
One of the problems of a historical survey like this is the balance between general and specific knowledge. While the class as a whole will jump from region to region following the "high points" of world history, a great deal can be learned from focusing on a specific place over the entire time period. So, towards the end of the semester, everyone will research a short history of a particular place, producing an essay (1200-1800 words; approx. 6 pages) and a timeline/chronology of major events. Details to follow.

Course Grade

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Midterms (2)</td>
<td>80 pts</td>
<td>A = 331-350</td>
</tr>
<tr>
<td>Analysis Projects (2)</td>
<td>80 pts</td>
<td>A- = 315-330</td>
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<tr>
<td>Final Project</td>
<td>50 pts</td>
<td>B+ = 304-314</td>
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<tr>
<td>Study Journals (3)</td>
<td>60 pts</td>
<td>B = 291-303</td>
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<tr>
<td>Final Exam</td>
<td>80 pts</td>
<td>B- = 280-290</td>
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<tr>
<td>Total</td>
<td>350 pts</td>
<td>C+ = 269-279</td>
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<td></td>
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<td>C = 256-268</td>
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<td></td>
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<td>C- = 245-255</td>
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<td>Extra Credit: I will announce cultural/historical events for which extra credit may be earned.</td>
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<td>D = 210-244</td>
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<td>F = 0-209</td>
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All assignments are due in class on the announced date.
Late assignments will be penalized up to two (2) points per class period late.
Missed midterms may be made up only if the absence was pre-approved by me or due to illness (with doctor's note).
Schedule of Readings and Assignments
A version of this list with chapter and document titles and daily lecture titles is available on the course website

(1/13) M Day One: Intro to Course and History
(3/10) M Bentley/Ziegler, Chapter 32,
Bentley/Ziegler, Chapter 33;
Reilly, documents #29, 33
(3/12) W Bentley/Ziegler, Chapter 33;
Reilly, documents #35-42
(1/15) W Bentley/Ziegler, Chapter 23;
Reilly, document #3.
(3/14) F Reilly, documents #35-42
(1/17) F Reilly, document #20.
(3/17) M Reilly, documents #34, 50, 51
[(1/20) M] [Holiday: Martin Luther King Jr. Day]
(3/19) W Bentley/Ziegler, Chapter 34;
Reilly, documents #43-45
(1/22) W Bentley/Ziegler, Chapter 25;
Reilly, documents #4-7.
(3/21) F Reilly, documents #46-48
(1/24) F Bentley/Ziegler, Chapter 24.
(3/24, 3/26, 3/28) [Holiday: Spring Break]
(1/27) M [Holiday: Presidents' Day]
(1/29) W Review/Catch-up
(1/31) F [Holiday: Martin Luther King Jr. Day]
(2/3) M Bentley/Ziegler, Chapter 26;
Reilly, documents #8-10
(2/5) W Bentley/Ziegler, Chapter 27;
Reilly, documents #1, 2, 11, 12
(2/7) F [Holiday: Good Friday]
(2/10) M Reilly, document #21.
(2/12) W Bentley/Ziegler, Chapter 28;
Reilly, document #13.
(2/14) F Reilly, documents #14, 15
[(4/18) F] Paper #1 Due
(4/21) M [Holiday: Spring Break]
[(2/17) M] [Holiday: Presidents' Day]
(2/19) W Bentley/Ziegler, Chapter 29;
Reilly, document #24,
Review/Catch-Up
(2/21) F Study Journal #1 Due
(4/28) M Reilly, documents #67, 72
(2/24) M Midterm #1
(2/26) W Bentley/Ziegler, Chapter 30;
Reilly, documents #25, 27
(2/28) F Reilly, document #26, [see also Bentley/Ziegler p. 829 for Women's Declaration]
(4/30) W Bentley/Ziegler, Chapter 39;
Reilly, documents #73-76, 83-85
(3/3) M Reilly, document #28,
(3/5) W Bentley/Ziegler, Chapter 31;
Reilly, document #30,
(5/2) F Bentley/Ziegler, Chapter 40;
Reilly, documents #82, 90, 91
(3/7) F Reilly, documents #31, 32
(5/5) M Reilly, documents #88, 89, 92, 93, 94
(5/7) W Review/Catch-up
Study Journal #3 Due