

THINK 2024

History 209: Introduction to Global History II since 1500 History 498: Advanced Historical Studies

Prof. Edward Schoolman

1. GENERAL SYLLABUS INFORMATION

- 1.1. TOPICS AND SCOPE: During our lectures and discussions for HIST 209, we will examine of the development and interconnection of societies across the globe after 1500 CE, with focus on rise of trade, organization of empires, politics and the development of new systems, writing and growth of bureaucracy, varieties of religious expression, warfare and conflict, the global connections among cultures. In HIST 498, we will practice the historians' crafts of research and writing, one the one hand using primary sources and materials from the library's special collections, and the other focused on moving into college-level composition.
- 1.2. HISTORICAL METHOD: This course will touch on texts and issues that may be important to you on a personal level for a variety of reasons. Still, you will need to bear in mind that this course adopts a historical approach to its subject matter. You should be prepared to subject all the materials we will be studying in this course (including Hindu, Buddhist, Jewish, Christian, and Muslim sources) to historical investigation using the full range of academic tools available. Special emphasis will be placed on the careful and critical use of historical texts and artifacts (coins, statues, buildings, and images). But it will also be our job to assess *critically* the interpretations that the scholars we are reading have offered of these sources.
- 1.3. REQUIRED TEXTS: Textbook and materials are purchased and provided to students by the THINK program.

2. LEARNING OUTCOMES

- 2.1. UNR STUDENT LEARNING OUTCOMES: This course satisfies CO11, *Global Contexts*. Upon completion of this course:
 - 2.1.1. Students will be able to analyze and interpret primary sources on the development of ancient and medieval societies across the world through class discussions and written assignments.
 - 2.1.2. Students will be able to analyze and clearly explain the argument, main points, and use of evidence in secondary sources, through class discussion and written assignments.
 - 2.1.3. Students will be able to analyze the historical experiences and interactions among diverse groups and cultures pre-modern global history, and interpret connections between localized events and their global contexts, through discussion, essays, and exams.

- 2.2. AHA COURSE LEARNING OUTCOMES: These are broadly constructed Outcomes based upon the recommendations of the American Historical Association in their document: *Benchmarks for Professional Development in Teaching of History as a Discipline* (<http://www.historians.org/teaching-and-learning/classroom-content/resources/benchmarks-for-professional-development>)
- 2.2.1. Students should demonstrate their ability to interpret the processes of change and continuity.
 - 2.2.2. Students should be able to effectively utilize and assess historical documents.
 - 2.2.3. Students should be able to comprehend and evaluate different historical interpretations.
 - 2.2.4. Students should be able to recognize, explain and analyze how history and historical developments can be framed in historical periods or epochs and how various epochs and periods differ from one another.
 - 2.2.5. Students should recognize the importance of different types of events and historical processes such as social, cultural, religious, economic, technological and political developments and their mutual relationships and interaction. For example, in addition to being able to discuss and analyze religious and scientific developments separately, students should see that religion and science may impact each other and both fit into a larger category of cultural developments.
 - 2.2.6. Students should be able to compare and contextualize major global historical developments and themes across the regions and cultures of the world within the same period and across periods.
- 2.3. STUDENT LEARNING OUTCOMES and *Worlds Together, Worlds Apart*, Concise 4e: Your textbook, *Worlds Together, Worlds Apart*, contains tools in each chapter that introduce students to the history skills discussed in the American Historical Association's article on benchmarks for teaching history.
- 2.3.1. The "Core Objectives" at the beginning of each chapter offer a guide for examining the causes and effects of the historical developments discussed in each chapter. They can help students demonstrate their ability to interpret the processes of change and continuity over time. In addition, the study questions offered at the end of each chapter can be modified for a classroom discussion or an essay on the causes of historical change.
 - 2.3.2. Primary source documents are included at the end of each chapter in "Global Themes and Sources." Artwork and other visual sources are found throughout each chapter, and in "Interpreting Visual Evidence." Students should be challenged to use these sources in combination with the study questions to utilize and assess historical documents in the process of developing the research skills necessary to build their own historical arguments.
 - 2.3.3. Students are presented with historical interpretations other than those of the authors of *Worlds Together, Worlds Apart* authors in "Current Trends in World History." Students can answer the same question that these outside historians have attempted to answer to better understand and evaluate differing historical interpretations.
 - 2.3.4. The "Chronology" timeline helps students recognize, explain, and analyze how historical developments can be framed in historical periods or epochs and how various epochs and periods differ from one another. "Thinking about Global Connections"

sections at the end of each chapter further emphasize the historical context for different periods across regions.

- 2.3.5. "The Big Picture" helps students sharpen their analytical thinking about the interrelationships of events and historical processes and leads students to think about larger trends in populations, trade, and social, religious, cultural, economic, technological and political development.
- 2.3.6. Each chapter begins with several "Global Storylines" that emphasize comparisons and connections to trends happening concurrently around the globe. Maps and primary sources provide context that frame each chapter's "Global Storylines." The "Core Objectives" found at the beginning of each chapter also allow students to easily compare themes across chapters by looking at how objectives change over time.
- By utilizing the various resources located within each chapter and the book as a whole, students are better able to develop their own historical interpretations using this single text. Lively classroom engagement through writing, debate, discussion, and other guided activities drives home the point that history is a living process.

3. COURSE POLICIES

- 3.1. COMMUNICATION POLICY: The primary means of communication outside of class will be e-mail. For the fastest response:
- In your email body, please **identify yourself** and **identify the issue in the first line**.
 - For example: "Dear **Prof. Schoolman**: This is **Erasmus**. I am writing about a problem I am having **accessing the discussion participation self-assessment**." (Bold for emphasis here – you don't need to do that in your emails).
- 3.2. ACADEMIC DISHONESTY: Plagiarism and cheating are serious forms of academic misconduct and will not be tolerated. The following definitions and courses of action are taken from the Academic Standards section of the university administrative manual available here: <https://www.unr.edu/administrative-manual/6000-6999-curricula-teaching-research/instruction-research-procedures/6502-academic-standards>

Academic dishonesty includes, but is not limited to, the following:

Plagiarism: (1) the appropriation of another person's ideas, processes, results, or words without giving appropriate credit; (2) the submission of ideas, processes, results or words not developed by the student specifically for the coursework at hand without the appropriate credit being given; or (3) assisting in the act of plagiarism by allowing one's work to be used as described above.

Cheating: For purposes of this policy, cheating is defined as:

- a. obtaining or providing unauthorized information while executing, completing or in relation to coursework, through verbal, visual or unauthorized use of books, notes, text and other materials;
- b. unauthorized collaboration on an assignment

- c. turning in the same work in more than one class (or when repeating a class), unless permission is received in advance from the instructor;
- d. taking an examination for another student, or arranging for another person to take an exam in one's place;
- e. altering or changing test answers after submittal for grading;
- f. altering or changing grades after grades have been awarded;
- g. altering or changing other academic records once these are official; and/or
- h. facilitating or permitting any of the above-listed items.

Sanctions for violations of university academic standards may include the following: (1) filing a final grade of “F”; (2) reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

As we now enter the world where we can explore the proper use (and abuse) of AI and LLM as tools to research and write with, please be cognizant that you are producing your own material and thought products, and if in doubt, please “trace your steps” so that we can discuss methodologies openly.

- 3.3. **CONTENT ACCESSIBILITY:** This course uses 3rd party web/multimedia content, if you experience any issues accessing this content, please notify your instructor.
- 3.4. **STATEMENT ON AUDIO AND VIDEO RECORDING:** Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.
- 3.5. **DIVERSITY:** The University of Nevada, Reno actively supports a diverse and inclusive campus culture. The diversity that students bring to this class makes it stronger and richer. It is my intent to present materials and activities that are respectful of diversity and identity, including, but not limited to, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know how I can improve the effectiveness of this course (I will provide opportunities for anonymous feedback as well).
- 3.6. **RESPECTFUL CLASSROOM:** Since much of this course is dedicated to class discussion, I encourage all students to speak their minds during such discourses without fear of reprisal. The only way to expand upon, counter, or otherwise enter into discussions in academia is to be prepared to state, defend, and interrogate one’s own beliefs, and as such, it is critical that students be both honest and respectful in discussion. However, while discussion can and should become spirited, at no time will abusive language or personal attacks be tolerated. Not only is this counter to the educational goal of the course, but it is also against UNR’s Code of Student Conduct. [Adapted from Michael Cavanaugh]

4. COURSE WORK, ASSIGNMENTS, AND GRADING

4.1. ASSIGNMENTS: This course has four main types of assignments.

4.1.1. *InQuizitive*: These assignments are completed online through the Textbook Digital Landing Page via links available on WebCampus. Each assignment should take between 30-45 mins, and as the points are cumulative each student can continue taking the assignment until they reach 100%. There are 10 *InQuizitive* assignments, one for each chapter of the text book, and they are each worth 10 points.

4.1.2. *History Skills Tutorials*. Like the *InQuizitive* assignments above, these are completed online through the Textbook Digital Landing Page via links available on WebCampus. Each assignment should take between 15-20 mins, and as the points are cumulative each student can continue taking the assignment until they reach 100%. There are 3 *History Skills Tutorials*.

4.1.3. *Primary Source Exercise*. These are group assignments based on primary texts that are not included in your textbook. You must be present to participate. Each exercise is valued at 20 points, and will be part of the HIST 498 curriculum in the afternoons.

4.1.4. *Other Assignments*: There are several smaller assignments specific to the themes of the course and vary from 5 to 10 points.

4.1.5. *Midterm*: The midterm is an in-class writing and analysis project that will take place in the middle of the course

4.1.6. *Final Project* The final project is composed of four “essay” questions based on the primary sources included at the end of each chapter of your book, it is untimed and “take-home”

4.2. GRADING PERCENTAGES:

Percent of Final Grade	Assignment
30	12 <i>Inquizitive</i> assignments + 3 <i>History Skills Tutorials</i> (the lowest 3 are not counted)
20	<i>Primary Source Exercises</i> , Discussions, Quizzes (the lowest 3 are not counted)
20	Midterm Project
30	Final Project

5. COURSE SCHEDULE

Week 1

Class 1: Introduction and Benchmarks

Reading

- There are one prereading assignments:
 - Please review the introduction to *WTWA*
 - “What is *Global History*”

Assignments

- InQuizitive – “How to Use InQuizitive” (Does not contribute to final grade)
- History Skills – Analyzing Primary Sources
- Discussion – “Beginning of Global History”

Discussion and Lecture

- Course Overview
- Setting the Stage – the world before 1300
- Beginning of Global History/Finding Something Beautiful

Afternoon Session

- What is a library?
- How to do research
- Primary Source Exercise 1

Class 2: Crisis and Recovery in Eurasia, 1300-1500Reading

- WTWA Ch 11

Assignments

- InQuizitive – Ch 11
- History Skills – Analyzing Images
- Discussion – Pandemic and the World

Discussion and Lecture

- What Makes and Empire?
- Ottoman and Ming

Class 3: Contact, Commerce, and Colonization, 1450-1600Reading

- WTWA Ch 12

Assignments

- InQuizitive – Ch 12
- History Skills – Analyzing Maps

Discussion and Lecture

- First Contact
- What is Colonialism

Afternoon Session

- Visit to Special Collections: Materials from the age of Colonization
- The “Columbian Exchange”
- Primary Source Exercise 2

Class 4: World Entangled, 1600-1750Reading

- WTWA Ch 13

Assignments

- InQuizitive – Ch 13
- Primary Source Quiz

Discussion and Lecture

- The development of global commerce and exchange
- Slave economies
- Transformations in Asia and Europe

Class 5: Cultures of Splendor and Power, 1500-1780Reading

- WTWA Ch 14

Assignments

- InQuizitive – Ch 14
- Primary Source Exercise

Discussion and Lecture

- Trade and culture
- The Enlightenment in Europe
- The Creation of new culture(s) in the Americas
- Primary Source Exercise: Expressions of Authority and Legitimacy

Week 2**Class 6: Reordering the World, 1750-1850**Reading and Viewing

- WTWA Ch 15

Assignments

- InQuizitive – Ch 15
- Discussion board

Discussion and Lecture

- Spheres of Trade
- Economic Reordering, and the rise of new powers

Afternoon Session

- Visit to Special Collections: Materials from the early modern period
- Beyond primary sources
- Primary Source Exercise

Class 7: Alternative Visions of the Nineteenth Century

Reading and Viewing

- WTWA Ch 16

Assignments

- InQuizitive – Ch 16
- Midterm Q&A

Discussion and Lecture

- Islam and Africa
- Socialism and Radicalism
- What is a Utopia?
- Resistance to centralization and colonialism

Class 8: Midterm

Assignments

- Midterm Project

Class 9: Introduction to Global Environmental History

Reading

Selections from *Global Environmental History*

- Editor's Introduction (p. xiii-xxvi)
- Ch 9. Alfred Crosby, "Ecological Imperialism" (p. 166-180)

Discussion and Lecture

- Environmental History of the Early Modern World

Afternoon Session

- How to master writing in college – a guide for everyone!

Class 10: Nations and EmpiresReading

- WTWA Ch 17

Assignments

- InQuizitive – Ch 17
- Discussion – What is a Nation vs Empire?

Discussion and Lecture

- Clash of “Empire”

WEEK 3**Class 11: An Unsettled World, 1890-1914**Reading

- WTWA Ch 18

Assignments

- InQuizitive – Ch 18
- Primary Source Exercise: Travel at the end of the 19th century

Discussion

- New Identities through Race, Religion, and Nation

Afternoon Session

- Library Special Collections: Travel
- Primary Source Exercise: Travel at the end of the 19th century (part II)

Class 12: Global Crisis: 1910-1939Reading

- WTWA Ch 19

Assignments

- InQuizitive – Ch 19
- Discussion – Women in Society in the 20th century

Afternoon Session

- BONUS – The rise of film!

Class 13: The Three-World Order, 1940-1975

Reading

- WTWA Ch20

Assignments

- InQuizitive – Ch. 20
- Primary Source Exercise: Global Travel in the Post War Period

Class 14: Globalization, 1970-200

Reading

- WTWA 21

Assignments

- InQuizitive – Ch. 21
- Discussion – Private enterprise and the new global order
- What is Globalization
- What is migration?

Discussion

Final Project Q+A

Afternoon Session

- Special Collections – Global Propaganda
- Discussion and Primary Source Exercise

Class 15: Twenty-First-Century Global Challenges, 2001-Present

Reading

- No reading! (Optional Ch 22)

Assignments

- Final Project Duel

Discussion

- Final Project!