

MISSISSIPPI VALLEY STATE UNIVERSITY

Department of Social Sciences

College of Arts & Sciences

FALL 2018

World History after 1500 - HI 102-01

CRN: 10108 -- M/W/F 2:00-2:50PM

3 Credit Hours

Duration: AUG 20 – DEC 7, 2018

C.Sade Turnipseed, MS/MBA, PhD, Professor

Phones: 662.254.9041 main; 254.3025 office;
347.8198 cell
Email address: cassie.turnipseed@mvsu.edu

Office Location:

Social Sciences Bldg. Suite T
MONDAYS & WEDNESDAYS
11:00 PM–12:55PM; 4:00–6:00PM;
WEDNESDAYS 12PM-12:55PM; 7:50-
9:00PM, or by appointment.

PROFESSOR T'S TEACHING PHILOSOPHY

In essence, the philosophical approach and teaching strategy applied to this course is one that emanates from an ancient African dictate to historical understanding and cultural appreciation. It begins with an understanding of self. You cannot fully function in society, nor appreciate the significance of lessons from the past, if you have no understanding of your own history. **Therefore, the philosophical approach and teaching strategy for this course is: KNOW THY SELF.**

COURSE DESCRIPTIONS and expected STUDENT LEARNING OUTCOMES

Development of human societies from 1500 to the present—Major topics include the pre- Columbian American empires; maritime revolution and European transformations; Scientific revolution and the Enlightenment, the African kingdoms, the Atlantic slave trade and the African Diaspora, Islamic and Asian empires; industrialization; adaptation to western domination; the “new imperialism”; world wars, the cold war in a global context, decolonization, globalization and the concept of modernity. In addition, students will gain the ability to:

- read and critically analyze documents including primary sources
- write clearly and effectively, construct a clear thesis, and defend your assertions with historical evidence
- correctly identify and locate historically important sights on the map.
- understand the significance of the how and the why of history, not just the: who, what, when, and where.

CELL PHONES and/or HEADSETS ARE NOT PERMITTED IN THIS CLASS

(No exceptions unless otherwise instructed).

Five (5) points will be deducted for each infraction; after three (3) requests you will be asked to leave.

The overall goal of the Department of Social Sciences is to have a competent faculty who will offer a curriculum that will prepare students with the necessary skills to function effectively in government agencies, industry, research and professional careers. Specifically, the Department of Social Sciences strives:

- To prepare students to serve as professionals in administrative careers in government, public service agencies, and non-profit organizations;

- To provide skill training for Social Science majors in social research and writing for the Social Sciences; and,
- To prepare students for graduate study and professional employment.

In addition, students will be able to:

- read and critically analyze documents including primary and secondary sources
- write clearly and effectively, construct a clear thesis, and defend your assertions with historical evidence
- understand the significance of the why and how of history, not just the: who, what, when, and where.

HISTORY—working definition

History (from Greek ἱστορία, *historia*, meaning “inquiry, knowledge acquired by investigation”) is the study of the past, specifically how it relates to humans.^{1,2} It is an umbrella term that relates to past events as well as the memory, discovery, collection, organization, presentation, and interpretation of information about these events. History is the study of the human past as it is described in the written documents left by human beings.³ History is a narration of the events, which have happened among mankind, including an account of the rise and fall of nations, as well as of other great changes, which have affected the political and social condition of the human race.⁴ Events occurring prior to written record are considered prehistory.

History can also refer to the academic discipline, which uses a narrative to examine and analyze a sequence of past events, and objectively determine the patterns of cause and effect that determine them.⁵ Historians sometimes debate the nature of history and its usefulness by discussing the study of the discipline as an end in itself and as a way of providing “perspective” on the problems of the present.⁶

TEXT:

***Patterns of World History* Peter von Sivers, et al.**

Combined Volume, Brief Edition. New York: Oxford University Press, 2013. 978-0-19-994374-6.
<http://www.oup.com/us/companion.websites/9780195332872/student/?view=usa>

Because of the nature of this course, and the fact that it is required, you will need to get a copy of the book. Moreover, the material for quizzes, research paper and exams will be drawn from the text as well as other supplemental, but relevant, materials.

¹ Brian Joseph and Richard Janda, Eds., *The Handbook of Historical Linguistics* (New York: Blackwell Publishing, 2004), 163.

² “History Definition,” *About Education* (August 21, 2015), last update July 7, 2013, http://archaeology.about.com/od/hterms/qt/history_definition.htm. Accessed August 21, 2015.

³ Kris Hirst, “What Is History? - A Collection of Definitions: How Historians (and Others) Define History,” *About Education* (August 21, 2015). Accessed August 21, 2015.

⁴ *Ibid.*

⁵ Professor Richard J. Evans, “The Two Faces of E.H. Carr,” *History in Focus, Issue 2: What is History?* (University of London, November 2008). Accessed August 21, 2015; Alun Munslow, “What History Is” *History in Focus, Issue 2: What is History?* (University of London, 2001), last update November 10, 2008. Accessed August 21, 2015.

⁶ John Tosh, *The Pursuit of History* (Pearson Education Limited, 2006), 52; Peter N. Stearns, et al, eds., “Introduction,” *Knowing Teaching and Learning History, National and International Perspectives* (New York & London: New York University Press, 2000), 6; Gary B. Nash, “The Convergence Paradigm in Studying Early American History in Schools,” *Knowing Teaching and Learning History, National and International Perspectives* (New York & London: New York University Press, 2000), 102–115.

READING:

Reading is the key to doing well in this course. If you keep up with the reading, you should be fine. **You cannot pass this course without reading the assigned chapters.** This semester we will cover **Chapters 16-31**, in your textbook. As you read don't skip over introductory materials, sidebar materials, or other relevant notations in the textbook. Each week students are expected to read one-two chapters of the book. If you spend time regularly reading, this will not be an issue; if you leave the reading (and or viewing) until the last day you will likely have a difficult time. There are no shortcuts. It is important to embrace the subject of history so that you can function from an informed position about **African American History; as well as, Mississippi Delta history and culture.** Ask me, your instructor (via email, or phone) about anything you don't understand. I am here to assist you.

PLEASE COMPLETELY READ ALL ASSIGNMENTS!

ACADEMIC INTEGRITY:

All acts of academic dishonesty, including, but not limited to, cheating on exams, plagiarism, internet papers, paraphrasing internet papers, presenting someone else's work as your own, failing to meet academic and professional requirements, will result in an automatic "F" The University's academic honesty and plagiarism policies are enforced in this course. [See online documentation on MVSU cheating/plagiarism policies: page 55 in the Student Handbook and pages 99-101 in the undergraduate catalog.]

IMPORTANT NOTE ON PLAGIARISM

In a university it is considered serious academic misconduct to plagiarize, which is the theft of someone else's work without giving credit to that person for their work. This university, in its efforts to stop plagiarism, has purchased a license to a software program, **Turnitin**, which allows faculty to check student papers against anything that is written on the web or that has been submitted by other students. The university administration took this step due to a real concern about this issue. Plagiarism will have a negative impact on your final grade. Students who engage in extensive plagiarism in an assignment [**over 35% of your paper**] receive 0 points for that assignment. **If you use another student's paper for your plagiarism, you and that student will both receive a 0 for the assignment.** If you use published or unpublished material—either words or ideas—in a paper you must acknowledge where you accessed this material. However, in this class try not to use quotes. **Use your own words** and cite the source of your ideas if they come from sources other than the textbook or the film or document you are analyzing. <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

TURNITIN:

All of your papers must be submitted by you to the **Turnitin** website for plagiarism checking. Go to the website (below) TODAY and register for the course. Log in to the site, if you have previously used Turnitin, in the top right hand corner of the page--add the class by entering the Class ID and enrollment key (password). If you are new to Turnitin, click on "Create Account" immediately under the Login lines and follow the instructions. **You must register for Turnitin or you will not be able to get credit for your written assignments.** Turnitin <http://turnitin.com/>

The class ID for this course is:

18718521

The enrollment password for both classes is: ProfT

PLEASE NOTE THAT THE PASSWORD IS CASE SENSITIVE.

No written assignment will be credited or graded for this course before it is submitted to Turnitin. You will have until 11:59 pm, on the day the paper is due, to submit it to Turnitin. **No late papers will be accepted.** Do not cut and paste your paper into a file box. Upload all papers in a Microsoft Word file--to Turnitin. **DO NOT SUBMIT THE ASSIGNMENT TO ME AS AN E-MAIL, NOR AS AN ATTACHMENT, unless otherwise instructed!** Do not assume that your clock is set to the exact minute that the Turnitin clocks are. When you submit a paper to Turnitin there is a two-step process. You will be given a paper ID/receipt following your submission as well as an email verifying that your submission has been received. Make note of the paper ID/receipt when you submit it to have proof of your timely submission in case of any technical errors on the internet/website. Always keep a digital copy [a file on your jump drive or on your computer] of your papers. If you do not receive a paper ID number/receipt then you have not completed the submission process—so be sure to complete the next step. **Turnitin does NOT accept Microsoft Works files. You must use Microsoft Word files--.doc or docx extensions in the file name.**

Special Needs and Accommodations

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE REQUIREMENTS

INTRODUCTIONS: 50 points—Presentation of an interview of at least elderly two family members about your personal biographical information/family history. This assignment has a **500-word** minimum.

DISCUSSION PAPERS: 100 POINT/50 points each (500 word minimum)

- DISCUSSION PAPER #1 – Nzinga Mbande (biographical sketch)-- **due Sep 21st by 11:59pm**
- DISCUSSION PAPER #2 – Marcus Garvey (biographical sketch) – **due Oct 19th 11:59pm**

WRITTEN ASSIGNMENTS: 300 Points

There will be two written research papers, 750 words minimum (approximately 4 double-spaced, typed pages), **plus one PowerPoint presentation** (approximately 15 minutes minimum). A separate assignment sheet (rubric) explains the requirements for these papers and presentations. Research papers (not the presentation PowerPoint) must be submitted via Turnitin.com. The goal is 0% similarity ... 35% or higher similarity will NOT be read; and a score of zero (0) will be awarded.

SPECIAL TOPICS RESEARCH PAPERS:

- 1) **PUBLIC HISTORY**--Visit a local museum and present an overview – (See Appendix I). This paper is worth up to **100 points**. DUE NOVEMBER 30
- 2) **WORLD HISTORY RESEARCH PAPERS/PRESENTATIONS: 200 points**
SEE SPECIAL TOPICS LIST—(See Appendix I). Choose one topic/historical person/place/event, from the list provided.
 - a. Team Research Paper = **100 points**—DUE SEPTEMBER 28
 - b. Team Presentation = **100 points** -- TBD

QUIZZES: 5 quizzes @ 20 points each – 100 points - The quizzes are based on reading material in the chapter and/or notes from films viewed and discussed in class. You are urged to find additional study resources and take the liberty to dig deeper on topics discussed to further your understanding about this particular aspect of history. It is important for success on the mid-term and final exams that you consider researching any quiz questions that you do not understand. So during lectures and after quizzes take the time to jot down points that you didn't understand and look up the material either in the textbook, or other resource material(s), or discussing the issue with me all while taking notes for yourself. Each quiz is open book with 20 multiple-choice questions, and you will have 40 minutes to answer those 20 questions, you may work in groups or individually (I want you to get it right).

MID-TERM EXAM, 100 points, covering Chapters 16-23, plus supplemental assignments. **This is NOT a team effort, nor is it an open book/notes exam.**

FINAL EXAM, 100 points, covering all Team Research presentations, plus supplemental assignments. **This is NOT a team effort, nor is it an open book/notes exam.**

GRADING SCALE (for quizzes and exams):

Total Points: 90-100% of points = A
80-89% of points = B
70-79% of point = C
60-69% of points = D
Below 60% of points = F

TOTAL POINTS POSSIBLE= 750 points

EXTRA CREDIT:

There will be opportunities to make extra credit points e.g., daily Hot Topics; Voices From the Valley (MVSU Radio Program); Documentary Film notes; Historic Event summaries; visit and report on historical sites. Join History Club e.g., Facebook, and post something relevant to the course material and explain its relevance and importance (5 points) to the wider audience, and reply to someone else's post with notable substance (5 points). Comments should be thoughtful, meaningful, and relevant. One-sentence statements are not acceptable. (Please notify professor and colleagues of your postings). Please see Appendix III for additional opportunities.

References:

- Joseph, Brian (Ed.); Janda, Richard (Ed.) (2008). *The Handbook of Historical Linguistics*. Blackwell Publishing (published 30 December 2004). p 163. ISBN 978-1-4051-2747-9.
- "History Definition." Retrieved 21 January 2014.
- "What is History & Why Study It?" Retrieved 21 January 2014.
- Professor Richard J. Evans (2001). "The Two Faces of E.H. Carr." *History in Focus, Issue 2: What is History?* University of London. Retrieved 10 November 2008.
- Professor Alun Munslow (2001). "What History Is." *History in Focus, Issue 2: What is History?* University of London. Retrieved 10 November 2008.
- Tosh, John (2006). *The Pursuit of History* (4th ed.). Pearson Education Limited. ISBN 1-4058-2351-8. p 52
- Peter N. Stearns, Peters Seixas, Sam Wineburg (eds.), ed. (2000). "Introduction." *Knowing Teaching and Learning History, National and International Perspectives*. New York & London: New York University Press. p. 6. ISBN 0-8147-8141-1.
- Nash I, Gary B. (2000). "The "Convergence" Paradigm in Studying Early American History in Schools." In Peter N. Stearns, Peters Seixas, Sam Wineburg (eds.). *Knowing Teaching and*

Learning History, National and International Perspectives. New York & London: New York University Press. pp. 102–115. ISBN 0-8147-8141-1.

READINGS, WRITTEN ASSIGNMENTS, QUIZZES & EXAMS

Academic Agenda/Calendar:

Week 1 August 20-24

- Introductions: Due September 5th by 11:59 p.m. – submit via Turnitin.com.
- Read/Discuss: Course Syllabus; (in its entirety)
 - Museum/Public History Review—Due November 30th by 11:59pm
 - *Patterns of World History*, Chapter 16: The Ottoman-Habsburg Struggle and Western European Overseas Expansion
- Select TEAM RESEARCH PAPERS TOPIC—SEE TOPICS LIST-- Due SEPTEMBER 28 by 11:59pm * Select Teams/Presentation dates

Week 2 August 27-31

- Introductions, cont.
- Read/Discuss Chap 17—Reformation, and the New Science in Europe
- *Special Lecture Presentation: TBA*
- Quiz #1 Chapters 16 &17 (Wednesday)

Week 3 September 3-7 -- LABOR DAY HOLIDAY

- Read/Discuss Chapter 18: New Patterns in New Worlds: Colonialism and Indigenous Responses in the Americas
- Chapter 19: African Kingdoms, the Atlantic Slave Trade, and the Origins of Black America
- Film: They Came Before Columbus, Ivan Van Sertima

Week 4 September 10-14

- Read Chapter 20: The Mughal Empire: Muslim Rulers and Hindu Subjects
- Read Chapter 21: Regulating the "Inner" and "Outer" Domains: China and Japan
- Quiz #2 Chapters 18 & 19 (Wednesday)

Week 5 September 17-21

- Read/Discuss:
 - Chapter 22: Nation-States and Patterns of Culture in Europe and North America
 - Chapter 23: Industrialization and its Discontents
- View Film: Hidden Colors, pt 1
- **Discussion assignment: Paper #1 Due**

Week 6 September 24-28

- Discussion of Film: Hidden Colors
- Quiz #3 Chapters 20-23 (Wednesday)
- **TEAM RESEARCH PAPERS DUE (Friday)**

Week 7 October 1-5

- **MIDTERM exam on Chapters 16-23.**
- *Special Lecture Presentation: Kingdoms of Africa, pt 4*

Week 8 October 8-12

- TEAM RESEARCH PRESENTATIONS begins
- *Special Lecture Presentation: Kingdoms of Africa*, pt 5
- Read/Discuss:
 - Chapter 24: The Challenge of Modernity: East Asia.
 - Chapter 25: Adaptation and Resistance: The Ottoman and Russian Empires

Week 9 October 15-19

- TEAM RESEARCH PRESENTATIONS
- Film Discussion: Kingdoms of Africa, pt 6
- Read Chapter 26: The New Imperialism in the Nineteenth Century
- Quiz on Chapter 24 & 25
- **Discussion assignment: Paper #2 Due**

Week 10 October 22-26

- TEAM RESEARCH PRESENTATIONS
- Read/Discuss Chapter 27: Creoles and Caudillos: Latin America and the Caribbean in the Nineteenth Century
- Quiz # 4 Chapters 24 - 26 (Wednesday)

Week 11 October 29-November 2

7th Annual Sweat Equity Investment in the Cotton Kingdom Symposium (Thursday & Friday)

- Read/Discuss Chapter 28: World War and Competing Visions of Modernity
- Read/Discuss Chapter 29: Reconstruction, Cold War and Decolonization

CLASS WILL BE HELD IN THE SOCIAL SCIENCES AUDITORIUM (FRIDAY ALL DAY-MANDATORY ATTENDANCE)

Week 12 November 5-9

- TEAM RESEARCH PRESENTATIONS
- Read/Discuss Chapter 30: The End of the Cold War, Western Social Transformation, and the Developing World
- Read/Discuss Chapters 31: A Fragile Capitalist-Democratic World Order
- Film Discussion: Kingdoms of Africa, pt 7
- **Discussion assignment: Paper #2 Due (No Friday Class—meet in Library to finalize research)**

Week 13 November 12-16

- TEAM RESEARCH PRESENTATIONS
- Film: Kingdoms of Africa, pt 8
- Quiz #5 Chapters 27-31 (Wednesday)

Week 14 November 19-23 FALL BREAK

Week 15 November 26-30

- *Special Lecture Presentation: TBA*
- ALL RESEARCH PAPERS, EXTRA CREDIT ASSIGNMENTS ARE DUE

-- must be completed and turned in to TURNITIN.COM, by FRIDAY, at 11:59 p.m.

- Discuss Final Exam

Week 16 December 3-7

- FINALS

NOTE: This document does not constitute a contract with the University. It contains guidelines. Dr. Turnipseed reserves the right to make changes as necessary in the syllabus during the course of the semester.

APPENDIX I:

I INTRODUCTION: GRAND-MAMA' NEM

In 100-word essay/interview format discuss your family's cultural heritage and social contributions. These things are determined by asking relatives your grandmother's ages (Grand-mama 'nem) that may also be friends, guardians, people in your "village" about their early lives and the occupation(s) they held in their youth, or just some of the memorable things they encountered as a youth. Ask them about growing up in the city of their birth and/or where they grew up. In addition, you may inquire about anything they can remember about their grand-parents, parents, uncles, aunties, sisters and brothers ('nem) and some of the memorable things they did and where it was. Discuss how you and your family got to the Delta; and most importantly what do they think about you and what you intend to do with your education from MVSU. (Submit via turnitin.com). This assignment is worth

50 POINTS

DUE: Wednesday September 5, 2018

NOTE: This assignment is also your introduction to the class—all presenters will receive bonus points, iff presented to the class prior to the due date.

II. PUBLIC HISTORY

PUBLIC HISTORY--Visit a local museum and present an overview – there are several museums in the Mississippi Delta, including the "**COTTON IN MY HANDS**" exhibit in the J.H. White Library, on MVSU's campus. This assignment requires you visit the museum/interpretive center; introduce yourself to the executive director; and let him/her know that you are a student of history in Dr. Sade Turnipseed at MVSU who is working on a research paper/project, and you would like to have "professional courtesy" extended to you (meaning free entry). In addition, you will ask for any marketing material about the museum and its collections that they might recommend. Use the material(s) in addition to the notes you will take while walking through the collections/exhibit(s) to write your review **IN YOUR OWN WORDS**. This paper is worth up to **100 points**.

DUE: November 30, 2018

APPENDIX II

I SPECIAL RESEARCH TOPICS--TEAM PROJECT: (choose one)

1. Western Imperialism and Colonialism in Southeast Asia.
2. Enlightenment Culture: Radicalism and Moderation
3. The Industrialization of Europe and the West: 1760 - 1914
4. Railroads and the Transformation of the West
5. The Global Cotton Empire
6. Mississippi Declaration of Secession
7. Trail of Tears
8. Iroquois Confederacy
9. The Middle Passage
10. China and Japan in the Age of Imperialism
11. The Ottoman Empire.
12. Westernization, Reforms, and Industrialization in Russia
13. European Imperialism in the Middle East and Africa.
14. The British Colonies of India, Australia, and New Zealand.
15. South African Apartheid
16. The Rastafarian Movement
17. Garvey Movement
18. Latin American Society and Economy in the Nineteenth Century

**100 POINTS-750 WORD RESEARCH PAPER-- Due September 28th by 11:59pm
-15 MINUTES PRESENTATIONS-**

II DISCUSSION PAPER INSTRUCTIONS:

Please reflect on the individual legacies and contributions of the following important figures of history:

- DISCUSSION PAPER #1 – Queen Nzinga (biographical sketch)-- **due by September 21st before 11:59pm**
- DISCUSSION PAPER #2 – Marcus Garvey (biographical sketch) – **due November 9th before 11:59pm**

500 word minimum – 50 points each

APPENDIX III

EXTRA CREDIT OPPORTUNITIES

I Hot Topics—History is made on a daily basis, much of which can be predicted in our daily news. Each student is challenged to watch the news on a daily basis and write a commentary about the things that matter to them and their future as global citizens. News networks to consider: MSNBC, CNN, FOX, C-SPAN 1, II, AND III; PBS, Local broadcast news : CBS, NBC, ABC, etc. **5 pts daily max/3 pts max. per submission.**

II The *Voices from the Valley* is a 10-15 min series that will airs every Wednesday at 9:00am and repeats 9:00pm, on 91.7 FM (WVSD) MVSU's radio station. Each segment features exemplary historical research conducted by MVSU history students about the people, places and events from their communities, as told to them by Grand-mama'nem. For More information and instructions on how you can submit content, please contact Dr. C. Sade Turnipseed @ 662.254.3025; 347.8198, or cassie.turnipseed@mvsu.edu.

III HISTORICAL EVENTS DISCUSSION PAPER INSTRUCTIONS:

All papers have a minimum of 250 words (approximately 1-2 double-spaced, typed pages), 25 points each. A TOTAL of 100 points are available: Each student is expected to conduct their individual research of primary sources and additional secondary material (including the textbook) not covered in the class. All papers must be submitted via Turnitin before the end of the semester. No late papers will be accepted during finals week.

Topics:

- 1) Muhammad Ali, 1805-2005
- 2) World War I
- 3) World War II
- 4) Post-Independence Struggles: Liberals vs. Conservatives
- 5) Communism and Fascist Nationalism
- 6) Capitalism and American Democracy

For each of the above topics please present with the proper heading and research paper format. The discussions should include a brief descriptive timeline indicating:

- A. the events/causes/ideas that led up to the war
- B. Identify at least three soldiers instrumental in the War
- C. the war itself what were the main casualties (territory/region(s), collateral damage, extent of time)
- D. the aftermaths—what were the costs (physical, emotional, spiritual)

Each student is expected to conduct their individual research of primary sources and additional secondary material (including the textbook) not covered in the class. **All papers must be cited with references using the Turabian/Chicago format submitted via Turnitin one week before the Final Exam.** No late papers will be accepted. No paper with a similarity rating of 35% or higher will be read and/or credited.