

HIST 102: World History 1500-1815

Dr. Jason Knirck

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Office: Language and Literature, 100J

Office Hours: Monday, Thursday 9:00-10:00, Tuesday, 2:15-4:15, and by appointment

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COURSE DESCRIPTION

This course is designed to introduce students to some of the major events and themes that animated world history from 1500 through 1815. We will talk about political, social and economic trends, and will emphasize the relationships, similarities and differences between various world regions, as this was the time period when these regions came into contact as never before. Since the subject matter is so broad, and our time together tragically short, we will focus on some key themes and concepts, with units on the formation of dynastic states, revolution and historical change, and colonialism. Students will also gain experience evaluating both primary and secondary historical sources and in the mechanics of historical writing.

COURSE OBJECTIVES

After successfully navigating this course, the student should be able to

Identify some of the major trends in world history between 1500 and 1815

Compare and contrast the governmental, economic and social structures of various world regions

Demonstrate awareness of the role that differing interpretations play in the discipline of history

Generate historical analyses that are well-written and well-argued, using both primary and secondary sources

Demonstrate awareness of the difference between historical analysis and historical narration.

BOOKS

Worlds Together, Worlds Apart, Robert Tignor, et. al. (**optional text**)

Documents in World History, Volume 2 (Fourth Edition), Peter Stearns et. al.

The Revolution of Peter the Great, James Cracraft

The Tignor and Cracraft books are on reserve in the library, along with an additional World Civilizations text for reference if you should need one.

ASSIGNMENTS

Exams

There will be two exams in this course—a mid-term and a final. The exams are designed to test your ability to synthesize and analyze material that we have discussed in class. The mid-term will be

Thursday/Friday January 26th-27th and the final exam is **Wednesday, March 15th** at **8AM**.

Paper

One of our thematic units in this class is on revolution and historical change. Revolution is a word that is tossed around in a variety of contexts: the French Revolution, the sexual revolution, the industrial revolution, a revolution in hair care technology etc. James Cracraft, author of *The Revolution of Peter the Great*, asserts that Peter presided over a revolution in Russia. What, in your opinion is the

definition of a revolution? **DO NOT USE A DEFINITION FROM A DICTIONARY, ONLINE OR OTHERWISE.** What does Cracraft seem to mean by “revolution”? Do you think Peter caused or intended a revolution in Russia? Why or why not? Ruminates on these subjects in a 5-7 page double-spaced paper. Make sure that you have a thesis, an argument of your own, and plenty of specific examples from Cracraft’s book. The paper is due **Friday, February 17th**.

NOTE: I am more than happy to look over your theses and give you general suggestions as to writing this paper. If you need more extensive help, particularly with structure, grammar or mechanics, please make an appointment at the **Writing Center**. See their website (www.cwu.edu/~writingcenter/) for more information.

Primary Source Response Papers

Throughout the quarter, there are several primary sources from the Stearns reader that we will be discussing in class. You should read each source and be prepared to discuss it in class, but you also need to choose **two** of the sections and write short (3-4 page) response papers to them. Your papers should briefly summarize the main points of the sources in that section, as well as what the sources reveal about the society that produced them. Why might the sources be useful to historians? What questions do they raise? **The response papers are due at the beginning of the class period during which those readings are to be discussed. There are no exceptions to this policy.** Each response paper is worth 30 points.

Quizzes

I also reserve the right to give quizzes over the assigned readings in the Stearns and Cracraft books, as well as over other class material. These quizzes each will be worth 10 points and will be multiple-choice in format. Quizzes will be given at the start of the class period and there are **no opportunities to make up missed quizzes.**

GRADING

Grades will be computed along a standard 90-80-70-60 scale. An “A” indicates excellent work; a “B” indicates above average work, usually possessing significant strengths but at least one major weakness in structure or content; a “C” indicates average work, generally a paper that is overly narrative, confusingly structured or lacking significant engagement with the material; a “D” indicates work that is below average, yet still passing. The assignments will be weighted in the following manner:

Exam I	100 points	Exam II	100 points	Quizzes	????
Response Papers	60 points	Revolution Paper	100 points		

LATE WORK

Late work will be penalized five points for each day late. If you have a problem with one of the due dates, please come and talk with me before the due date and we can make arrangements. I reserve the right to refuse to accept assignments more than three days late.

ATTENDANCE/CONDUCT

I do not take attendance and attendance is not a formal part of your grade. However, there are a few things that you should know about attendance:

- Exams mostly focus on material covered in class. I do not lend out my notes, and so the responsibility for getting material that you missed is yours. Obviously, poor class attendance usually correlates with a poor grade.

- If your grade is on the borderline between grade categories at the end of the term, I will consider bumping you up if you have attended class faithfully and have participated in class discussions. Those who do not attend class do not get any “breaks” such as this, or extensions on paper deadlines or anything of that sort.
- Because I do not require attendance, I expect that when you are present you are attentive and courteous. **The use of cell phones, for phone calls or text messaging, is strictly forbidden. Use of a cell phone in class may result in your grade being lowered for the course, with a maximum of one grade category (i.e. from A to A-) for each violation.**

ACADEMIC INTEGRITY

Simply put, you can be unceremoniously tossed from this university for cheating. The resulting shame, ignominy and ostracism should be a sufficient deterrent, but if it is not, be warned that I will have no tolerance for those who cheat and will not hesitate to fail any student who turns in copied or plagiarized work. I fully expect that all work you turn in is your own. Cheating includes, but is not necessarily limited to, copying another’s work, turning in work that is not your own, lifting phrases or ideas out of the assigned books or any other books without citation, and copying phrases and ideas from web sites without citation. As a result, I reserve the right to **fail you for the entire class** if you turn in work which is not your own.

STUDENTS WITH DISABILITIES

If you have a disability or special need, please feel free to discuss this with me during the initial class meetings, and we will make suitable arrangements for accommodation.

SCHEDULE OF LECTURES AND READINGS

This is designed to be a rough guide. Announcements of changes will be made in class.

Date	Unit Name	Topic	Readings	
Jan 4	Dynastic States	Course Introduction		
Jan 5		The Early Ottomans	Tignor, 48-56, 83-86	
Jan 6		The Ottoman Zenith	Stearns, 46-53	
Jan 9		Video: Ottomans		
Jan 10		Decline of the Ottomans	Tignor, 138-39, 165-67, 224-27	
Jan 11		Ming China	Tignor, 59-66, 115-16; Stearns, 61-70	
Jan 12		Ming/Qing China	Tignor, 141-47, 171-76, 230-35	
Jan 13		Qing China		
Jan 16		No Class: MLK Day		
Jan 17		Tokugawa Japan	Tignor, 147-48, 176-79; Stearns, 71-81	
Jan 18		Tokugawa Japan		
Jan 19		The Rise of Muscovy	Tignor, 150-52	
Jan 20		Muscovite Consolidation		
Jan 23	Revolution and Historical Change	Martin Luther and the Reformation	Tignor, 107-110; Stearns, 14-18	
Jan 24		John Calvin	Stearns, 19-22	
Jan 25		Tudor England		
Jan 26		EXAM DAY		
Jan 27		EXAM DAY		
Jan 30		The English Reformation		

Jan 31		The English Civil War		
Feb 1		The Glorious Revolution		
Feb 2		Habsburg Spain	Tignor, 86-87, 106-7, 152-59	
Feb 3		Counter-Reformation		
Feb 6		Absolutism: Louis XIV	Stearns, 23-26	
Feb 7		Peter the Great	Tignor, 223-24	
Feb 8		Discussion: <i>Revolution of Peter the Great</i>	Cracraft, all; Stearns, 34-38	
Feb 9		The Enlightenment	Tignor, 179-86; Stearns, 27-33	
Feb 10		The Enlightenment		
Feb 13		Enlightened Despotism	Stearns, 39-45	
Feb 14		The <i>Ancien Régime</i> and 1789	Tignor, 203-7	
Feb 15		The Constitutional Monarchy	Stearns, 123-31	
Feb 16		The Jacobin Experiment		
Feb 17		The Terror		
Feb 20		NO CLASS: Presidents' Day		
Feb 21		Napoleon and the Restoration	Tignor, 207-8	
Feb 22		The Congress of Vienna		
Feb 23		Industrial Revolution	Tignor, 216-223	
Feb 24		Industrial Revolution	Stearns, 132-37	
Feb 27		Spanish Empire in the Americas	Tignor, 87-101	
Feb 28		Spanish Empire in the Americas	Stearns, 100-104, 110-20	
March 1	Colonialism	Spanish Empire in the Americas	Stearns, 93-99	
March 2		Bourbon Reforms/Haitian Revolution	Tignor, 186-89, 208-213	
March 3		Latin American Revolutions		
March 6		Latin American Revolutions		
March 7		British Raj in India		
March 8		British Raj in India	Tignor, 227-230; Stearns, 54-60	
March 9		British Colonialism in Ireland		
March 10		Review		
March 15			FINAL EXAM	