

**History 121**

**World History 2 – Section 20 – Spring Semester, 2024**

MWF 10:00-10:50 a.m. – Tarpley 213

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Office Hours: MWF – 12:30 p.m. – 1:30 p.m. and By Appointment

**Course Description**

Welcome to World History II! This course will familiarize you with major events, trends, and figures in the history of the world from 1500 C.E. up to the present. We’ll focus geographically on North America, Africa, and Europe. Thematic emphasis will be given to the ways in which nations, peoples, and cultures became increasingly connected over time, and the ways in which those connections shape the world in which we live. Topically, the course will focus on the nature and role of religion and freedom. What was the *content* of the religions espoused and spread throughout the Atlantic World? How did those religions *function* within and beyond particular societies? What did it mean to be free? How was liberty understood in different times and different contexts? These and other questions will provide through-lines as we embark into the past.

This course will consist of lectures that (1) complement and accentuate textbook readings and (2) elucidate issues relating to our thematic and topical approaches. Weekly group discussions to evaluate primary sources will give you hands-on experience critically analyzing historical documents. Beyond the readings and lectures, you will also interact with secondary and primary sources, read/watch/listen to supplemental online material, and prepare for written and assessed work, including two short papers, unit reading quizzes, and two non-cumulative exams. My overarching goal is for you all to walk away from this course in April with a greater appreciation for World History and a greater ability to think critically and write clearly and winsomely.

**History Program Objectives (HPO)**

The faculty at Reinhardt University desire that all students in history demonstrate

1. Use of evidence, logic, and reasoning as they think historically about the past
2. Knowledge of human history in various times and places
3. Effective written and oral expression of ideas
4. Methodological competence using libraries and appropriate information technologies
5. Moral reasoning abilities as they seek what is good, beautiful, and true

**In History 121, World History 2,** the course will emphasize

1. Historical thinking skills that employ evidence, logic, and reasoning
2. Knowledge of World History from 1500 C.E. (Common Era) to the Present
3. Effective written expression of ideas
4. Moral reasoning abilities as we examine how human beings have acted in and beyond their various societies in varying circumstances

**Required Readings**

1. *Connections: A World History*, by Judge and Langdon, Vol. 2, 4rd Ed. (Online Textbook Rental) ISBN-13: 9780137538140– This is the **required** textbook for the course. All students must purchase the 4-month rental, which is about $40. This is the cheapest way to access the textbook.
2. Several Primary Source Readings on Canvas (as PDFs) for Primary Source Discussions

**Success**

My desire is that each and every one of you succeeds in this class. In order to succeed, you need to:

* Listen and take good notes on all Lectures ***and*** complete all assigned readings *before* taking the Reading Quizzes  (See schedule below for details)
* Manage your time wisely in order to prepare for quizzes, assignments, and exams.
* Approach the class with an attitude of curiosity and a willingness to respectfully engage with the professor and your classmates on a variety of issues and topics related to the course content
* Relax. Slow down and enjoy the incredible opportunity you have to participate in the privilege of learning at Reinhardt.

**Assignments and Corresponding Point Values**

* Reading Quizzes = 300 Points (30 points per quiz for 12 quizzes, lowest two grades dropped)
* Attendance = 100 Points
* Pre-Discussion Board Posts = 150 Points (15 points per post; 11 total posts with lowest dropped)
* Podcast Papers = 150 Points (50 points for paper #1; 100 points for paper #2)
  + Podcast Paper #1
  + Podcast Paper #2
* Midterm Exam = 150 Points
* Final Exam = 150 Points

**Grading Scale**

A: 900-1000 Points

B: 800-899 Points

C: 700-799 Points

D: 600-699 Points

F: 599 Points and Below

**Course Policies and Expectations**

* *Attendance*
  + Attendance is mandatory and factors into the overall grade (100 points)
  + 3 unexcused absences = -25 points; 4-6 = -50 points; 7-10 = -75 points; 10+ = 0/100 points
  + Reasonable Excuses: Documented illness, athletic competition/travel, or personal/immediate family grievance
  + Missed Work = Students are responsible to get caught up if absent from class
* *Classwork/Homework Time*
  + As a good rule of thumb for a 3-credit hour online course such as ours, one should anticipate seven to ten hours weekly spent reading, writing papers, and reviewing for quizzes/exams.
* *Quality of Work* 
  + Written work is graded for: content, clarity, grammar, and syntax (sentence structure)
* *Class Behavior*
  + Students will comport themselves as mature, responsible adults
  + You will be respectful of your classmates’ understandings, perspectives, and experiences
* *Late Assignments*
  + Reading Quizzes **may not** be taken late or made up without a reasonable excuse
  + Pre-Discussion Board posts **may not** be made up without a reasonable excuse
  + Late Podcast Papers will be counted off 10 points per day for 3 days, then receive a score of 0
  + KEY: Avoid these crises by managing your time wisely and submitting assignments on time
  + *Makeup Exams:* Exams may be made up only due to ***extreme extenuating circumstances***

**Academic Honesty**

* Education thrives in an atmosphere of honesty and trust. Students who do ***not*** do their own work degrade education, demonstrate a lack of respect for themselves and the college, and rob themselves of the opportunity to improve their own thinking and writing.
* In this course, all work must be your own. **Cheating will not be tolerated**. Plagiarism, the use of someone else’s ideas or words without acknowledging them as such, is a serious academic offense. **Any suspected cases of academic misconduct will be dealt with strictly, normally resulting in a failing grade on the assignment – or even the course as a whole, depending on the circumstance.**
* Using **ChatGPT** or other AI tools for content generation on any assignments in this class will also not be tolerated and will be considered the same as plagiarism from a traditional source
* All papers and written work will be checked for improper use of outside sources or AI
* The Academic Catalog of Reinhardt University goes into greater detail regarding what constitutes academic dishonesty. If you are ever uncertain about whether your actions are academically honest, please consult your instructor, who will be glad to advise you.

**Reinhardt’s Academic Support Office**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact the Academic Support Office (ASO). Reinhardt is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is in the basement of the Lawson Building. Phone is 770-720-5567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

**Reinhardt’s Center for Student Success**

The Center for Student Success is located on the bottom floor of Lawson, room 035. It is a free tutoring service available to all students. For appointments, go to Reinhardt’s webpage and click on “Academics.” When the next page appears, click “Student Success Center.” On that screen, click “Student Appointment Form.” Fill out the required fields and then submit. If you prefer to call, the number is 770-720-9232.

**Course Schedule**

| When | Topic | Breakdown |
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| Week 1 | | Course Introduction | - **Monday – 1/8 NO CLASS! Dr. Jones at a conference**  \* For Next Time: Read through the syllabus ***in detail*** and complete the “About Me” Assignment on Canvas!  **- Wednesday – 1/10**  **\*** In Class: Introduction + Syllabus + What Is History?  \* For Next Time:  - **Friday – 1/12**  **\*** In Class: Primary Source Crash Course  \* For Next Time  + Read *Connections* Ch. 19 (“Global Exploration and Global Empires, 1400-1700”)  + Submit “About Me” (Extra Credit) **DUE 1/12 at 11:59 PM** |
| Week 2 | Exploration and Exploitation: The Beginning of the Global Era | - **Monday – 1/15 NO CLASS - MLK HOLIDAY**  - **Wednesday – 1/17**  **\*** In Class: The Making of the Atlantic World  \* For Next Time  + Read Primary Source 1: Bartolomé de las Casas – “A Short Account of the Destruction of the Indies” (PDF on Canvas)  + Pre-Discussion Board Post #1 (Due before class on Canvas)  - **Friday – 1/19**  \* In Class:  + Reading Quiz #1  + Discussion of Bartolomé de las Casas – “A Short Account of the Destruction of the Indies” |
| Week 3 | Europe in the Age of Reformation and Religious Wars | - **Monday – 1/22**  **\*** In Class: The Protestant Reformation and Its Discontents  \* For Next Time  + *Connections* Ch. 20 (“The West in an Age of Religious Conflict and Global Expansion”)  - **Wednesday – 1/24**  **\*** In Class: The European Wars of Religion in Global Context  \* For Next Time:  + Primary Source 2: Martin Luther’s 95 Theses (PDF on Canvas)  + Pre-Discussion Board Post #2 (Due before class on Canvas)  - **Friday – 1/26**  \* In Class:  + Reading Quiz #2  + Discussion of Luther’s 95 Theses |
| Week 4 | Africa, Europe, and the Transatlantic Slave Trade | - **Monday – 1/29**  \* In Class: The Origins and Spread of Transatlantic Slavery  \* For Next Time  + *Connections* Ch. 23 (“Africa and the Atlantic Slave Trade, 1400-1800”)  - **Wednesday – 1/31**  **\*** In Class: Africa and the World  \* For Next Time  + Read Primary Source 3: Letters from the King of Kongo to the King of Portugal, 1526 (PDF on Canvas)  + Pre-Discussion Board Post #3 (Due before class on Canvas)  - **Friday – 2/2**  \* In Class:  \* For Next Time  + Reading Quiz #3  + Discussion of Letters from the King of Kongo to the King of Portugal, 1526 |
| Week 5 | Political Authority and Intellectual Revolutions in Early Modern Europe | - **Monday – 2/5**  **\*** In Class: Absolutism and Alternatives  \* For Next Time:  + *Connections* Ch. 24 (“Absolutism and Enlightenment in Europe, 1600-1763”)  - **Wednesday – 2/7**  **\*** In Class: Paradigm Shifts in the European Mind: The Scientific Revolution and the Enlightenment  \* For Next Time:  + Read Primary Source 4: Thomas Paine on Deism and Christianity (PDF on Canvas)  + Pre-Discussion Board Post #4 (Due before class on Canvas)  - **Friday – 2/9**  \* In Class:  + Reading Quiz #4  + Primary Source Discussion of Thomas Paine on Deism and Christianity |
| Week 6 | Atlantic Revolutions and Napoleonic Europe | - **Monday – 2/12**  **\*** In Class: The Rights of Men: The American, French, and Haitian Revolutions – Crash Course and Comparisons  \* For Next Time:  + *Connections* Ch. 26 (“The North Atlantic Revolutions, 1750-1830”)  - **Wednesday – 2/14**  **\*** In Class: The Rise and Fall of Napoleon Bonaparte  \* For Next Time:  + Read Primary Source 5 - “Petition for freedom to Massachusetts Governor Thomas Gage, His Majesty's Council, and the House of Representatives, 25 May 1774” (PDF on Canvas)  + Pre-Discussion Board Post #5 (Due before class on Canvas)  - **Friday – 2/16**  **\*** In Class:  + Reading Quiz #5  + Primary Source Discussion of “Petition for freedom to Massachusetts Governor Thomas Gage, His Majesty's Council, and the House of Representatives, 25 May 1774” |
| Week 7 | Industry and Ideology in the Atlantic World | - **Monday – 2/19**  **\*** In Class: The Industrial Revolution  \* For Next Time:  + *Connections* Ch. 27  - **Wednesday – 2/21**  **\*** In Class: New Ideologies, Reform, and Reaction  \* For Next Time:  + Read Primary Source 6: Karl Marx, *The Communist Manifesto* – Preamble and Chapter 1 (PDF on Canvas)  + Pre-Discussion Board Post #6 (Due before class on Canvas)  - **Friday – 2/23**  \* In Class:  + Reading Quiz #6  + Primary Source Discussion: Karl Marx, *The Communist Manifesto* – Preamble and Chapter 1 |
| Week 8 | A Brief History of the Americas in the Nineteenth Century | - **Monday – 2/26**  **\*** In Class: The Long Nineteenth Century in the United States  \* For Next Time:  + *Connections* Ch. 28 (“Nation Building in the Americas, 1789-1914”)  - **Wednesday – 2/28**  \* In Class: The Emergence of Modern Mexico and Canada  \* For Next Time  + Study for Midterm!  - **Friday – 3/1**  \* In Class: **Midterm Exam**  **SPRING BREAK MARCH 4-8** |
| Week 9 | Western Imperialism and Resistance in Africa | - **Monday – 3/11**  **\*** In Class: Nineteenth-Century Africa  \* For Next Time:  + *Connections* Ch. 30 (“New Connections and Challenges in West Asia and Africa”)  - **Wednesday – 3/13**  **\*** In Class: Western Imperialism and African Resistance  \* For Next Time:  + Read Primary Source 7: George Washington Williams, *An Open Letter to His Serene Majesty Leopold II* (1890) (PDF on Canvas)  + Pre-Discussion Board Post #7 (Due before class on Canvas)  - **Friday – 3/15**  \* In Class:  + Reading Quiz #7  + Primary Source Discussion: George Washington Williams, *An Open Letter to His Serene Majesty Leopold II* (1890) |
| Week 10 | WWI and Its Global Repercussions | - **Monday – 3/18**  **\*** In Class: The Causes and Lead-Up to WWI  \* For Next Time:  + *Connections* Ch. 31 (“The Great War and the Russian Revolutions, 1890-1918”)  - **Wednesday – 3/20**  **\*** In Class: War, Revolution, and Crisis  \* For Next Time:  + Primary Sources 8 – War Poetry from WWI (PDF on Canvas)  + Pre-Discussion Board Post #8 (Due before class on Canvas)  - **Friday – 3/22**  **\*** In Class:  + Reading Quiz #8  + Primary Source Discussion: WWI Poetry |
| Week 11 | Depression and Resentment: The Interwar Years | - **Monday – 3/25**  **\*** In Class: Economic Depression and Cultural Reaction in North America and Europe  \* For Next Time:  + *Connections* Ch. 32 (“Anxieties and Ideologies of the Interwar Years, 1918-1939”)  - **Wednesday – 3/27**  **\*** In Class: Fascism, Socialism, and Nationalism on the Rise  \* For Next Time: Prep for Quiz #9 on Monday  - **Friday – 3/29 – NO CLASS – GOOD FRIDAY HOLIDAY** |
| Week 12 | WWII: The World on Fire | - **Monday – 4/1**  **\*** In Class  + Reading Quiz #9  + The Third Reich and the Road to War  \* For Next Time:  + *Connections* Ch. 33 (“World War II and the Holocaust, 1933-1945”)  - **Wednesday – 4/3**  **\*** In Class: The Major Events and Global Repercussions of WWII  \* For Next Time:  + Read Primary Sources 9 – Eyewitness Accounts of the Holocaust (PDF on Canvas)  + Pre-Discussion Board Post #9 (Due before class on Canvas)  - **Friday – 4/5**  \* In Class:  + Reading Quiz #10  + Primary Source Discussion - Eyewitness Accounts of the Holocaust |
| Week 13 | The Cold War and Civil Rights | - **Monday – 4/8**  **\*** In Class: Key Developments in the Cold War, 1945-1990  \* For Next Time:  + *Connections* Ch. 34 (“East vs. West: Cold War and Its Global Impact, 1945-Present”)  - **Wednesday – 4/10**  **\*** In Class: African-Americans and the Civil Rights Movement  \* For Next Time:  + Read Primary Source 10 – “An Appeal to Human Rights” (1960) (PDF on Canvas)  + Pre-Discussion Board Post #10 (Due before class on Canvas)  - **Friday – 4/12**  **\*** In Class:  + Reading Quiz #11  + Primary Source Discussion – “An Appeal to Human Rights” |
| Week  14 | Postcolonialism and Globalization | - **Monday – 4/15**  **\*** In Class: Postcolonialism and Independence in Africa, Pt. 1  \* For Next Time:  + *Connections* Ch. 37 (“Postcolonial Challenges in Africa and the Middle East, 1939-Present”)  - **Wednesday – 4/17**  **\*** In Class: Postcolonialism and Independence in Africa, Pt. 2  \* For Next Time:  + Read Primary Source 11: Archbishop Desmond Tutu – “The Question of South Africa” (1984) (PDF on Canvas)  + Pre-Discussion Board Post #11 (Due before class on Canvas)  **- Friday – 4/19**  **\*** In Class:  + Reading Quiz #12  + Primary Source Discussion - “The Question of South Africa” |
| Week 15 | Course Review | - **Monday – 4/22**  \* In Class: Final Exam Review Session  - **Wednesday – 4/24** = READING/STUDY DAY |
|  | **FINAL EXAM** |  |