

## Term Information

Effective Term Spring 2022  
*Previous Value* Spring 2016

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online approval

What is the rationale for the proposed change(s)?

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1682
Course Title	World History from 1500 to the Present
Transcript Abbreviation	Wld Hist 1500-Pres
Course Description	Survey of the human community, with an emphasis on its increasing global integration, from the first European voyages of exploration through the present.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance, Less than 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No

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<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq or concur: English 1110.xx., or permission of instructor.
<b>Exclusions</b>	Not open to students with credit for History 2642.
<b><a href="#">Previous Value</a></b>	Not open to students with credit for History 182 or 2642.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	54.0101
<b>Subsidy Level</b>	General Studies Course
<b>Intended Rank</b>	Freshman, Sophomore

## Requirement/Elective Designation

General Education course:  
Historical Study; Global Studies (International Issues successors)  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Students will recognize how past events are studied and how they influence today's society and the human condition.</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Europe and the invasion of the Americas</li><li>• The struggle in the European core</li><li>• Spanish America and silver</li><li>• Africa and the Atlantic slave trade</li><li>• The Ottoman Empire and the Red Sea coffee trade</li><li>• The limits of European power: China</li><li>• The expansion of Russia</li><li>• American revolutions</li><li>• The Industrial Revolution and socioeconomic ferment</li><li>• The era of free-trade imperialism</li><li>• The crisis of the Ottoman Empire</li><li>• European imperialism in Asia</li><li>• A new era of transportation and communication</li><li>• Dependent peripheries: Latin America</li></ul>

**COURSE CHANGE REQUEST**  
1682 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/03/2021

**Sought Concurrence**

No

**Attachments**

- History 1682.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*
- History 1682 World History Post-1500.docx: In person syllabus (old)  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*
- DL History 1682 syllabus AU 2022 version.docx: Revised DL syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*

**Comments**

- See Panel Feedback email sent 03/09/21. *(by Hilty, Michael on 03/09/2021 08:49 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	02/17/2021 11:54 AM	Submitted for Approval
Approved	Elmore, Bartow J	02/17/2021 04:01 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/17/2021 04:34 PM	College Approval
Revision Requested	Hilty, Michael	03/09/2021 08:49 AM	ASCCAO Approval
Submitted	Heikes, Jacklyn Celeste	09/24/2021 10:30 AM	Submitted for Approval
Approved	Soland, Birgitte	09/24/2021 10:31 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/03/2021 05:03 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/03/2021 05:03 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

College of Arts & Sciences  
Department/Center/Institute/Program

# SYLLABUS

## HIST 1682

World History since 1500  
Autumn 2022 (online)  
3 credit hours  
Online

### COURSE OVERVIEW

#### Instructor

Instructor: Prof. White  
Email address: [white.2426@osu.edu](mailto:white.2426@osu.edu)  
Phone number (messages only): 614-292-5596  
Office hours: Thursdays 3-4pm on Zoom, or by appointment.

#### Prerequisites

None

#### Course description

Hist 1682 explores how our world has been transformed over the last five centuries and how we can explain those transformations in politics, society, the economy, and the environment. You'll practice the skills of historical analysis and writing, we'll consider why historians argue about the past and what's at stake in those debates.

#### Course learning outcomes

By the end of this course, students should successfully be able to:

- Discuss fundamental changes in global politics, society, culture, and the environment since 1500.
- Debate historians' explanations for those changes.
- Analyze how primary sources reveal the causes, nature, and diverse perceptions of those changes.

## General education goals and expected learning outcomes

As part of the Historical Studies category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### How This Course Meets Historical Study ELOs

Hist 1682 is a foundational survey of world history. Every week, through each of the topics below, students will: (1) view complete presentations and readings that help them construct an integrated perspective on history and the factors that shape human activity; (2) engage in discussions on the historical origins and nature of contemporary issues; (3) complete written exercises on the critical examination of primary historical sources by examining diverse interpretations of past events and ideas in their historical contexts; and (4) work on a course essay concerning the critical evaluation of a secondary historical source and its explanation of historical change.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **two lessons and one recitation per week**; all are released one week ahead of time. Students are expected to keep pace with the three weekly deadlines but may schedule their efforts freely within that time frame.

**For each lesson**, you will complete

1. A brief introductory page explaining what to expect for the week;
2. A series of presentations and videos;
3. Short reading assignment(s) with an optional reading guide;
4. A quiz on the presentations, videos, and reading (which may be retaken up to one time)

**For each recitation**, you will complete:

5. Primary and/or secondary reading, and/or online media;
6. A short written reflection;
7. At least one discussion post based on what you've written

For most weeks, you will have a choice of recitation topics.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Commented [WSA1]:** I always had writing assignments and discussions to go along with the lessons. Maybe if I propose those writing assignments and discussions as a "recitation" it will be obvious how this course compares to an in-person course.

**Commented [WSA2]:** Is this right? Shouldn't it be three hours of instruction plus three hours of additional work (6 total) in a regular semester?

Each online lesson and recitation will require equivalent time and effort to those of an in-person course. Therefore, please plan on at least 40 minutes per lesson and recitation in addition to time for further reading, review for exams, and your essay project.

**Commented [WSA3]:** This is the language that I would propose.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Logging in to Carmen lessons: AT LEAST THREE TIMES PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Online writing exercises and discussions: AT LEAST ONCE PER WEEK**  
Every recitation includes a writing assignment and/or discussion board.
- **Exams:** You must set aside a block at least 90 minutes on the final exam day to ensure that you can log in and complete the exam. If you will not be available on the exam day, contact the professor as soon as possible to schedule a make-up exam.
- **Office hours: OPTIONAL OR FLEXIBLE**  
Participation in scheduled Zoom office hours is optional. Please contact me at the beginning of the week if you need a time outside my scheduled office hours.

## COURSE MATERIALS AND TECHNOLOGIES

All required reading for this course is freely available online and will be posted through Carmen. This includes textbook articles created by the OER project and primary sources that are out of copyright.

### Course technology

#### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

- TDD: 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Quizzes (top 20)	200 (20% of final grade)
Exercises and Discussions (13 of each)	260 (26%)
Midterm exam	100 (10%)
Exercises in writing skills lessons	40 (4%)
Essay prospectus	50 (5%)
Essay first draft	50 (10%)
Essay peer review	50 (5%)
Final exam	100 (10%)
Final essay	100 (10%)
Total	1000 (100%)

See course schedule below for due dates.

## Descriptions of major course assignments

**Lesson quizzes** will consist mainly of multiple-choice questions on the presentations and reading. Quizzes will also include review questions testing key information from previous lessons and may involve short written answers as well. These quizzes are **open-note** but you may not use any other assistance to complete them. You may retake each quiz up to one time, and the system will keep the higher score.

**Writing assignment** will consist of short or long answers to questions over readings, media, and websites, with specific instructions for each assignment. A normal complete response will receive a 9 out of 10. To receive a full 10, answers should demonstrate exceptional comprehension, perceptiveness, and good writing. Incomplete or mistaken answers will receive fewer points.

**Discussion posts** will be posted on group discussion boards. Be sure to follow the instructions in the prompt and the communication guidelines in this syllabus. A normal complete response will receive a 9 out of 10. To receive a full 10, posts should demonstrate insight into the topic and engagement with other students' ideas and should help the entire group create a more productive conversation.

Lessons 20 and 21 will develop your writing skills. These lessons will include **writing skills exercises** worth 40 points.

You will complete an **essay project** in which you turn one of your writing exercise or discussion post answers into a complete paper with a thesis, supporting arguments, citations to sources, and conclusion, based on the guidance in your writing skills lessons. This project will include a **prospectus, first draft,**



**peer review exercise**, and **final (revised) essay**. Please the essay instructions on Carmen for more information.

The course will have cumulative **midterm** and **final exams**. These will be open-note and test core information and concepts from throughout the course. Please contact an instructor well in advance if there is a chance you will not be available during the exam times.

## Late assignments

Deadlines for lessons will be **Mondays and Wednesdays by 11:59pm**; deadlines for recitations will be **Friday 11:59pm**. Lesson and recitation will usually be published a week before they are due.

The **quizzes** will close after the deadline and may not be submitted late. However, your final average will only include your top 20 quiz grades.

If you miss a writing assignment or discussion post deadline, contact your teaching assistant about options for making up the work in a different recitation. Do not try to submit discussion posts after the deadline.

The essay prospectus will lose 10% each day late, weekends included.

The **final essay deadline is absolutely final**. There are no exceptions. If something has prevented you from completing the final essay, you may take a 0 for the assignment or ask your academic advisor to contact me about receiving an incomplete (I) for the course and initiating a work plan to finish all assignments.

## Grading scale (as % of total possible points)

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

Grades will not be rounded up.

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For lesson and recitation assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

### Policies for this online course

- **Quizzes and exams:** You must complete all quizzes and exams yourself, without any external help or communication. You may use your own typed or written notes during quizzes and exams but not anyone else's, nor should you try to look up information in the textbook or online during quizzes and exams. (Remember: they are timed anyway, so you won't have time to do so).
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the Chicago Manual of Style "notes and bibliography" format to cite the ideas and words of your research sources (see: [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)). You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with an instructor.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter

where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292- 5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1- 800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE (SUBJECT TO CHANGE)

Week	Lessons and Recitations
1	<p><b>8/24 Lesson 1:</b> What is world history? <i>No reading</i></p> <p><b>8/26 Recitation:</b> <i>Introduction to the class—and the practice of history</i></p>
2	<p><b>8/29 Lesson 2:</b> The Columbian Exchange <i>Readings: “The Columbian Exchange” “Crops that Grew the World”</i></p> <p><b>8/31 Lesson 3:</b> Early Colonial Encounters <i>No new readings</i></p> <p><b>9/2 Recitation</b>—choose either:</p> <ul style="list-style-type: none"> <li>a. <i>Causal explanations: What can (and can’t) geography explain about history?</i></li> <li>b. <i>Evaluating primary sources: Witnesses to the conquest of Mexico</i></li> </ul>
3	<p><i>9/5 Labor Day: no lesson</i></p> <p><b>9/7 Lesson 4:</b> Land-Based Empires <i>Readings: “The Ottoman Empire” “The Mughal Empire”</i></p> <p><b>9/9 Recitation</b>—choose either:</p> <ul style="list-style-type: none"> <li>a. <i>Making sense of evidence: How do we infer useful information from unfamiliar documents?</i></li> <li>b. <i>The art of power: How did imagery and symbols serve Mughal rule?</i></li> </ul>
4	<p><b>9/12 Lesson 5:</b> The General Crisis <i>Readings: “The Tokugawa Shogunate”</i></p> <p><b>9/14 Lesson 6:</b> The Atlantic Economy and Slave Trade <i>Readings: “Sub-Saharan Africa ca.1750” “The Transatlantic Slave Trade” “Race and Slavery”</i></p> <p><b>9/16 Recitation</b>—choose either:</p> <ul style="list-style-type: none"> <li>a. <i>Lessons from history? From the “Little Ice Age” to global warming</i></li> <li>b. <i>Diversity of perspectives: Ghanaian histories of the slave trade</i></li> </ul>

5	<p><b>9/19 Lesson 7:</b> Early Modern Capitalism <i>Reading: "New Economic Systems"</i></p> <p><b>9/21 Lesson 8:</b> Rising States and Imperial Rivalries <i>Readings: "Qing Dynasty" "European States ca.1750"</i></p> <p><b>9/23 Recitation</b>—choose either:</p> <ul style="list-style-type: none"> <li>a. <i>Historical debate: Did capitalism need slavery?</i></li> <li>b. <i>Historiographical debate: Was Comancheria an empire?</i></li> </ul>
6	<p><b>9/26 Lesson 9:</b> Global Encounters and Enlightenment <i>Readings: "Oceania ca.1750" "The Enlightenment"</i></p> <p><b>9/28 Lesson 10:</b> Revolutions <i>Readings: "Atlantic Revolutions" "Ingredients for a Revolution"</i></p> <p><b>9/30 Recitation:</b> <i>The production of knowledge: From the Encyclopédie to Wikipedia</i></p>
7	<p><b>10/3 Lesson 11:</b> Industrialization <i>Readings: "The Industrial Revolution", "Global Transformations of the Industrial Revolution", "Class Consciousness"</i></p> <p><b>10/5 Lesson 12:</b> The Great Divergence <i>Reading: "The 'Rise of the West' reconsidered"</i></p> <p><b>10/7 Recitation:</b> <i>Lessons from history? Vaccination campaigns then and now</i></p>
8	<p><b>10/10 Lesson 13:</b> Midterm review (no new reading or quiz)</p> <p><b>10/12 Midterm exam</b></p> <p>10/13-10/14 is Fall break—no recitation</p>
9	<p><b>10/17 Lesson 14:</b> The Shock of Modern Power <i>Readings: "World Revolutions of 1848" "Egypt's Industrialization" "Japan's Industrialization"</i></p> <p><b>10/19 Lesson 15:</b> Nation and Identity <i>Readings: "Origins and Impacts of Nationalism" "Changing Gender Roles" "Dual Consciousness"</i></p> <p><b>10/21 Recitation</b>—choose either:</p>

	<p>a. <i>Comparative history: How did Egypt and Japan take different paths to industrialization?</i></p> <p>b. <i>Art and historical narrative: How did Hokusai come to represent change in 19th-century Japan?</i></p>
10	<p><b>10/24 Lesson 16:</b> Imperialism and Resistance <i>Readings: "Industrial Imperialism" "Responses to Industrial Imperialism"</i></p> <p><b>10/26 Lesson 17:</b> Industrial Capitalism and Global Environmental Change <i>Reading: "Industrialization and Migration"</i></p> <p><b>10/28 Recitation</b> <i>Oral histories and narratives of anti-imperial resistance in Ghana</i></p>
11	<p><b>10/31 Lesson 18:</b> First World War <i>Readings: "What caused the First World War?" "The First World War as a Global War"</i></p> <p><b>11/2 Lesson 19:</b> The Interwar Years <i>Readings: "The Mexican Revolution" "Global Story of the 1930s" "Authoritarianism in Japan"</i></p> <p><b>11/4 Recitation</b> <i>Material histories: Objects of the First World War</i></p>
12	<p><b>11/7 Lesson 20:</b> Writing skills (1): Structure <i>See lesson module for readings and exercises</i></p> <p><b>11/9 Lesson 21:</b> Writing skills (2): Mechanics <i>See lesson module for readings and exercises</i></p> <p><i>**essay prospectus due by 11:59pm 11/10</i></p> <p>11/11 is Veterans' Day—no recitation</p>
13	<p><b>11/14 Lesson 22:</b> Second World War and its Aftermath <i>Readings: "World War II" "Holocaust"</i></p> <p><b>11/16 Lesson 23:</b> Cold War and Decolonization <i>Readings: "Universal Rights" "Apartheid" "Decolonizing Women"</i></p> <p><b>11/18 Recitation</b>—choose either:</p> <p>a. <i>The Rhetoric of History: The Uses of "Appeasement"</i></p> <p>b. <i>Journalism and history: Televising the Vietnam War</i></p>
14	<p><b>11/21 Lesson 25:</b> The Great Acceleration</p>



	<p>Reading: "Anthropocene"</p> <p><b>Essay first draft due by 11:59pm 11/22</b></p> <p>11/23-11/25 is Thanksgiving Break—no lesson or recitation</p>
15	<p><b>11/28 Peer review exercise (essay first draft required)</b></p> <p><b>11/30 Lesson 26:</b> Globalization and its Discontents</p> <p>Readings: "Rise of China" "Bangalore" "Nationalism and Transnationalism"</p> <p><b>12/2 Recitation</b>—choose either:</p> <p>a. <i>Human history and earth history: Do we live in an Anthropocene epoch?</i></p> <p>b. <i>Origins: Debating contemporary issues in historical perspective</i></p>
16	<p><b>12/5 Lesson 27:</b> Final review (no new reading or quiz)</p> <p><b>12/7 Last day of classes:</b> End of course survey and discussion board</p>
17	<p><b>12/12 Final exam</b></p> <p><b>**Final revised essay due by 11:59pm 12/15</b></p>

The Ohio State University  
**History 1682: World History, 1500-present**

**Instructor:**  
**Office:**  
**Phone:**  
**E-mail:**  
**Office hours:**

### **Course Description**

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In this course we explore the sweeping historical changes that created today's world. We trace the key processes that reshaped the politics, cultures, and economies of various regions since 1500. While Europe and the United States are part of our focus, we primarily consider Africa, Asia, Latin America, and the Middle East. Each of these geographic regions became enmeshed in a global system affected by far-reaching religious transformations, mercantile activity, Industrial growth, and imperialism/colonialism. Finally, we study the influences of modern nationalism, Cold War dynamics, and anti-colonial movements in the twentieth century. By semester's end, students should grasp the major trends underlying more than five centuries of world history.

This course fulfills the following **General Education Curriculum (GEC) requirements**: (1) the second half of Historical Survey and (2) Diversity Experiences: Non-Western or Global. This course **does not** count toward the history major.

## **Historical Study**

**Goals:** Students recognize how past events are studied and how they influence today's society and the human condition.

### **Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.

3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

***Rationale for fulfilling the GE Learning Outcomes for Historical Study:***

*Goals of the course that fulfill the GE Learning Outcomes in Historical Study:* History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies. *Rationale:* The course will examine rival theories of historical change, including those that stress large processes (demographic and economic, for example) and human agency. The course will consider a variety of approaches to studying the past, particularly through literature, art, religion, and material culture.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. *Rationale:* The course will encompass the entire sweep of global history, and will consider in particular (through lectures and the textbook) such topics as economic development, imperialism, globalization, and human rights.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context. *Rationale:* The textbook and lectures will introduce students to a range of historical interpretations and socio-cultural contexts. The primary sources will focus on religion, gender, and culture.
4. Students will carry out in-depth analyses in papers comparing distinct historical moments, social movements and their effects. *Rationale:* The second paper assignment is designed specifically to meet this goal. It requires that students compare historical circumstances in two distinct regions and time periods.

## **Diversity / Global Studies**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

***Rationale for fulfilling the GE Learning Outcomes for Global Studies:***

### Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World. *Rationale:* That is precisely the approach and the purpose of global history, as the syllabus indicates.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. *Rationale:* Through the readings, lectures, and assignments, particularly the papers, students will examine such topics as conflicts over Western norms concerning gender and individual rights in various world settings.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. *Rationale:* The course will focus in particular on these topics.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today. *Rationale:* Again, the second paper assignment is designed specifically to meet this goal. It requires that students compare historical circumstances in two distinct regions and time periods.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments. *Rationale:* The focus of the course and its assignments is to understand the world today.
6. Students will understand the roots and structures of today's globalized world. *Rationale:* This is the exact aim of a global history course.

### Required Texts

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Course readings include a textbook, a novel, a graphic novel, and a series of primary sources. The three books are available at the University Book Store or through on-line book vendors.

- Robert Tignor et al, *Worlds Together, Worlds Apart: A History of the World: From 1000 CE to the Present* (Third Edition)(Vol. 2) [a text book]
- Kenneth L. Pomeranz et al, (eds), *Worlds Together Worlds Apart: A Companion Reader*, Vol. 2 [a primary source reader]
- Ngugi wa Thiongo, *The River Between* [a novel]
- Marjane Satrapi, *Persepolis: The Story of a Childhood* [a graphic novel]

### Course Requirements, Policies, and Grades

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**Enrollment:** All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

**Attendance:** Students are expected to attend all meetings of the course. The midterm and final examinations require knowledge of course lectures and readings. Quizzes and participation assignments will take place during lecture and discussion sections. This course is structured to reward students who come to class, read the assignments, participate in discussions, and stay on top of their work. In order to do well on quizzes and participation activities, students will have read and thought about the assigned reading before class.

In the event that you must miss class, you are responsible for the contents of the lecture and/or discussion. Furthermore, if you miss class on the day of a quiz or participation grade, you will not be permitted to make it up without prior arrangement with the instructor. Students who must miss class for religious observances must notify the instructor of their absence in advance.

**Participation and Quizzes:** To ensure that students are attentive to the details of the course and attending class, they will be asked to complete at least five quizzes and in-class assignments as part of the lecture and discussion section. Two of these will be map quizzes. Other formats will vary. For students who are keeping up with their reading and in class regularly, these in-class assignments will be straightforward.

**Reading and Time Management:** The readings for this class include a textbook, first-hand accounts of historical moments, historians' interpretations, a novel, and a graphic novel. The amount of reading varies each week, but the average week's reading is about 75 pages. As a general rule of thumb, students should plan to spend at least two hours studying and reading outside of class for every hour they spend in it. Thus for this course, students should allocate at least six hours per work to complete their assignments.

**Short Papers:** Students will two short papers during the course. The first paper is a brief paper on working with evidence, and the second is based on the two novels and other reading at the end of the term. Due dates are listed in the course plan below, and assignments for each paper will be handed out in class and made available on-line. These papers allow students to grapple with the material from the course and work on (and improve) their college writing.

**Submission of Work:** All written work is due at the beginning of class on the day indicated on the syllabus. Please submit all papers in hard copy with all pages stapled. All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the first page and all pages should be numbered.

**Late Work:** All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized five points per day. The only exception to this will be when you have explicit, advanced permission from your instructor. If you anticipate a problem in completing or submitting your work on time, you must contact the instructor in a

timely manner. If you do not hear back, you should assume that your work is due on the original date.

**Examinations:** The course will have in-class midterm and final examinations. Both will have identifications and essay questions.

Students must take the exams at the scheduled time. Make-up examinations will only be allowed for urgent reasons, such as medical or legal emergencies. Students are expected to inform the instructor of such emergencies in a timely manner. In accordance with departmental policy, the student will be expected to present proof of the emergency, such as an official statement from the University Medical Center. Students who qualify for make-up exams, must submit proof of the emergency to the instructor within nine days of the scheduled exam.

**Grading:** Final course grades will be calculated according to the following rubric using the grading scale below.

Participation	20%	Discussion section participation, preparatory work for section, quizzes
Paper #1	10%	3 pages
Midterm Examination	20%	
Paper #2	25%	5-7 pages
Final Examination	25%	

Grading Scale: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; 0-59 = F

To do well in this course, come to lecture and to your discussion section, read weekly, work hard on your papers, and synthesize course material for the midterm, paper, and final exams. Above all, ask questions if you do not understand something.

### **Course Schedule**

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The schedule indicates themes, lecture topics, readings, and deadlines. Abbreviations used for the readings are "WTWA" for the textbook *Worlds Together, Worlds Apart* and "CR" for the Companion Reader of primary source documents.

#### **Week 1: Introductions**

##### **Before European Hegemony, The World System 1250-1350**

WTWA: skim Ch 10, "Becoming 'The World,'" 1000-1300 CE, pp. 363-409

#### **Week 2: Creating the Old World Order**

WTWA: Ch 11, "Crises and Recovery in Afro-Eurasia, 1300s-1500s," pp 411-445

CR: Ibn Battuta, Visit to Mombassa and Kilwa, *Rihla* (c. 1358)

CR: Ogier Ghiselin de Busbecq, *Turkish Letters* (1589)

CR: Xu Jie, *Economic Change in China* (16<sup>th</sup> century)

## Map Quiz #1

### Week 3: Exploration and Conquest: the Columbian Exchange

WTWA: "Chapter 12, Contact, Commerce, and Colonization, 1450-1600," pp. 447-481

CR: Christopher Columbus, On World Geography (late 15<sup>th</sup> century)

CR: The Broken Spears: The Aztec Account of the Conquest of Mexico (1519)

CR: Arana Xajilá, Plague in Central America (1519-1560)

### Paper #1 due at the beginning of class Sept 7

### Week 4: The Atlantic System: Plantations and Slaves

WTWA: Ch 13, Worlds Entangled, 1600-1750, selection pp. 483-500

CR: Nzinga Mbemba, Letters to the King of Portugal (1526)

CR: Richard Ligon, A True and Exact History of the Island of Barbadoes (1657)

CR: Thomas Phillips, Buying Slaves at Whydah (1694)

### Week 5: Renegotiating Asia: Empires on Land and Sea

WTWA: Ch 13, "Worlds Entangled, 1600-1750," selection pp. 501-523

WTWA: Ch 14, "Cultures of Splendor and Power, 1500-1780," selection pp. 525-542

CR: Captain William Dampier, "The General Slavery at Achin" (1697)\*

CR: Jahangir, Policy toward the Hindus (17<sup>th</sup> century)\*

### Week 6: Atlantic Revolutions and the Limits of the Enlightenment

WTWA: Ch 14, "Cultures of Splendor and Power, 1500-1780," selection pp. 542-559

WTWA: Ch. 15, "Reordering the World, 1750-1850," selection pp. 561-580

CR: Adam Smith, On Baubles and the Demise of Feudalism (1776)

CR: Declaration of the Rights of Man (1789)

CR: Ouladah Equiano, The Case against the Slave Trade (1789)

### Distribute Midterm Review Guide

### Week 7: The Rise of European Domination: Free Trade Imperialism and the Industrial Revolution

WTWA: Ch. 15, "Reordering the World, 1750-1850," selection pp. 580-597

WTWA: Ch 16, "Alternative Visions of the Nineteenth Century," pp. 599-629

CR: George Valentia, Calcutta (1809)

CR: Testimony for the Factory Act (1833)\*

CR: Temple Wage (1877)

### Midterm Examination in Class

### Week 8: High European Imperialism: Partition of Africa

WTWA: Ch 17, "Nations and Empires, 1850-1914," selection pp. 631-658

WTWA: Ch 19, "Of Masses and Visions of the Modern, 1910-1939," selection pp. 732-743

CR: Cecil Rhodes, Confession of Faith (1877)

CR: Edmund D. Morel, The Black Man's Burden (1920)

CR: Jomo Kenyatta, selection from *Facing Mount Kenya*, (1937), WTWA p. 735  
CR: Ngugi wa Thiongo, *The River Between*, Ch 1-15

### **Week 9: Westernization and Its Discontents: Japan and the New Imperialists**

WTWA: Ch 17, "Nations and Empires, 1850-1914," selection pp. 658-667  
CR: Honda Toshiaki, A Secret Plan of Government (1798)  
CR: Yamagata Aritomo, The Coming Race War (1914-15)  
CR: Continue reading Ngugi wa Thiongo, *The River Between*, Ch 16-26

### **Week 10: World War(s) and Depression: The "American Century" Begins?**

WTWA: Ch 19, "Of Masses and Visions of the Modern, 1910-1939," selection pp 707-732  
WTWA: Ch 20, The Three-World Order, 1940-1975, selection pp. 745-756  
CR: British Army's Form A. 2042 (1914-1918)  
CR: Wilfred Owen, Dulce et Decorum Est (1918)  
CR: Adolf Hitler, Mein Kampf (1925)  
CR: Hanna Lévy-Hass, Diary of Bergen-Belsen (1944-45)

### **Map Quiz #2**

### **Week 11: Cold War, Partition, and Decolonization**

WTWA: Ch 20, The Three-World Order, 1940-1975, selection pp. 756-783  
CR: Mohandas K. Gandhi, Second Letter to Lord Irwin (1930)  
CR: George F. Kennan, The Long Telegram (1946)  
CR: Isabel and David Crook, Chinese Revolution (1940s)

### **Week 12: The Cold War in Latin America**

CR: Juan and Eva Perón, The Peróns Justify Their Regime (1944-1951)  
Discuss Paper #2 assignment

### **Week 13: Oil, Revolution, and Human Rights in the Middle East**

PS: Marjane Satrapi, *Persepolis* (2003), whole book.

### **Paper #2 Due**

### **Week 14: Late 20th Century Globalization and the "Global War on Terror"**

WTWA: Ch 21, "Globalization, 1970-2000," pp. 785-821 and "Epilogue, 2001-The Present," pp. 823-843  
CR: your own life

The FINAL EXAM will be during the final exam week

## **Concluding Notes**

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This syllabus is subject to revision as the quarter proceeds. Announcements will be made in class or via OSU email accounts. Students are responsible for being aware of any changes.



If you have any questions about the content or conduct of the course, please do not hesitate to contact Professor \_\_\_\_\_.

*Academic Misconduct:* It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf)).

What is plagiarism?

See [http://cstw.osu.edu/writing\\_center/handouts/research\\_plagiarism.htm](http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm)

**Disability Statement:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 1682**

**Instructor: Prof. White**

**Summary: World History Since 1500**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Carmen Discussion Forums</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with

				<p>embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.</p>
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**Reviewer Information**

- Date reviewed: 2/16/21
- Reviewed by: Ian Anderson

**Notes: This looks good!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>