History T124- 11
World Civilization from 1650
TTH 2:00-3:15
Spring, 2008
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Description: This common curriculum class provides an overview of humanity’s development that will support later coursework in any of Loyola’s degree programs. Where possible, the course tries to take an inquiry-based approach to history, focusing on patterns, theories, causes, trends and watersheds. We will, in short, look for meaning in history wherever we can.

A major focus of the course is comparative history. Over and over we will ask ourselves how a development in one society compares with developments in another. You will also notice that we frequently ask ourselves how societies respond to challenges and you should think about this as you read the textbook.

Readings:

Fagan, Brian. Clash of Cultures.

Office Hours:

I will be in my office before class and by appointment.

Attendance:

The great philosopher Woody Allen said that 90% of life is showing up. It will be difficult to do well without coming to class regularly. We will take attendance daily. Maximum absences =three. Please note quiz policy. If you miss quizzes, your grade will suffer substantially. Note that the class is also structured so that you must take notes on lecture Id items which appear on the black board marked with an *. You will be asked to identify some of these on mid-term and final exams. You must keep up with the reading, giving special attention to the quiz Id and essay questions that are shown in the syllabus. Students who do well in the class prepare study sheets or 3x5 cards well in advance of quizzes and do not try to prepare in the few minutes before class begins. They attend class regularly and take good notes. They make detailed outlines of sample essay questions provided on study guides before mid-term and final.

Extra credit, special arrangements, etc.

Illness, family or personal problems sometimes cause very poor attendance and missed quizzes/tests/papers. If so, you should consider withdrawing. Do not request special arrangements. There are none. The course is already set up so that some of the quizzes are not computed into the final grade (the worst grades are dropped). I will give make-up mid-terms and finals in extreme cases, but note students frequently find that make-up exams are more difficult than regular, scheduled ones.

People who make meaningful contributions to class discussion will receive up to five extra credit points. Also, in the second half of the course, a few quizzes will be structured so that you can earn a few extra points.
Classroom etiquette:

- Please don’t be late for class; it is distracting for everyone. Please don’t leave early. If you are not present when roll is taken or leave afterward, you will be marked absent.
- Turn off pagers and cells. **Cell phones, text messaging devices etc. should be under your desk, not on your desk or in your lap.**
- Do not sleep, eat, or **conduct private conversations. If you persist in talking with your neighbors during class, I will ask you to move to another part of the room or, if needed, reduce your semester grade.**
- Do listen, think, take notes and ask informed questions.

Honor code:

Please refer to the “integrity” section of the college catalog. The university expects us all to follow the highest ethical standards in our work. **Plagiarism**—the use of another person’s ideas or wording without giving proper credit—results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community. Note that standards concerning use of the work of others apply equally to print and internet sources.

Special Needs:

If you have special needs relating to physical or learning abilities, please contact Academic Enrichment, Monroe 405, extension 2990.

Lecture notes:

If you miss a class or need notes for some other reason, please ask a friend. I work from memory and from sketchy notes intelligible only to myself.
Requirements, evaluation:

Class Requirements
Quick View

<table>
<thead>
<tr>
<th>Points</th>
<th>Based on what materials?</th>
<th>When?</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>30 total points (5 quizzes counted of total 7)</td>
<td>Each Upshur chapter except chapter 9</td>
<td>See syllabus schedule</td>
</tr>
<tr>
<td>Mid-term</td>
<td>24</td>
<td>Upshur and lectures (ID’s are on lectures; essays are on book and lectures). Study guide provided about a week ahead.</td>
<td>Feb. 28</td>
</tr>
<tr>
<td>Take-home essay</td>
<td>18</td>
<td>Fagan, Clash of Cultures</td>
<td>Essay question given Feb. 28 Essay due Mar. 27</td>
</tr>
<tr>
<td>Final exam</td>
<td>28</td>
<td>Upshur, Fagan and lectures (ID’s are on lectures; essays are on books and lectures). Study guide and review session about a week ahead.</td>
<td>May 8, 11:30-1:30</td>
</tr>
</tbody>
</table>

The class is set up so that all quiz and most test questions are given in advance. Both the quizzes, mid-term and final have Id’s and essay. Quiz questions (both Id’s and essays) appear in the syllabus under the appropriate Upshur chapter. Exam Id items are all written on the blackboard during lectures. Before the mid-term and final, I will give you a study sheet that will include sample essay questions, some of which may appear on the exam.

- **Quizzes.** There will be three brief quizzes before the mid-term, another four after the mid-term. **Quizable days will be indicated by “Quiz day” in the calendar.** Except for the first chapter (which has no quiz), quiz days will be whenever we start a new chapter. The quiz receiving the lowest grade before the mid-term will not be counted in the mid-term grade. In calculating the final grade, the best five quizzes for the entire semester will be included. Each quiz will carry six possible points. Total possible points, therefore, will be 30 for the five graded quizzes. There will be no make-ups for any reason.

Quizzes will be on reading assignments from the Upshur book for the day or week in question. The syllabus gives identification questions and short essay questions from Upshur for each chapter. All quiz questions will come from these lists.

A good identification answer tells the reader when?, why?, what?, where?, and gives the significance of the term or person. Specific dates are usually not necessary to write a good answer, but you should give some idea of chronology. For short essays, you should be able to answer in a page or so, once again giving some indication of the date and place involved. Be sure to read the question carefully. Again, all quiz questions are given in the syllabus.
• **Mid-Term, Feb. 28**

The mid-term will test material from Upshur and the lectures and may ask you to integrate information from both sources in an essay. There will also be **Id's from the lectures (not from the book this time).** Anything written on the blackboard marked with an* is testable. I will give you a study guide with sample questions as the mid-term approaches. Total possible points=24.

As you write an exam question, be sure to do two things. First, answer the question. Don’t just talk about the subject. Second, **give specific examples** to support your argument. Much of academic life is about relating the specific to the general. If you are writing on the causes of... or the results of... your answer ideally should be broken down into categories (eg. political causes, economic causes, social causes, etc.) and each of these should be supported with examples: incidents, events, trends, inventions. **Complete answers get good grades; if there are five reasons for something and you only give two, you won’t do so well.**

• **Final Exam, May 8, 11:30-1:30**

The final will resemble the mid-term but will be longer. It will deal with **material covered after the mid-term.** Once again you may be asked to integrate material from Upshur and lectures in a single answer. And again, things starred on the board are testable as Id's. There will be choices, both for essay and Id’s. I will give you more specific guidelines as the exam approaches. There will also be at least one question on Fagan. Possible points=28.

Your answers should be written as described above under Mid Term.

• **Take-home essay**

The essay will cover Fagan, *Clash of Cultures*. You should begin reading it early in the semester and have completed them before the mid-term. Mark up the book or put in post-it notes so that you can easily find the most significant points later when you write your paper.

On Feb. 28, I will give you a question about the book. On Mar. 27, you should return to class with a (preferably brilliant) hard-copy essay answering the question. At the same time, you should send me a backup copy as a word attachment. Your paper should be no longer than 7 pages double-spaced. You may use short quotes. Since you are only using one source, your footnotes may be inserted in the text (eg.Fagan, pp. 127-128). I will be glad to comment on drafts of your paper up to one week before the due date. There will be a penalty for late papers. Total possible points=18.

• **Writing**

As noted, I.D. answers should tell the reader “why?”, “who?”, “when?”, “what?”, and ‘where?” Reporters call these the "five w's of journalism."

Your paper and essay questions should be written in sentences and paragraphs. When you begin a new paragraph, mark the break with an indentation or space. Three sentences is a good number for a paragraph.

**Affect** is a verb; **effect** is a noun. “The Crusades **affected** Europe in three ways.” “The Crusades had an **effect** on Europe.”
The past of lead is led. “The Civil War led to major changes in society.”

Their indicates possession. “Their car was red.” To indicate a place or other things, use there. “Go over there.” “There isn’t enough.”

- **Grading Scale**

  A = 90-100
  B+= 87-89
  B = 80-86
  C+= 77-79
  C = 70-76
  D+= 67-69
  D = 60-66
  F = 0-59

  Note that I will give only numerical grades, except for the overall mid-term and end of semester grades. You can figure your approximate letter grades on quizzes, mid-term or paper by multiplying the points possible for that exercise by the points on the chart above. Hence, for a quiz, 6 possible points x .90 (the minimum for an A on the chart) = 5.4, the minimum for an A on a quiz.

**Calendar**

**Week 1 Jan. 8, 10**

Jan. 8 Upshur, Chap. 9, “Emerging Global Interrelations”

**Quiz:** There is no quiz on Chap. 9

**Discussion Questions:** Did this period set a relationship between Europe and the poor parts of the world that can be seen today? What happens when two societies meet? What are the major watersheds (turning points) from 1492 to the present? When did the modern world begin?

Jan. 10 Upshur, Chap. 9, (cont.)

**Week 2 Jan. 15, 17**

Jan. 15 Upshur, Chap. 9 (cont.)

Jan. 17 **Quiz day** Upshur, Chap. 10, “Asia in the Early Modern Era.”

**Quiz ID’s:** Cheng Ho/Chinese naval dominance, eunuchs, Mateo Ricci, Rites Controversy, Hideoshi

**Quiz Essays:** Describe the Chinese examination system. How did Japan isolate itself from the West?

**Discussion Question:** Were Japan and China right in isolating themselves from the West?

**Week 3 Jan. 22, 24**

Jan. 22 Upshur, Chap. 10, (cont.)

Jan. 24 No class
**Week 4 Jan 29, 31**


**Quiz ID’s**: Oliver Cromwell, Galileo, Philosophes, Deists, salons  
**Quiz Essays**: Why did England industrialize first? Describe Enlightened Despotism. What three trade patterns dominated overseas commerce?  
**Discussion Question**: How would the world be different if industrialization and modernization started somewhere else?

Sept. 31 Upshur, Chap. 11 (cont.)

**Week 5 Feb. 5, 7**  
Feb. 5 Mardi Gras holiday  
Feb. 7 Mardi Gras holiday

**Week 6 Feb. 12, 14**

Feb. 12 Upshur, Chap. 11 (cont.)


**Quiz IDs**: Declaration of the Rights of Man and the Citizen, Thermidorian Reaction, Simón Bolívar, Otto Von Bismarck, Great Reform Bill  
**Quiz Essays**: What caused the French Revolution? What were some of the social changes caused by the French Revolution?  
**Discussion questions**: Today China, India and other countries are beginning to industrialize. Should we expect them to repeat all the experiences of the first industrialization in 1780’s Europe?

**Week 7 Feb. 19, 21**

Feb. 19 Upshur, Chap. 12 (cont.)  
Feb. 21 Upshur, Chap. 12 (cont.)

**Week 8 Feb. 26, 28**

Feb. 26 Upshur, Chap. 12 (cont.)  
Feb. 28 **Mid-term Exam**
Week 9 Mar. 4, 6

Mar. 4 Quiz day Upshur, Comparative Essay 10, “Total War,” and Chap. 13, “The Race for empire and World War I”

Quiz Id’s: New Imperialism, Boxers, Ferdinand de Lesseps, Schlieffen Plan, League of Nations
Quiz Essays: What motivated the Europeans to dominate the earth? What were the causes of WWI?
Discussion Question: What changes did WWI create on the home front?

Mar. 6 Upshur, Chap. 13 (cont.)

Week 10 Mar. 11,13

Mar. 11 Upshur, Chap. 13 (cont.)
Mar. 13 Upshur, Chap. 13 (cont.)

Week 11 Mar. 18, 20

Mar. 18 Easter holiday
Mar. 20 Easter holiday

Week 12 Mar. 25, 27

Mar. 25 Quiz day Upshur, Comparative Essay 11, “Anti-imperialism,” and Chap. 14, Twentieth-Century Cultural Ferment”

Quiz Id’s: Wahabi movement, Mohandas K. Gandhi, Chiang Kai-Shek, Lenin, Five-year plans
Quiz Essay: Why was WWI decisive for the Arab World?

Mar. 27 Upshur, Chap. 14 (cont.)

Week 13 Apr. 1, 3

Apr. 1 Quiz day Upshur, Chap. 15, “The Inter-war Years, World War II and the Cold War”

Quiz Id’s: Hitler-Stalin Pact, Dunkirk, Marshall Plan, blitzkrieg
Quiz Essays: Why did the West appease the advances of aggressor nations? Why didn’t the U.S. and Europe take stronger action against Hitler in 1936-1939?
Discussion Question: Is another great war possible?

Apr. 3 Upshur, Chap. 15, (cont.)

Week 14 Apr. 8, 10

Apr. 8 Upshur, Chap. 15, (cont.)

Apr. 10 Quiz day Upshur, Chap. 16, “Global Conflicts During the Cold War, 1945-1989”

Quiz Id’s: None today
**Quiz Essays:** What were some responses of Latin America to economic problems? What did the U.S. do to counter Marxism in Latin America?

**Discussion Question:** The U.S. and its allies are now fighting “the war against terror.” Is this similar to the cold war, or not?

**Week 15 Apr. 15, 17**

Apr. 15 Upshur, Chap. 16, (cont.)

Apr. 17 **Quiz Day** Comparative Essay, “Regionalism and Internationalism” and Upshur, Chap. 17, “Life in a Multi-polar World: The Post-Cold War Era”

**Quiz Id’s:** Abdul Gamal Nasser, Nelson Mandela, “prestige projects,” apartheid

**Quiz Essays:** What were some of the economic and social problems faced by poor countries?

**Week 16 Apr. 22, 24**

Apr. 22 Upshur, Chap. 17, (cont.)

Apr. 24 Upshur, Chap. 17, (cont.)

**Week 17 Apr. 29**

Apr. 29 Upshur, Chap. 17, (cont.). Final exam review.

**Week 18 May**

May 8 **Final Exam 11:30-1:30**