COURSE DESCRIPTION
This course surveys major developments in world history from around 1500 to the present. It will center on a few themes and topics since 1500 in order to familiarize students with world civilizations, such as cross-cultural interactions, migratory movements, ideologies/religions, foreign relations/conflict, social/political/economic changes and development, colonization and independence.

This course is a survey of the modern world from c. 1450 to the present. The course will focus on the development of what has been called the ‘modern world system.’ The modern world-system developed with the advent of capitalism and brought in its wake significant changes for different regions of the world. The manner in which different regions were integrated into this new world-system had far reaching consequences for their internal development and for their relations with the rest of the world. Our aim will be to examine the process by which the modern world-system integrated different regions during the historical stages of its development.

READINGS
Matthew Restall, Seven Myths of the Spanish Conquest.
Adam Hochschild, King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa.

*Course Reserve: The following World History survey textbook has been placed under reserve and is available for use at the library.

World Civilizations: The Global Experience
POLICIES AND PROCEDURES

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (Semester Grades Policy, A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Attendance
You are expected to attend all lectures and participate in class discussions. As this is a lecture-based course irregular attendance will preclude the student from performing well in the course. It is important to note that class lectures are not a substitute for the readings and proper comprehension of both the readings and lectures are necessary to pass this course. All assignments, including exams and quizzes, are due on the day mentioned in the syllabus.
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. The instructor will have full discretion over what behavior is deemed appropriate/inappropriate in the classroom. All cell phones must be turned off or put on silent or vibrate mode. Students are not to use their cell phones to text during class sessions.

COURSE REQUIREMENTS

Assignments
Participation: Students are expected to come to class prepared to discuss the readings assigned for the day.

Exams: There will be 2 exams for this course. The contents of the exams will be based on the lectures and the readings assigned for the period. The exams are not going to be cumulative. I will provide guidelines and study guides the week prior to the exam.

Papers: There will be three short paper (4 pages) assignments for this course. The papers will be based on the readings assigned for this course. There are four paper assignments posted on the syllabus but you may choose any three books to write your papers on. The papers should be uploaded to the assigned folder in D2L. I will discuss the format of the papers in greater detail in class.

Grading Policy:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>Exam I</td>
<td>20%</td>
</tr>
<tr>
<td>Exam II</td>
<td>20%</td>
</tr>
<tr>
<td>Papers</td>
<td></td>
</tr>
<tr>
<td>Paper I</td>
<td>15%</td>
</tr>
<tr>
<td>Paper II</td>
<td>15%</td>
</tr>
<tr>
<td>Paper III</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

No alternate (or "make-up") quizzes/exams will be offered. You must contact me prior to any excusable absence (medical, sport-related, etc.). Alternate and make-up exams and will only be given for prior excused absences or in case of emergencies that prevent you from taking the
exam on the assigned day. You will not be allowed to make-up for the exam unless you provide me with appropriate documentation verifying your absence. Any late assignment will reflect in a lowering of your grade by 5% for each day they are late allowing for a maximum deduction of 30% of the total allotted points for that assignment.

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. The student will evaluate the role of the historian in society.
2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.
3. The student will locate, identify and critically analyze primary and secondary sources appropriate for historical research.
4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the Chicago Manual of Style.

This section of this course will focus on PLOs 2, 3, and 5.

Student Learning Outcomes:
The more specific outcomes for this particular course are as follows:

1. The student will be able to explain the emergence of the modern world system.
2. The student will be able to identify the various stages of the modern world system and describe its characteristics.
3. The student will be able to explain the development and the subsequent underdevelopment of different parts of the world.
4. The student will be able to explain and assess the impact of capitalism and imperialism.
5. The student will be able to explain and assess the impact of the world wars and the subsequent decolonization of much of the world.
6. The student will be able to explain and assess the emergence of the Third World.
COURSE OUTLINE WITH ASSIGNED READINGS

* The syllabus is subject to change dependent on the instructor’s assessment of the progress of the course. Students will be notified of such changes in class.

Week 1

Tuesday, January 19  
**Course Introduction**

FIRST STAGE: MERCHANT CAPITALISM, c 1450- c. 1750

Thursday, January 21  
**The Origins of the Modern World-System**  
Western Europe and the Commercial Revolution

Week 2

Tuesday, January 26  
**The Interdependence of ‘Core’ and ‘Periphery’**

Thursday, January 28  
**The First ‘Third World’: The Case of Eastern Europe**

Week 3

Tuesday, February 2  
**The Integration of the Americas**

Thursday, February 4  
Matthew Restall, *Seven Myths of the Spanish Conquest.*  
PAPER DUE *Seven Myths of the Spanish Conquest*

Week 4

Tuesday, February 9  
**Africa and the Atlantic Economy**

Thursday, February 11  
**Asian Trading Networks**

Week 5

SECOND STAGE: INDUSTRIAL CAPITALISM, c. 1750-c.1870

Tuesday, February 16  
**The Industrial Revolution**

Thursday, February 18  
**The Age of Ideas**

Week 6

Tuesday, February 23  
Timothy Brook, *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World*  
PAPER DUE *Vermeer’s Hat.*
Thursday, February 25  Waning Colonialism and the Dismantling of Mercantilism

Week 7

Tuesday, March 1  The Imperialism of Free Trade: ‘Formal’ and ‘Informal’ Empires

Thursday, March 3  Exam Review

Week 8

Tuesday, March 8  EXAM I

THIRD STAGE: MONOPOLY CAPITALISM, c. 1870-c. 1914

Thursday, March 10  The Second Industrial Revolution

Week 9  SPRING HOLIDAYS

Tuesday, March 15  Spring Holidays

Thursday, March 17  Spring Holidays

Week 10


PAPER DUE Why Europe Grew Rich and Asia Did Not.

Thursday, March 24  Easter Holidays

Week 11

Tuesday, March 29  The Japanese Exception

Thursday, March 31  Documentary: The British Empire in Color Part 1

Week 12

Tuesday, April 5  Documentary: The British Empire in Color Part 2

Thursday, April 7  Documentary: The British Empire in Color Part 3
Week 13

Tuesday, April 12  Adam Hochschild, *King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa.*

PAPER DUE *King Leopold’s Ghost.*

Thursday, April 14  The Limits of Third World Resistance

Week 14

FOURTH STAGE: DEFENSIVE MONOPOLY CAPITALISM, 1914-1945

Tuesday, April 19  The World At War and the Russian Revolution

Thursday, April 21  Crises in the “core” Nations & Continuing Crises in the World-System

Week 15

FIFTH STAGE: LATE CAPITALISM, c. 1945-c. 1989

Tuesday, April 26  The Third Industrial Revolution and the Cold War

Thursday, April 28  The Cold War and Decolonization & Modes of Decolonization

Week 16

Tuesday, May 3  Bourgeois and Socialist Nationalisms

Settler Nationalisms and Civil Rights

Thursday, May 5  New World Order? and EXAM II REVIEW

Week 17

Thursday, May 12  EXAM II  (1:00 – 3:00 p.m.)