

**History 130: World History: 1500 to the Present**  
**Longwood University**

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**Course Description:**

World History: 1500 to the Present is a survey of world history from the end of the Medieval Era to the present. The course is a thematic and chronological treatment of events and developments in the history of states and major world regions, with an emphasis on state development, colonialism, industrialization and modernity, global conflicts and contemporary ideologies. 3 credits. Fulfills General Education Goal 9.

**Required Readings:**

*Voyages in World History, Vol. II, Since 1500*, by Hansen and Curtis

*Silence*, by Shusaku Endu.

*Rickshaw*, by Lao She.

*Abina and the Important Men*, by Trevor Getz and Liz Clark.

**General Education Course Criteria:**

All core courses are specifically designed to satisfy the following nine criteria. Together, these criteria define what a General Education course is at Longwood University. Courses satisfying all goals except Goals 12 and 15 will:

1. teach a disciplinary mode of inquiry (e.g., literary analysis, statistical analysis, historical interpretation, philosophical reasoning, aesthetic judgment, the scientific method) and provide students with practice in applying their disciplinary mode of inquiry, critical thinking, or problem solving strategies.
2. provide examples of how disciplinary knowledge changes through creative applications of the chosen mode of inquiry.
3. consider questions of ethical values.
4. explore past, current, and future implications (e.g., social, political, economic, psychological or philosophical) of disciplinary knowledge.
5. encourage consideration of course content from diverse perspectives.
6. provide opportunities for students to increase information literacy through contemporary techniques of gathering, manipulating, and analyzing information and data.
7. require at least one substantive written paper, oral report, or course journal and also require students to articulate information or ideas in their own words on tests and exams.
8. foster awareness of the common elements among disciplines and the interconnectedness of disciplines.
9. provide a rationale as to why knowledge of this discipline is important to the development of an educated citizen.

## **GOAL 9:**

This course also fulfills Goal 9: An understanding of the diversity of other cultures and societies (three credits).

NOTE: Students who complete an approved international experience are exempted from this goal.

*Outcomes: Students will*

- Understand the culture, society, and history of groups outside of the Western European tradition
- Employ an appropriate vocabulary and rational argument to discuss complex issues involving race, nationality, gender, ethnicity, class, or sexual orientation
- Understand the concept of ethnocentrism
- Differentiate between personal discomfort and intellectual disagreement in situations where cultures may conflict
- Distinguish between facts and cultural assumptions relating to issues of diversity

## **Grading:**

Grades for the course will be determined by a course paper, a series of scheduled reading quizzes, a midterm exam and a final exam. Test and exam material will come from the lectures, textbook readings, and possibly any media viewed in class. Each item is represented by the following percentages and grades will be reported under the +/- system:

Course Paper:	20%
Quizzes:	30% collectively
Midterm Exam:	20%
Final Exam:	30%

## **Grading Scale:**

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

## **Attendance:**

Attendance is a vital component of success in any class and this is especially true in this course where material is covered rapidly and regularly. Attendance is mandatory on days when quizzes, tests and exams are given. An excused absence may be requested from the professor and will be granted on a case-by-case basis but will generally be limited to medical/health reasons or legal matters. Documentation may be requested. Work-related absences are not valid and will not be excused.

## **The Classroom Environment:**

Students are required to report to class on time and to refrain from socializing and idle chatter when the instructor is speaking. A classroom is a professional environment and therefore respect and polite decorum will be maintained by all. That is, offensive, profane, or obscene remarks will not be tolerated nor will derogatory remarks in regard to

race, ethnicity, gender or religion. Classroom offenses of this nature will be penalized the same as an unexcused absence.

If the student wishes to raise a concern or question in regard to any course topic or material or in regard to any class policy, the professor is more than happy to talk with any student and indeed welcomes any classroom questions or discussions. Questions and concerns may also be presented privately of course and any topic or issue discussed with the professor in private will be held in strict confidence.

### **Electronic Devices:**

Despite the professor's youthful appearance and cool demeanor, he is rather old-fashioned and increasingly crotchety when it comes to electronic devices in the classroom. The professor is annoyed by cell-phone use in class, whether silently or out-loud, and this includes text-messaging as well. Therefore, the best policy is to turn them off and put them away when class begins. Should the professor catch you sending a text, Tweeting, Facebook-ing, Instagram-ming, Snapchating, etc. in class, your final grade will be deducted by 3 points and the phone must be put away immediately or the student will be asked to leave.

Moreover, the use of laptop computers and/or tablets is forbidden in this class. The only exceptions made are for students who provide documentation from the Office of Disability Services stating that such a device is necessary. In those cases, the student must sit in the back of the classroom unless the aforementioned documentation states the student should be seated frontwards in the class. Barring the above exceptions, should the professor catch you using the laptop in class, the final grade will be deducted by 3 points and the laptop or tablet must be put away immediately or the student will be asked to leave.

As the students will hopefully learn in the course, human beings survived and even flourished for over ten thousand years without such devices and the professor is confident that the students can survive and even flourish without theirs.

### **Honor Code and Plagiarism:**

Students are expected to observe the Honor Code at all times. Students found to have cheated on any quiz, test, or exam or to have plagiarized material in a paper will be subject to the maximum penalty under university rules.

### **Students with Disabilities:**

Any student who needs a class accommodation based on the impact of a physical, psychological, medical or learning disability should contact the Office for Disability Services (103 Graham Building, 395-2391) to register as soon as possible. The instructor should also be notified by the student as soon as possible.

**History 130: World History: 1500 to the Present**  
**Tentative Weekly Topic Schedule**  
*Assigned Textbooks Chapters for each week are in italics.*  
*Important Dates are in bold.*

<b>Week One:</b> (8/25-8/29)	The Background of the Medieval World
<b>Week Two:</b> (9/1-9/5)	The Trans-Atlantic Slave Trade and Indian Ocean Slave Trade; <b>Labor Day: No Classes on 9/1; Chap 15 and 16</b>
<b>Week Three:</b> (9/8-9/12)	European Colonialism in the Americas and Southern Africa; <i>Chap 18</i>
<b>Week Four:</b> (9/15-9/19)	Absolutism and the Rise of Statehood: European, Russian, Asian and African Examples; <i>Chap 17</i>
<b>Week Five:</b> (9/22-9/26)	The Age of Revolutions: North and South America; <i>Chap 22</i>
<b>Week Six:</b> (9/29-10/3)	The Ottoman Empire, Mughal India, Tokugawa Japan and Qing China; <i>Chap 20; Midterm Exam: 10/3</i>
<b>Week Seven:</b> (10/6-10/10)	Industrialization and the Coming of Modernity; <i>Chap 23</i> <b>Reading Quiz on Silence: 10/6</b>
<b>Week Eight:</b> (10/13-10/17)	Global Imperialism; <i>Chap 26</i> <b>Fall Break: No Classes on 10/13-10/14</b>
<b>Week Nine:</b> (10/20-10/24)	Colonialism in Africa and South Asia
<b>Week Ten:</b> (10/27-10/31)	World War I and its Aftermath; <i>Chap 27</i> <b>Reading Quiz on Abina and the Important Men: 10/27</b>
<b>Week Eleven:</b> (11/3-11/7)	Upheavals in the Far East: The Meiji Restoration of Japan and Nineteenth Century China; <i>Chap 24</i>
<b>Week Twelve:</b> (11/10-11/14)	World War II, Totalitarianism, and Modern Genocide; <i>Chap 29</i> <b>Course Paper Due: 11/10</b>
<b>Week Thirteen:</b> (11/17-11/21)	The Cold War; <i>Chap 30</i>
<b>Week Fourteen:</b> (11/24-11/28)	Decolonization and Independence: Africa and South Asia <b>Thanksgiving Break: No Classes on 11/26-11/28</b>
<b>Week Fifteen:</b> (12/1-12/5)	Twentieth Century China, <b>Reading Quiz on Rickshaw: 12/3</b>
<b>Final Exam:</b>	<b>TBA</b>

## General Education Component Matrix

Department: History

Proposed Course Prefix/Number: HIST 130

Course Title: World History: 1500 to the Present

What General Education Goal is this course intended to address? Goal 9

Required Outcomes for this Goal	Relevant Course/Institutional Components (refer specifically to syllabus)	Specific Assessment Method for Outcome
Students will understand the culture, society, and history of groups outside the Western European tradition	Students will learn about major world regions, including China, India, and sub-Saharan Africa – see course schedule.	Common questions on final exam.
Students will employ an appropriate vocabulary and rational argument to discuss complex issues involving race, nationality, gender, ethnicity, class, or sexual orientation	The students' reading of <i>Abina and the Important Men</i> will force students to consider the issues of gender, race, and class.	Common rubric for paper assignment.
Students will understand the concept of ethnocentrism	Through course readings (such as the historical novel <i>Rickshaw</i> ) and classroom discussion, students will become aware of other world views and reflect on their own world view.	Common questions on the final exam.
Students will differentiate between personal discomfort and intellectual disagreement in situations where cultures may conflict	Reading of the historical novel <i>Silence</i> ; Discussions of information pertaining to encounters between West and East.	Common rubric for paper assignment.
Students will distinguish between facts and cultural assumptions relating to issues of diversity	Students will learn and be assessed on facts relating to the diverse societies of major world regions in a global context.	Common questions on the final exam.

<b>General Education Criteria</b>	<b>Relevant Course Components (refer specifically to course syllabus)</b>
1. Teach a disciplinary mode of inquiry and provide students with practice in applying their disciplinary mode of inquiry, critical thinking, or problem solving strategies.	Students will learn to think historically through readings, classroom activities and assignments. For example, students will be introduced to primary sources through the use of <i>Abina and the Important Men</i> , a graphic history based upon primary source material.
2. Provide examples of how disciplinary knowledge changes through creative applications of the chosen mode of inquiry.	Major world regions will be examined through the application of multiple historical modes of inquiry, including analyses of cultural interaction in the modern era, human and social diversity, industrialization and the meaning of modernity, and political/ideological change across continents.
3. Consider questions of ethical values.	The examination of major topics in modern world history includes the consideration of many ethical questions related to issues of colonialism and the imposition of Western values and the coming of contemporary political ideologies.
4. Explore past, current, and future implications of disciplinary knowledge.	The course demonstrates the historical background and causes of contemporary global concerns and issues. Having the historical background equips student to examine and discuss future implications and solutions.
5. Encourage consideration of course content from diverse perspectives.	Multiple modes of historical inquiry will be used, including gender, religion, cultural, economic, and political analysis.
6. Provide opportunities for students to increase information literacy through contemporary techniques of gathering, manipulating, and analyzing information and data.	The course includes a substantial research paper requiring the use of primary sources and multiple forms of secondary sources.
7. Require at least one substantive written paper, oral report, or course journal and also require students to articulate information or ideas in their own words on tests and exams.	Course research paper and written, essay-based papers, midterms and final exams.
8. Foster awareness of the common elements among disciplines and the interconnectedness of disciplines.	Readings, Classroom Activities, Historical Novel, Course Videos. Extensive references to economic development, modern nation-state formation, and contemporary ideologies.
9. Provide a rationale as to why knowledge of this discipline is important to the development of an educated citizen.	This course offers a historical perspective on contemporary globalization. A global perspective is an essential tool for informed and responsible citizenship as it is impossible

	to understand the contemporary world by approaching it exclusively from the viewpoint of the United States, western Europe, or any other individual society.
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