

**HIS 2B: The World Since 1500**  
*Summer 2020*



**Instructor:** Daniel Joesten  
**Email:** [dmjoeste@ucsc.edu](mailto:dmjoeste@ucsc.edu)  
**Office Hours:** Tuesdays  
7-9pm on Zoom, or by Appt.

**Section:** HIS 2B - 01  
**Classroom:** Online

**TA:** Crystal Smith  
**Email:** [cresmith@ucsc.edu](mailto:cresmith@ucsc.edu)  
**Office Hours:** Wednesdays, 3pm via Chat  
Or Zoom by appointment.

## **Course Description**

This course will explore changes over time in a global perspective from 1500 to the present. We will look at key political, economic, technological, social, cultural, and religious developments as they pertain to a world transitioning from the Early Modern Era into the Modern Era. This course will focus especially on interactions between the Old and New Worlds, the expansion and contraction of global empires, and how the lives of people were shaped by the multitude of changes occurring during this time period through their interactions with various global empires. Though this is a survey course, intended to give a broad overview of history, it will, through the in-depth reading of primary sources, assignments, and discussions, focus on the individual and how they interacted with their culture, environment, and social institutions. While we do cover a large period of time, there will be opportunities to go into depth and explore history at the local and cultural level.

This course primarily uses empire as a backdrop to view global history. The intention is not to suggest that empires were the only institution where changes, connections, and conflict occurred, however, it is difficult, though not impossible, to explore the world from 1500 to present without placing those events in the context of empire. During this time period covered in this course, much of the world was in some way, shape, or form affected or influenced by global interactions with empire. The Age of Exploration, Colonialism, the Atlantic Revolutions, the World Wars, and Decolonization each have their roots in empire and their implications had a reverberating effect around the globe. According to Jane Burbank and Frederick Cooper, “Empires mobilized and controlled their human resources differently, including or excluding, sharing out power or concentrating it. Empires enabled—and tried to control—connections and contacts. In some circumstances, people saw something to be gained from incorporation into a large and powerful state. More generally, empire was the political reality with which they lived.” This course will demonstrate that empire, through all of its contacts, exchanges, and intricacies of power dynamics, is, at its core, a human story. Though the focus of the course is empire, efforts will be made to explore various aspects of world history, especially religious changes, the effect of technology on global industrialization, and the increasing globalization of the world we live in.

## **Course Learning Outcomes**

By the end of this course:

- Students will be able to discuss the major forces that contributed to the rise and fall of empires between 1500 and present.
- Students will be able to identify and define the various forms of political, economic, and social systems that defined the Early Modern and Modern Eras to make meaningful connections between the past and the modern world.

- Students will be able to find, analyze, and evaluate primary and secondary source documents and incorporate them into our course project (Timemapper digital history project) in order to gain a deeper understanding of the political, social, cultural, and religious practices of a variety of locations of the world and connect them to a larger global history.
- Students will reflect and develop a broader understanding of how external local and global factors impact our motivations and our place within the world in order to engage more deeply with how cultural, political, and ecological movements shape who we are as individuals.

## Course Requirements

1. Complete all assigned modules, readings, and videos by their due date and be prepared to discuss and write about them on Canvas.
2. Complete all quizzes, discussions, response papers, and projects by the due date.
3. Be engaging, thoughtful, and respectful with in-class activities, group collaborations, and peer feedback.

## Assignments

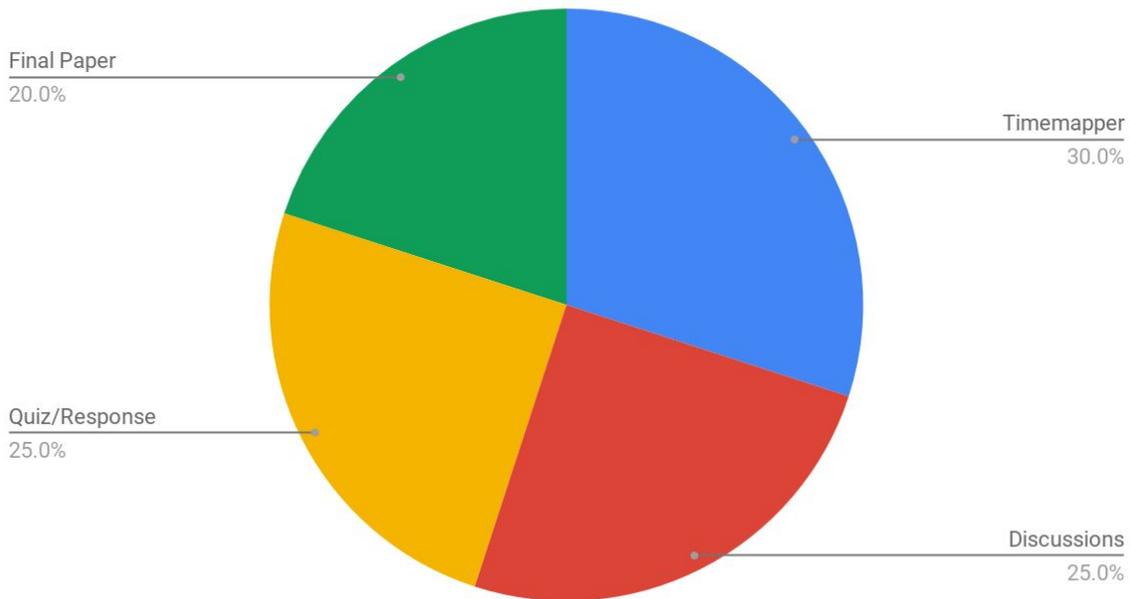
All assignments including discussion questions, exercises, drafts, long and short assignments are due on Canvas the day and time they are listed due in the class schedule unless otherwise noted. Please upload assignments directly into the Canvas system for easier commenting and visuals. **All assignments should be written in 12pt Times or Times New Roman font, double-spaced, with standard 1 or 1.25 inch margins unless otherwise noted.**

1. **Timemapper Course Project (30%)** - Students will find, analyze, and evaluate primary and secondary sources and incorporate them into our course project (Timemapper digital history project) to gain a deeper understanding of the political, social, cultural, and religious practices of a variety of locations of the world and connect them to a larger global history. These will take the form of “encyclopedia” style entries and images submitted weekly on Canvas. I will take these entries and use them to build our timemap throughout the quarter.
2. **Canvas Discussion Questions and Participation (25%)** - The purpose of the discussion questions in each of our ten modules is to engage meaningfully with the course materials (readings, film clips, presentations). The questions themselves will be geared towards placing the readings in context with both the past and present, as well as sparking a dialogue between students and their peers. Once you have had a chance to reflect on your learning,

the discussion forum will allow you to express your reaction and engage with the expressions of others. In order to complete the assignment, you must post a detailed response to the prompt and respond in a non-perfunctory way to at least two other students' posts.

3. **Module Quizzes and Short Response Papers (25%)** - In addition to course readings, the modules will have short lectures, documentaries and/or other presentations. Each module will have a short quiz (self-graded or short answer) and a short response paper (500 words) to check for understanding and engage with the material.
4. **Final Paper (20%)** - The final paper (3-4 pages) due the end of week 5 will be based on our course timemap project and prompt students to examine entries from other groups in order to examine the importance of global history.

### Grade Breakdown



### Course Materials

Chapters from Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* and *Bodies in Contact: Rethinking Colonial Encounters in World History* by Tony Ballentyne and Antoinette Burton will be the bulk of our course readings. These books are available as ebooks through the UCSC library website so there is no need to purchase these books.

All primary sources, articles, other readings, and materials will be available on Canvas under “files” and/or linked in the modules. Check course schedule and/or modules for due dates for readings.

### Class Communication

This course relies solely on Canvas for class communication, turning in assignments, notifications about adjustments to the course schedule, in-class work, and group collaboration. Canvas automatically links to your UCSC email – be sure to check this email address at least once a day to make sure you don’t miss important announcements, and please use this address to communicate with your instructor and classmates.

### How to Achieve Success in an Online Course

Online courses can be just as rich and rewarding as face-to-face courses, but they are a little different, and they require a different approach. You need to be organized, proactive, and prepared for whatever comes your way. That means:

- **Begin building relationships right away.** While you might not meet your instructor, TAs, or classmates in person, you should take advantage of every opportunity to interact with them in discussion forums and videoconferences. Learning is better when we do it together.
- **Have clear expectations.** Online courses are convenient because of their flexibility, but they take just as much time as a face-to-face course. You’ll spend about 30 hours a week on this course.
- **Set aside several short sessions for the course throughout the week.** All-nighters and cramming sessions are the *least* effective ways to learn and retain new information.
- **Add major assignments to your calendar** and work ahead on them a little each week, rather than try to complete them all at once.
- **Read the syllabus and all course resource documents** (rubrics, major assignment descriptions, and so on).
- **Ask questions.** In an online course, the instructor can't see your confusion or frustration. If you’re having a problem, send a message or attend office hours. Don’t wait until an assignment is due to ask for clarification.
- **Take notes** when you watch video documentaries and lectures, just as you would in a face-to-face course. One of the advantages of an online course is that you can watch the videos at any time of the day or night, and as many times as you need to.

- **Save all of your work somewhere safe, like Google Drive.** If your computer stops working, you'll still have all your files and can work on a different computer.
- **Download and save course resources you want to use often.** Download readings posted in Canvas, especially if you're traveling or have unreliable internet — that way you can always do the reading.
- **Read all announcements.** They will often have notices of changes, hints, or previews of upcoming assignments, and they're always important.
- **Check your email.** This is how your instructor, your TAs, and the university communicate with you.

### **Counseling and Psychological Services**

CAPS provides UCSC students with a wide range of mental health and wellness services. They also provide preventative outreach and consultation services to the UCSC community. Counseling services are available for any registered UCSC student and are confidential. There is no out-of-pocket fee for CAPS services, and you don't need UC SHIP or CruzCare to be seen at CAPS.

CAPS services include groups, workshops, brief individual therapy, Let's Talk drop-in consultations, crisis intervention, referrals, brief couples or family counseling (depending on counselor availability), educational outreach (e.g., through workshops, our newsletter, and social media), and consultation for non-clients (e.g., staff, faculty, family members). CAPS also includes [Psychiatry Services](#) (psychotropic medication services), [volunteer programs](#) for UCSC students (Peer Education Program and Student Advisory Board), and [training](#) for masters- and doctoral-level psychology interns and residents.

Phone: (831) 459-2628

Fax: (831) 459-5116

Location: Cowell Student Health Center, East Wing, 2nd floor

Also, for Campus Recovery Meetings visit: <https://shop.ucsc.edu/alcohol-other-drugs/aa.html>

For any student who has had enough abuse of alcohol, other drugs, food, gaming, sex, co-dependency, etc. and who might be looking for help.

### **Important Summer Session Remote 2020 Deadlines:**

Session 2:

Drop: Monday, August 3

Request for "W": Friday, August 14

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You

must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email [summer@ucsc.edu](mailto:summer@ucsc.edu).

### **DRC Remote Accommodations:**

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at [drc@ucsc.edu](mailto:drc@ucsc.edu) for an appointment.

### **Small Group Tutoring**

Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on students' needs to succeed in the course. SGT is open to all students enrolled in the class and they must sign up on our online system: TutorTrac. When students sign up for SGT, they are committing to attend every week. For Summer 2020, students can begin signing up for tutoring on **Monday, June 22rd** and tutoring will begin **Wednesday, June 24th**. Students only have to sign up once for tutoring and their appointments will repeat weekly. Sign-ups will close on **Friday, August 14th** for all Summer Session Sign-Ups. This means that after **August 14th**, no new students can sign up for tutoring.

Want SGT to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers. You can sign up using this link: <https://ucsc.go-redrock.com/tracweb40/NoAccess.4sp?errText=insufficient%20credentials%20to%20view%20content>

You can also find the link on our website: <https://lss.ucsc.edu/index.html>

## **Academic Integrity**

Plagiarism is presenting the words or ideas of someone else as your own without proper acknowledgment of the source. This is a serious academic offense with very real penalties.

For detailed information regarding consequences for plagiarism:

<https://ue.ucsc.edu/academic-misconduct.html>

These are all examples of plagiarism:

- Buying or using a paper written by someone else.
- Cutting and pasting passages from the internet, a book, or an article and inserting them into your paper without citing them. Warning! It is easy to search and find passages that have been copied from the internet.
  - This includes getting ideas and/or passages from Wikipedia.
- Using the words or ideas of another person without citing them.
- Paraphrasing that person's words without citing them.

If you have any questions about this, please see me.

## **Resources for Academic Integrity**

What is plagiarism:

<http://library.ucsc.edu/help/research/what-is-plagiarism>

How to avoid plagiarism:

<http://guides.library.ucla.edu/citing/plagiarism/avoid>

How to cite:

<https://guides.library.ucsc.edu/citesources>

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

### **Title IX:**

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at [titleix.ucsc.edu](http://titleix.ucsc.edu).

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19](#) page.

## **WEEKLY MODULE SCHEDULE**

(forthcoming)