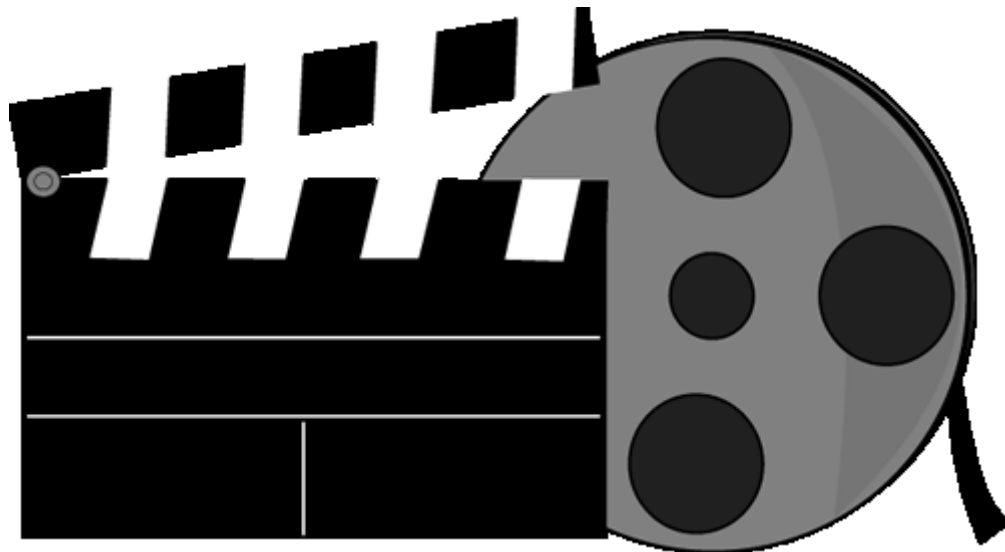


Name: _____

HISTORY 23

FILM JOURNAL



World History From 1500
Fresno City College
Fall 2017

Professor Michael Eissinger, Ph.D.

includes syllabus

History 23: World History II, since 1500 – Fall 2017
Time: T-Th 8:00-9:30 Location: SO210
Schedule #: 30098
Globalyceum Code: 2Z4QARHF

Instructor: Michael Eissinger, Ph.D.

Office Hours: by appointment

E-mail: michael.eissinger@fresnocitycollege.edu

This syllabus is your guide to the course – what is expected of you and when. The schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Course Description:

This course is an overview of the major changes of the last five to six hundred years of human history. It is meant to familiarize you with the main historical events of this era and acquaint you with some of the big questions and debates that world historians engage in. Through lectures, readings, writing, and discussion, I will introduce some of the major political, social, economic and cultural transformations that have shaped the world. The story is huge. This means we can only cover the bare outline of the incredible variety of the human experience. Therefore, we will be concerned mainly with the “bird’s eye view” stories of world history. Think about the last century from the perspective of someone a thousand years from now. What will matter? What will be remembered? Why will some things be remembered and not others? How will people make sense of it all? Such a thought experiment gives you some idea of what we are doing in here.

As we make our way through this story, several major themes, concerns, or processes will come clear:

1. the creation and maintenance of nation-states as organizations that reinforce identities, govern societies, and attempt to monopolize the use of violence
2. the role of technological change in shaping and controlling human communities
3. the many ways humans have interacted with their environment to change their world
4. the role of changing religions, science, and philosophies in humans’ effort to understand and shape the world.
5. the various ways some humans have chosen to dominate others and the resistance to that domination
6. the growth and legacy of colonial empires and their descendants
7. the development and growth of various forms of capitalism and the attempts to create alternatives

All of these processes and concerns should raise big questions in our minds – questions that aren’t merely academic, but get at the important story of how our world came to be the way it is. This course should help you “locate” yourself in that story and perhaps offer some suggestion of the role you can play in shaping its future.

Classroom Etiquette:

Attend class

If you want to drop the class, don't count on me to do it; it is still your responsibility to make sure you have dropped. Prior to the ninth week, I often (but, not always) drop students for excessive absences. After the ninth week, no one may be dropped from the class. Outside of documented emergencies (and I mean emergencies – ordinary illnesses or car problems don't count), *there is NO SUCH THING as an excused absence in my class.*

Attendance is necessary in a much more important sense. Almost everyone who regularly misses my class fails. A great amount of the material in lectures will not be covered in your readings, so merely reading the books and handouts will not assure you of a decent grade in this class. In addition, we will often be taking a few minutes to discuss particular readings and lecture topics in class. If you're not here to discuss – to share with us your thoughts and consider the thoughts of others – you won't be getting all that you could out of the class. And your absence (physically or mentally) deprives your classmates of your presence. We each need everyone else's participation to make this a useful class.

Be on time.

This class is scheduled on Tuesdays and Thursdays from 8 to 9:15. I will begin *and end* on time. **I expect students to be on time.** Being late is simply rude and is unacceptable. Late students entering the classroom are a distraction to other students and to me. If you are the kind of person who cannot get to class on time, then you should drop the class now. **Besides, you will be counted absent if you are late.** If I see a pattern of late arrivals, I will begin locking the door at 8:10am. DO NOT knock. If you get here late and the door is locked, enjoy a nice cup of coffee or other warm beverage.

Also, I expect that you will **never leave class early** – not for a phone call, not for the restroom, not because you're bored, not for any reason. It is very disruptive. I will embarrass you about this. If this is going to be a problem, talk to me about it immediately.

Be prepared to ask questions and discuss the issues raised in class and in the readings.

In discussions, the basic rules of courteous communication apply. We can have spirited discussions without resorting to raised voices, insults, or vulgarity. This helps foster an open atmosphere in which people are free to express themselves. In any class folks have a hard-enough time speaking up at all, so eye-rolling, audible sighs and “ughs,” and other similar gestures are really bad. Don't do it. I will kick you out of class. Remember, politeness or civility does not necessarily mean you agree with other students or with me. If you have questions or don't agree with something in discussion, speak up, make your argument. I've never had a problem with this and I don't expect to.

Pay Attention

Proper manners also include being attentive during lecture and discussions, so I do not allow sleeping, talking, eating, or reading during class. **To encourage your real presence, I DO NOT allow the use of personal computers in my class except as an approved accommodation for a disability.**

Finally, when you come to class, turn off your cell-phones! I mean it. Turn them off. Don't text. Don't set your phones to vibrate. Turn them off. The same for your laptop. Research shows that students who take notes manually (pen/pencil & paper) take far better notes than those using a computer.

Course Requirements:

Reading

Course Schedule: Over the past few years, I've noticed a disturbing trend with many students – they neither purchase nor read the textbook. Since reading the text is essential to learning this material, I have sought alternative methods of both delivering the material and conducting assessment.

All of that – the reading and assessment will be done, on-line, through Globalyceum.com. This provides several advantages. First, since every reading assignment has a short assessment (quiz), you are more likely to do the reading (if for no other reason than to get the points from the quiz or other assessment, as it will be where you will earn the bulk of the points in this class). By eliminating all tests and quizzes from those hours scheduled for lecture I have more face-to-face time for lecture and small or large group discussions. Since all assignments are only active during the week(s) for which they are assigned, this should help you keep on schedule and on track. To purchase your on-line textbook and access [Globalyceum](http://Globalyceum.com) go to www.globalyceum.com and enter access code **2Z4QARHF**. You will need to charge the less than \$40.00 on a debit or credit card, or send the content providers a personal check. You have 15 days from the time you sign up on-line for that section to make your payment (don't avoid signing up if you don't have the money, today). The [Globalyceum](http://Globalyceum.com) website is optimized for use on computers, tablets, or phones. Essentially, anything with a web browser can be used to access [Globalyceum](http://Globalyceum.com). We may even hit the site during class for in-class activities, so you might want to make sure you have it saved to your favorites. The material for the class is broken down into four (4) one-week units (see below).

When you log into Globalyceum.com you will see several headings. The reading and assessment (tests, quizzes, and writing assignments) are all contained within these weekly sections. All assessments are only available during the week for which they are assigned. I will not take any late work without a really good reason. The first item in each section includes a narrative of the assigned material, including what is required or optional for that unit, and the point values of each assessment.

Each unit includes several modules, and *Globalyceum* uses very specific (and I think, screwy) naming conventions (most of which I haven't changed, just to keep it consistent). Each unit will contain one or more of the following items:

Core Essay: Those links labeled as an *Essay* within *Globalyceum* are, essentially, the book chapters for the primary on-line text. These contain interactive maps, video clips, and readings. The publisher provides several versions of these chapters; I have selected the so-called *Audio* version of each one because it includes an audio track where a narrator reads the chapter to you.

This provides the greatest number of modalities for learning, as you can listen, read along, interact with the on-line content, and do so in a way that makes the most sense and is most effective, for you. Each *Audio Essay* is followed by an *Essay Assessment*: this is a short (10 question) quiz. You should immediately take the quiz after reading the associated essay. You have 20 minutes to take the multiple-choice quiz. You have two chances to take the quiz (don't try to wing it). The system will present only one question at a time. The questions and the answers are randomized (no two people are likely to take the same quiz). The quiz will be graded by the system, and your grade should be visible in the gradebook, immediately following completion of the assessment.

Topical Essay: This is a stupid name for a very nice feature of the system – a supplemental lecture for the unit. I have included these on-line lectures, conducted by well-known and respected professors at other colleges and universities, to provide additional clarity on the material. Combined with the Audio Essays and in-class lectures, these supplemental lectures provide a third resource for you to learn the material. They're well done and quite interesting. Each *Audio Lecture Slide List* is followed by a *Lecture Assessment*: this is a short (10 question) quiz. You should immediately take the quiz after watching the associated lecture. You have 20 minutes to take the multiple-choice quiz. You have two chances to take the quiz (don't try to wing it). The system will present only one question at a time. The questions and the answers are randomized (no two people are likely to take the same quiz). The quiz will be graded by the system, and your grade should be visible in the gradebook, almost immediately following completion of the assessment.

Problems: The remaining entries from each unit (except those labeled as *Composition*) are what *Globalyceum* refers to as *Problems*. Each unit provides three or more of these assignments. You need to look at these carefully, as you will be required to select one of them and complete the internal assessment, each unit. Unless instructed to do so, do not do more than one. You will be required, over the course of the semester, to complete 8 of these problems (one for each unit). The assessment will not be graded by the system. I will grade these assessments. I will do so in batches (normally not until the end of the unit). I will post the grades as timely as possible.

Composition: The final content in each unit is labeled *Composition*. These are formal essays and should be taken quite seriously. You will only be required to complete 4 over the course of the semester. The first *Composition* assignment (from Week 1) includes several steps. These include *Analyze the Evidence*, *Write a Thesis*, *Write an Outline*, and *Write a Final*. Additional options include sections on *Plagiarism*, *Format and Citation*, and *Punctuation*. For the first required assignment (the one in Week 1), you must complete all of the steps (analyze, thesis, outline, final). You should also complete the supplemental sections on plagiarism, format, citations, and punctuation. Each of these provides guidance for writing a successful paper, for this class. Failure to adhere to the standards covered in these supplemental sections will negatively impact your grade. The composition assignments will not be graded by the system. I grade these assignments.

Citations required on ALL written assignments: You will be required to cite all sources (quoted, paraphrased, referenced, or used) throughout all written assignments. You will ONLY use the footnote citation format known as *Turabian* style and you will include a **Works Cited**

page (not a Reference or Bibliography page) at the end of each paper – *again, using Turabian bibliographical format.*

ANY PAPER THAT DOES NOT INCLUDE FOOTNOTE CITATIONS (Turabian) WILL RECEIVE A ZERO (0) FOR THAT ASSIGNMENT.

ANY PAPER THAT DOES NOT INCLUDE A PROPER WORKS CITED PAGE (Turabian/Chicago) WILL RECEIVE A ZERO (0) FOR THAT ASSIGNMENT.

There is another section in *Globalyceum* under which I have placed very important information.

Student Information: This section includes the syllabus, a writing guide, the citation style guide you will use for this class, and any other documents that I feel will assist you in navigating this course. There are not assigned due dates for this material, nor will you be quizzed or tested, specifically, on this material. However, I expect you to have this information. Your writing must adhere to the guidelines in the writing guide and you will use Turabian footnote style for all citations (if your composition (paper) assignments have incorrect citations or do not contain a properly formatted Works Cited page, you will receive a zero for that assignment). If a document is in this section of the Globalyceum website, you are required to know all the information contained within.

VERY IMPORTANT – format for papers:

All take-home written assignments must be typed, 12-point, with 1 inch margins, and preferably in Times New Roman, Palatino Linotype, or Garamond font. Your reaction papers must be double-spaced. Type your name and a short title at the top of the first page. Do not put your papers in any sort of binder; just staple or paper-clip them on the upper left-hand corner. **Do not give me a title page.**

I make little distinction between the ideas you have and your ability to express them clearly. Written assignments must also be proof-read and spell-checked. Ideally, your papers should have **no spelling errors or grammatical mistakes.** I cannot emphasize this enough. If your writing skills are not very good, you should seek help immediately at the writing lab. If you have spelling mistakes that could have been caught by spell-check, or *if your paper has too many other errors, I will NOT grade it and you will receive a zero.*

I DO NOT, under any circumstances, allow for late work. If you do not complete the online assignments before the due date, you will not be allowed to make them up. I will NOT accept any late papers or other assignments.

Films

I use quite a few films, in this class. I do this for several reasons. First, it allows me to reinforce the material by using a combination of visual and auditory sources, as well as your reading and the writing assignments. To accommodate these films, you have been provided with a film journal. You are to keep detailed notes of the films in the journal. On the final day of class, I will

return these journals. As many of you will be teaching world history at the elementary, middle school, or high school level, I hope that these notes will be useful to you, in the future.

Films & Discussion

In addition to films lasting about an hour, there are several days when we will watch a short video and then break into small groups for discussion of the topics in the video. There is also space for notes in your Film Journal for those videos, as well.

Grades

All testing of students, whether through essay exams, papers, or multiple choice (despite what the people at the SAT want you to think) is inherently subjective; grading requires me to make some judgment about the value of your work. That is not to say that grades are arbitrary; rather, they are based on your ability to demonstrate to me a level of understanding and critical engagement with the material. I have very rarely had complaints about grades and students have typically found my judgments fair. **You will never compete against each other in this class and there will never be curving of grades.** If you all do mediocre work, you will all receive C's. If you all do excellent work, you will all get A's.

That said, grades usually are not difficult to assign. If you do not do the work, or if you do it very poorly, you will fail. If you do the work, but it's done sloppily and without care or thought (this is not hard for me to figure out), you will receive a D. If you do the work, but it is mediocre, you will receive a C. If you do all the work well, exhibiting original critical thought, and presenting it in a convincing manner, you will have earned a B. Finally, if you do the work exceptionally well, demonstrating a thorough command of and critical engagement with the material, and presenting your ideas in a consistently well-written and convincing argument, you will have earned an A.

The breakdown is as follows:

A = <=90%, B = 80-89%, C = 70-79%, D = 60-69%, F <60%

Course Schedule – this is a *tentative* schedule of lectures, readings, films, and topics. We will most likely follow along closely, but we may occasionally have to change some lectures and readings around. Any changes will be explained.

Week	Topic	Tues	Thurs
Weeks 1-3	East Asia 1350-1750	Syllabus Review	Film:
		Lecture: Political Transformation	Film & Discussion: Crash Course: Rethinking Civilization
		Lecture: Economic Transformation	Film: Eastern Philosophy
Weeks 4-5	Early Modern West 1500-1900	Lecture: Cultural Transformation	Film: Western Philosophy Part II
		Film & Discussion: Crash Course: The Columbian Exchange	Film: Cultural History of the Western World: The Renaissance
Weeks 6 - 7	Middle East & South Asia	Lecture: Colonial Encounters	Film: TBD
		Film & Discussion: Crash Course: Money & Debt	Film: An Idiot Abroad: China
Weeks 8 - 9	Europe and the World 1750-1960	Lecture: Atlantic Revolutions	Film: Cultural History of the Western World: Age of Revolution
			Film: Life in Victorian Times
Weeks 10 - 12	Wars, Politics & Decolonization 1900-1960	Lecture: Revolutions of Industrialization	Film: The Spanish Civil War
		Lecture: Empires in Collision	Film: The First World War 1914-1918
			Film: A Century of Warfare: World War II
Weeks 13 - 15	Bipolar World and its Demise 1945-1989	Lecture: Collapse at the Center	Film: Western Philosophy Part III
			Film & Discussion: Crash Course: War & Nation Building in Latin America
		Lecture: End of Empire	Film: Cold War
Weeks 16 - 18	Globalization in the 20th & 21st Centuries	Lecture: Capitalism & Culture	Film & Discussion: Crash Course: Democracy Authoritarian Capitalism and China
		Film & Discussion: Conflict in Israel & Palestine	Film: Where to Invade Next

Academic Misconduct:

Cheating and plagiarism are contrary to the mission of the college and are never tolerated. There should be no confusion as to what cheating is. I will not listen to excuses. Do not copy your fellow students or any other source. You must present your own work. If you present even a few words of someone else as your own, you will get a 0 on that assignment or exam and I will report you to the VP and urge that you be kicked out of Fresno City College. I take this *very* seriously. If you have any questions, see me before you turn your paper in.

Disabilities:

If you have particular needs arising from a disability, please notify the office of Students with Disabilities immediately so we can make reasonable accommodations for you.

The official student learning outcomes are as follows:

Upon completion of the course, students will be able to . . .

1. Analyze primary and secondary sources in the history of the World since 1500 in terms of their validity and significance.
2. Demonstrate a familiarity with the main figures, events and concepts in the History of the World and gauge their relative significance.
3. Assess the significance of race, ethnicity, class, and gender in shaping various aspects of the History of the World.
4. Assess the significance of factors such as war, empire-building and destruction, trade, industrialization, social movements, technological change, famine and disease in shaping various aspects of World History since 1500.

Movie: History of the World in 2 Hours

Movie & Discussion: Crash Course: Rethinking Civilization

Movie: Eastern Philosophy (pt. 2)

Movie: Western Philosophy (pt. 2)

Movie & Discussion: Columbian Exchange

Movie: Cultural History of the Western World: The Renaissance

Movie: TBD

Movie & Discussion: Money & Debt

Movie: An Idiot Abroad (China)

Movie: Film Cultural History of the Western World: Age of Revolution

Movie: Life in Victorian Times

Movie: Spanish Civil War

Movie: The First World War 1914-1918

Movie: Century of Warfare: World War II

Movie: Western Philosophy Part III

Movie & Discussion: War and Nation Building in Latin America

Movie: The Cold War

Movie & Discussion: Democracy, Authoritarian Capitalism & China

Movie & Discussion: Conflict in Israel & Palestine

Movie: Where to Invade Next

Movie: _____

Movie: _____

Movie: _____

Use this document to record your film notes. Although these films will be shown in class, some of them are available on-line. If you miss one of the films, in class, you may (if it is available on-line) watch the on-line version, ONLY after you have cleared with the instructor that it is, indeed, the same film (or one that can be substituted).

You will turn this journal in around the middle of the semester, and, once again, on the last day of class. You will receive half of the grade for this assignment each time you are required to turn it in. Each half is worth 25 points.

Grade 1st Half: _____/50

Grade 2nd Half: _____/50

Total: _____/100