



Independent Study | in Idaho

Hist 102
World History II

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Course Guide

Independent
Study | in Idaho

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History 102 World History II

University of Idaho
3 Semester-Hour Credits

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3 – HIST 102

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Table of Contents

Welcome!	1
Policies and Procedures	1
Course Description	1
Course Materials	1
Course Delivery	2
Course Introduction	2
Course Objectives.....	2
Lessons	2
Exams	3
Grading.....	3
Contacting Your Instructor	4
Assignment Submission Log	5
Lesson 1: The Worlds of the Fifteenth Century	6
Lesson 2: Political Transformations: Empires and Encounters	8
Lesson 3: Economic Transformations: Commerce and Consequence	10
Lesson 4: Cultural Transformations: Religion and Science.....	12
Lesson 5: Atlantic Revolutions, Global Echoes.....	14
Lesson 6: Revolutions of Industrialization.....	16
Exam 1 Information: Covers Lessons 1-6.....	18
Lesson 7: Colonial Encounters in Asia and Africa.....	19
Lesson 8: Empire in Collision: Europe, the Middle East, and East Asia	21
Lesson 9: Collapse at the Center: World War, Depression, and the Rebalancing of Global Power	23
Lesson 10: Revolution, Socialism, and Global Conflict: The Rise and Fall of World Communism	25
Lesson 11: The End of Empire: The Global South on the Global Stage.....	28
Lesson 12: Capitalism and Culture: A New Phase of Global Interaction, since 1945.....	31
Lesson 13: Comparative Essay: Democratic Revolutions at the Cold War's End	33
Final Exam Information: Covers Lessons 7-12.....	34

Hist 102: World History II

3 Semester-Hour Credits: U-Idaho

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about lessons, exams, and grading.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

Contributions to the modern world: 1650 to present. U-Idaho students: may be used as core credit in J-3-d, as a social science, and international.

12 graded assignments, 1 graded paper, 2 exams.

Students may submit up to 3 assignments at a time and 6 assignments per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

Course Materials

Required Course Materials

- Strayer, Robert W. *Ways of the World: A Brief Global History*. 2nd ed. Vol. 2. Boston: Bedford/St. Martin's, 2013. Print. ISBN: 978-0312487058
- Reilly, Kevin. *Worlds of History*, 5th ed. Vol. 2. Boston: Bedford/St. Martin's, 2013. Print. ISBN: 9781457617836
- Kenney, Padraic. *1989: Democratic Revolutions at the Cold War's End*. Boston/Bedford St. Martin's, 2012. Print. ISBN: 978-0-312-48766-9

Course Delivery

This course is available online. An electronic course guide is accessible through Canvas at no additional cost. Refer to your *Registration Confirmation Email* for instructions on how to access Canvas.

Course Introduction

As you read your text and compose your written submissions, keep in mind that history is not a list of names and dates. Instead, it is the story of individual people living through ordinary times. Try to put yourself in the era under discussion and imagine how you might react to different events of history. Hopefully, you will enjoy taking the course as much as I enjoy instructing it.

This course will provide an introduction into the complex nature of the economic, political, cultural, and social institutions of the world today. Even though global communication is instantly available through the Internet, the world of today contains a wide diversity of beliefs and perceptions. Knowledge of traditions and cultural expectations of people who live outside our familiar surrounding increases tolerance and understanding.

History 102 explores the processes that created the wide variety of cultures and civilizations that span the globe today. As you explore the secondary and primary sources, you will be expected to contemplate and analyze numerous aspects of modern cultures. From your analysis, you will reach some conclusions, not only about the past, but also about the future of the world.

Course Objectives

1. The primary objective of this course is to allow you to acquire knowledge of the processes that led to the formation of modern societies throughout the world, enabling you to understand why people in a variety of cultures react differently to circumstances, why cultural, societal, and political expectations vary, and why conflicts between world civilizations have been frequent and violent.
2. Knowledge propagates understanding. Therefore, on completion of this course, you will have a clearer understanding and appreciation for the multitude of cultures and societies that have evolved to modern times.
3. Grading for this course is based on your ability to reach some conclusions concerning the “hows” and “whys” of events, and support your conclusion with factual information you have acquired from the texts.

Lessons

Each lesson may include the following components:

- lesson objectives
- an introductory lecture
- a reading assignment
- terms to identify
- a written assignment or activity

Lesson 13: Compare/Contrast Essay

For this essay you will use the text “1989: Democratic Revolutions at the Cold War’s End.” You will take two of the revolutions listed in the book and write an essay comparing and contrasting the two movements.

Study Hints:

- Complete all assigned readings.
- Set a schedule allowing for course completion one month prior to your personal deadline. An *Assignment Submission Log* is provided for this purpose.
- Read each lesson carefully to see where to find specific information.
- When writing essays, be sure you answer all questions presented.
- When writing essays, use specific examples (people, places, and events) to illustrate your statements.

Exams

You must wait for grades and comments on lessons prior to taking subsequent exams.

There are two exams for this course. They are not cumulative; each exam will cover material stipulated in the exam directions.

Each exam has two sections:

1. An identification section that contains twelve (12) items. Choose only five (5) of the twelve to identify and explain the historical significance. This section accounts for 30% of the exam grade.
2. An essay section that contains two (2) essay proposals. The essays are your opportunity to tell me everything you have learned in the section of the text pertaining to the exam. Be sure you address all aspects of the essay proposals you choose. Within each essay, support the statements you make with specific information (people, places, events, etc.)

You are allowed one and a half (1 ½) hours to take each exam. Note the value of each section and use your time accordingly. I recommend five minutes for each identification (for a total of twenty-five minutes). This leaves about forty minutes for **each** essay, which should be ample time to write a detailed essay. The essay section accounts for 70% of the exam.

See *Grading* for specific information on exams, points, and percentages.

Grading

The course grade will be based upon the following considerations:

There are a total of 700 points possible for the completion of this course:

The twelve submitted lessons count 25 points each for a total of 300 points or approximately 50% of the final grade. The compare/contrast essay (lesson 13) is 100 points. The exams are worth 150 points or approximately 25% each, for a total of 300 points or approximately 50% of the final grade.

Total for all lessons:	300 points
Lesson 13: compare/contrast essay:	100 points
Total for all exams:	300 points

The grading criteria for the **Exam Essay Responses** includes:

1. Accurately presents the material requested in the questions.
2. Completely covers the breadth of issues posed in the questions.
3. Refers to and integrates appropriate examples from the textbooks to illustrate statements.
4. Reflects on the implications of the issues posed in the questions as they relate to a broad overview of history.

5. Written in a legible and well-organized style with concepts and illustrative examples clearly articulated.

The grading criteria for the **Exam Identification** includes:

1. A clear statement explaining the item.
2. A statement that illustrates why the item is relevant or significant to the historical process, that is, the impact the item had on future developments.

The final course grade is issued after **all** lessons and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

Contacting Your Instructor

Instructor contact information is posted in the **Course Rules** document on your Canvas site

<u>Assignment Submission Log</u>					
Lesson	Chapter Reading	Written Assignment	Projected Date for Completion	Date Submitted	Grade Received
1	Strayer Ch. 12 Reilly Ch. 15	2 essays 10 objective questions			
2	Strayer Ch. 13 Reilly Ch. 16	2 essays 10 objective questions			
3	Strayer Ch. 14. Reilly Ch. 18	2 essays 10 objective questions			
4	Strayer Ch. 15 Reilly Ch. 17	2 essays 10 objective questions			
5	Strayer Ch. 16 Reilly Ch. 19 & 20	2 essays 10 objective questions			
6	Strayer Ch. 17 Reilly Ch. 21	2 essays 10 objective questions			
It is time to take Exam 1.					
7	Strayer Ch. 18 Reilly Ch. 22	2 essays 10 objective questions			
8	Strayer Ch. 19 Reilly Ch. 23	2 essays 10 objective questions			
9	Strayer Ch. 20 Reilly Ch. 24 & 25	2 essays 10 objective questions			
10	Strayer Ch. 21 Reilly Ch. 26	2 essays 10 objective questions			
11	Strayer Ch. 22 Reilly Ch. 27	2 essays 10 objective questions			
12	Strayer Ch. 23 Reilly Ch. 28	2 essays 10 objective questions			
13	Keeney	Compare/Contrast Essay			
It is time to take Exam 2.					

Lesson 1

The Worlds of the Fifteenth Century

Lesson Objectives

Keep the following objectives in mind while reading the text material and while writing the essays to be submitted for grading. After completing this lesson you should be able to:

- 1.1 Understand the global societies in the fifteenth century.
- 1.2 Discuss the similarities and the differences between the empires around the world.
- 1.3 Recognize the importance of the connections between regions of the world.
- 1.4 Explain the connections of the past to the world of the fifteenth century.

Reading Assignment

Ways of the World, Chapter 12, The Worlds of the Fifteenth Century

Worlds of History, Chapter 15, Overseas Expansion in the Early Modern Period: Asia, Africa, Europe, and the Americas, 1400-1600

Important Terms

Paleolithic	Safavid Empire
Neolithic	Mughal Empire
Ming Dynasty	Ottoman Empire
Renaissance	Aztec Empire
Vasco da Gama	Inca Empire

Introductory Lecture

Most Americans have some knowledge of the colonial period of their nation, so some of this lesson's information concerning the rise and expansion of Western Europe may contain many familiar names and places. The world of the fifteenth century was home to many societies and empires, many of which had been in contact for a long period of time. Europe's moving out into the world had some important consequences in the process of world history during this century. However, it is important that we keep in mind that the Chinese were also exploring, and that empires were expanded across Africa, Asia, and the Middle East. The Americas were also home to large empires and long range trade networks.

Western Europe's entrance into the modern period began with the Italian Renaissance. The increasing importance of merchants, capitalism, individual achievement, urbanization, nationalism, and humanism, which was central to the Renaissance, led to the scientific revolution and the Enlightenment. The Northern Renaissance, the scientific revolution, and the Enlightenment combined to change perceptions of government, science, religion, societal order, and culture. Although the changes that occurred in Western Europe during this time period did not immediately affect all areas of the world, they did change the course of world history. The meeting and interaction of the worlds of the fifteenth century would create and shape the modern world.

Written Assignment

- Two written essays and the answers to ten identifications must be submitted for grading for this lesson.
- Each essay accounts for 35% and the answer to each identification accounts for 3% of the grade for this lesson (70% for the essay section and 30% for the identification section).
- This assignment is worth approximately 5% of the final course grade.
- Each essay should be 3 double-spaced typed pages.
- Be sure you address all aspects of the essay proposal, using information from the text.
- Also include some analysis and any conclusions you have reached based on what you have read.

Essays

(70 points: 35 points each)

Essay 1

How did the similarities and differences of the cultures of Europe, Africa, Asia, and the Americas influence the interactions of the different peoples from these areas?

Essay 2

What were common patterns across the world in the fifteenth century? How do these patterns shape the world of the fifteenth century?

Terms for Identification

(30 points: 3 points each—2 points for identification, 1 point for historical significance)

Identify and explain the historical significance of the following terms. (Items on the exams will be chosen from these terms.)

1. Igbo
2. Iroquois
3. Timur
4. Ming Dynasty
5. Renaissance
6. Zheng He
7. Ottomans
8. Mughals
9. Aztecs
10. Incas