

**HISTORY 2: WORLD CIVILIZATIONS SINCE 1500**  
**PATHWAYS TO FREEDOM: STUDENTS AND FACULTY IN THE ARCHIVES**  
**SPRING 2012**

SECTION 008 (TTH 9:30-10:45) SECTION 009 (TTH 12:00-1:15); and SECTION 011 (1:30-2:45)

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**Office:** H836

**Office Hours:** Tues. 3-5,  
Thurs. 3-4, and by appointment

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**REQUIRED TEXT**

- *Connections: A World History, Combined Volume, Second Edition*, by Edward Judge and John W. Langdon.
- **Electronic Version:** <http://www.coursesmart.com/IR/1585766/9780205094400>
- *MyHistoryLab* for the combined volume is available for purchase at the bookstore or may be purchased online
- Photocopied and electronic handouts.

**COURSE CREDITS**

THREE

**COURSE DESCRIPTION FROM THE BULLETIN**

The History of Civilizations Since 1500 examines the evolution of civilizations from the voyages of discovery through the scientific, political and industrial revolutions to the present. Emphasis is placed on the interaction of the Western and non-Western worlds.

**COURSE DESCRIPTION**

This is a course on the history of the human community from about 1500 CE to the present. As educated people we must know what events and people have influenced our lives and shaped our thinking. Thus, in History of World Civilizations, we will study the development of various societies throughout the world. In the process, we will seek to understand people from ethnic and gender perspectives as we examine problems that they confronted and solutions that they devised. We also will attempt to determine what those problems and solutions mean for us today and in the future as individuals and as members of a “global village.” This History 2 course is organized differently from other History 2 courses taught at the University. This is a special section of History 2, which is a part of a learning community called Pathways to Freedom and a larger project sponsored by the Brooklyn Historical Society (BHS) called students and Faculty in the Archives (SAFA). Thus, our course will place a great emphasis on working with primary sources and archival materials at the (BHS). This course as well as your archival research at the Brooklyn Historical Society will introduce you to the important skills of research and critical analysis. Because of the focus of our learning community, focus our attention on the United States and specifically, Brooklyn whenever possible.

## COURSE OBJECTIVES

Upon the completion of World Civilizations since 1500, each student will be able:

1. To demonstrate a knowledge of the significant events and ideas in the world from the 1500 to the present;
  2. To understand their contributions and their place in the world
  3. To relate the themes studied to their personal development;
  4. To distinguish between primary and secondary sources;
  5. To read and analyze critically primary and secondary sources;
  6. To utilize historical modes of thinking and historical analysis;
  7. To complete written assignments utilizing historical modes of thinking and historical analysis;
  8. To cite both primary and secondary sources in their written work;
  9. To demonstrate archival research skills; \*
  10. To demonstrate source inquiry and analysis skills; \*
  11. To demonstrate digital technology creation skills.
- *These objectives are specific to the SAFA project.*

## COURSE PHILOSOPHY

A course in history at any level must go beyond the simple dissemination of information. In this course we will practice history rather than simply memorize historical facts that, in and of themselves, have little or no relevance to our lives. History itself is very relevant, but its relevance depends on our active engagement with the past. In this course you will be expected to understand the past and by understanding it, to make it your own. This cannot be accomplished by memorization alone. Rather, it requires your full involvement in the learning process, whereby you analyze historical data, look for patterns and relationships, ask probing questions and, in short, discover for yourself the meaning of the past. Such historical inquiry will serve you well in your quest to become an educated person. I hope you will also find it fun. To help you study more efficiently; I am including the following suggestions:

**First**, you must be prepared to open your mind to new ways of thinking. You must be ready to reconsider what you know about the world around you and about yourself. Be warned that this is not always easy to do. In fact, it can be quite painful. However, we all must make a necessary passage on the road to becoming more thoughtful and broadly educated individuals.

**Second**, you must read and think carefully about the assigned readings **before** each class meeting. Many of the assignments will require two or three readings before you have mastered them. It is absolutely vital that you set aside enough time to do this. Students who do not come to class prepared to discuss the readings will be in deep trouble.

**Third**, since our discussion will often touch on the present as well as the world of the past, you must make a serious effort to inform yourself about what is happening in today's world. A good way to begin to do this is by reading a newspaper every day. I recommend the *New York Times*, but any paper is better than none at all. Another good source of information is CNN.

### **How important are dates?**

Some dates are very important and some are not. Important dates, like 1517 (the date usually accepted as the beginning of the Reformation) or December 7, 1941 (the bombing of Pearl Harbor) are important because they mark the precise boundaries of great historical movements. Your essays should show some sense of time and the movement of events through time. If you cannot provide exact dates, try to indicate decades or at least centuries that locate your remarks in a historical context. More important

## **Is History just a Matter of Memorization?**

Absolutely **not!** Much has to be remembered, however, this is not the same thing as memorization. Understanding the material is much more important than trying to memorize it. If you understand the issues and problems of historical circumstances, you will find it much easier to remember specific people, places, and events. Memorization without prior understanding is tedious, difficult, and just not worth very much, since no real learning takes place and nothing of any real importance will be retained. If you ask yourself **why** an event happened, **why** a person acted in the way they did, **why** people lived differently in one place and time than did others, along with other similarly analytical questions, you will be going to the heart of historical understanding and will make remembering the material easier and more worthwhile.

## **ATTENDANCE**

You are responsible for all material presented in class, including announcements about course procedures. Exams often include questions on material presented only in class, so performance on these indirectly reflects attendance. I expect you to attend every class and to arrive on time. If you miss a class, **you** are responsible for obtaining class notes **from another student**.

I will circulate an attendance sheet at the beginning of class; late arrivals can sign at the end of the class session. Students are allowed **three (3) absences** during the semester. **Each absence** after this allowance will result in a **5-point** reduction in your attendance and participation grade. **THERE ARE NO EXCUSED ABSENCES** so use your three absences wisely.

## **BROOKLYN HISTORICAL SOCIETY CLASS VISIT**

As a part of the SAFA program, we have the unique opportunity to visit and work with materials in the archives of the Brooklyn Historical Society. All three sections of this History 2 course are scheduled to visit the BHS Archives on **Tuesday, March 6, 2012**. I will meet each class at the BHS in the lobby. You must be **ON TIME**. If you are early, go have a cup of coffee at one of the coffee shops in the area. If you are **LATE**, you will not be admitted into the building. If you **DO NOT ATTEND** class on the day of the visit, you will not be able to make up any of the material. Therefore, you will receive a zero on both your SAFA project and your SAFA post-visit blog.

## **ELECTRONIC COURSE MANAGEMENT**

**BLACKBOARD** will be used regularly for this course to post announcements, grades, web links, my PowerPoint presentations, additional reading assignments, etc. Be sure to check it regularly.

**SAFA WEBSITE**. The SAFA website is undergoing reconstruction and will have a new format this semester. Because you will be required to post at least three blogs on the site, I will be setting aside on class for on-site instruction.

**You must check Blackboard and SAFA for this class daily. All class correspondence will be through Blackboard and many resources will be posted there.**

**MYHISTORYLAB**. Because this course is the formal SAFA history course, documents from MyHistoryLab will be used extensively in this course. Make sure that you have access to the documents that are listed as part of the reading assignments.

## ASSIGNMENTS

ATTENDANCE	50	points
EXAM #1	100	points
SAFA PROJECT	200	points
READING RESPONSES	100	points
BLOGS	200	points
RESEARCH PAPER	350	points

TOTAL	<hr/>	1000 points
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## GRADING

A	940-1000
A-	900-930
B+	880-890
B	830-870
B-	800-820
C+	780-790
C	740-770
C-	700-730
D	600-690
F	Below 600

W Student has officially withdrawn from the course

WF Student has officially withdrawn with a failing grade

UW Student did not officially withdraw but stopped attending class

I Student did not complete the requirements of the course and must complete them before the end of the next semester, at which time, if the student does not do so, the grade will become an F. Please note that an Incomplete is reserved for students with good attendance records who have kept up with their work, but experience an emergency that prohibits completion of the coursework.

## THE WRITING CENTER

Writing will be a significant part of this course. The Writing Center (718-488-1095; [wcenter@liu.edu](mailto:wcenter@liu.edu)) offers free assistance with writing.

## CLASSROOM ETIQUETTE

Students are expected to conduct themselves in accordance with normally accepted standards of academic life. This implies that they will conduct themselves with respect for the rights of others, and in

particular, that their behavior will not interfere with the ability of the other members of the class to carry out their academic functions. This means that students **will not** conduct their own conversations while the professor is talking. If you do so, you will be asked to leave the room. This also means that **ALL CELL PHONES WILL BE TURNED OFF BEFORE ENTERING THE CLASSROOM AND TEXT MESSAGING IS STRICTLY FORBIDDEN**. Students caught texting and/or talking will be asked to leave the classroom. **If the behavior continues the student will be dropped from the course**. Once in the classroom, students **WILL NOT** leave and reenter the classroom unless it is an **ABSOLUTE EMERGENCY**, as this behavior is very disruptive to both the professor and the other members of the class. If you arrive to class late, enter the classroom through the **BACK DOOR**, not the front door, as this also is extremely disruptive. While you may have a cup of coffee or tea with a snack in class, **DO NOT** spread out and eat a complete meal while class is in session.

## **PLAGIARISM AND CHEATING**

**DON'T DO IT!**

Cheating on plagiarism (**DEFINITION OF PLAGIARISM**: The use of ideas, words, or work that is not one's own and that is not common knowledge, without giving credit to the person who created those ideas, words or work.) of any kind are unacceptable, and if proven, are cause for the most severe penalties, up to and including suspension from the University. Any student discovered cheating in a classroom examination or on a written assignment, either by crib notes or by receiving or giving information to a fellow student, or by copying from any source without correct citation, or by any means not stipulated by the rules of examination, **WILL HAVE THEIR MATERIALS CONFISCATED AND WILL BE GIVEN A GRADE OF ZERO FOR THE EXAMINATION OR ASSIGNMENT**. The student(s) **WILL ALSO RECEIVE AN F FOR THE COURSE**.

**\*\*\*\*If there is any student who feels that she or he may need accommodation for any type of disability, please feel free to make an appointment to see me. \*\*\*\***

Tentative Schedule

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## **COURSE SCHEDULE**

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### **PART ONE: THE ORIGINS OF GLOBAL INTERDEPENDENCE: EUROPE, THE AMERICAS, AND AFRICA**

#### **WEEK ONE**

**DATES:**

January 17 and 19

**TOPIC:**

Introduction and European Voyages of Exploration.

**READ:**

Chapter 19, pages 419-427 (stop at "The Spanish and Portuguese Empires in America")

MyHistoryLab Documents:

Excerpt from the travel journal of Vasco da Gama

Excerpts from the journal of Christopher Columbus, 1492

Letter from the "New World" (1492) Christopher Columbus (take quiz)

## WEEK TWO

**DATES:** January 24 and 26  
**TOPIC:** European Colonization of the Americas  
**READ:** Chapter 19, pages 427-439  
MyHistoryLab Documents:  
Second Letter from Hernán Cortéz to King Charles V of Spain 1519 (take quiz)  
Bartolemé de las Casas, from Brief Account of Destruction of the Indies  
Smallpox epidemic in Mexico, 1520  
Smallpox epidemic in New England

**DOCUMENTARY** *Guns, Germs and Steel* (Part2)

## WEEK THREE

**DATES:** January 31 and February 2  
**TOPICS:** European Colonization of the Americas, continued

## WEEK FOUR

**DATES:** February 7 and 9  
**TOPICS:** **EXAM #1 TUESDAY, FEBRUARY 7, 2012**  
**WEBSITE TRAINING: THURSDAY, FEBRUARY 9, 2012**

## WEEK FIVE

**DATES:** February 14 and 16  
**TOPICS:** Africa, the Atlantic Slave Trade and the Americas  
**READ:** Chapter 23, pages 511-519  
MyHistoryLab Documents:  
Excerpt from the Interesting Narrative of the Life of Olaudah Equiano  
“A Defense of the Slave Trade”, 1740 (Take Quiz)

## WEEK SIX

**DATES:** February 21 (**NO CLASS TUESDAY FOLLOWS MONDAY SCHEDULE**)  
February 22  
**TOPICS:** Africans in the Americas  
**READ:** MyHistoryLab Documents:  
The History of Mary Prince (1830s)—Take Quiz  
King Louis IV “The Code Noir” (French), 1685  
“Africans in the Americas Packet”

**DOCUMENTARY:** *Africans in America: The Terrible Transformation* (Vol.1)

## WEEK SEVEN

**DATES:** February 28 and March 1  
**TOPIC:** Africans in America  
**ASSIGNMENT:** SAFA PRE-VISIT BLOG DUE: **TUESDAY, FEBRUARY 28**  
**DOCUMENTARY:** *Slavery and the Making of America: The Downward Spiral* (Vol. 1)

**WEEK EIGHT**

**DATES:** SAFA VISIT: **TUESDAY, MARCH 6**  
 DISCUSSION OF SAFA VISIT: **THURSDAY, MARCH 8**  
 SAFA POST-VIST BLOG DUE: **FRIDAY, MARCH 9**

**WEEK NINE**

**DATES:** March 13 and 15 **SPRING BREAK—NO CLASS**

**PART TWO: SOCIAL, POLITICAL, AND ECONOMIC REVOLUTIONS IN A  
 TRANSATLANTIC WORLD**

**WEEK TEN**

**DATES:** March 20 and 22  
**TOPICS:** Absolutism and Constitutionalism. The Scientific Revolution and Enlightenment  
**READ:** Chapter 24 pages 534-543 (Absolutism and Constitutionalism); pages 543-555 (Scientific Revolution and Enlightenment)  
MyHistoryLab Documents:  
 James I on The Divine Right of Kings 1598  
 The English Bill of Rights 1689  
 Nicolaus Copernicus excerpt from On the Revolutions of Heavenly Spheres  
 Galileo Galilei, Letter to the Grand Duchess Christina (1630)  
 Isaac Newton from *Optiks*  
 Treatise on Government, John Locke (1690)  
 Voltaire on Relations between Church and State  
 Wealth of Nations, Adam Smith  
 “Enlightenment Reader”

**WEEK ELEVEN**

**DATES:** March 27 and 29  
**TOPIC:** The American Revolution  
**READ:** Chapter 26 pages 581-589  
 Handouts  
**DOCUMENTARY:** *Slavery and the Making of America: Liberty in the Air* (Vol.2)

**WEEK TWELVE**

**DATES:** April 3 and 5  
**TOPICS:** The French Revolution and Industrial Revolution  
**READ:** Chapter 26 pages 589 (French Revolution); Chapter 27 pages 608-620 (Industrial Revolution)  
MyHistoryLab  
 Declaration of the Rights of the Man and the Citizen  
 Olympe de Gouge, Declaration of the Rights of Woman and the Female Citizen  
 Saint-Just on Democracy, Education and the Terror

Industrial Society and Factory Conditions  
Capitalism Challenged, The Communist Manifesto

**WEEK THIRTEEN**

**DATES:** April 10 and 12  
**TOPIC:** Nation-Building in the Americas: The United States  
**READ:** Chapter 28, pages 655-682  
**DOCUMENTARY:** *Slavery and the Making of America: Seeds of Destruction* (Vol. 3)

**WEEK FOURTEEN**

**DATES:** April 17 and 19  
**TOPIC:** Nation-Building: The United States  
MyHistoryLab Documents:  
Abraham Lincoln, The Emancipation Proclamation  
African American Emancipation Songs  
**DOCUMENTARY:** *Slavery and the Making of America: The Challenge of Freedom* (Vol. 4)

**WEEK FIFTEEN**

**DATES:** April 24 and 26  
**TOPICS:** Nation-Building: Latin America  
**READ:** Chapter 28, pages 640-655  
MyHistoryLab Documents:  
On Constitutional Government, Simón Bolívar  
Canudos: Millenarianism in Nineteenth-Century Brazil

**WEEK SIXTEEN**

**DATE:** May 1  
**TOPIC:** Conclusion  
**ASSIGNMENT:** FINAL SAFA BLOG POST DUE

**MAY 3-9: FINAL EXAMS WEEK**  
**EXACT DATE DETERMINED BY REGISTRAR**