Prof. Pablo Ben
Arts & Letters, Office 523
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HIST 412: Section 1: Modern World History for Teachers meets on Hepner Hall 222 on Tuesdays and Thursdays 12:30 – 1:45 pm.
Office Hours

Tuesdays, 2:00 – 4:00 pm
Thursdays, 2:00 – 3:00 pm or by appointment.

Course Description

This upper division undergraduate course explores topics in world history from 1450 to the present. It approaches the human story both chronologically and thematically. This course is not a survey, but instead addresses questions about important patterns of change in the recent global past, and traces the emergence of nationalism, imperialism, colonialism, liberalism, communism, and other important “isms” that have marked the last several centuries of world history. The class also considers problems related to defining, conceptualizing, and teaching world history.

It emphasizes issues that prospective teachers are likely to face in teaching history and social studies at the K-12 level in California public schools.

Student Learning Outcomes

1. Future teachers will gain a greater understanding of modern world history by examining both primary documents and theoretical analyses.
2. Future teachers will design and implement teaching activities that bring particular themes in world history to life for the class.
3. Future teachers will develop teachable units that demonstrate how they plan to approach and teach a given topic in world history.
4. Future teachers will weave together a story of human history from 1450 to the present in preparation for developing meaningful and coherent lessons for their future students. They will emphasize interaction and context, not isolated facts.
5. Future teachers will strengthen the following skills and habits of mind:
   a. The ability to chart how societies have changed and interacted over time.
   b. The ability to understand cause and effect relationships.
   c. The capacity to grasp the interrelationship of social, economic, political, ecological, intellectual, and cultural factors in world history.
   d. The ability to make informed comparisons and contrasts.
   e. The ability to organize their thoughts and writing in order to make logical and convincing arguments about new information.
   f. The ability to conduct historical writing using a combination of primary and secondary sources.

Grading

- Quizzes (with brief questions)  15%
- Essay  30%
- Lesson Plan and Teaching Activity  10%
- Final Exam  35%
- Classroom Observation Report 10%

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<th>Grade</th>
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<td>A</td>
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<td>A-</td>
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<td>B+</td>
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Assignments and Due Dates

Students will still be expected to complete assignments on time. If you have any problems doing so, please contact me to explain your situation at least two days before the due date; otherwise, late assignments will lower your grade. Make-up assignments will only be granted if a serious emergency occurs and there will be no extra-grade opportunities.

Class Attendance

Your presence is a fundamental component in the process of learning and it is mandatory. More than two absences will significantly affect your grade and you will fail the course if you are absent more than three times. Students are also expected to be on time and should not leave class early without prior notification.

Readings and contents of the class

Students will read the bibliography and be prepared to discuss it by the dates listed in the schedule. The reading materials may be challenging, but you will find that with patience and practice, you can keep up and fully participate in the course. Not doing the reading – or allowing yourself to fall far behind – will leave you unable to understand lectures and participate in discussions. This could seriously affect your grade.

In addition to knowing the reading materials, students will also take lecture and class notes. In addition to the bibliography, the professor will provide handouts of primary sources and other documents and guidelines. Students will also study those materials for the assignments. Any information provided by the professor in class is considered part of the content of this course and students should always keep track of it.
Students cannot use ANY electronic device for the duration of the class unless it is used for accessibility purposes. Please turn off your cellphone, laptop, E-book, I-Pad or any other device.

**PLAGIARISM**

Academic integrity is expected of every student. Students must not plagiarize the work of others. This means that if you quote directly from any author's work (including texts on Internet sites), you must put quotation marks around that material, and you must cite it in a footnote or endnote. Plagiarism also includes using someone else's phrases, strings of words, special terms, or ideas and interpretations without citing your source, even if you have not quoted directly from that source. In short, you must give credit where it is due. If you have doubts, feel free to come and ask me, or check the SDSU General Catalogue for more information. Cheating on any exam or plagiarizing on papers will result in a failing grade for the course.

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**Bibliography**


**Class Reader**

See Primary Sources on Blackboard

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**Schedule**

**FIRST WEEK**

August, Tuesday 28th
Introduction to the course

August, Thursday 30th

Rethinking Hunter Gatherers

See Reader

SECOND WEEK

September, Tuesday 4th

The Biological Old Regime

Marks, 21-42

September, Thursday 6th

The Rise of the West?

Marks, 1-19

THIRD WEEK

September, Tuesday 11th

Starting with China and Islam, c. 1500

Marks, 43-66.

September, Thursday 13th

FIRST QUIZ

Was there a Conquest in the Americas?

Collection of primary sources, see Blackboard.

FOURTH WEEK

September, Tuesday 18th

Myths of the Spanish Conquest of the Americas
September, Thursday 21st

Collision at Cajamarca

Francisco Pizarro (Blackboard)

FIFTH WEEK

September, Tuesday 25th

The Myth of the White Conquistador

Restall, p. 44–63

September, Thursday 27th

Why did Afro-Eurasia Have an Advantage over the Americas?

Jared, p. 13–52.

SIXTH WEEK

October, Tuesday, 2nd

Why did Afro-Eurasia Have an Advantage over the Americas?

Jared, p. 354–375

October, Thursday 4th

SECOND QUIZ

The Japanese and the Dutch in the 1600s

Hesselink, p. 1-17.

SEVENTH WEEK

October, Tuesday 9th

The Slave Trade

October, Thursday 11th

Slavery and the Atlantic World

Equiano, p. 38-95.

EIGHTH WEEK

October, Tuesday 16th

Slavery and the Atlantic World

Equiano, p. 96-146.

October, Thursday 18th

ESSAY DUE

The Enlightenment

Primary Sources, see Blackboard.

NINTH WEEK

October, Tuesday 23rd

Atlantic Revolutions: US, France, Haiti

See Reader

October, Thursday 25th

Atlantic Revolutions: US, France, Haiti

See Reader

TENTH WEEK

October, Tuesday, 30th

The Independence of Latin America

See Reader

November, Thursday 1st

The Industrial Revolution
ELEVENTH WEEK

November, Tuesday 6th

Workers in a Changing World

Agricol Perdiguier, p. 117-182

November, Thursday 8th

Industrialization and Growing Global Disparities

Marks, p. 123-153.

TWELFTH WEEK

November, Tuesday 13th

THIRD QUIZ

Communism

The Communist Manifesto

November, Thursday 15th

European Imperialism

See Reader

THIRTEENTH WEEK

November, Tuesday 20th

WWI and WWII

See Reader

November, Thursday 22nd (Thanksgiving Day)
FOURTEENTH WEEK

November, Tuesday 27th

Russian Revolution and Fascism
See Reader

November, Thursday 29th

WWI, WWII and the Global South
See Reader

FIFTEENTH WEEK

December, Tuesday 4th

Decolonization
See Reader

December, Thursday 6th

The Cold War
See Reader

FINAL EXAM: Tuesday, December 11th

Class Observation Report, Due on Tuesday, December 11th.