

**HI 122-01 World History II**  
**Fa'omnåkan (spring) 2025**  
**Monday and Wednesday 8:00-9:20**  
**Professor Chris Rasmussen**

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Office: HSS 318E; Office hours: *Monday-Thursday 12:00-2:00 and by appointment*

### **Course Description**

We live in an interconnected world in which cooperation, violence, culture, and commerce are globalized. This world history survey will help explain how we got here. We will examine the acceleration of people, ideas, conflict and commodities across borders. We will pay particular attention to simultaneously liberating and destructive aspects of modernity in our evaluation of the previous five centuries, which it is hoped will suggest solutions for the problems of the current one.

### **Objectives**

This course seeks to survey the roots, scope, and meaning of the changes that have produced our present so that we can better understand our world and our potential to change it. Specifically, out of selected readings and class discussions, students will write synthetic essays, develop comparative biographical projects, and produce video analysis of selections from world cinema and art to generate a meaningful and useable past.

### **Required Readings**

- Smith, Bonnie, Marc Van De Mieroop, and Richard von Glahn, *World in the Making: A Global History*. vol. 2, New York: Oxford University Press, 2019.
- Sources, *World in the Making: A Global History*. vol. 2, New York: Oxford University Press, 2019 (Moodle).
- Satrapi, Marjane, *The Complete Persepolis*. New York: Pantheon Graphic Novels, 2004

### **University policies**

*Student Evaluation of Teaching*—The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

*Plagiarism Statement* —The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person (including AI) without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the

selling of term papers or other academic materials (UOG Student Handbook, p. 49). Proper citations of all research resources (i.e., direct or indirect quotations, ideas, suggestions, charts or graphs, and paraphrases or summaries of all articles, books, or audio/visual material) are required for all assignments. Students will not be permitted to submit the same work for more than one course unless approval is given by the instructors of the courses involved. Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course, the penalty for plagiarism is up to the instructor and based on the severity of the infraction—most common penalties are no credit for the assignment or failure in the course.

*Communication Policy*—University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

*EEO/ADA Statement*-- The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & Title IX Office at (671) 735-2244, (671) 735-2971, TDD (671) 735-2243 or [eeo-ada@triton.uog.edu](mailto:eeo-ada@triton.uog.edu).

*ADA Accommodation Services*—For individuals covered under the ADA (Americans with Disabilities Act), if you are a **student** with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2460.

*Tobacco Free Campus*—The University of Guam is a smoke-free campus. Smoking is prohibited at all times while on University property. For the health and safety of faculty and students please adhere to these regulations.

*No Recording Policy*—Recording of class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of courses may violate federal law.

## **FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights for students, parents and school officials can be viewed at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## Student Services

The Uplift program under WestCare and Project Tulaika at Guam Behavioral Health will serve the mental health needs of UOG students through June 2022.

- Contact Uplift Counseling Services at 787-7978 or [uplift@westcare.com](mailto:uplift@westcare.com)
- Contact Project Tulaika Mental Health Services at 647-5317; 647-1901; 647-5440; 647-8833/34 or [care@gbhwc.guam.gov](mailto:care@gbhwc.guam.gov)
- WestCare Pacific Island's Uplift Counseling Services is another resource of greater care and accessibility to behavioral health services for our most vulnerable populations.

## Learning Outcomes

Student Learning Outcomes (SLO)	Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)
<b>SLO 1</b> Analyze primary and secondary sources to understand the past and its relationship to the present.	<b>HI 1</b> Analyze major historical themes, developments, and events.	<b>ILO4</b> Understanding and appreciation of culturally diverse people, ideas and values in a democratic context <b>ILO6</b> An appreciation of the arts and sciences <b>ILO7</b> An interest in personal development and lifelong learning
<b>SLO 2</b> Write and speak persuasively on the meaning of significant themes, of world history.	<b>HI 2</b> Evaluate historical methods and sources in written and oral forms.	<b>ILO1</b> Mastery of critical thinking and problem solving <b>ILO3</b> Effective oral and written communication

**Evaluation of Outcomes:** I will evaluate your achievement of the above outcomes through eight forum posts, two comparative reading responses, a book review/essay, a global cinema project, and a final essay. HI 122 is part of University General Education Tier II Diversity Foundation. Core Foundation Learning Outcomes for this course include written and oral communication and critical thinking. All assignments in HI 122 are intended to improve student outcomes in these Core Foundations.

**Forums and quizzes (30 percent):** Students will write and speak persuasively on the meaning of significant themes of world history and demonstrate knowledge and understanding of culturally diverse people, ideas, and values by **posting and responding in the class forum and completing regularly scheduled quizzes.** (ILO 6 and 7)

**Book Review (20 percent):** Student will write persuasively on the meaning of significant themes, of world history (SLO 2), evaluate historical methods and sources in written forms (PLO 2), demonstrating effective oral and written communication (ILO3) by **writing a 4-5-page review and essay on the graphic novel *Persepolis*.**

**Global Cinema (20 percent):** Students will analyze primary and secondary sources to understand the past and its relationship to the present (SLO 1); evaluate historical methods and sources in oral forms, demonstrate understanding and appreciation of culturally diverse people, ideas and values in a democratic context (ILO 6) **by producing video presentation that situates a global movie in historical context.**

**Midterm and Final Exams (30 percent total):** Students will write persuasively on the meaning of significant themes, of world history (SLO 2); analyze major historical themes, developments, and events (PLO 1 and ILO 3) demonstrating mastery of critical thinking and problem solving (ILO 1) **by writing a synthetic essay and final reflection.**

### **Scale**

97-100 A+  
93-96 A  
90-92 A-  
87-89 B+  
83-86 B  
80-82 B-  
77-79 C+  
70-76 C  
67-69 D+  
63-66 D  
60-62 D  
0-59 F

### **Resources**

History classes require plenty of writing, and writing is hard to do well. Thankfully, UOG has the [DEAL Writing Center](#).

Getting involved – [Student Organizations](#) can be a great way to meet people you otherwise wouldn't and get more out of your time here than a grade and (hopefully) a degree. Coming soon (perhaps) a history club.

Succeeding - [Trio](#) are federally funded programs “designed to assist students from disadvantage backgrounds; who are first-generation college bound and/or who are from low-income households, complete secondary education and continue to pursue and complete post-secondary education.”

Study overseas – UOG has a variety of options for study abroad – from two-week programs to semester and academic year stays. If you are interested, let me know (I'm a member of the UOG Overseas Study Committee) or contact UOG's Office of Global Learning and Engagement ([GLE](#)).

## **Topics and Schedule**

### **Week 1**

#### **Introductions**

Jan. 22 – 1491

### **Week 2 – Atlantic World**

#### **In-class Forum 1 Wed.**

Jan. 27 – Contact and Exchange

- *World* Chapter 16, 567-583

Jan. 29 – Conquest

- *World* Chapter 16, 583-603
- *Sources* Chapter 16, Contrasting Views"

### **Week 3 – Expanding Networks: West Africa and South Asia**

#### **Written Forum 1 Wed.**

Feb. 3 – Atlantic Slavery

- *World* Chapter 17, 620-634

*Sources* Chapter 17

Feb. 5 – Indian Entrepots and Empires

- *World* chapter 18, 648-671

### **Week 4 – Expansion and Isolation in Asia to 1750**

#### **In-class Forum 2 Wed.**

Feb. 10 - Middle Kingdom

- *World* Chapter 20, 728-736

Feb. 12 – Russia, Japan, Korea, SE Asia, the Philippines

- *World* chapter 20, 723-727; 736-755
- *Sources* Chapter 20.1, 20.4, and 20.6

### **Week 5 – Atlantic World**

#### **Written Forum 2 Wed.**

Feb. 17 – European Political Division and Economic Dynamism

- *World* Chapter 19, 691-713

Feb. 19 - New World

- *World* Chapter 20, 728-736

### **Week 6 – New identities and new communities**

#### **In-class Forum 3 Wed.**

Feb. 24 – Atlantic Revolutions I

- *World* chapter 21, all

Feb. 26 – Atlantic Revolutions II

- *World* Chapter 22, 815-827
- *Sources* chapter 22 all

### **Week 7 – Revolutions**

#### **Written Forum 3 Wed.**

March 3 – Industry

- *World* Chapter 23, 841-873

March 5 – Social class, mass politics and global industry

- *World* Chapter 23 873-end of chapter
- Contrasting views: 23.4, 23.5, 23.6 and 23.7

### **Week 8 – Empire**

March 10 – NO CLASS - Guam History & CHamoru Heritage Day (observed)

March 12 – [Imperial Societies](#)

- *World* Chapter 24, 897-913
- *Sources* Chapter 24 all

### **Spring Break -- March 17 and 20 -- no class**

### **Week 9 – Nation States and Empires**

#### **MIDTERM EXAM WED.**

March 24 – Nationalism and review

- *No Readings*

March 26

- **MIDTERM**

### **Week 10 – World War and Global Revolution**

#### **In-class Forum 4 Wed.**

March 31 –WWI

- *World* chapter 25, all

April 2 – Russian Revolution

- *Sources* Chapter 25 Contrasting views: 25.4, 25.5, 25.6, and 25.7

### **Week 11 – Global Catastrophe, 1929-1945**

#### **Written Forum 4 Wed.**

April 7 - Depression and Political Experimentation

- *World* Chapter 26 955-971

April 9 – World War II

- *World* chapter 26, 971-991
- Chapter Sources, all docs

### **Week 12 – Cold War in the Era of Decolonization, 1945-1970**

**In class Forum 4 Wed.**

April 14 – Global Cold War, 1945-1975

- *World* Chapter 27, all

April 16 - Decolonization, 1945-1975

- *Sources* Chapter 27, 27.1, 27.2, and 27.3
- [Patrice Lumumba, last letter, 1960](#)
- [Declaration of Independence \(Vietnam\)](#)

**Week 13** – Persepolis

**Global Cinema Mon. and Wed.**

April 21 – Child of the Revolution

- introduction to 7

April 23 – War and Asylum

**Week 14** – Persepolis cont.

**Written Forum 5 Wed.**

April 28 – Exile

- 155-245

**Week 15** – A New Global Age, 1980-2008

**BOOK REVIEW FRIDAY, MAY 3**

May 5 – The post-Cold War Dream

- *World* chapter 28
- *Sources* 28.2, 28.3, 28.4, and 28.5

May 7 – Our Present

**Week 16** – Slouching Toward Something

May 12 – Looking Forward?

[“The Second Coming,” William Butler Yeats, 1920](#)

May 14 Wrapping up

**FINAL EXAM MONDAY May 19, 8:00-9:50 AM**