

History 306: The Modern World



Spring Semester 2020

Time: T, Th, 11-12:15

Location: Ferguson Social Sciences #141

3 Credit Hours

Dr. Sanja Kadrić

E-mail address: sanja.kadric@tamuc.edu

Office location: Ferguson Social Sciences #105

Office hours: Tuesdays and Thursdays, 12:30-1:30, 3:30-5:00

This course is an introduction to the fascinating and multivalent individuals, events, ideas, and institutions that have shaped World History from 1500 C.E. to the present. You will learn some of the basic chronological narrative of this history. However, our coverage will focus more on thematic issues and on the human (and other) webs that have connected and continue to connect the world. We will begin in the sixteenth century, commonly recognized as the early modern period, and end in the present day. We will approach World History through a variety of lenses: military, religious, social, political, gender, intellectual, and others. We will explore various cultural, social, and religious movements and discuss their political underpinnings. By the end of the course, I hope you have a good idea of what World History since 1500 C.E. is about, but perhaps more importantly, *why* this history should matter to you today.

Student Learning Outcome: By the end of this course, you should be able to demonstrate awareness of issues of global and cultural diversity through written work addressing the history of non-Western, non-elite, or minority (racial, sexual, ethnic, gender, or other) people, regions, or topics (Global and Cultural Diversity).

ACCESS AND NAVIGATION:

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu. Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Readings:

- Textbook: *J.R. McNeill and William H. McNeill – The Human Web: A Bird's Eye View of World History* (W. W. Norton and Company, 2003)
 - Please obtain this book immediately. You can find it at the campus bookstore, purchase it online, or get it from your local library for *free* if you hustle (I recommend). If you have issues obtaining the book, let me know *immediately*.
- I also use D2L to post readings, class materials, and assignment instructions, so please check it regularly. If you foresee issues with doing so (lack of technology and/or regular internet access), please let me know immediately so that we can discuss alternative arrangements.
 - I reserve the right to make changes to the class schedule and assigned readings. If I do so, I will notify you ahead of time, either in class or via e-mail.
 - Please check to make sure that you can access the readings on D2L the day before any scheduled class. If an article or a link is malfunctioning, get in touch with me immediately. Unless you contact me about an issue accessing a reading in a timely manner, I will not grant an excuse nor an extension on work.

GENERAL EXPECTATIONS:

- **Reading** – You are expected to read, mull over and jot down notes on the readings *before* any scheduled class. We will usually begin class with a writing activity (graded) based on the day's readings, so doing the reading is essential.
 - Please bring your reading to class in hard copy or electronic format (laptop, not phone) so that we can refer to it. If you take thorough notes, you can bring those instead.
- **Participation** – Because this course will not be conducted in the traditional lecture format, class participation is essential not just to your success but to the success of the class.
 - Participation will have **two** components:
 1. In-class discussions and activities

2. In-class writing activity

- Participation will be graded on a regular basis. See the “grade breakdown” section for more information.
- I encourage you to take notes during class and while reading to prepare for your quizzes and the final project. Writing the final project and taking the quizzes will be significantly easier if you already have good notes, as many themes will be recycled and revisited.
- Please feel free to raise your hand and ask questions at any point during class. If I need to table your question and address it later, I will let you know.

ASSIGNMENTS & GRADE BREAKDOWN:

Class meeting (35% of your final grade)

- Each class meeting is an opportunity to earn **50 points**.
- **Attendance: 25 points**
 - I take attendance at the start of every class. If you are not present by the time class begins, you will be considered tardy and 5 points will be deducted from your attendance. However, I realize that the many uncertainties of daily life and campus logistics sometimes conspire against you and make you late. For this reason, if you speak to me after class and simply inform me of the issue, I will happily waive the point deduction. *I am more than flexible on this, but you do need to take initiative and tell me why you were late.* If you know ahead of time that you will be tardy, notify me and I will waive the deduction.
 - If you are tardy, please enter class in the least disruptive way possible.
 - If you leave class before it is over without arranging it with me first, 15 points will be deducted from your attendance points.
- **In-class participation (verbal and/or written): 25 points**
 - I will provide you with many opportunities to participate in class. On Tuesdays, you can earn participation points by completing a writing activity. On Thursdays, you must either contribute verbally **once** during every class or show verbal engagement in group discussions. This is essential to our collective engagement with the material. I will keep track of who participates verbally on a class-by-class basis.
- **Student learning outcome:** This part of class will develop your awareness of issues of global and cultural diversity through written and oral work.

Quizzes (3 quizzes - 30% of your final grade)

- ❖ The quizzes will be taken in class and will ask you to recall and synthesize material from your readings, my lectures, and our class discussions. They will be closed-book and composed of multiple choice and identification questions, as well as a mini-essay. See the course schedule for quiz dates.
- ❖ You must take all the quizzes at their scheduled time. In case of an emergency or an issue beyond your control, you *may* be allowed to take a make-up quiz. However, you must contact me to discuss this and submit your proof of emergency within 1 day of the scheduled quiz.
- ❖ **Student learning outcome:** This part of class will develop your awareness of issues of global and cultural diversity through written work.

Final Paper (35% of your final grade)

- ❖ Instead of a final exam, you will be writing a final paper. Feel free to start working on and/or consulting me for help on this paper immediately.
- ❖ **Due date: Tuesday, 5/5 by 12:30pm:** Your final paper must be submitted to D2L by this date. This final paper is your final exam. This means that I absolutely cannot accept any submissions after the due date.
- ❖ **Presentations:** Over the last few weeks of class, you will present your preliminary work to the class and receive constructive feedback. Your oral presentation will count towards your final paper grade.
- ❖ **Student learning outcome:** This part of class will develop your awareness of issues of global and cultural diversity through written work.

Option 1: A BIOGRAPHY

You will first select an individual significant to World History since 1500 C.E. that interests you. You will then do research on this individual using **academic** sources. Finally, using your research, you will write a critical biography of this individual. Your biography will cover this individual's contributions to World History (why they are significant), the ways in which their life experiences influenced their contributions, and the greater historical context in which they lived. I will provide you with more detailed instructions as the semester progresses.

This paper must be typed and double-spaced in 12-point font, Word format, ~1500 words. It will be graded on (1) content, accuracy and aptness of analysis and (2) quality and accuracy of prose, grammar and style. You **must** consult academic literature and provide a properly formatted bibliography.

Option 2: BOOK REVIEW

The purpose of the book review is to develop your skills in thinking critically about historical issues and making connections between popular and classic literature and historical trends. Choose one of the books listed below, read the book, and write a review of the book critiquing it from the perspective of a World historian. Your review should answer the following questions: What historical events or processes does the book reflect on? What is the book's point of view on these historical events and processes? Is this point of view incomplete, misleading, or biased in any way? In other words, is this book an accurate historical representation of whatever time period it covers?

Book review options (fiction and non-fiction):

- ❖ Jamaica Kincaid – *A Small Place*
- ❖ Jessica Hagedorn – *Dogeaters*
- ❖ Esmeralda Santiago – *When I Was Puerto Rican*
- ❖ Dai Sijie – *Balzac and the Little Chinese Seamstress*
- ❖ Ursula de Jesùs – *The Souls of Purgatory: The Spiritual Diary of a Seventeenth-Century Afro-Peruvian Mystic* (and former slave)
- ❖ Miriam Ching Yoon Louie - *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*
- ❖ David E. Stannard – *Honor Killing*
- ❖ Charles Darwin - *The Origin of Species*

- ❖ Karl Marx and Friedrich Engels - *The Communist Manifesto*
- ❖ Olaudah Equiano - *The Interesting Narrative of the Life of Olaudah Equiano*
- ❖ Celia Rees – *Pirates!*
- ❖ Christine Garwood - *Flat Earth: The History of an Infamous Idea*
- ❖ Christopher Hill - *Antichrist in Seventeenth-Century England*
- ❖ Carlo Ginzburg - *Night Battles*
- ❖ Natalie Zemon Davis - *The Return of Martin Guerre*
- ❖ Emile Guillaumin - *The Life of a Simple Man*
- ❖ Elisheva Carlebach - *Divided Souls*
- ❖ Ernest Hemingway – *A Moveable Feast*
- ❖ Susannah Heschel - *The Aryan Jesus*
- ❖ Primo Levi – *The Drowned and the Saved*
- ❖ Chinua Achebe – *Things Fall Apart*
- ❖ Malcolm X – *The Autobiography of Malcolm X*
- ❖ Benjamin Barber - *Jihad vs. McWorld*
- ❖ Holly Tucker – *Blood Work: A Tale of Medicine and Murder*
- ❖ Ibtihaj Muhammad – *Proud: My Fight for an Unlikely American Dream*
- ❖ Warren St. John – *Outcasts United: A Refugee Team, An American Town*
- ❖ If none of these interest you, consult this website (<http://www.historicalnovels.info/index.html>) and propose another book to me before March 2. The book you review must be approved by me.

This paper must be typed and double-spaced in 12-point font, Word format, ≈1500 words. It will be graded on (1) content, accuracy and aptness of analysis and (2) quality and accuracy of prose, grammar and style. You **must** consult academic literature and provide a properly formatted bibliography.

Option 3: 3-D Map

Instead of simply drawing a map of a country, this final project option asks you to map an event. You will still create a physical map with the topography of the region in which your event occurred. However, instead of mapping India, you could map the partition of India into India and Pakistan after WWII. Instead of mapping Egypt, you could map the opening of the Suez Canal. Prepare a short report (600 words) on how the geography and topography of your region shape the event in question. Creatively pinpoint the locations vital to your event and note in your report why they are important. This exercise will give you visual insight into a historical event that can rarely be gleaned from reading. You must consult academic sources and maps to construct your 3D map, and your map must be accompanied with a short report and a properly formatted bibliography.

SCALE:

All grades will be computed on the following standard scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%

F = 59% or below

UNIVERSITY & COURSE POLICIES:

If you anticipate missing any portion of class for reasons beyond your control (e.g., court appearance, military duty, scheduled medical appointment), please notify me at least one day before the scheduled class period. It is in your best interest to let me know as soon as possible so we can work out an arrangement if one is possible.

If an emergency occurs, notify me within a day of the emergency (or as soon as possible, depending on the situation) to provide documentation and discuss the potential of make-up work. Make-up opportunities may be awarded at my discretion. The same goes for extensions for any assignments associated with this class. Assignments that are received late without just cause or without a previously approved excuse will not be accepted. The due dates on the syllabus for any and all assignments will be enforced.

E-mails: One of your jobs as a student is professionalizing yourself in preparation for whatever employment you may seek after your university years. An important element of professionalism is communication, and one of the primary modes of communication in a class is e-mail. I want you to consider class-related e-mails to me and fellow students as an exercise in professionalism. Please use formal English in your e-mails, and do not forget to sign your message with your full name. Before you shoot off an e-mail, ask yourself, "Would I send this e-mail to my boss?" If not, take some time to think on why and revise. I will respond to your e-mails in a timely manner, no later than 24 hours after receiving them.

Student conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook:
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx> Please be cool.

TAMUC attendance policy: For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Grades and grade complaints: I will return all graded assignments to you no later than a week after they are submitted, but likely much earlier. One day after receiving any graded assignment, you have the option to make an appointment with me and discuss your grade. I do not guarantee that I will change your grade, but I would be happy to hear your case.

Academic Integrity: Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Disability Services: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Non-discrimination Policy: Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statements: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Cellphones and Laptops: The use of a cell phone is strictly forbidden during class, and if I see you using one, [you will immediately lose half of your daily points \(25/50\)](#). I

will not issue any warnings; I will simply deduct those points. If you experience a pressing need to use your cell phone, you can either let me know before class or simply excuse yourself from the class briefly.

Laptops are allowed in class as long as they are completely silent and not disruptive to your fellow students and I. If an issue arises, I will bring it up with you individually. If your laptop is found to be excessively disruptive, I reserve the right to revoke your laptop privileges.

Final Note: I may modify the syllabus during the semester. Any changes will be announced in advance. It is your responsibility to keep track of these changes once they are announced.

Week 1

1.1 January 14

Introduction to the course

1.2 January 16

McNeills, *The Human Web: A Bird's Eye View of World History*, pgs. 3-24.

NPR Ted Radio Hour Podcast – “Anthropocene”

J. Donald Hughes, “What Does Environmental History Teach?”

Week 2

2.1 January 21

McNeills, *The Human Web: A Bird's Eye View of World History*, pgs. 116-154.

2.2 January 23

NPR – “DNA Detective Work Identifies Black Death Culprit”

BBC Four – Islam: The Language of Science

Week 3

3.1 January 28

McNeills, *The Human Web: A Bird's Eye View of World History*, pgs. 155-212

3.2 January 30

BBC In Our Time Podcast – “The Dutch East India Company”

John Green – Capitalism and the Dutch East India Company (video)

Week 4

4.1 February 4

Quiz Prep

4.2 February 6

Quiz 1

Week 5

5.1 February 11

McNeills, *The Human Web: A Bird's Eye View of World History*, pgs. 213-267.

5.2 February 13

American Scientist – “A Wire Across the Ocean”

Wired – “How the First Cable Was Laid Across the Atlantic”

NPR – Western Union Sends its Last Telegram” (read and listen)

Week 6

6.1 February 18

McNeills, *The Human Web: A Bird's Eye View of World History*, pgs. 268-318.

6.2 February 20

BBC In Our Time Podcast – “Social Darwinism”

Radiolab Podcast – “Cities”

Week 7

7.1 February 25

J.R. McNeill, “Biological Exchange in Environmental History”

7.2 February 27

Marjorie Lucks and Donald Kenney, “Rubber, Blight, and Mosquitos: Biogeography Meets the Global Economy”

NPR – “Fordlandia: The Failure of Ford’s Jungle Utopia”

Week 8

8.1 March 3

Quiz Prep

8.2 March 5

Quiz 2

Week 9

SPRING BREAK! NO CLASSES!

Week 10

10.1 March 17

Robert B. Marks, “The (Modern) World since 1500

10.2 March 19

Jenks, “The Minimata Disaster and the True Costs of Japanese Modernization”

Week 11

11.1 March 24

Richard C. Hoffmann, "A Longer View: Is Industrial Metabolism Really the Problem?"

11.2 March 26

Guha, "How Much Should a Person Consume?"

Week 12

12.1 March 31

Quiz Prep

12.2 April 2

Quiz 3

Week 13

13.1 April 7

McNeills, *The Human Web: A Bird's Eye View of World History*, pgs. 319-327.
Jonathan Markley – "A Child Said, 'What is the Grass?'"

13.2 April 9

Radiolab Podcast – "Galapagos"

Week 14

14.1 April 14

Final Paper Presentations

14.2 April 16

Final Paper Presentations

Week 15

15.1 April 21

Final Paper Presentations

15.2 April 23

Final Paper Presentations

Week 16

16.1 April 28

Final Paper Presentations

16.2 April 30

Final Paper Presentations

Week 17 – Finals Week

May 5

Paper workshopping

FINAL PAPER DUE: Tuesday, 5/5 by 12:30pm