



**HIST 306.01B THE MODERN WORLD
COURSE SYLLABUS: SPRING 2021**



Earth Rise, 1968. NASA.

“The vast loneliness is awe-inspiring and it makes you realize just what you have back there on Earth.” – Command Module Pilot Jim Lovell, Apollo 8, the first manned mission to the moon, after entering lunar orbit on Christmas Eve, Dec. 24, 1968.

Professor: Dr. Cynthia Ross (I go by Dr. Ross or Professor Ross; she/her)
Class Time: MWF 9:00am – 9:50am
Class Location: Class will be over Zoom at the scheduled class time
Office Location: Ferguson Social Sciences 104 (away from office due to pandemic)
Office Hours: Appointments for Zoom meetings can be made TR 9:00am – 5:00pm; Email is available 24/7
Instructor Email: cynthia.ross@tamuc.edu
Response Time: Within 24 hours, excluding weekends

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students’ Rights and Responsibilities as a violation of the student Code of Conduct. Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

COURSE INFORMATION

Welcome to Modern World History! Have you ever wondered how we got here as global citizens? What can the past tell us about our present? Can we use the past tell us something about our future? Why does world history matter to us, as 21st century Americans? Well, you are in luck! In this world history course, you will explore modern world history from 1500 CE (actually, we will go back a bit to the 1300s to help the 1500s make more sense) all the way to the twenty-first century. Some of the themes in the course include: European exploration, international trade and colonial encounters; the development and impact of Enlightenment thought; industrialization and new problems in the modern world; imperialism and empires; nationalism, resistance and decolonization; the growth of ideological conflict; post-colonial and Cold War history; and globalization. This course emphasizes comparative history between different time periods and regions; frequently events in one place and time will help explain why things happen elsewhere. By exploring the large-scale processes and global interconnections of the last 500 years or so, the goal of this survey is to enable students to better understand the economic, cultural and political structures of the modern world.

Materials:

This course does not have a traditional textbook. Instead, we will be using a variety of free resources I will post each week in D2L. These sources include primary and secondary texts, videos, and podcasts. I will clearly note which resources are required and which ones are supplemental. You will be responsible for the material in the required resources as well as the books below. We will be reading them in order, beginning on the first week of class.

Miguel Leon-Portillo. *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Expanded and Revised Edition. Beacon Press, 2006. ISBN: 978-0807055007.

Shen Fu, *Six Records of a Floating Life*. Penguin Classics, 1983. ISBN: 978-0140444292.

Chinua Achebe, *Things Fall Apart*. Anchor, 1994. ISBN: 978-0385474542.

Kamala Markandaya, *Nectar in a Sieve*. Signet Classics, 2010. ISBN: 978-0451531728.

Recommended for all History majors: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth Edition. University of Chicago Press. 2018.

Catalog Course Description:

This course covers the period from about 1500 to the present and will focus on the ecological conditions of globalization, the rise of "formal" imperialism, and the construction and maintenance of colonial/imperial states. Themes covered will included paths to modernity, non-western philosophies of resistance, technological revolutions,

and the intersections of world thought, religion, trade, and economy. Special emphasis will be given to the non-Western world. Non-majors may enroll with consent of instructor.

Student Learning Outcome:

1. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
2. Students will be able to use proper Turabian footnoted citation and bibliographies.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

The readings, videos, podcasts, other instructional materials and assignments will be available each week in D2L. You can find the Zoom Meeting Links for each class under CONTENT. Monday, Wednesday, and Friday we will have lecture and discussion using Zoom at the time indicated on the class schedule. All assignments must be submitted through D2L; no emailed assignments please. Download the Zoom app, sign up for a free account, and familiarize yourself with Zoom and D2L on the first day of the semester.

Visit <https://zoom.us/> to download the Zoom app and create a free account. For Frequently Asked Questions (FAQ) including system requirements and how to use the app, visit <https://support.zoom.us/hc/en-us/articles/206175806>. I strongly encourage you to have a somewhat similar to “face to face” classroom experience by turning on your camera and using your microphone to engage in discussion. However, I do not require your camera to be on if you do not feel comfortable doing so. Zoom also has a chat feature that you can use for questions, but please know it takes more time than speaking. If you do not want your surrounding environment to show on your camera during class, feel free to use a virtual background of your choice as long as it is not too distracting to your classmates or professor. If you have problems with poor connectivity when using the video function, you may turn off your camera during class.

Student Responsibilities or Tips for Success in the Course:

Please read the syllabus and adhere to the schedule. Attend class. It is imperative that you complete the assigned readings; the texts will drive classroom discussion, a crucial course requirement. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester. Professional and polite interactions with everyone in the class is expected.

Assignments:

About Me! Post	50 points
Zotero	50 points
Weekly Analysis/Discussion Thread/Activities (15 @ 20 points each)	300 points

Book Exams (4 @ 50 points each)	200 points
Mid-term Exam	100 points
Final Exam	100 points
Engagement (attendance, logins, timely submission, discussion)	100 points

TOTAL: 900 points

Semester Grades: A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

F = Even worse than above; completely off topic; no work submission

About Me! Post:

This assignment asks students to upload a picture that says something about you. It doesn't have to be "you" but can be anything that would help the class get to know you. Then write a paragraph or two about yourself. You can include any information you feel comfortable sharing. Some possible ideas are: where you are from, your major, what you plan to do after college, what you find interesting about history, your favorite classroom activity, and anything else you would like to share. In the past students have talked about being from other countries, travels, favorite foods, kids, books, music, pets, and hobbies. I will also post my own About Me! After posting, take a look at your classmates' posts. Notice the diversity and interests among your fellow Lions. Feel free to engage in discussion and ask questions. Remember, this is an upper level course for History majors and minors so you will have classes with each other for the rest of your program. This is our opportunity to get to know one another and it will help when you begin interacting with each other in class. This will be your first EASY 50 points in the course!

Zotero:

Simply put, Zotero will save your academic life. This is a free reference manager that integrates seamlessly with Windows, macOS, Linux, Google Chrome, Firefox, Safari, Edge, digital library searches, Microsoft Word and other word processors. You can access it here: <https://www.zotero.org/> I recommend the stand alone version. Learning how to use Zotero now will make the rest of your undergraduate degree that much easier. It does

Turabian for you! For this activity you will watch a video tutorial I created over the summer, we will discuss it in class, you will download the app, learn how to use it, and upload a 1 page document using Zotero to enter footnoted (full note, not author-date) citations of several different types of sources, and create a bibliography page. You will learn how to use the browser connector to automatically download references into Zotero and how to manually enter them. The writing sample you create should have references that include a single author book, a multiple author book, a journal article, a web page, and a primary source. Note, you do not need to have a detailed analysis of these sources. This assignment is more about using Zotero to create the footnoted citations and bibliography and satisfies the Student Learning Outcome #2 (Students will be able to use proper Turabian footnoted citation and bibliographies). This will be your second EASY 50 points in the course and you will have a valuable skill for the rest of your university and professional life!

Weekly Analysis/Discussion Thread/Activities:

These assignments satisfy the Student Learning Outcome #1 (Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems). Each week you will complete an activity to help you engage with the material. These activities of 500 – 1000 words (1 to 2 pages; standard paragraphs are 6 to 8 sentences, short paragraphs are 4 to 6 sentences) will include weekly reading analysis, discussion threads, imaginative short essays, informal thought exercises, and annotated library searches. Each assignment is worth 20 points. Discussion thread scores will be divided into 10 points for original post and 10 posts for a comment on a classmate's post. This is your opportunity to develop historical and critical analysis skills using both primary and secondary sources, understand change over time, contingency, and causation. These assignments will also provide you with an introduction to historiography, theories, schools of thought, and the methods historians use. These assignments are not worth a significant amount of points each but they do add up over the course of the semester. I encourage you to not skip any of them. Even if life happens and you cannot devote significant time one week, submit something. These assignments are part of your professionalization as a historian, teaching you more skills that you will use for the rest of your degree and in your career.

Book Exams:

These assignments satisfy the Student Learning Outcome #1 (Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems). I have selected four books to help you understand the ways large global processes can shape individual lives in world history. Two of the books are fiction within an accurate historical setting and two are primary sources. You will be reading these books and completing a short answer exam consisting of 10 questions or less for each book. You may also have a weekly discussion thread that involves the books so be sure to stay current with your reading assignment schedule. Each exam is worth 50 points.

Mid-Term and Final Exam:

These exams satisfy the Student Learning Outcome #1 (Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems). You will complete a mid-term and final exam. Each exam is one essay question, distributed at least one week before the due date. You will upload your completed exam to D2L, which automatically filters them through Turnitin. You must cite all supporting evidence using Turabian footnoted citation with a bibliography page (use Zotero!). Spelling and grammar should be accurate with professional writing. Avoid the use of first person. Refer to the paper mechanics discussed in the Undergraduate Research Methods document before uploading to make sure you are conforming to the standards within the discipline of History. Don't forget to give your essay a catchy title! Each exam is worth 100 points.

Turabian full note/bibliography style must be used for the footnotes and bibliography. Do not use parenthetical notes. Remember that all information taken from another source must be cited, whether or not it is quoted. Failure to cite constitutes plagiarism.

Exact quotations must be brief and few. Do not use exact quotes more than **three times** in this paper. Do not use any exact quotes longer than two lines.

The paper must use one-inch margins, a 12-point font, and be double-spaced.

The pages must be numbered, except the cover page. Page numbers must be on the bottom of the page. No headers are permitted.

The paper must be submitted in a single .doc or .docx (MS Word) file through D2L.

Failure to submit in the proper file format may result in a failing grade.

The bibliography must consist only of peer-reviewed articles, scholarly books, and reputable websites. No k-12 sites, no study guides. It must include a minimum of three sources and a maximum of ten.

Late papers will be accepted only in very unusual cases, such as a serious, unexpected hospitalization that precludes internet access. Requests for extensions will be considered, if made by email prior to the due date.

A = Follows all instructions; follows the format; accurate; insightful; well-organized paragraphs; generally correct mechanics.

B = Follows all instructions; follows the format; few errors regarding accuracy; well-expressed; some organizational weaknesses; generally correct mechanics.

C = Follows all instructions; some mistakes in following format; few errors regarding accuracy; some organizational weaknesses; some errors in mechanics.

D = Does not follow all instructions; several errors in regard to format; or is weak regarding accuracy, organization, or mechanics.

F = Does not follow all instructions; several errors in regard to format; not required length; errors in accuracy; poor organization; several errors in mechanics; quotes or paraphrases

Engagement:

Regular engagement and keeping up with the material is critical in this course. How do I measure engagement in an online class? Engagement will be measured based on students attending live lectures over Zoom, engaging in class discussion, asking/answering questions in class, consistently logging into the course, spending time working in D2L, and completing assignments by the due date. If students have a problem with engagement due to illness, work, family, or life you need to contact me right away. Flexibility and extensions are possible if I know what is going on. You should login to the course at least as often as you would attend a face-to-face class (three times a week in this case!) and complete the work assigned. For a three-credit course, expect to spend nine hours on class work per week outside of regular class attendance to stay on top of the workload. Upper level history courses can be difficult but not impossible with strict time management. Engagement is worth a maximum of 100 points, which can sometimes be the difference between a C- and a B- or can turn a B- into an A!

You should come to class prepared to discuss topics related to the reading. Have the readings available to refer to in your browser or have notes handy in whatever form you take them. You are encouraged to ask questions and it is helpful to prepare them ahead of time. Unprepared attendance may be treated as an absence.

Students are expected to create and sustain an open intellectual classroom environment, which fosters discussion - you should listen to each other's comments and questions with an open mind and respect viewpoints other than your own.

Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong."

I evaluate the discussion portion of your Engagement grade on the following criteria:

A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on

C = Student is usually prepared but rarely voluntarily speaks

D = Student is generally unprepared and does not contribute to discussion

F = Student is unprepared and appears disinterested in contributing to discussion

Upper level undergraduate students should not skip classes. Students are expected to attend every class session; attendance will be tracked. Each unexcused absence beyond two (2) instances will result in a 10% reduction in the engagement grade; excessive unexcused absences (more than 4) may be cause for a failing Engagement grade.

Remember:

Read and review the syllabus

Attend Zoom classes. Be present both physically and mentally.

Check D2L

Stay current with your reading schedule

Complete assignments by the due date

Contact me whenever you have questions or concerns

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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.

Note: 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 inevitable 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.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your professor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor

Students are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise

announced, students can expect replies within 24 hours during the week. Response times may be longer on the weekends.

When sending an email always do the following:

- 1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.
- 2) Include your class and section (or class time). I need to know exactly which of my courses you are in. This course is Hist 306.01B.
- 3) Use clear, formal English in your emails. Before sending ask yourself, “Would I send this email to my boss?” If not, revise it for professionalism.
- 3) End the email with your first and last name, that is “sign” your message. I need to know who you are. If you go by a name that is different than the roster, please let me know.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Citation Style:

Turabian; Notes and Bibliography Style

All History majors should obtain a copy of the Turabian style guide indicated in the book list. There are always inexpensive used copies available from online booksellers. Make sure to get the eighth or ninth edition. In a pinch, you can use online Turabian style guides but they are not as thorough as the book.

<https://www.chicagomanualofstyle.org/turabian/citation-guide.html>

Note: You should use Zotero, which will make Turabian easier in terms of citation and bibliography but style guides contain more information. The Turabian book also contains everything you ever wanted to know about adhering to formal writing standards in the Humanities. This will be a requirement of your history course from this point forward. Some of the basics you can get from the History Department’s Undergraduate Research Methods guide that will be available in D2L but again, the Turabian book goes into much more detail.

Late Assignments:

Any work submitted past the due date may receive a late penalty without prior written approval by the instructor. If you need an extension, email me before the due date.

Extra Credit:

There is no extra credit in this course. Students are encouraged to talk to the instructor early and often if they are having problems in the course.

Student Conduct:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

Academic Honesty:

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

Writing Lab:

The [TAMU-Commerce Online Writing Lab](#) is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

Students with Disabilities Information:

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:

Student Disability Resources & Services
Texas A&M University-Commerce
Gee Library, Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Nondiscrimination Notice:

A&M–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 Statement:

Campus Concealed Carry - 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

((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as soon as possible.

COURSE OUTLINE / CALENDAR

See D2L for the schedule in greater detail with specific reading and writing assignments. This schedule is intended to provide you with topics and assignment due dates. All assignments are due on Sundays @ 11:59pm; exception Final Exam. Class will be conducted over Zoom MWF 9:00am – 9:50am; attendance required.

Week 1:

Introduction, Rationale for World History; Historical evidence: How do historians 'know' what they know?

Reading: The syllabus; Resources in D2L; Begin *Broken Spears*

Assignments: About Me!; Begin Zotero Assignment; Weekly Activity

Week 2:

No class January 18 – Dr. Martin Luther King, Jr. holiday

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” – Dr. King

The World in 1300 – The First Global Age; Exploration in a Global Context; Land Based Empires

Reading: Resources in D2L; Continue *Broken Spears*
Assignments: Weekly Activity; Upload Zotero Assignment

Week 3:

Old World Webs; The Columbian Exchange

Reading: Resources in D2L; Finish *Broken Spears*
Assignments: Weekly Activity

Week 4:

The Transatlantic Slave Trade

Reading: Resources in D2L; Begin *Six Records of a Floating Life*
Assignments: Weekly Activity; *Broken Spears* Exam

Week 5:

New Economic Systems; The Long Nineteenth Century

Reading: Resources in D2L; Finish *Six Records of a Floating Life*
Assignments: Weekly Activity

Week 6:

Liberal and National Revolutions

Reading: Resources in D2L
Assignments: Weekly Activity; *Six Records of a Floating Life* Exam

Week 7:

Industrialization

Reading: Resources in D2L
Assignments: Weekly Activity; Release Mid-Term Exam

Week 8:

Imperialism, Colonialism, and Responses

Reading: Resources in D2L; Begin *Things Fall Apart*
Assignments: Weekly Activity; Upload Mid-Term Exam

Week 9:

Transformation of Labor; Labor and Society; The Great Convergence and Divergence

Reading: Resources in D2L; Continue Reading *Things Fall Apart*

Assignments: Weekly Activity

Week 10:

The Great War: causes and consequences; Stories from soldiers and civilians

Reading: Resources in D2L; Finish *Things Fall Apart*

Assignments: Weekly Activity

Week 11:

Interwar; Global Depression; Totalitarianism and Liberal Internationalism

Reading: Resources in D2L

Assignments: Weekly Activity; *Things Fall Apart* Book Exam

Week 12:

World War II

Reading: Resources in D2L; Begin *Nectar in a Sieve*

Assignments: Weekly Activity

Week 13:

End of Empires and Cold War

Reading: Resources in D2L; Finish *Nectar in a Sieve*

Assignments: Weekly Activity

Week 14:

Global Interactions and Institutions

Reading: Resources in D2L

Assignments: Weekly Activity; *Nectar in a Sieve* Book Exam

Week 15:

Yeah, but?; The future in the short, middle, and long terms; Class Wrap Up

Reading: Resources in D2L

Assignments: Weekly Activity; Release Final Exam

Finals Week

Informal Zoom Meeting on Wednesday, April 28, 8:00am – 10:00am for any questions, concerns, or social interaction; attendance not required.

Assignment: Final exam due on Wednesday April 28 @ 10:00am

Upload your exam early, get your grade early!