



**HIST 306.01E (20098) GLB/THE MODERN WORLD  
COURSE SYLLABUS: SPRING 2022**



*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  
Class Time: MWF 10:00am-10:50am  
Class Location: Ferguson Social Sciences (SS) 143  
Office Location: Ferguson Social Sciences (SS) 104  
Office Hours: MWF 2:00pm-3:00pm; T 10:00am – 12:00pm; via email  
Professor Email: [Cynthia.ross@tamuc.edu](mailto:Cynthia.ross@tamuc.edu)

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Additional Readings:**

Jerry Bentley, Herbert Ziegler, Heather Streets-Salter. *Traditions and Encounters: A Brief Global History, Volume II*. Seventh Edition. McGraw Hill Higher Education, 2021.

Hare, J. Laurence, Jack Wells, and Bruce E. Baker. *Essential Skills for Historians: A Practical Guide to Researching the Past*. New York: Bloomsbury, 2020.

Other required readings will be on D2L.

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.

*A Note about the Course Texts:*

*Students are expected to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Instructor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of the textbooks.*

### **Course Description:**

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 21<sup>st</sup> 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.

This course covers the period from 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. Prerequisites: Non-majors may enroll with consent of department.

### **Student Learning Outcome:**

Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Students will be able to use proper Turabian footnoted citation and bibliographies.

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| <b>COURSE REQUIREMENTS</b> |
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### **Instructional / Methods / Activities Assessments:**

The reading assignments are listed for each week. I expect you to complete your readings before class each week. All written assignments will be submitted electronically through D2L Brightspace so be sure to familiarize yourself with the application before any assignments are due.

## Assignment Explanations:

|  |            |
|--|------------|
| About Me! Post   | 50 points  |
| Zotero   | 50 points  |
| Weekly Activity (15 @ 20 points each)                      | 300 points |
| Mid-term Exam  | 100 points |
| Final Exam   | 100 points |
| Final Research Paper (scaffolded + presentation)           | 300 points |
| Engagement (50% attendance, 40% discussion, 10% due dates) | 100 points |
| End of Semester BONUS                                      | 5 points   |

TOTAL: 1000 points + Bonus

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 last summer, we will discuss it in class, you will download the app, learn how to use it, and use it for your written assignments in this class. To complete the assignment, you 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, your one page paper can be about anything – baseball bat construction and design, why the TAMUC Lions are awesome, why The Expanse sci-fi series is the best of all time, or why we should all be eating kudzu to save the southern ecology, just to name a few possibilities. 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 Activity:**

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 1 to 2 pages (standard paragraphs are 6 to 8 sentences, short paragraphs are 4 to 6 sentences) may include weekly reading analysis, discussion threads, imaginative short essays, informal thought exercises, annotated library searches, podcast responses, or scaffolded portions of your research project. Each week may have a different type of assignment so be sure to set aside time to complete them. Each assignment is worth 20 points. 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.

## **Exams:**

There will be two non-cumulative multiple choice exams, a mid-term and a final, that address the historical content of the course. The questions will be based on lectures, class materials, and all assigned reading materials. Exams will be available in D2L for one week and not timed. More information about the exams will be available during the first week of class.

### **Research Project:**

The research project is a 10 – 15 page paper (Times New Roman, 12 point font, double spaced, with one inch margins, numbered pages, no less than 10 full pages of text and no more than 15 excluding the title page and bibliography). It can be on the topic of your choice but **MUST** focus on the interconnectedness of global dynamics manifested as issues, processes, trends, and systems. You may find a comparative paper works well, or tackling an historical debate. Consider such topics as trade, conquest, colonization, or cultural diffusion narrowly defined and your choice must be within the chronological scope of the course (from 1300 to present). This project will require primary sources and secondary sources. All secondary sources must be peer reviewed – books and journal articles, no websites. More information on the research paper will be discussed at length in class and scaffolded assignments will be due throughout the semester. Turabian format required. During the scheduled final exam time, students will present on their topic for no more than five minutes; open format; creativity is encouraged.

### **Engagement:**

Regular engagement and keeping up with the material is critical in this course. How do I measure engagement? Engagement is measured based on students attending class, being on time, engaging in class discussion, 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. 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. That's about 12 hours a week, total. University classes 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!

### **Student Evaluation Bonus:**

At the end of the semester, if you complete the student evaluation for the class, you can upload a screen shot of the completion screen for 5 points added on to your final grade. Please make sure it is not a screenshot of any responses.

### **Remember:**

Read and review the syllabus

Attend class (If sick or in quarantine after close contact, stay home and email me!), do not be late

Be present both physically and mentally

Check D2L regularly  
Stay current on your reading schedule  
Complete assignments by the due date  
Contact me whenever you have questions or concerns

## **D2L 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](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](mailto: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 Statement:**

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 305.01E.
  
- 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**

All writing assignments should be in standard format – Times New Roman, 12-point font, one-inch margins, double-spaced.

Standard paragraphs are 6 to 8 sentences; short paragraphs are 4 to 6 sentences.

Turabian style with full author-title footnotes and bibliography page is required of all history majors.

#### **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 one opportunity for 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](mailto: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.

**Statement on Student Grievances:**

Students who have questions or concerns about the Instructor’s course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky ([Sharon.Kowalsky@tamuc.edu](mailto:Sharon.Kowalsky@tamuc.edu)). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

**A&M-Commerce Supports Students’ Mental Health:**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center’s crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel).

**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.

*I reserve the right to modify the class schedule and readings if necessary but will give students ample notice, verbally and in writing.*

All assignments are due Sunday @ 11:59pm, exception Final Presentations.

### **Week 1: Introduction, Rationale for World History and the World in 1300**

Readings:

*Traditions & Encounters* Preface and About the Authors  
*Essential Skills* Introduction & Chapter 1  
D2L Videos and Readings

Assignment:

About Me!  
Weekly Assignment

### **Week 2: Transoceanic Encounters and Global Connections**

*January 17 – Dr. Martin Luther King, Jr. Day; No class.*

*“To other countries I may go as a tourist, but to India I come as a pilgrim.” – MLK, 1959*

Readings:

*Traditions & Encounters* Chapter 22  
*Essential Skills* Chapter 2 & 3  
D2L Videos and Readings

Assignment:

Zotero  
Weekly Assignment

### **Week 3: The Transformation of Europe**

Readings:

*Traditions & Encounters* Chapter 23  
*Essential Skills* Chapter 4  
D2L Videos and Readings

Assignment:

Weekly Assignment

### **Week 4: The Integration of the Americas and Oceania with the Wider World AND Africa and the Atlantic World**

Readings:

*Traditions & Encounters* Chapter 24 and 25  
*Essential Skills* Chapter 5  
D2L Videos and Readings

Assignment:

Research Project Topic  
Weekly Assignment

**Week 5: Tradition and Change in East Asia AND Empires in South and Southwest Asia**

Readings:

*Traditions & Encounters* Chapter 26 and 27  
*Essential Skills* Chapter 6  
D2L Videos and Readings

Assignment:

Weekly Assignment

**Week 6: Revolutions and National States in the Atlantic World**

Readings:

*Traditions & Encounters* Chapter 28  
*Essential Skills* Chapter 7  
D2L Videos and Readings

Assignment:

Thesis Statement or Question  
Weekly Assignment

**Week 7: The Making of Industrial Society**

Readings:

*Traditions & Encounters* Chapter 29  
*Essential Skills* Chapter 8  
D2L Videos and Readings

Assignment:

Weekly Assignment

**Week 8: The Americas in the Age of Independence**

Readings:

*Traditions & Encounters* Chapter 30  
*Essential Skills* Chapter 9  
D2L Videos and Readings

Assignment:

Midterm Exam

Weekly Assignment - Annotated Bibliography

**Week 9: Societies at Crossroads**

Readings:

*Traditions & Encounters* Chapter 31

*Essential Skills* Chapter 10

D2L Videos and Readings

Assignment:

Final Research Topic and Thesis

Weekly Assignment

**Week 10: The Apex of Global Empire Building**

Readings:

*Traditions & Encounters* Chapter 32

*Essential Skills* Chapter 10

D2L Videos and Readings

Assignment:

Weekly Assignment

**Week 11: The Great War: The World in Upheaval**

Readings:

*Traditions & Encounters* Chapter 33

D2L Videos and Readings

Assignment:

Weekly Assignment

**Week 12: Anxieties and Experiments in Postwar Europe and the United States**

Readings:

*Traditions & Encounters* Chapter 34

D2L Videos and Readings

**Week 13: Revolutionaries and Nationalists in the Colonial and Neocolonial World**

Readings:

*Traditions & Encounters* Chapter 35

D2L Videos and Readings

Assignment:

Research Project Outline  
Weekly Assignment

**Week 14: New Conflagrations: World War II and the Cold War**

Readings:

*Traditions & Encounters* Chapter 36  
D2L Videos and Readings

Assignment:

Weekly Assignment

**Week 15: The End of Empire in the Era of the Cold War AND Into the Twenty-First Century**

Readings:

*Traditions & Encounters* Chapter 37 and 38  
D2L Videos and Readings

Assignment:

Final Research Project  
Weekly Assignment  
Final Exam

Finals Week

Final Exam Time: TBA

Research Presentations