

PATTERNS IN WORLD HISTORY

HIST 3301 • MWF 10:10 – 11:05AM • Fine Arts Complex 00112

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Woodblock print depicting dignitaries of early Meiji Japan, 1877

COURSE OVERVIEW This course examines the forces that have shaped our increasingly interconnected world from the 18th century to the present. Through the lenses of revolution, imperialism, and warfare, this course explores how global integration has unfolded across political, cultural, and economic dimensions. Students will trace the spread of revolutionary ideals, the expansion of and resistance to empires, and the global consequences of twentieth-century conflicts—from world wars and the local wars they spawned to the Cold War and wars of decolonization. By the end of the semester, students will be able to interpret primary sources, explain historical change over time, and apply historical thinking to global issues past and present.

LEARNING OBJECTIVES:

1. Learn together in a collaborative environment
2. Build confidence speaking in a public forum
3. Improve note-taking skills & learn to synthesize large amounts of information
4. Learn how to use primary sources to interpret the past
5. Explain change over time

ASSESSMENTS

All assignments will be discussed in detail in class, but here is a brief description:

(1) Attendance/Participation (20%)		
Goals	Components	Missing Class
<ul style="list-style-type: none"> • Learn from and respect the diverse opinions and knowledge of your peers • Gain confidence expressing opinions and interpretations in a public forum • Attend class regularly and punctually 	<ul style="list-style-type: none"> • Attendance • Periodic reflections or quizzes • In-class engagement (discussion, group work) 	<ul style="list-style-type: none"> • To account for unexpected life events and/or responsibilities, each student receives six (6) excused absences. • Absences due to university-sponsored events do not count towards your excused absences. • Arriving more than 15 minutes late will be considered absent.

(2) Exams (30%)		
Goals	Components	Missing Exams
<ul style="list-style-type: none"> • Demonstrate a thorough understanding of key themes, questions, and terms • Apply critical thinking to analyze and interpret historical events and their impacts • Articulate historical arguments and analyses clearly and effectively 	<ul style="list-style-type: none"> • In-class, closed book exam format; multiple choice, T/F, short answer response • Students are required to all three exams. The lowest score will be dropped. • There are no study guides. Exams are based on key questions and terms introduced at the beginning of each lecture. 	<ul style="list-style-type: none"> • If you miss an exam due to a personal emergency, you must inform Dr. Cole as soon as possible and provide valid documentation related to the emergency to make up the exam. Personal travel that conflicts with exam dates is not a valid reason for missing an exam.

(3) Semester Group Project (50%)		
Goals	Components	Late Work
<ul style="list-style-type: none"> • Practice historical thinking by analyzing change over time • Engage with sources to develop an argument • Collaborate with peers on research, writing, and digital storytelling • Reflect on your research process 	<ul style="list-style-type: none"> • Project Proposal (5%) • Annotated Bibliography (15%) • Pre-Final Submission (10%) • Final Submission (15%) • Individual Research Journal (5%) 	<ul style="list-style-type: none"> • All assignments received late (without communication with the professor) will receive a 10-point deduction from the total grade for every 24-hour period they are late. Assignments more than five days late will receive a grade of “zero.”

GRADING SCALE & KEY DATES

A: >89.5
B: 79.5 – 89.4
C: 69.5 – 79.4
D: 59.5 – 69.4
F: 59.5 or below

Final grades will not be rounded up.

Project dates:

September 19 (Week 4): Project proposal + individual research journal

October 17 (Week 8): Annotated bibliography + individual research journal

November 21 (Week 13): Pre-final submission + individual research journal

[final exam date]: Final submission + individual research journal

Exam dates:

September 29 (Week 6): Unit 1 Exam

October 27 (Week 10): Unit 2 Exam

December 5 (Week 15): Unit 3 Exam

GUIDELINES & POLICIES

A NOTE ON READINGS

The suggested **TEXTBOOK READINGS** are designed to provide students with an in-depth overview of the topics that will be explored during the lectures. These readings are not required; however, by engaging with these readings before attending class, students will be better prepared to understand and contextualize the material discussed in lectures. Additionally, these readings serve as essential resources for students who may be unable to attend a particular lecture or have gaps in their notes. In many (though not all) cases, the key terms introduced at the outset of each lecture are also outlined in the textbook. If students have questions about the material covered in lecture, the textbook should be the first source they consult.

Assigned (i.e., required) **SECONDARY SOURCE READINGS** include news articles, podcasts, and short videos that connect the historical topics we examine in class to contemporary issues. Students should expect exam questions related to these readings. For example:

TRUE or FALSE. NPR reporter Greg Rosalsky's article "The Greatest Heist in History" discusses how the British stole the cotton textile industry from India. Explain why this is true or false in one sentence:

A good way to study and prepare for questions related to the secondary source readings is to write in your notes a short paragraph explaining the main idea of any assigned reading, podcast, or video.

Assigned (i.e., required) **PRIMARY SOURCE READINGS** enable us to engage directly with the past. We will explore textual, visual, and auditory primary sources throughout the semester. On Fridays, we will engage in group discussions, discussing how to analyze sources as well as analysis of the sources themselves. Students can expect short-answer questions on exams related to primary sources. For example:

What does Feng Guifen identify as China's weaknesses in "On the Adoption of Western Learning"? Your response should include the approximate date of the document and explain the historical context.

RECORDING POLICY & SHARING LECTURE SLIDES

I am committed to maintaining the integrity of course materials and ensuring the privacy of students and faculty. Therefore, recording (audio or video) of any lectures, seminars, or other classroom activities is strictly prohibited without explicit permission from both the instructor and all participating students. This includes recordings and transcriptions created using AI tools, such as Otter.ai.

Authorized recordings, including those made for ADA accommodations, and all course materials (including those posted on Canvas) are intended solely for personal or group study within the course. Sharing these materials with anyone outside the course, whether on or off campus, is not permitted unless explicitly authorized by the instructor.

Please refrain from sharing the PowerPoint slides with anyone not enrolled in this course, as it violates copyright law.

ACADEMIC INTEGRITY UT TYLER ACADEMIC DISHONESTY STATEMENT

UT Tyler Honor Code: I embrace honor and integrity Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do. “Academic Dishonesty” includes, but is not limited to: cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable (in whole or in part) to another person without giving sufficient credit, taking an examination for another person, falsifying academic records, and any act designed to take unfair academic advantage by the student (such as, but not limited to: submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or assignment), or the attempt to commit such acts.

If any academic integrity violations occur, I will forward all related materials to the Dean of Student affairs.

Have you read this far? E-mail the instructor and tell them you’re what you’re currently watching/reading/playing for extra credit to be applied to your final grade.

TECHNOLOGY & AI

Unless otherwise cleared with me in advance, noted in lecture, or allowed for a specific in-class assignment, I ask all students to leave their phones in their bags or pockets. Laptops and tablets may be used for note-taking and accessing the readings during discussion. No headphones, please.

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy.

For this course, AI is *not* permitted at all. In instances where use of AI is detected, the student will receive a 0 for the assignment and will be reported to the Dean of Student affairs.

ACCESSIBILITY

Your experience in this class is important to me. In addition to any accommodations you may have, I hope you’ll speak with me about any barriers you experience to learning in this course. I

am interested in working with you to find ways to engage in the core learning of this course and to provide opportunities for you to demonstrate your learning to the best of your abilities.

If you have a disability, please contact the Student Accessibility and Resources (SAR) office at UT Tyler (<https://www.uttyler.edu/disability-services/>) to request accommodations. Your experience in this class is important, and I am committed to working with you to ensure equitable access to learning.

TENTATIVE SCHEDULE

Week 1: August 25-29 Course Orientation

Monday: Course Orientation
Wednesday: What is globalization?
Friday: Analyzing Primary Sources

Reading: Effective notetaking in class (PDF); Reading textbooks effectively (PDF); Woodrow Wilson's 14 Points; Joseph Wright, "A Philosopher Giving a Lecture at the Orrery" (painting)

Week 2: September 3-5 Atlantic Revolutions

Monday: No Class
Wednesday: American colonists, French citizens
Friday: Haitian Revolutionaries

Readings: [Rosalsky, 'The Greatest Heist in History'](#); Declaration of Independence (1776); Declaration of the Rights of Man and Citizens (1789); Haitian Constitution of 1801; ["The Radical's Arms" \(etching\)](#)

Not required but highly recommended: [Mapping the Haitian Revolution](#)

Week 3: September 8-12 Latin American Revolutions

Monday: Mexico
Wednesday: Simon Bolivar
Friday: Women in the Revolution

Readings: [Timeline of the Mexican Revolution](#); 18th-century Casta Paintings; Excerpts from José María Morelos y Pavón, *Sentiments of the Nation*; Excerpts from *Plan de Iguala*; Simón Bolívar, "Letter from Jamaica," 1819; Don Joaquín de Anduaga, letter to John Quincy Adams, March 9, 1822

Week 4: September 15-19 The Industrial Revolution

Monday: Revolution in England
Wednesday: England and India
Friday: England and China

Readings: "Memories & Hallucinations: Britain and China see each other through a narcotic haze," *The Economist* (2018); Opium War Images (to be selected from [MIT](#)); Commissioner Lin, Letter to Queen Victoria

Friday: Project proposal + individual research journal due

Week 5: September 22-26
Revolution in China and Japan

Monday: Internal Troubles, External Threats
Wednesday: Modernization & Reform
Friday: New Culture

Readings: [Tessa Morris-Suzuki, "Un-remembering the Massacre: How Japan's 'History Wars' are Challenging Research Integrity Domestically and Abroad" \(2021\)](#); [Sun Yat-Sen, "The Three Principles of the People"](#); [Fuzukawa Yukichi, "An Encouragement of Learning"](#); Woodblock prints of the Sino-Japanese War (visual)

Unit 2: Imperialism
Major Global Development The rise of modern nation-states and their competition for empire.
Major Unit Questions How could a world based on nations also see rampant imperialism? Which Western imperial practices and institutions eroded local sovereignty? How was global inequality created (and sustained to the present)?

Week 6: September 29-October 3
Imperial Europe

Monday: UNIT 1 EXAM
Wednesday: Industrial Empires
Friday: King Leopold's Congo

Readings: [Papaioannou, Elias and Stelios Michalopoulos. "The long-run effects of the Scramble for Africa," The Centre for Economic Policy Research \(CEPR\)](#); ; [British Imperialistic Anthems](#); excerpts from *Heart of Darkness*

Week 7: October 6-10
America's Empire

Monday: Purchasing Alaska
Wednesday: Pineapples in Hawai'i
Friday: The Philippines as Stepping Stone

Readings: [Julia Carrie Wong, 'A blemish in his sanctuary': the battle behind Mark Zuckerberg's Hawaii estate" The Guardian](#); excerpts from ["The 'Crimes I am Charged Withal'" \(Chapter 39 of Hawaii's Story by Hawaii's Queen Liliuokalani, 1898\)](#); Collection of documents from US soldiers in the Philippines; political cartoons

Week 8: October 13-17
Imperial Japan

Monday: Emulating the West
Wednesday: Taiwan & Korea
Friday: Uprisings

Readings: Isaac Chotiner, "How Shinzo Abe Sought to Rewrite Japanese History," *The New Yorker* (2022); Okuma Shigenobu, "Illusions of the White Race" (1921); Korea Declaration of Independence (1919); Taiwan Postcards

Friday: Annotated bibliography + individual research journal due

Week 9: October 20-24

Resisting Empire

Monday: The 1929 Women's War

Wednesday: Suez Crisis

Friday: Indigenous Voices in the Pacific

Reading: [Sarah Castagnetti, Elizabeth Haines, "Ogu Umunwanyi, Ekong Iban, Women's War: A Story of Protest by Nigerian Women" \(2023\)](#); Gamal Abdel Nasser, Speech on the Nationalization of the Suez Canal (1956) (PDF); Testimony of Military on Killing of Igbo Women (1929) (PDF)

Unit 3: Twentieth-Century Warfare
Major Global Development The political transformations that caused war and their social and cultural consequences.
Major Unit Question What factors contributed to the wars of the early 20 th century, and what were their global impacts?

Week 10: October 27-31
World War One & Its Effects

Monday: UNIT 2 EXAM

Wednesday: A War of Empires

Friday: The Russian Revolution

Reading: Robert Booth, ["How millions of black and Asian men were mobilised in first world war,"](#) *The Guardian*; King's College London, ["The colour of war: Decolonising the memory of the First World War"](#); Excerpts from Lenin, "The Transition from Communism to Capitalism"

Week 11: November 3-7
World War Two

Monday: An Ideological War

Wednesday: War in the Pacific

Friday: Pacific Impacts

Reading: [Shreya Mundhra, "Why has Japan PM Kishida's offerings at Yasukuni Shrine outraged South Korea, China?" \(2024\)](#); Excerpts from EB Sledge, *With the Old Breed* (PDF); Ch'oe Il-rye, Testimony of a Comfort Woman on Sex Slavery during the War Post-World War II (PDF)

Week 12: November 10-14
The Cold War

Monday: The Politics of Abundance
Wednesday: Communism in China
Friday: Cold War Cracks

Reading: [Zoe Williams, "This year's Eurovision was a political statement – whatever the organisers may have wanted," *The Guardian*](#); Kitchen Debates transcript; China Revolution propaganda posters; Spotify playlist (or [1968: The Year of War, Turmoil & Beyond](#))

Week 13: November 17-21
Wars of Decolonization

Monday: India Divided
Wednesday: Congo Crisis
Friday: Vietnam
Reading: [The New York Times Pakistan Hosts Top Cricket Championship, but India Skips the Party](#); Muhammad Ali Jinnah, "Divide India; Create Pakistan" (1940) (PDF); [Saadat Hasan Manto, "Toba Tek Singh"](#); [Fatimah Asghar, "Partition"](#)

Friday: Pre-final submission + individual research journal due

Week 14: November 22-28
THANKSGIVING

Week 15: December 1-5

Monday: Final project check-in
Wednesday: Course wrap-up
Friday: UNIT 3 EXAM

[final exam date]: Final submission + individual research journal due

Semester Project: Digital Timelines

Overview

This course is primarily organized thematically; that is, we consistently go back and forth in time as we explore our course themes. To help students get a better sense of the importance of chronology, the semester project tasks you with exploring a cluster of historically connected events that illustrate a cause-and-effect relationship within one of our course themes: revolution, imperialism, or warfare. By the end of the semester, you will create a digital timeline that traces how one event or development led to another across time and space.

Your timeline should make a historical argument: What happened and why did it happen that way? How did one event influence or shape another? How are these events related? You will support your argument with primary and secondary sources and present your findings in a visual format using tools like TimelineJS, Sutori, or ArcGIS Story Map.

Guidelines

- Choose a group of 4-6 related events that span at least 50 years
- The events must be tangentially related to course themes but not directly covered in class
- Your timeline must show clear casual relationships between events
- Examples: [\[link\]](#), [\[link\]](#), [\[link\]](#)

Components and Deadlines

1. Project Pitch (Due ...)
 - Your chosen theme and working title
 - A central event or development
 - 2 – 3 guiding research questions
 - What digital platform you plan to use
2. Annotated bibliography (due.....)
 - Submit a bibliography with at least 3 primary and 2 secondary sources. Each entry should include one paragraph summarizing the source, as well as explaining its relevance to your project and its credibility (i.e., why is this a source you can rely on? What makes it trustworthy?)
3. Pre-final Submission: Two Annotated Entries (due...)
 - Submit two fully developed timeline entries, each including:
 - Title, date, location
 - Description of event + a short paragraph explaining how these entries connect casually
 - At least one image or media element (video, web link, article to learn more)
 - Citations
4. Final Timeline Submission (due...)
 - Submit a completed digital timeline with:
 - 5-7 entries, each meeting the criteria above
 - A 1-page introduction explaining your theme, scope, and historical argument

- A full bibliography of cited sources

5. Individual Research Journals

- Each student must keep a research journal throughout the semester and submit entries with each project component (e.g., what went well? What didn't? How did you overcome challenges? What did you learn? What did you enjoy? What did you *not* enjoy? Etc.). As your work on the project progresses, comment on how your understanding of the event evolved; your contributions to the group project; and what you learned about historical interpretation and collaboration.