

# World Civilizations II

HIST 2322 • MWF 12:20-1:15PM • Arts and Sciences 00257



Pictured: printed textile panel from India, 18<sup>th</sup> century. "Country Fashion" pattern (imaginary exotic flowers produced for European markets)

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**Office: 126 • Office Hours: MW 8:30-9:30; F 11:15-12:15**

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## COURSE OVERVIEW

This survey course examines diverse civilizations in World History from the Early Modern period (~1500 CE) to the present. The central course theme is globalization, defined as the intensification of worldwide social, economic, cultural, and political connections over time. The course explores four phases of globalization:

Phase 1: Early Modern Globalization (1500-1800, Weeks 1-6)

Phase 2: Industrial Globalization (1800-1914, Weeks 7-10)

Phase 3: Crisis and Fragmentation (1914-1945, Weeks 11-12)

Phase 4: Contemporary Globalization (1945-present, Weeks 13-14)

As we explore the movement of people, objects, diseases, and ideas in each phase, students will understand that globalization is not a recent phenomenon, but has deep historical roots; globalization is an uneven process that includes some regions but excludes others; globalization creates both integration and resistance to integration; and globalization has economic, cultural, political, and environmental dimensions.

### KEY LEARNING OBJECTIVES

- Learn together in a collaborative environment
- Build confidence speaking in a public forum
- Improve note-taking skills & learn to synthesize large amounts of information
- Learn how to use primary sources to interpret the past
- Explain change over time
- Apply classroom knowledge & skills to your daily life

### REQUIRED COURSE MATERIALS

Students are not required to purchase any materials for this course. All readings will be posted to Canvas as PDFs or links to online resources. In addition, there is a recommended textbook that can be accessed for free here: <https://openstax.org/details/books/world-history-volume-2>

### ASSESSMENTS

All assignments will be discussed in detail in class and in the relevant Canvas modules.

1. Map Quizzes (2) (10%)  
Map quizzes engage students in recalling and applying historical geographic knowledge, supporting an understanding of regional relationships and the significance of place in historical developments.
2. Attendance/Participation (15%)  
Attendance and participation support learning by engaging students in sustained discussion, encouraging respectful consideration of diverse perspectives, and developing confidence in articulating historical interpretations in a public setting.
3. Exams (3) (30% total)  
By practicing recall and application of key material, exams help students build a strong foundation of historical knowledge that allows them to better understand context, assess evidence, and explain why events unfolded as they did.
4. Choose-Your-Own History Adventures (3) (45% total)  
This assignment engages students in applying historical knowledge in everyday contexts and analyzing how historical events and figures are represented across different media and interpretive forms.

KEY DATES					
MAP QUIZZES		HISTORY ADVENTURES		EXAMS	
# 1	Complete by Feb. 1	# 1	Complete by Feb. 15	# 1	Feb. 27
# 2	Complete by March 29	# 2	Complete by March 22	# 2	April 24
		# 3	Complete by April 19	# 3	Finals Week

GRADING SCALE		
<b>A</b>	>89.5	Work of exceptional quality that demonstrates sophisticated understanding and engagement with the material
<b>B</b>	79.5–89.4	Work that demonstrates solid command of the material and effectively addresses assignment criteria
<b>C</b>	69.5–79.4	Work that demonstrates adequate understanding of the material but with notable gaps or limitations in execution
<b>D</b>	59.5–69.4	Work that demonstrates insufficient understanding of the material and/or fails to meet basic assignment requirements
<b>F</b>	≤ 59.5	Work that does not demonstrate meaningful engagement with the material or assignment requirements
<b><i>Final grades will not be rounded up.</i></b>		

<b>COURSE POLICIES</b>
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**MISSING CLASS**

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To account for illnesses, emergencies, and other unexpected life events or responsibilities, each student may miss up to six classes without penalty. Absences related to university-sponsored events (e.g., student athletes playing in a scheduled game or match) do not count toward this total. Because class activities and discussions are central to the learning experience, arriving more than 10 minutes late will be counted as an absence.

Regular attendance and punctuality help create a shared learning environment and reflect professional expectations common in many workplaces. **When a class meeting is missed, students are responsible for keeping up with course material and assignments. Please do not email the Professor or TA ask for a summary of what was covered in a missed class or if you “missed anything important.”**

If you miss class, the most effective way to stay current is to:

- complete the assigned readings,
- review the posted lecture slides, and
- consult with a classmate for notes.

After taking these steps, Prof. Cole is happy to meet with you to discuss specific questions or areas of confusion. Please note that it is not possible to recreate an entire missed class session during office hours.

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**EXAMS**

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There are three scheduled exams for this course. Students are required to take the first two exams. A third, cumulative exam will be offered during finals week; students may choose to take this exam to replace the lower score from one of the first two exams.

Exams are based on the key questions and terms introduced at the beginning of each lecture, as well as the assigned readings. Separate study guides are not provided, as the key questions, terms, and readings introduced in class already function as the primary guide for exam preparation. If Prof. Cole were to create study guides, they would simply consist of these key questions and terms, along with a list of required readings, compiled into a single document.

The first 5–10 minutes of each class session are especially important, as this is when key questions and terms are introduced and framed. These slides will not be posted on Canvas, and students who miss this portion of class are responsible for obtaining the information from a classmate.

Students who miss an exam due to illness, a personal emergency, or other extenuating circumstances should notify Prof. Cole as soon as possible, ideally before the exam or within 24

hours. Makeup exams are granted at the instructor's discretion; students may be asked to provide documentation depending on the circumstances. Conflicts due to personal travel or other foreseeable scheduling issues do not qualify for a makeup exam—students facing such conflicts should plan to use the optional third exam as a replacement score.

### **LATE ASSIGNMENTS**

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The Choose-Your-Own History Adventure assignments and map quizzes have a 48-hour grace period. Assignments submitted within two days after the deadline will receive full credit, no questions asked. After the 48-hour grace period, late submissions will incur a penalty of one letter grade per day. Assignments submitted more than one week after the original deadline require prior approval from Professor Cole to be accepted.

Note: Canvas will automatically flag assignments as late if they are submitted after the original deadline. However, submissions within the 48-hour grace period will not be penalized. Only assignments submitted after this period will incur late penalties.

Students are responsible for managing deadlines and planning ahead to avoid late penalties.

### **ASSIGNED & RECOMMENDED READINGS**

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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:

**According to Greg Rosalsky in “*The Greatest Heist in History: How Haiti Was Forced to Pay Reparations for Freedom*,” how did the indemnity demanded by France in 1825 shape Haiti’s early development?**

- A. It provided Haiti with funds to build infrastructure and educational institutions that helped the nation prosper in the long term.
- B. It forced Haiti to pay an enormous debt for its independence, which significantly strained the economy and hindered its ability to develop after liberation.
- C. It encouraged Haiti to form closer diplomatic and economic ties with other European powers, reducing its dependence on France.
- D. It replaced all foreign interference with domestic investment, leading to rapid economic growth.

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. Students can expect short-answer questions on exams related to primary sources. For example:

**Based on the *Declaration of the Rights of Man and Citizen* (1789) and the *Haitian Declaration of Independence* (1804), which of the following best captures how these documents reflect different historical contexts and goals?**

- A. The French declaration emphasizes abstract principles of liberty and equality within the French nation, while the Haitian declaration asserts independence from colonial rule and prioritizes the rights of formerly enslaved people.
- B. Both documents focus primarily on religious freedom and the role of the Church in government.
- C. The Haitian declaration copies the French declaration exactly, with no changes to reflect Haiti's unique situation.
- D. The French declaration focuses on economic reform and redistribution, while the Haitian declaration emphasizes military conquest.

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### CLASSROOM MATERIALS & CONDUCT

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The following policies are intended to maintaining the integrity of course materials and ensuring a respectful and productive learning environment.

**Recordings:** Recording (audio or video) of lectures, seminars, or classroom activities is strictly prohibited without explicit permission from both the instructor and all participating students. This includes recordings or 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 this course. Sharing materials outside the course without explicit permission is not allowed.

**Lecture Slides:** PowerPoint slides are provided as a visual aid to supplement your learning, highlighting key questions, terms, dates, quotes, and names of individuals, places, and events. Slides are not a substitute for your own notes; attending class and taking your own notes is essential for understanding and performing well on exams. Slides are a privilege provided to support your learning and may be revoked if misused, including unauthorized sharing or use of AI tools to reproduce or distribute content.

**Cell Phones and Personal Devices:** To maintain focus and respect for classmates, cell phones, smart watches, and other personal electronic devices should be silenced and put away during class. Laptops or tablets may be used only for note-taking or other class-related activities



approved by the instructor. **Note: Any visible use of cell phones or other unauthorized devices during class may result in a reduction of a student's participation/attendance grade.**

To get the most out of lectures, students are encouraged to focus on the material as it is presented and take their own notes. This supports critical thinking and helps students process historical ideas and evidence in real time. Questions or requests for clarification are always welcome during class discussion or office hours.

### ACADEMIC INTEGRITY & AI

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**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.

### UT Tyler Academic Dishonesty Statement

**UT Tyler Statement on AI:** 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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**AI Policy for HIST 2322:** Students may not use generative AI tools (such as ChatGPT, Claude, Gemini, or similar) to draft, revise, or complete any portion of their assignments in this course. This includes generating text, paraphrasing, outlining, or checking grammar. The goal is for you to develop your own analytical writing and critical thinking skills—capacities that will serve you

well beyond this class. If you have questions about whether a specific tool is permitted, ask before using it. Suspected violations will result in a conversation with Prof. Cole; confirmed violations will receive a zero for the assignment and be reported to the Dean of Students.

### **ACCESSIBILITY**

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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.



<b>TENTATIVE SCHEDULE</b>
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**WEEK 1: BEFORE GLOBALIZATION (?) THE WORLD IN 1500**

What is globalization? Was the world already “globalized” before 1500? What connections existed?

**Jan. 12:** Orientation

**Jan. 14:** The Material and Social World before 1500

**Jan. 16:** Trading Networks and subsystems, c. 1300-1600

**WEEK 2: DISRUPTION: AFRICA & THE AMERICAS, 1450-1850 (2 days – holiday)**

How did the America’s integration into global trading systems affect the movement of people, goods, ideas, and disease?

**Jan. 19:** HOLIDAY – NO CLASS

**Jan. 21:** The Spanish Conquest

**Jan. 23:** Transatlantic Slave Trade

**WEEK 3: EMPIRES AND POWER, 1400-1868**

How did empires respond differently to increasing global connections (expansion, mediation, restriction)?

**Jan. 26:** Imperial Consolidation in Russia

**Jan. 28:** Ottoman Empire as Eurasian Crossroads

**Jan. 30:** Tokugawa Japan

**Feb. 1: MAP QUIZ #1 DUE BY SUNDAY, 11:59PM**

**WEEK 4: THE FIRST GLOBAL ECONOMY, 1500-1800**

How did new commodities create the first global trading system?

**Feb. 2:** Joint Stock Companies

**Feb. 4:** Plantations & Sugar

**Feb. 6:** Spices, Silver, Cotton

**WEEK 5: RELIGIOUS CHANGE, 1500-1700**

How did religious and intellectual movements spread across empires?

**Feb. 9:** Turbulence in Europe

**Feb. 11:** Sikhism in India

**Feb. 13:** Managing foreign religious influence in Japan and China

**Feb. 15: HISTORY ADVENTURE #1 DUE BY SUNDAY, 11:59PM**

**WEEK 6: REVOLUTIONS, 1700-1880s**

How did late-18<sup>th</sup>-century revolutions spread ideas globally and reshape political systems?

**Feb. 16:** The Haitian Revolution as Global Event

**Feb. 18:** Atlantic Revolutions in Comparative Perspective

**Feb. 20:** The Global Impacts of Industrialization

**WEEK 7: ABOLITION OF SLAVERY, 1750-1865**

How did abolitionist movements use global networks to challenge slavery?

**Feb. 23:** Abolitions

**Feb. 25:** REVIEW FOR EXAM 1

**Feb. 27:** EXAM 1

**WEEK 8: FORGING NATIONS 1780-1860s**

How did nationalism both resist and enable global integration?

**March 2:** Public Spaces and the Circulation of Ideas

**March 4:** Nationalism & Multiethnic Empires

**March 6:** Debating Globalization in Japan

**[WEEK 9: SPRING BREAK March 9-13]****WEEK 10: MASS MIGRATION AND GLOBAL LABOR MARKETS, 1800-1930**

How did 19<sup>th</sup>-century migrations create truly global labor markets?

**March 16:** [No Class—Prof. at Conference]

**March 18:** European Mass Migration

**March 20:** Asian Labor Diasporas

**March 22:** HISTORY ADVENTURE #2 DUE BY SUNDAY, 11:59PM

**WEEK 11: IMPERIALISM AS FORCED GLOBALIZATION, 1880-1945**

How did the "New Imperialism" forcibly integrate resistant regions into global capitalism?

**March 23:** The Scramble for Africa

**March 25:** Japanese Imperialism

**March 27:** Resistance to Globalization OR US Imperialism?

**March 29:** MAP QUIZ #2 DUE BY SUNDAY, 11:59PM

**WEEK 12: WORLD WAR I - GLOBALIZATION'S CRISIS, 1914-1930**

Did World War I represent a crisis of globalization or its culmination?

**March 30:** WWI as Global Conflict

**April 3:** Russian Revolution Offers Alternative Globalization

**April 5:** Post-War Fragmentation

**WEEK 13: DEPRESSION, FASCISM, AND WWII, 1930-1945**

Did the period 1930-1945 represent a reversal of globalization?

**April 6:** WWII in Asia (1937-1945)

**April 8:** WWII in the Pacific (1941-1945)

**April 10:** WWII in Europe (1939-1945)

**WEEK 14: DECOLONIZATION AND COLD WAR GLOBALIZATION, 1945-1990**

How did decolonization and the Cold War reshape global connections?

**April 13:** Decolonization as Resistance to Colonial Globalization

**April 15:** The Cold War as Bipolar Globalization

**April 17:** Third World and Non-Alignment

**April 19:** HISTORY ADVENTURE #3 DUE BY SUNDAY, 11:59PM

**WEEK 15: NEOLIBERAL GLOBALIZATION AND ITS DISCONTENTS, 1980s-**

How does contemporary globalization differ from earlier phases, and what are its consequences?

**April 20:** The Neoliberal Turn (1980s-present)

**April 22:** REVIEW FOR FINAL EXAM

**April 24:** EXAM 2

**Finals Week:** OPTIONAL EXAM 3