



HIST 2322 World History 1500-Present

Dr. Mandy Link

E-mail: mlink@uttyler.edu or via Canvas

Virtual (zoom) office hours: Tuesdays/Wednesdays 1-3pm or by appointment via Zoom (link in Canvas Modules)

I will also be on my email during this time and thus can respond to any questions quickly if you would prefer to ask questions via email instead of over Zoom. If, for some reason, I will not be available during these designated times I will post an Announcement in Canvas.

Of course, I will respond to emails throughout the day, these times/days are specifically designated hours for our class.

Course Structure:

Between two and three lecture videos will be posted to Canvas each week as well as required readings. These readings will either be assigned in the class textbook (see syllabus for weekly reading assignments) or uploaded PDFs in the module. Occasionally there will be additional videos such as lectures, documentaries, and/or films. All posted lectures, videos, and readings (listed on the class schedule below) are required. They are organized into modules.

Course Description:

This course uses world history to look at the ways in which different peoples, cultures, and societies have developed and interacted over the past half millennium. By focusing on a wide variety of peoples, cultures, societies, and networks throughout the world, this course will provide a new framework for students to learn how peoples from across the world have been interconnected from the fifteenth century to the dawn of the twenty-first century. We will focus on developments, transformations, and connections of the world's peoples from a variety of perspectives, ranging from economic networks to cultural influence, from environmental transformations to social movements. With this broad framework and drawing from a wide variety of primary and secondary resources, this class will investigate various social, political, ideological, and economic processes and factors that shaped global history over time.

Course Objectives:

This class is designed to get students to generally understand the various cultures and peoples of the World from 1500 to the present, even while fostering the students' ability to analyze and think about

history and history-making processes more generally at the local, regional, national, and global levels. The class will use a variety of sources, including primary sources, secondary monographs, art, and other media to teach students how to analyze historical processes and to formulate their own analysis and understanding of world history. Finally, this class will help students apply an understanding of history to current events at the local, national, and global levels.

Thus, in accordance with the Student Learning Outcomes for this course, by the end of the semester, students will acquire the following skills:

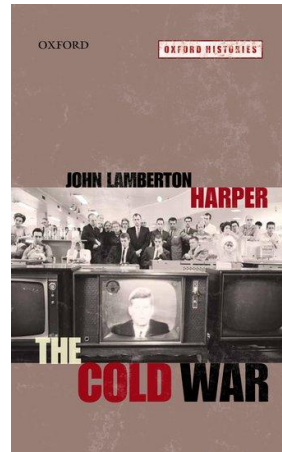
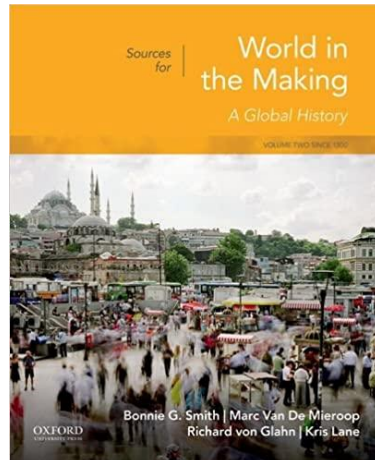
- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

- Students will understand and be able to explain the causes and effects of key developments in world history from 1500 to the twenty-first century, with emphasis on political, social, and cultural experiences from a global perspective.
- Students will be able to compare and contrast key developments in colonialism from the 1500s-1700s and neo-colonialism from the 1800s-1900s, including the effects of colonialism and neo-colonialism on peoples in the world.
- Students will be able to compare and contrast the similarities and differences between independence movements in the Americas in the nineteenth century and independence movements in Asia and Africa in the twentieth century
- Students will demonstrate an understanding of the global effects of the industrial revolution.
- Students will demonstrate the causes and effects of political and social movements in the world in the twentieth century and be able to compare and contrast these movements and their legacies.
- Students will analyze the of global experiences of the Cold War from varying perspectives
- Students will analyze the nature and effects of globalization in the late 20th and early 21st centuries.
- Students will demonstrate a familiarity with the analytical methods historians use to gather and analyze evidence.

- Students will use the knowledge and skills gained in the course in the fulfillment of their responsibilities as active citizens in globalized societies and cultures.

Finally, as a course that helps students complete their Core Curriculum requirements, there are no university-based prerequisites for this course, but students are expected to have basic reading, writing, and analytical skills in order to succeed in this course.



Required Reading:

Bonnie G. Smith, Marc Van De Mieroop, Richard von Glahn & Kris Lane, *Sources for World in the Making: A Global History* (Oxford: Oxford University Press, 2019).

- **You MUST have the correct book!** There are no extensions for having purchased the incorrect book.
- **This is a primary source reader. It is available online as well as in the UT Tyler bookstore.**

John Lamberton, *The Cold War*, (Oxford: Oxford University Press, 2011)

- This book is available for FREE in eBook form through the UT Tyler Library. Link in Canvas, Modules, Course Materials.

Course Requirements:

Syllabus & Introduction Video Quiz	25 points
Weekly Discussion Posts (11 @ 15 pts/week)	165 points
Short Primary Source Analyses (2 x 50 points each)	100 points
Cold War Family History Project	150 points
Participation by the People assessment essay	25 points
Final Exam	200 points

Total Points:

665 points

Grade Scale:

A 100%-90%: 665-599	D 69%-60%: 465-399
B 89%-80%: 598-532	F 59% and below: 398 and below
C 79%-70%: 531-466	

Explanation of Assignments:

Syllabus Quiz: Students will complete a syllabus quiz by the end of the first week of the course. All answers are in this syllabus as well as in the introduction video. This quiz demonstrates that students have read the syllabus and watched the introduction video and understand the expectations, course structure, etc.

Weekly Responses: You are required to write **11** weekly responses out of the semester. These responses should be two **full** double-spaced pages in length and should address the week's lecture, any documentaries viewed in class, and the week's readings. The purpose of these responses is for students to show their understanding of how lectures, films, and readings come together. Responses should reflect on the major themes of the week.

- **These are due Sundays by 11:59pm and must be uploaded to Canvas. No late submissions accepted.**

Primary Source Evaluation: As we will discuss in lectures, evaluating primary sources is one of the most important skills a historian must have. This assignment will allow you to hone that skill. instructions posted on Canvas.

Cold War Family History Research Project: Students will complete a 5-page research paper on the Cold War based on their own family history and academic research. To complete this research paper, you will need to conduct **oral history interviews with two family members or family friends** (over the age of 50). Questions are for you to decide, but they need to be focused and respectful of the interviewee's privacy. Questions must seek to ascertain the interviewees' experience and memories of the Cold War period. Interviews may be conducted in person or by phone/Zoom/FaceTime, NOT by email. Students will use **2** academic secondary sources, lecture material, and the two interviews.

More detailed instructions will be uploaded at least a month before the due date.

Participation by the People Assessment Essay: This essay is a university tool to assess the improvement in your knowledge over the semester. Unlike your other essays, you will not be graded on a rubric. You will receive the full 25 points for completing the essay.

Final Exam: The take home exam will consist of material covered over the semester. The exam is worth 200 points and consists of short identification terms and an essay. The prompt and requirements will be uploaded one week prior to the course's final exam date.

No incompletes will be given for failure to turn in assignments

Course Structure:

1. Make sure to have your Canvas notifications sent to your email. You are responsible for staying up to date on deadlines, announcements, etc.
 - a. You are responsible for all class lectures, readings, and any other videos assigned.
2. Late assignments will have **10 points** deducted from their grade for each day the assignment is late. Late weekly responses are not accepted.
3. **No emailed assignments-use Canvas.**
4. **Online Etiquette:**
 - i. **Use technology responsibly and considerately.**
 - b. The classroom space is for intellectual growth and to achieve that we must all be respectful and courteous to each other. Respect is a must! We will not always all agree (that is the heart of academics!) but it is crucial that we express our ideas in a respectful way. If a student does not adhere to these guidelines, they will receive a 0 on the weekly responses and, upon further infractions, they will be reported to the university and receive a 0 in the course.
 - i. Be courteous: Remain patient, ask/wait for clarification, avoid assumptions and rushed judgement. Forgive mistakes and apologize for errors.
 - ii. Be a good colleague: Remember your role as a student in the course. Make sure you're following directions. Be authentic and collaborative with colleagues. Be aware of your behavior and how others interpret your communication.
 - iii. Be professional: Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally charged writing. Profanity and offensive language will not be tolerated.

Email Policy:

When you email me, I will make sure to respond to you within 24 hours on weekdays. On weekends it may take longer but I will definitely get back to you within 48 hours at the latest.

- c. When you email me, address your email to: Professor/Dr. Link and sign it with your name.
- d. If you have a procedural question –about due dates, what the assignment requirements are, etc. –check the syllabus and the materials on Canvas, as your answer may be there, and you can know immediately, rather than awaiting an email reply.
- e. I will always address you directly and respectfully in my emails to each of you; I ask the same courtesy in return. If students continue to refuse to address the faculty by name or fail to communicate professionally, I reserve the right to not reply to the email.
- f. Use proper capitalization and spelling (this means proofreading before pressing send!)
- g. Finally, even in an online setting, university education occurs in a formal setting. When emailing your professors – me or any other faculty on campus – please greet them properly (e.g., “Dear Dr. Link,” “Hi Professor Link,” “Good evening, professor,” etc.); avoid “Hey,” “I have a question,” “Can you tell me...?”, “Yo holmes,” etc. – and yes, I have seen all of these in emails before.] I will always address you directly and respectfully in my individual emails to each of you; I ask the same courtesy in return. If students continue to refuse to address the faculty by name, I reserve the right to not

reply to the email. If you are still uncertain about proper email etiquette, you may find useful hints for both your college and professional careers at <https://wordcounter.io/blog/15-essential-email-etiquette-tips-for-every-college-student/>.

Student Standards of Academic Integrity & AI statement:

As adults and college students I expect the work you turn in to be your work and your work alone. I do not tolerate plagiarism, cheating, or collusion (see definitions below) and if you do any of these you will receive a 0 on that assignment with no option of resubmitting. You may also receive a 0 in the class depending on the egregiousness of the scholastic dishonesty and be reported to Judicial Affairs. Dr. Link reserves the right to adjudicate punishment for each individual case. The full UT Tyler policy for plagiarism is in the Canvas Course Materials Module.

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 Statement for this course: AI/Chat GPT is not permitted in this course. To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment. This includes but is not limited to Grammarly, AI checkers, & ChatGPT.

The use of Chat GPT or any generative AI is considered plagiarism and WILL NOT be tolerated in this course. You MUST do your own original work. This is a ZERO TOLERANCE policy, meaning that any use of AI will result in an automatic zero for the assignment(s)

Assignments using AI in **ANY AMOUNT** will receive a zero with no chance of resubmission.