

HIST 2322 World History 1500-Present

Spring 2020

Dr. Mandy Link

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Office hours: Tuesdays/Thursdays 1 pm – 2 pm, Wednesdays 12-2 pm, and by appointment

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 diverse parts of 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:

Jonathan S. Perry (ed)

*Sources for Patterns of World History: Volume 2 Since 1400
Second Edition* (Oxford: Oxford University Press, 2015)

Course Requirements:

Pre-test	25 points
Weekly responses (11 out of 14 weeks @ 10 pts/week)	110 points
Attendance	100 points
Short Essays (4 x 50 points each)	200 points
Final	200 points
Post-test	25 points

Total Points: **660 points**

Explanation of Assignments:

Pre-test: This is a short test that you will take through Canvas. This is to see what your knowledge base is coming into the class. You do not need to study for this and you will not lose points for incorrect answers. You must take this by **January 31**.

Attendance: I will take attendance throughout the semester and expect each student to arrive prepared, on time, and ready to participate. It will be necessary for you to attend classes in order to clearly understand the material and properly prepare for essays and exams. Your input is expected and appreciated, therefore attendance is important. You have **5** freebie absence days. Choose them wisely! Students missing more than 5 classes will lose **10 points** for every subsequent absence. Absences cannot be made up unless you are missing for a university sponsored event. If you are missing for a university sponsored event you must let Dr. Link know at least a week in advance. Notice given after the event will not warrant an excused absence.

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 lecture, films, and readings come together. Responses should reflect on the major themes of the week. These are due Thursday nights to give students an opportunity to collect their thoughts on the week's information prior to Friday discussions. **These are due Sunday nights by 11:59 pm on Canvas. No late submissions accepted.**

Short Essays: Over the semester you will write **4** short essays of 3-4 pages, double spaced over both lecture and the *Sources for Patterns of World History, Volume Two Since 1400*.

Prompts for these essays will be distributed via Canvas two week in advance of the due date and will be gone over in class.

Post-test: Much like the pre-test, this is to assess the improvement in your knowledge over the semester. You will not lose points for getting answers wrong.

Final Exam: The take home exam will consist of material from the entire semester. The exam is worth 200 points. The prompt and requirements will be distributed one week prior to the deadline.

Course Structure:

1. Late assignments will have **10 points** deducted from their grade for each day the assignment is late.
2. **No** emailed assignments will be accepted. Assignments **must** be submitted on Canvas as directed on the assignment.
3. **Use technology responsibly and considerately.** If you are caught using Facebook, email, or are on your cell phone you will be asked to stop. If you are caught further times you may be asked to leave class.
4. Power points and lectures will not be posted online or dispersed. Attending class is the only way to have the information for your weekly responses and assignments.
5. Arrive to class on time.
6. When in class be present. Refrain from side conversations.
7. 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.
 - a. Be courteous: Remain patient, ask/wait for clarification, avoid assumptions and rushed judgement. Forgive mistakes and apologize for errors.
 - b. 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.
 - c. 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.
8. 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.
 - a. When you email me, address your email to: Professor/Dr. Link and sign it with your name.

Student Accessibility and Resources (SAR):

University of Texas at Tyler is committed to creating a learning environment that meets the needs of its diverse student body. Reasonable accommodations are available for students who have a documented disability. If you should need accommodations, please let me know and contact Student Accessibility and Resources to discuss a range of options. They are located in UC 3150 and can be reached at (903) 566-7079 or saroffice@uttyler.edu. Once you have made arrangements with SAR they will contact your professors and we can work with you from there.

Student Absence due to Religious Reason:

Observance Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester. (Revised 05/17) The student must make arrangements to make up missed class work with the professor.

Student Absence for University-Sponsored Events and Activities:

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

Student Standards of Academic Integrity:

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.

Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but 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, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

- collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

*The following class schedule is a rough guide and is subject to change.

CLASS SCHEDULE

Week 1 Jan. 14 & 16 Empires in the Early Modern World

Readings: *Sources in Patterns of World History* Chapter 20 "The Mughal Empire: Muslim Rulers and Hindu Subjects, 1400-1750" and Chapter 21 "Regulating the 'Inner' and 'Outer' Domains: China and Japan, 1500-1800"

Week 2 Jan. 21 & 23 Exploration and Conquest

Readings: *Sources* Chapter 15 “The Rise of Empires in the Americas, 600-1550 CE” and Chapter 18 “New Patterns in New Worlds: Colonialism and Indigenous Responses in the Americas, 1500-1800”

Week 3 Jan. 28 & 30 The Atlantic Slave Trade

Readings: *Sources* Chapter 19 “African Kingdoms, the Atlantic Slave Trade, and the Origins of Black America, 1450-1800”

Week 4 Feb. 4 & 6 The Atlantic Slave and Africa

Readings: None

- **Short Essay Due Feb. 8 by 11:59 pm**

Week 5 Feb. 11 & 13 New Ideologies and the Atlantic Revolutions

Readings: *Sources* Chapter 22 “Patterns of Nation-State Formation in the Atlantic World, 1750-1871” and Chapter 23 “Creoles and Caudillos: Latin America in the Nineteenth Century, 1790-1917”

Week 6 Feb. 18 & 20 Industrialization and the 19th Century

Readings: *Sources* Chapter 26 “Industrialization and Its Discontents, 1750-1914”

Week 7 Feb. 25 & 27 Gunpowder Empires of the 19th Century

Readings: *Sources* Chapter 24 “The Challenge of Modernity: East Asia, 1750-1910” and Chapter 27 “The New Imperialism in the Nineteenth Century, 1750-1914”

- **Short Essay Due Feb. 29 by 11:59 pm**

Week 8 March 3 & 5 Industrialization and war: WWI

Readings: *Sources* Chapter 28.1-28.2 “World Wars and Competing Visions of Modernity”

March 9-14 Spring Break, no class

Week 9 March 17 & 19 The Interwar Years: Ideological challenges

Readings: *Sources* Chapter 28.3-28.4 “World Wars and Competing Visions of Modernity”

- **Short Essay Due March 22 by 11:59 pm**

Week 10 March 24 & 26 World War II

Readings: *Sources* Chapter 28.5 “World Wars and Competing Visions of Modernity” and *The Cold War: A History in Documents* Chapter 1 “Early Antagonism”

Week 11 March 31 & April 2 The Cold War

Readings: *Sources* Chapter 29 “Reconstruction, Cold War, and Decolonization, 1945-1962” and *The Cold War: A History in Documents* Chapter 2 “The Anticommunist Crusade” and Chapter 3 “To the Brink”

Week 12 April 7 & 9 The Cold War

Readings: *Sources* Chapter 30 “The End of the Cold War, Western Social Transformation, and the Developing World, 1963-1991” and *The Cold War: A History in Documents* Chapter 5 “Catastrophe in Vietnam” and Chapter 6 “An End at Last”

Week 13 April 14 & 16 Decolonization

Readings: None

- **Short essay due April 17 by 11:59 pm to Canvas**

Week 14 April 21 & 23 Globalization

Readings: *Sources* Chapter 31 “A Fragile Capitalist-Democratic World Order, 1991-2014”

- **Post-test due April 24 by 11:59 pm**

Final Exam due during Finals Week, uploaded to Canvas

University Policies:

UT Tyler Honor Code:

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry:

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including

students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course

Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD,

or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

UT Tyler Resources for Students:

· UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu · UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu

· The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

· UT Tyler Counseling Center (903.566.7254)

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.