

HIST 2322 World History 1500-Present

Spring 2024 Online

Dr. Mandy Link

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

Virtual (zoom) office hours: Mondays/Wednesdays 1-2:30pm or by appointment via Zoom (link in Canvas Modules)

I will be on my email and thus can respond to any questions quickly. If, for some reason, I will not be available during these designated times I will let you know. If you'd like to meet via Zoom, please email me and we can set up a Zoom link.

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 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

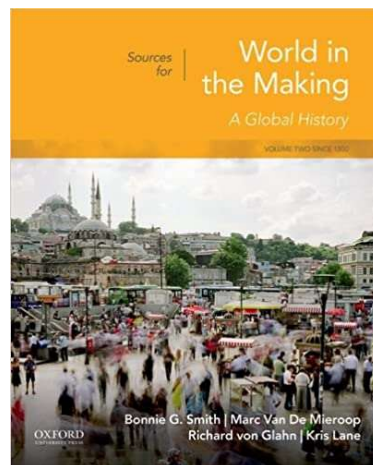
- Students will analyze the nature and effects of globalization in the late 20th and early 21st centuries.
- Students will demonstrate a familiarity with the analytical methods historians use to gather and analyze evidence.
- Students will use the knowledge and skills gained in the course in the fulfillment 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:

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.**



Course Requirements:

Weekly Discussion Posts (11 @ 15 pts/week)	165 points
Short Essays (2 x 50 points each)	100 points
Cold War History Project	150 points
Participation by the People assessment essay	25 points
Final Exam	200 points

Total Points: **640 points**

Explanation of Assignments:

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

Short Essays: Over the semester you will write 2 short essays of 3-4 pages, double spaced over lectures, *Sources for Patterns of World History, Volume Two Since 1400*, and additional readings posted to Canvas. Prompts for these essays will be distributed via Canvas two weeks in advance of the due date and will be gone over in class.

Cold War 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 interviewee's experience and memories of the Cold War period. Interviews may be done 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 passed out at a later date as well as discussed in class.

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 in the second half of class. The exam is worth 200 points. The prompt and requirements will be distributed separately.

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%** 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/>.

Information for Classrooms and Laboratories: Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Student Accessibility Office:

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 ASAP 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 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. Use of ChatGPT constitutes plagiarism and is included here as academic dishonesty. You may also receive a 0 in the class, depending on the egregiousness of the scholastic dishonesty. You will also 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 instructors 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.

Campus Safety:

- UT Tyler is committed to your safety and has set up the RAVE Patriot Guardian, an app that allows you to quickly contact the police. <https://www.uttyler.edu/police/safety-app.php>
- Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:
- **UT Tyler Campus Police non-emergency** 903.566.7300
 - UT Tyler has a Safe Walk program. You can call the dispatch number 24 hours for an escort between campus buildings and to parking lots.
- **UT Tyler's Counseling Clinic** 903.565.5746
 - **24/7 Crisis Line** 903.566.7254
 - **Walk in counseling center:** UC Room 3170
- **Title IX Office** 903.565.5760

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

CLASS SCHEDULE

Week 1 Empires in the Early Modern World

Readings: *Sources for World in the Making: A Global History*

- **Chapter 14: “Collapse and Revival in Afro-Eurasia, 1300-1450”**
 - 14.3 The Ming Emperor’s Rules for Village Government
 - 14.4 Religious Allegory in Persian Manuscript Illuminations
 - 14.5 The Fall of Constantinople to the Ottoman Turks
 - 14.6 The Sultan of Mali



Week 2 Exploration and Conquest

Readings: *Sources for World in the Making: A Global History*

- **Chapter 14 Collapse and Revival in Afro-Eurasia, 1300-1450**
 - 14.1 “The Plague in Florence and its Economic Effects” from Marchionne di Coppo Buonaiuti, *Florentine Chronicle* (c.1370-1380)
- **Chapter 15 Empires and Alternatives in the Americas, 1430-1530**
 - Read 15.1-15.5

Week 3 The Atlantic Slave Trade

Readings: *Sources for World in the Making: A Global History*

- **Chapter 16: The Rise of the Atlantic World, 1450-1600**
 - Read 16.1 through 16.7

Week 4 The Atlantic Slave Trade

Readings: *Sources for World in the Making: A Global History*

- **Chapter 17 Western Africa in the Era of the Atlantic Slave Trade, 1450-1800**
 - Read 17.1 through 17.5
- **Phillis Wheatley pdf**

Week 5 New Ideologies & the Atlantic Revolution

Readings: *Sources for World in the Making: A Global History*

- **Chapter 22 Atlantic Revolutions and the World, 1750-1830**
 - Read 22.1 through 22.5
- **Olympe de Gouges pdf**

Week 6 Industrialization and the 19th century

Readings: *Sources for World in the Making: A Global History*

- **Chapter 23 Industry and Everyday Life, 1750-1900**
 - Read 23.1 through 23.7
- **Report on Mining pdf**

Week 7 Gunpowder Empires of the 19th century

Readings: *Sources for World in the Making: A Global History*

- **Chapter 20 Expansion and Isolation in Asia, 1450-1750**
 - 20.3 China under siege
 - 20.4 A German Visitor Describes Japan
 - 20.5 Notes from a Korean Queen's Diary
- **Chapter 24 Nation-States and Their Empires, 1850-1900**
 - Read 24.1 through 24.5

Week 8 Industrialization and War: World War I

Readings: *Sources for World in the Making: A Global History*

- **Chapter 25 Wars, Revolutions, and the Birth of Mass Society, 1900-1929**
 - Read 25.1 through 25.8
- **Qui Jin pdf**

Week 9 Spring Break

Week 10 The Interwar Years: Ideological Challenges

Readings: All readings are pdfs in the week's module

Week 11 World War II

Readings: *Sources for World in the Making: A Global History*

- **Chapter 26 Global Catastrophe: The Great Depression and World War II, 1929-1945**
 - 26.4 The Battle of Stalingrad
 - 26.5 Hope for the Postwar Future

Week 12 The Cold War

Readings: posted readings to Canvas

Week 13 The Cold War

Readings: posted readings to Canvas

Week 14 Decolonization

Readings: *Sources for World in the Making: A Global History*

- **Chapter 27 The Emergence of New Nations in a Cold War World, 1945-1970**
 - Read 27.1 through 27.8

Week 15 Globalization

Readings: *Sources for World in the Making: A Global History*

- **Chapter 28 A New Global Age, 1980s to the Present**
 - Read 28.1 through 28.5

Finals Week

Final exam due during finals week. The prompt will be uploaded at least a week prior to the due date (the day is determined by the university). This will be a combination of short identifications and an essay. To craft your answers, you'll need to use lecture material, any film/documentaries, and the book.

University Policies

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.

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.