

HISTORY 306.01E Emergence of the Modern World

Spring 2013
TR 11.00 – 12.15 pm
SS 150

Instructor: Prof. Kuracina

Office location: Ferguson Social Sciences 104

Office hours: Tuesday, 3.00 pm to 5.00 pm; Thursday 3.00 pm to 6.00 pm; *and by appointment*

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COURSE INFORMATION

Course Materials:

Books: Readings have been prepared and will be emailed as MS Word documents. These are a blend of primary and secondary materials that complement lectures and provide the foundations for classroom discussions.

Note: It is imperative that you complete the assigned readings; the material contained therein will drive classroom discussion, a very crucial course requirement. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester.

Suggested & supplemental reading list: This course does not have books for reading assignments. However, students interested in supplemental reading to better digest the content may discuss possible titles with the instructor.

Course description:

This course covers the period from 1500 to the present and will focus on the ecological conditions of globalization, the rise of “formal” imperialism and the construction and maintenance of colonial/imperial states. Themes covered will include paths to modernity, non-western philosophies of resistance, technological revolutions, and the intersections of world thought, religion, trade and economy. Special emphasis will be given to the non-Western world.

Prerequisite and/or Co-requisite Majors: HIST 253. *Non-Majors:* may enroll with consent of the instructor.

In this “Modern World History” course, students will explore modern world history from 1500 into the twentieth century. Some of the themes that we will address include: European exploration, international trade and colonial encounters; the development and impact of Enlightenment thought; industrialization and new problems in the modern world; imperialism and empires; nationalism, resistance and decolonization; the growth of ideological conflict; and post-colonial and Cold War history. This course emphasizes comparative history between different time periods and regions; frequently events in one place and time will help explain why things happen elsewhere. By exploring the large-scale processes and global interconnections of the last 500 years, the goal of this survey is to enable students to better understand the economic, cultural and political structures of the modern world.

Student Learning Outcomes:

By the end of the semester, students should be able to:

- Identify the rationales behind the discovery and conquest of the New World
- Identify the ways in which European attitudes toward non-Europeans changed in the nineteenth century

Students’ ability to meet the objectives of this course will be evaluated through entrance/exit measurements, quizzes, essays and exams.

COURSE REQUIREMENTS

Instructional, Methods, Activities Assessments:

Attendance policy: Students are expected to attend every class session; attendance will be taken. Each unexcused absence beyond two (2) instances will result in a 10% reduction in the attendance grade; excessive unexcused absences (more than 6) may be cause for a failing grade in this course, at the instructor's discretion.

Students should inform the instructor if there is a legitimate reason (e.g., illness or emergency) for missing an exam. Students should contact the instructor within 48 hours of the missed exam to schedule a make-up; failure to do so may forfeit the possibility of making up the exam. Non-documented excuses are not generally acceptable, but can be accepted at the instructor's discretion. If you must travel on school business (with an athletic team or for another reason), then let me know ahead of time.

Students are expected to do the reading as noted in this syllabus and to be prepared to participate in classroom discussions. Occasional in-class writing assignments or short quizzes may be assigned and will contribute towards your participation grade; these may not be made up. Although lectures, readings and discussions will overlap significantly, the readings will also include materials that may not be covered in class; nevertheless, students are responsible for all content covered in reading assignments.

Participation: You are encouraged to bring questions with you to class and to interrupt lecture to ask your questions should some point require further explanation. Students are expected to create and sustain an open intellectual classroom environment which fosters discussion – students should listen to each others' comments and questions with an open mind and to respect viewpoints other than their own. Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong." Your participation grade will be based on the following criteria:

- A = Student is always prepared; makes frequent voluntary contributions to classroom discussion
- B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on
- C = Student is usually prepared but rarely voluntarily speaks
- D = Student is generally unprepared and does not contribute to discussion
- F = Student is unprepared and appears disinterested in contributing to discussion

Assignments: There are two main objectives to this course: 1) to provide students with a fundamental understanding of the material by covering the basic content; and 2) to afford students opportunities to interpret the history in response to more general historiographical questions. Consequently, this course will explore significant events in world history to enable students to better analyze these events in the context of larger themes that bind them together. This process involves both in-class discussion and a more standardized analysis through written assignments.

Exams: essay examinations are designed to assess both content and analysis – how well do students understand the issues addressed in the class and how do students use the content to arrive at original conclusions? Exams are blue book responses to broad, thematic prompts. Essays should optimally integrate reading assignments into a argument-driven historical discussion of the content material covered in lecture.

Quizzes & written responses: Quizzes are designed to assess understanding of basic content. Written response papers enable students to apply that specific content to broader themes. Quizzes are applied to the participation grade.

Grading:

Student performance will be evaluated as follows:

- 5 exams (each exam is 15% of final grade)
- class discussion & participation (15% of final grade)
- attendance (10% of final grade)

Written work: Grading criteria for written work holds true for exams, written quizzes or occasional written “homework” assignments. It is based on the following:

- A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean
- B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence
- C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence
- D = Poor command of content; factual errors; no real argument driving the essay

General letter grades correspond to the following scale:

- A = 90–100
- B = 80–89
- C = 70–79
- D = 60–69
- F = less than 59

Course expectations: Following are the basic expectations for success in this course.

- Complete all reading and writing assignments before coming to class. You must keep up with the assignments to perform well in this course. All of the readings can and should be applied to exam responses and writing assignments.
- Written assignments are expected on the assigned due date. **Five percent** of the assignment grade will be deducted for each day it is late.
- *Late assignment policy:* Students have or will have ample warning of assignment due dates; computer/printer malfunctions or meltdowns or any other last-minute hiccups are **not** acceptable excuses.
- All assignments can be discussed with the instructor by email or in person during office hours.
- Exams must be completed on the scheduled due date, unless the student provides a valid, documented excuse. Absence on exam days will only be excused with appropriate documentation (e.g., medical documentation). If a student must miss an exam, the instructor **must** be notified of the absence **prior** to the exam and a make-up exam must be rescheduled within one week’s time. Absences without a valid excuse or exams that are not made-up per these guidelines will result in a “0” grade for the exam.

All of the requirements must be completed to pass this course

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

The following information is provided to assist students in preparing to use technology in this course:

Word processing: Students will need access to a word processor and a printer to access and print out reading assignments, to prepare for written exams and to complete type-written response assignments. Students’ word processors must enable them to read and insert footnotes into a Microsoft Word document.

Internet: Students will need email access to receive reading assignments and for course-related correspondence.

COMMUNICATION AND SUPPORT

Students are encouraged to contact the instructor whenever the need arises; clear lines of communication enable the instructor to better assist your learning processes and provide any necessary support. Outside the classroom, the best way to contact the instructor is by email and during posted office hours. Do not hesitate to talk to me about any concerns you may have or any problems or issues you may experience during the semester – I can only assist you if I am aware of what is going on with you.

COURSE AND UNIVERSITY POLICIES AND PROCEDURES

Classroom Behavior:

To avoid being a distraction to either other students or the instructor, please take care of personal needs before class begins and turn off cell phones. Do not send text messages, chat on IM or post Facebook updates during class; although you think you can do these things subtly, you cannot – it is a distraction.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Written Assignment Format and Late Assignment Policy:

Response papers must be typed and double-spaced with one-inch margins. Pages must be numbered. Your name, the course number and the due date must appear at the top of the first page; no cover page is necessary. Pages should be stapled. Any authors' quotations or ideas that are derived from another writer must be cited; footnote citations are preferred, but not mandatory. We will briefly discuss citations in class, but if there are any questions about how to cite or what to cite, please ask. Any papers that do not conform to these guidelines will be returned to the author for resubmission and will be penalized for being submitted late.

All writing assignments will be turned in at the beginning of class on the due date. Late papers will only be accepted with advance permission and will be penalized 5% for each day it is late.

Academic Honesty:

In all our courses, history faculty members expect that all work turned in by students for grades is their own work. It is the policy of the university, the history department and the instructor that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Plagiarism is defined as taking the words or ideas of someone else and passing them off as your own. Cheating is defined as obtaining unauthorized assistance on any assignment. Collusion is defined as selling or purchasing academic products with the intention that they be submitted to fulfill an academic or course requirement. Students are expected to uphold and support the highest possible academic standards at all times. Any student found guilty of violating academic integrity policy will fail the assignment in question, will automatically fail the course and will be subject to disciplinary action by the university (see Texas A&M University-Commerce Code of Student Conduct 5.b. [1,2,3]). Further information on the history department's plagiarism policy can be found on the department webpage. If you are unclear about what constitutes academic dishonesty, ask.

Writing Center:

Students are encouraged to take advantage of the Writing Center's resources for assistance with drafting their written assignments. Although the center will not write your paper for you, it may help you to improve your writing skills. If you use the Writing Center, plan in advance because it can only help you if there is adequate time to incorporate their

suggestions into your paper. Additionally, I am willing to read rough drafts (and even multiple drafts) of your written work so long as the drafts are submitted at least one week prior to the due date.

Students with Disabilities:

Students requiring special accommodations for learning disabilities must work with the Academic Support Committee. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Gee Library, Room 132,

Phone: (903) 886-5150 or (903) 886-5835

Fax: (903) 468-8148

Email: StudentDisabilityServices@tamu-commerce.edu.

Note: This syllabus is your contract with the instructor for the semester. By enrolling in this course you agree to abide by all the policies and requirements set forth below. The terms of this contract are non-negotiable, apply equally to each student, and remain in effect throughout the semester; only the instructor may alter the terms of this agreement. Please contact the instructor if there are any questions about this syllabus or the terms herein.

COURSE OUTLINE AND CALANDAR

Tentative course schedule (and themes):

The following schedule is meant to be a guide for students throughout the semester and indicates when assignments are due. Please refer to the schedule frequently. I will do my best to keep to this schedule, but I reserve the right to change it as the semester progresses and as such circumstances arise.

NOTE: The assigned reading material is due on the date specified in the course schedule. Students should expect to be prepared to participate in a group discussion of the reading assignment in class on that date,

January 15 – Introduction

PART I – Colonial encounters

January 17 – European exploration

- A Description of the Voyage from Lisbon to the Island of San Thomè

January 22 – Encounters & conquests in the New World

- Aztec accounts of Spanish Conquest
- Lords of All the World

January 24 – Encounters & colonialism in Asia

January 29 – Africa & the slave trade

- A Letter to the Gentlemen Merchants in the Guinea Trade
- Bishop of Norwich's Sermon
- "A Representation of the Injustice and Dangerous Tendency of Tolerating Slavery"
- "The Case of Our Fellow-Creatures, the Oppressed Africans"
- Oladauh Equino's account of the Middle Passage

January 31 – **Exam 1**

PART II – Enlightenment and Age of Revolution

February 5 – Religion as foundations

February 7 – Enlightenment ideals

- Second Treatise of Government

February 12 – Enlightenment ideals

- Social Contract

February 14 – American & French Revolutions

February 19 – **Exam 2**

PART III – Stability, socialism, revolution

February 21 – Concert of Europe, revolutions of 1830 & 1848

February 26 – Achieving the utopia – constitutionalism vs. revolution

- The classic slum
- “Gospel of Wealth”

February 28 – Marx & communism

- Manifesto of the Communist Party

March 5 – Socialism

- “How I Became a Socialist”
- Social Democratic Platform

March 7 – Russian Revolution

March 12 – **Spring break**

March 14 – **Spring Break**

March 19 – **Exam 3**

PART IV – Imperialism

March 21 – Early imperialism & liberal imperialism

- Imperialism: Mission and Need

March 26 – “New Imperialism”

March 28 – Japanese imperialism and “Open Door Policy”

April 2 – Spanish-American War

- President McKinley Asks for War to Liberate Cuba
- Emilio Aguinaldo Rallies his People to Arms
- The Anti-Imperialist League Denounces US Policy
- A Soldier Criticizes American Racism in the Philippines
- The Roosevelt Corollary to the Monroe Doctrine

April 4 – **Exam 4**

PART V – World at war

April 9 – July Crisis & World War I

April 11 – Versailles Treaty & League of Nations

April 16 – Colonial self-determination – Gandhi & India in the 1920s

April 18 – Radicalization of anti-colonialism

April 23 – Fascism

April 25 – Nazism

April 30 – The road to World War II

May 2 – Conclusions

Exam 5 during finals week