

History 104
Modern World History
Spring 2022
Version 1.0

Instructor: Dr. Kyle Miller

Section and Times: 1 T/TR 9:30-10:45 STRONG 203

Email: Kylemiller@missouristate.edu

Office: Virtual with Blackboard Collaborate Ultra

Hours: T/TR 1:00-2:15 By appointment. It is recommended to make an appointment via email for any virtual visit.



Course Description: This course will cover the development of World history since 1600, focusing on the transformation of the world from agrarian, localized identities based in kinship networks, to an industrialized world in which people are globally interconnected and imagine identities in terms of global systems. We will focus on the ways that this transformation was a global cultural process and highlight the interconnectiveness of world civilizations.

We hope that at the end of the course students have a greater awareness, understanding, and appreciation of world cultures, of which we are all part. On the daily news we hear about conflict in various corners of the globe; this course will, hopefully, provide some context for these world affairs.

Course Goals:

Part one: Intellectual abilities and dispositions

Improving our ability to make important choices involves attention to the intellectual skills, habits, and dispositions which help to guide such choices

Part two: knowledge and understanding

Developing educated people requires intensive study in many areas of inquiry as well as interdisciplinary explorations. The process involves different modes of

scholarly discourse and methods of inquiry that have evolved in various fields of study. General education provides students with an opportunity to perceive ways of linking the various areas of inquiry; in this way they can make creative and responsible connections not only among all of their general education courses, but also among major, minor and elective courses and co-curricular educational opportunities in the larger university community. Understand how various forms of written, oral, musical, visual, and bodily expression contribute to human knowledge and experience. Interpret texts and other cultural products in ways that

reflect informed understandings of relevant contextual factors, including socio-cultural influence and cultural traditions, perspectives, and behavior patterns.

A. Understanding of the natural world

Study of the natural world provides an understanding of important principles and methodologies for making choices.

B. Understanding of culture and society

Informed choices require knowledge of what people have done and imagined, currently as well as historically. Choices are also tempered by knowledge of the social and cultural settings in which they are made or were made in the past. Analytically compare the influences of community, institutions, and other constructions such as class, gender, and race on the ways of thinking, believing, and acting in cultural and historical settings other than one's own.

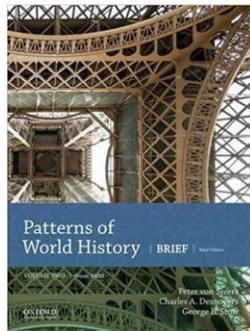
C. Self-understanding

To make informed choices, one must understand the natural and the social context in which one lives and must heed the ancient injunction to “know thyself.

Required Readings: The course will have **one required book and one recommended textbook**. The textbook, von Sivers, is an optional text, as you may substitute other world history textbooks or other editions. Books are also available in rental copies and electronic format.

Recommended:

Peter von Sivers et al., *Patterns of World History: Brief: Volume Two: Since 1400*

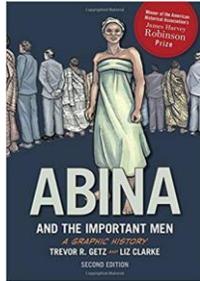


(Oxford University Press, USA; Brief 4th edition 2020)
ISBN: 9780197517048 Or any World History Textbook

Required:

Getz and Clarke, *Abina and the Important Men*, Second Edition (Oxford, 2016.)

ISBN: 9780190238742



Sources On Blackboard

We will have weekly readings of primary source materials online. Each week I will assign 3-5 documents from global perspectives on specific themes. Students will need to read these documents before attending the discussions.

Grading: There will be two in class exams worth 25% each and one take home paper worth 25% of the total grade. The last 25% will derive from class participation during the weekly discussions.

Mid-Term Exam	100 points
Take Home Paper	100 points
Final Exam	100 points
<u>Class Participation</u>	<u>120 points</u>
<u>(12x10)</u>	
Total	420 points 100%

In this course we will use a +/- system, in that final grades will have a plus or a minus assigned: i.e. A, A-, B+ etc.

Grades will be posted on blackboard and all students will receive a midterm grade accessible on the MYMSU account.

Study guides and assignments will be posted on blackboard approximately two weeks in advance of exams and assignments.

I reserve the right to use up to two weeks before I return graded assignments.

Attendance: There is no specific attendance policy for this class. However, as a record of attendance is required by the Federal government for the purpose of financial aid, we will record attendance. Please initial the roster, without falsification, as this is a federal offense.

MISSING CLASS IF YOU ARE SICK

While missing class is usually not advisable, it is important to stay at home when sick to avoid the spread of communicable illness. If you are sick or not feeling well, please do not come to class but rather seek medical attention from your doctor or at Mager's Health and Wellness Center. They can provide you a

medical excuse and advise you when it is safe to return to class. Contact your instructor to let them know that you are sick and will not be in class. By working with your instructor, you will be able to keep up with readings and assignments through the Blackboard course site. A link to condensed lecture videos will be provided for student convenience. All Assignments can be made up in person or online.

COURSE PLAN FOR THE UNEXPECTED

If we are unable to come to campus to meet for class, I will post an announcement in Blackboard about how we will be meeting. I will post recorded video lectures, and class discussion will take place on the discussion board. Your attendance and participation will be expected regardless if we are on campus or in the online Blackboard course.

I will hold virtual office hours using Collaborate Ultra during my designated office hours (except when the university is closed).

I will post readings and videos for some of our lessons as well asking questions through the discussion board. As I stated earlier, your attendance and participation in these sessions will be expected.

Homework, exams, and other assignments will be turned in using Blackboard.

Email: Email is the best way to contact your professor. Students should, however, observe a few rules for contacting him via email.

1. Before sending an email, please attempt to answer your question by reading the syllabus on blackboard. Questions that can be answered by reading the syllabus should not be emailed to your professor.
2. Emails should have “History 104 (section number)” or “World History” in the subject heading.
3. The professor is only obligated to answer emails M-F 8:00am-6:00pm. Do not expect emails returned on weekends or late at night! Also, while the professor will answer in a timely manner, he should be given time to respond.

Readings: Readings are listed below in the course schedule and frequently updated on Blackboard. Students should read the assigned selections prior to the class meeting for which they are assigned.

Discussions: This semester discussions will be held online, through blackboard.

We will have 12 discussions. Students will receive a weekly score of up to 10 points for 120 points in total.

In blackboard, I will open a discussion board.

In the first discussion, I will generate some questions, about the primary sources, for discussion. Beginning in the third week, discussions will be led by student groups. Each student will be assigned to a group, using the group function in blackboard. The group will then: 1. Communicate and coordinate in advance; 2. Post 3-5 separate initial discussion threads, no later than Monday (at midnight) of the assigned week. The discussion threads should be designed to use the sources in order to generate discussion (so more than yes/no answers.)

All of the class, **including the leaders**, will then respond to **one** of these threads with a 250-350-word, two paragraph response by Thursday at midnight. The response should: 1. Provide some substantive analysis that is relevant to the question; 2. Use and cite at least one source (author or speaker, year).

Finally, all students will then reply to at least two fellow students, by Sunday at midnight. These replies should be more than I agree or disagree. Rather, they should be two-to-five sentences in length, and tell us why you agree or disagree.

Further criteria will be available in blackboard.

Classroom Decorum: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by

students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Exception: During discussions you may use laptops, smartphones, and pads to access the documents!

FERPA: The Federal Government prohibits me from discussing grades in any way via email. DO NOT ask me to do so, as I will not respond. If you wish to discuss your grade, I will be happy to do so privately in my office.

Academic Dishonesty:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, [Student Academic Integrity Policies and Procedures](#) and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Dropping the Course:

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for

dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

Disability Accommodation: I

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (<https://www.missouristate.edu/disability/>), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

Intellectual pluralism

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Emergency Response

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the

instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

Audio Recording

Students may make audio or video recordings of course activity. However, the redistribution of audio or video recordings from the course to individuals who are not students in the class is prohibited without the express permission of the faculty member and any of the students who are recorded.

Mask and Face Covering Policy

In accord with the [MSU Mask and Face Covering policy](#), [Greene County Health Department](#) and the [Springfield City Ordinance](#), masks or face coverings must be worn at all times during a traditional (seated) class. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the [Centers for Disease Control and Prevention \(CDC\) guidelines](#). Face shields are not considered masks or face coverings for purposes of this requirement. Students who cannot wear a mask or face covering due to a disability must contact the [Disability Resource Center \(DRC\)](#) to initiate the interactive accommodation process. In the absence of an approved accommodation, a student's refusal to wear a mask or face covering will be considered a classroom disruption, consistent with [Op3.04-11 Class Disruption](#), and may result in the student being administratively dropped from the class section.

Mental Health & Stress Management:

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Learn Visit the [Missouri State University Counseling Center website](#) to learn more about free and confidential services available to assist you.

Title IX:

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and

Pregnancy issues. The Title IX policy can be located on the [MSU Title IX website](#). This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#).

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Taylor Health employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Course schedule:

If a hyperlink is broken, please email the professor ASAP.

Week One (Jan. 18-23; Jan. 17 MLK Day) A World of Status and Privilege

European Orders and Tokugawa Japan

Readings: Chapter 16

See Blackboard for the Additional Sources:

Week Two (Jan. 24-30): A World of Religion

Ottoman and Mughal Islamic Empires,

Readings: Chapter 20

See Blackboard for the Additional Sources:

Week Three (Jan. 31-Feb.6): Transoceanic World of Trade

Creation of Latin America, Plantation Society in Brazil

Readings: Chapters 18, 19

See Blackboard for the Additional Sources:

Week Four (Feb. 7-13): A World of States and Absolutism

Tsarist Russia and Qing China

Readings: Chapter 21

See Blackboard for the Additional Sources:

Week Five (Feb. 14-20): A World of Religio-Secular Society: Enlightenment and Science

Challenge to the “Traditional” Order

Readings: Chapter 17, 22

See Blackboard for the Additional Sources:

Week Six (Feb. 21-27, Feb. 21 Presidents’ Day): World of Revolutions

France, Latin America, Haiti

Readings: Chapter 22, 23

See Blackboard for the Additional Sources:

Week Seven (Feb. 28-March 6; History Day March 4): World of Industrialization: Agriculture, Production, Markets, and Pollution

Britain and the world

Readings: Chapter 26

See Blackboard for the Additional Sources:

Week Eight (March 7-13): World of Civil Society Midterm Exam: March 10

Civil Society

Readings:

Abina: Part I

See Blackboard for the Additional Sources:

Week Nine (March 21-27): World Colonialism and Empire March 23: Midterm Grades Due

India and China

Readings: Chapter 24, 25

Abina: Part III

See Blackboard for the Additional Sources:

Week Ten (March 28-April 3): World of Nations and Nationalities

Japan, Austro-Hungary, Africa

Readings: Chapter 27

Abina: Part V

See Blackboard for the Additional Sources:

Week Eleven (April 4-10): World Total War

Take Home Paper Due April 7

Origins of WWI, the Great War

Readings: Chapter 28

See Blackboard for the Additional Sources:

Week Twelve (April 11-17; April 14-17 Spring Holiday): World Communism

Soviet Union and China

Readings: Chapter 29

See Blackboard for the Additional Sources:

Week Thirteen (April 18-24): World of Fascism and Genocide

Italian Fascism, World War II, Holocaust

Readings: Chapter 28

See Blackboard for the Additional Sources:

Week Fourteen (April 25-May 1): World Decolonization and Independence

India,

Readings: Chapter 29

See Blackboard for the Additional Sources:

Week Fifteen (May 2-8): Global Cold War Middle

East, Africa, Latin America Readings:

Chapter 30

See Blackboard for the Additional Sources:

Week Sixteen (May 9-12; May 13 Study Day): From Bipolar World to Globalized World

South Africa, World

Readings: Chapter 31

See Blackboard for the Additional Sources:

Final Exam: Tuesday, May 17, 8:45 am to 10:45 am

As a feature of assessment, the Take-home Papers will be evaluated on how well they have achieved the course goals, as noted in the following rubric.

Course Goal	Beginner	Competent	Proficient
Understand how various forms of written, oral, musical, visual, and bodily expressions contribute to human knowledge and experience.			
	TOTAL	TOTAL	TOTAL
Interpret texts and other cultural products in ways that facilitate informed understandings and knowledge of relevant contextual factors, including but not limited to socio-economic influence and cultural traditions, perspectives, and behavioral patterns.			
	TOTAL	TOTAL	TOTAL
Analytically compare the influences of community, institutions, and other social constructions such as class, gender, religion,			

and race on the ways of thinking, believing, and acting in other peoples' cultural and historical settings.

TOTAL

TOTAL

TOTAL