

History 1112♦ SECTION W02 (CRN 80817) &W04 (CRN 80821)
Modern World History

Kennesaw State University ♦ Fall 2019
Online Course

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Communications ♦ Please contact me by email. I respond to communication within 24 hours on weekdays or 48 hours on weekends. The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.**

Course Description ♦ This course is a survey of world history from early modern times to the present. The course examines themes, events, trends, institutions, and ideas with a focus on global connections and interactions ([HIST 1112](#)). This section emphasizes an exploration of how modernization and globalization have shaped our world (1400-present). “Modernization” is the process by which civilizations have incorporated new goods, ideas, and peoples throughout history. “Globalization” is the condition of worldwide integration that has come to define the contemporary world. Together, these ideas have shaped the the development of the modern world. Students will discover global development through an examination of economic, cultural, and social interactions across the planet. Weekly units address historical change from the perspective of organizing themes (e.g., belief, labor, empires, etc.) and individual lessons examine specific case studies within a theme.

Required Readings ♦ There is no textbook for this course. Instead, students will read a number of journal articles, book chapters, and primary-source selections throughout the course. All reading materials are available on D2L Brightspace.

Course Learning Objectives ♦ HIST 1112 satisfies one of Kennesaw State University’s general education program requirements. It addresses the SOCIAL SCIENCES general education learning outcome(s). The learning outcome states: Students analyze the complexity of human behavior and how social, historical, economic, political, or spatial relationships develop, persist, or change. For more information about KSU’s General Education program requirements and associated learning outcomes, please visit [the course catalog](#). Upon completing this course, students will be able to:

- Discuss history as a field of academic study;
- describe the general narrative of global development since 1400, with attention to the interaction between civilizations and to interplay of continuity and change over time;
- explain the role of modernization in shaping historical periods;
- explain the role of globalization in shaping historical periods;
- distinguish recurring themes in human experience;
- identify the role of the past in shaping present events;
- discuss how ideas and cultural practices change over time;
- and characterize the interaction between human beings and the natural environment.

Activities and Evaluations

This course evaluates students on the successful integration of lecture content, primary sources, and secondary sources. Broad categories of assessment are weighted in the following manner:

- ◆ DISCUSSION ◆ Students will contribute to a weekly discussion forum on D2L. The discussion forum is considered “open book” (all course materials permitted) and your writing should incorporate lecture content, reading assignments, and primary-source excerpts in a cohesive manner—keep class notes and annotate your readings for quick-reference. Each student will develop 1 initial post and 1 peer-response per week.

Students will develop an initial post answering the question of the week (suggested length: 3 well-developed paragraphs of 5-6 sentences each). The initial post should include a thesis and supporting evidence in the form of lecture content, primary source interpretation, and secondary source context. Students will also develop a critical response to 1 peer of choice each week (suggested length: 1 well-developed paragraph of 5-6 sentences). The peer-response should concur, contest, or complicate the peer’s initial post in terms of lecture content, primary sources, and secondary sources.

Each week, the professor will provide three forms of feedback (i) individual feedback via rubric, (ii) constructive feedback to selected students, and (iii) general comments for the entire class. Discussion is graded on a rubric, and the lowest 4 discussion scores will be dropped before calculating your final grade in this category. *Discussion scores will be returned within 7 business days.*

- ◆ QUIZZES ◆ Students will complete weekly quizzes to confirm comprehension of video lectures, primary sources (documents produced in the time period), and secondary sources (modern scholarship). You are encouraged to keep lecture notes, as writing is shown to increase comprehension and retention of information. Students should also perform close reading and annotation (key themes, ideas, or arguments) of each reading—use of handwritten notes is permitted but use of electronic devices is prohibited. Each quiz is 20 minutes in duration, and you are permitted one retake per quiz. The course includes one quiz per week (total 16). Quizzes are available Monday through Friday (11:59 pm), beginning in Module 1.

Students are also required to complete a syllabus and policies quiz at a minimum score of 90%. This quiz is not for credit, but it is required to unlock additional content. You are strongly encouraged to complete the syllabus and policies quiz as soon as possible. *Quiz scores are returned automatically upon completion.*

- ◆ INTERPRETIVE ESSAYS ◆ Students will complete two interpretive essays during the semester. For each essay, the student will interpret a small selection of primary sources in terms of lecture and secondary-source content. These are short assignments (4-5 pages) that target historical thinking and writing in a focused manner. Essays must be submitted in MS Word (.doc or .docx) format using Turnitin on D2L. Students will receive brief feedback on each essay (written and rubric). You may request individual workshopping, review of a draft, or extended feedback during office hours. *Essay grades will be returned within 10 business days.*

40%
Discussion
Forum

16 Posts + Peer
Responses
(Drop 4)

30%
Quizzes

(16 Quizzes)

30%
Interpretive
Essays

(2 Essays:
18 Oct &
11 Dec)

Grading Scale

Students are evaluated on the following scale:

A	90+ points	Excellent
B	80-89 points	Good
C	70-79 points	Satisfactory
D	60-69 points	Unsatisfactory
F	59 points or lower	Failing
I	(none)	Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

University Policies

Academic Integrity ♦ Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See the full [KSU Codes of Conduct](#).

The consequences for violation of the Student Code of Conduct as related to Academic Integrity could lead to failing the course, documentation on your university record, or dismissal from Kennesaw State University. The link(s) below are to websites designed to avoid plagiarism.

ADA Compliance ♦ Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require "reasonable accommodation(s)" to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University's Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, <http://sds.kennesaw.edu/>. Contact information is as follows: sds@kennesaw.edu (SDS email); 470.578.2666 (primary number for Kennesaw campus); 678.915.7244 (primary number for Marietta campus). Additional [Student Rights and Responsibilities](#) can be found in the [Student Handbook](#).

Course Policies

“Attendance” & Time Management ♦ There is no formal attendance policy in this online course. Nevertheless, you are expected to fully review each module and its components. Students generate timestamps when interacting with course content, and the professor can audit this information at any time. Course content will open on a weekly basis, with all content available two weeks prior to the relevant due dates. You should establish a routine for completing each module on time, according to the schedule of one module per week. Each module is complex, rich, and demanding. Each represents the same time commitment necessary for all in-class and homework components in a standard, face-to-face course (roughly 9 hours per week). In short, you must manage your time in order to succeed.

Course Readings & Annotations ♦ Regular reading is the single most important factor upon your success in this course. Students are expected to complete daily readings (.pdf format) before coming to class. You are encouraged to perform close reading and annotation (thesis, goals, themes, structure, and key examples) of each reading. Annotations are short sentences, keywords, and other notations that serve as signposts for purposes of discussion. You cannot succeed in this course without reading, as readings are integrated into all forms of assessment (discussion forum, class participation, and interpretive essays).

Late Assignments ♦ Late assignments will not be accepted—no exceptions. Students are responsible for verifying the successful submission of assignments *prior* to the due date. It is recommended that you plan to complete each assignment with time to spare, in case of technical problems. Students with unreliable home internet connections are encouraged to submit assignments from an university computer lab. The submission folder for each assignment will close automatically at the due date and time. If for any reason you cannot complete a written assignment on the scheduled date, you must contact the professor *more than 48 hours prior* to the due date in order to request an alternate date.

Inclement Weather ♦ Online courses are available regardless of inclement weather, but many students depend upon public access to library or university resources to complete their assignments. As a result, assignments will be postponed if their originally-scheduled due date corresponds to a regional inclement-weather event. Watch for communication from the professor under these circumstances.

Courtesy and Netiquette ♦ Students are expected to maintain a high level of courtesy toward the instructor and other students. During discussion, positive and respectful discourse with all individuals is expected. Students are expected to practice good "netiquette" (online etiquette) in all interactions. [Learn more about netiquette.](#)

Intellectual Freedom & Freedom of Speech ♦ The past is a foreign country—when we discuss history, we confront a complicated, unfamiliar, and distressing set of issues. The classroom is our place to test, affirm, or challenge those ideas in a safe setting. In short, the classroom serves as a “rehearsal space.” In order to preserve the intellectual freedom and freedom of speech of all participants, audio and video recording are disallowed in the classroom (except in cases of accessibility).

Technological Requirements ♦ Online courses have higher technological requirements than those in the classroom. The minimum technological requirements for this course are (i) reliable access to a computer, (ii) web camera with microphone (integrated or external), (iii) installation of Adobe Reader, (iv) ability to navigate D2L Brightspace, and (iv) word-processing software that can read and generate .doc or .docx format documents. Please do not contact the professor with requests for technical support. Assistance is available through [UITS](#) (470.578.3555).

Electronically Proctored Quizzes ♦ This course uses automated proctoring during quizzes. Respondus Lockdown Browser requires you to activate a web camera with microphone before and during each quiz. Respondus scans the quiz environment and creates a reference-video to detect the presence of unauthorized persons, materials, and communications. There is no restriction upon use of handwritten notes during quizzes, but use of electronic reference (secondary computer, tablet, smart phone, etc.) is considered cheating. The professor can review this video at any time.

Electronic Devices ♦ There is no restriction upon electronic devices in the classroom—in fact, the professor may occasionally ask students to use their devices as in-class reference tools. Cell phones and other devices *must be silenced* before entering the classroom. Students who prefer to keep notes on computer should

sit in the rear half of the classroom. If your use of technology distracts others, the professor will dismiss you and record a participation score of 0 (zero) for the day.

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Plagiarism & Cheating ♦ This course adopts a no-tolerance policy toward cases of plagiarism and cheating. Violations can result in consequences up to and including a grade of “F” for the course. For more information, see the university’s academic-integrity policy (below). Uncertain what counts as plagiarism? Ignorance is no excuse! Learn about [definitions of plagiarism](#) (Indiana University PDF).

Failing Grades ♦ In cases where a student can no longer pass the course (grade of “F”), the professor will cease to accept, grade, or comment upon further assignments from that student. This situation can occur for reasons of attendance (more than four absences), plagiarism (if consequences result in failure), or because the student is numerically unable to pass the course (grade of 59 points or lower).

Course Schedule

Suggested Schedule ♦ Online courses are “asynchronous”—that is, you work at your own pace. The following course suggests one possible schedule for completing the video lectures, readings, and assignments in this course. You are not required to complete them on this schedule, but note that assignments are listed according to their deadlines. Days of the week coded as M-T-W-R-F-S-U.

Module	DATE	LESSON	ASSIGNMENT
Module 1 Modern/World 19-25 AUG	M 19 AUG	1.1 Modernity	Ben-Dor Benite, “The Sphinx and the Historian” Modernity (Primary Sources)
	W 21 AUG	1.2 Globality	Mark Juergensmeyer, “Globalization Over Time” in <i>Thinking Globally: A Global Studies Reader</i> Globality (Primary Sources)
	R 22 AUG		♦ Discussion Forum—Initial Response (11:59 pm)
	F 23 AUG		♦ Quiz (11:59 pm)
	U 25 AUG		♦ Discussion Forum—Peer Response (11:59 pm)
Module 2 Commerce 26 AUG-1 SEP	M 26 AUG	2.1 Ming Dynasty	Louise Levathes, <i>When China Ruled the Seas</i> , “The Treasure Fleet” Ming Dynasty (Primary Sources)
	W 28 AUG	2.2 Songhai Empire	Michael A. Gomez, “Timbuktu under Imperial Songhay: A Reconsideration of Autonomy”

			<p>📖 Songhai Empire (Primary Sources)</p>
	R 29 AUG		<p>♦ Discussion Forum—Initial Response (11:59 pm)</p>
	F 30 AUG		<p>♦ Quiz (11:59 pm)</p>
	U 1 SEP		<p>♦ Discussion Forum—Peer Response (11:59 pm)</p>
<p>Module 3 Conquest 4-9 SEP</p>	M 2 SEP	3.1 Ottoman Empire	<p>📖 K.E. Fleming, “Constantinople, from Christianity to Islam”</p> <p>📖 Ottoman Empire (Primary Sources)</p>
	W 4 SEP	3.2 Columbian Exchange	<p>📖 Patricia Seed, <i>Ceremonies of Possession in Europe’s Conquest of the New World, 1492-1640</i>, “The Requirement: A Protocol for Conquest”</p> <p>📖 Columbian Exchange (Primary Sources)</p>
	R 5 SEP		<p>♦ Discussion Forum—Initial Response (11:59 pm)</p>
	F 6 SEP		<p>♦ Quiz (11:59 pm)</p>
	U 8 SEP		<p>♦ Discussion Forum—Peer Response (11:59 pm)</p>
	M 9 SEP	4.1 Reformation	<p>📖 Robert E. Scully, “‘In the Confident Hope of a Miracle’: The Spanish Armada and Religious Mentalities in Sixteenth Century Europe”</p> <p>📖 Reformation (Primary Sources)</p>
<p>Module 4 Belief 9-15 SEP</p>	W 11 SEP	4.2 Mughal Empire	<p>📖 M.N. Pearson, “Portuguese India and the Mughals”</p> <p>📖 Mughal Empire (Primary Sources)</p>
	R 12 SEP		<p>♦ Discussion Forum—Initial Response (11:59 pm)</p>
	F 13 SEP		<p>♦ Quiz (11:59 pm)</p>
	U 15 SEP		<p>♦ Discussion Forum—Peer Response (11:59 pm)</p>
	M 16 SEP	5.1 Russian Empire	<p>📖 Peter Perdue, “Boundaries and Trade in the Early Modern World: Negotiations at Nerchinsk and Beijing”</p> <p>📖 Russian Empire (Primary Sources)</p>
<p>Module 5 Resources 16-22 SEP</p>	W 18 SEP	5.2 Capitalism	<p>📖 Alison Games, “Beyond the Atlantic: English Globetrotters and Transoceanic Connections”</p> <p>📖 Capitalism (Primary Sources)</p>

	R 19 SEP		♦ Discussion Forum—Initial Response (11:59 pm)
	F 20 SEP		♦ Quiz (11:59 pm)
	U 22 SEP		♦ Discussion Forum—Peer Response (11:59 pm)
Module 6 States 23-29 SEP	M 23 SEP	6.1 Absolutism	 Jay Smith, “Our Sovereign’s Gaze’: Kings, Nobles, and State Formation in Early Modern France”  Absolutism (Primary Sources)
	W 25 SEP	6.2 Enlightenment	 Sebastian Conrad, “Enlightenment in Global History: A Historiographical Critique”  Enlightenment (Primary Sources)
	R 26 SEP		♦ Discussion Forum—Initial Response (11:59 pm)
	F 27 SEP		♦ Quiz (11:59 pm)
	U 29 SEP		♦ Discussion Forum—Peer Response (11:59 pm)
Module 7 Labor 30 SEP-6 OCT	M 30 SEP	7.1 Transatlantic Slave Trade	 Pier M. Larson, “African Diasporas and the Atlantic” in <i>The Atlantic in Global History, 1500-2000</i>  Transatlantic Slave Trade (Primary Sources)
	W 2 OCT	7.2 Plantation Complex	 Richard Sheridan, “The Formation of Caribbean Plantation Society, 1689-1748” in <i>The Oxford History of the British Empire, Vol. II</i>  Plantation Complex (Primary Sources)
	R 3 OCT		♦ Discussion Forum—Initial Response (11:59 pm)
	F 4 OCT		♦ Quiz (11:59 pm)
	U 6 OCT		♦ Discussion Forum—Peer Response (11:59 pm)
Module 8 Technology 7-13 OCT	M 7 OCT	8.1 Scientific Revolution	 Catherine Jami, “Western Learning and Imperial Scholarship: The Kangxi Emperor’s Study”  Scientific Revolution (Primary Sources)
	W 9 OCT	8.2 Industrial Revolution	 Sidney Pollard, “The Factory Village in the Industrial Revolution”  Industrial Revolution (Primary Sources)

	R 10 OCT		◆ Discussion Forum—Initial Response (11:59 pm)
	F 11 OCT		◆ Quiz (11:59 pm)
	U 13 OCT		◆ Discussion Forum—Peer Response (11:59 pm)
Module 9 Revolution 14-20 OCT	M 14 OCT	9.1 Atlantic Revolutions	📖 Jeremy Adelman, “An Age of Imperial Revolutions” 📖 Atlantic Revolutions (Primary Sources)
	W 16 OCT	9.2 Socialism	📖 George Boyer, “The Historical Background of the <i>Communist Manifesto</i> ” 📖 Socialism (Primary Sources)
	R 17 OCT		◆ Discussion Forum—Initial Response (11:59 pm)
	F 18 OCT		◆ Quiz (11:59 pm)
	U 20 OCT		◆ Discussion Forum—Peer Response (11:59 pm)
Module 10 Empires 21-27 OCT	M 21 OCT	10.1 Nationalism	📖 Hedva Ben-Israel, “Nationalism in Historical Perspective” 📖 Nationalism (Primary Sources)
	W 23 OCT	10.2 Imperialism	📖 Juhani Koponen, “The Partition of Africa: A Scramble for a Mirage?” 📖 Imperialism (Primary Sources)
	R 24 OCT		◆ Discussion Forum—Initial Response (11:59 pm)
	F 25 OCT		◆ Quiz (11:59 pm)
	U 27 OCT		◆ Discussion Forum—Peer Response (11:59 pm)
Module 11 Peoples 28 OCT-3 NOV	M 28 OCT	11.1 Latin American Independence	📖 Rafe Balufarb, “The Western Question: the Geopolitics of Latin American Independence” 📖 Latin American Independence (Primary Sources)
	W 30 OCT	11.2 British Empire	📖 Robert A. Huttenback, “Indians in South Africa, 1860-1914: The British Imperial Philosophy on Trial” 📖 British Empire (Primary Sources)
	R 31 OCT		◆ Discussion Forum—Initial Response (11:59 pm)
	F 1 NOV		◆ Quiz (11:59 pm)
	U 3 NOV		◆ Discussion Forum—Peer Response (11:59 pm)
Module 12	M 4 NOV	12.1 Qing Dynasty	📖 Nick Robins, <i>The Corporation that Changed the</i>

Divergence 4-10 NOV			<i>World: How the East India Company Shaped the Modern Multinational</i> , “The Toxic Exchange” Qing Dynasty (Primary Sources)
	W 6 NOV	12.2 Empire of Japan	Kozo Yamamura, “Success Illgotten? The Role of Meiji Militarism in Japan’s Technological Progress” Empire of Japan (Primary Sources)
	R 7 NOV		♦ Discussion Forum—Initial Response (11:59 pm)
	F 8 NOV		♦ Quiz (11:59 pm)
	U 10 NOV		♦ Discussion Forum—Peer Response (11:59 pm)
Module 13 Disorder 11-17 NOV	M 11 NOV	13.1 Great War	John Mueller, “Changing Attitudes Towards War: The Impact of the First World War” Great War (Primary Sources)
	W 13 NOV	13.2 Communism	Felix Schnell, “Empire in Disguise: The Soviet-Russian Imperial Metamorphosis after World War I” Communism (Primary Sources)
	R 14 NOV		♦ Discussion Forum—Initial Response (11:59 pm)
	F 15 NOV	Synthesis	♦ Quiz (11:59 pm)
	S 17 NOV		♦ Discussion Forum—Peer Response (11:59 pm)
Module 14 Conflict 18-24 NOV	M 18 NOV	14.1 World War II—Europe	Gretchen Schafft and Gerhard Ziedler, <i>Commemorating Hell: The Public Memory of Mittelbau-Dora</i> , “Conceptualizing Horror” World War II—Europe (Primary Sources)
	W 20 NOV	14.2 World War II—Pacific	Barton Bernstein, “Truman and the A-Bomb: Targeting Noncombatants, Using the Bomb, and His Defending the ‘Decision’” World War II—Pacific (Primary Sources)
	R 21 NOV		♦ Discussion Forum—Initial Response (11:59 pm)
	F 22 NOV		♦ Quiz (11:59 pm)
	U 24 NOV		♦ Discussion Forum—Peer Response (11:59 pm)
25 NOV-1 DEC	M 25 NOV		

	W 27 NOV	Fall Break (Class Dismissed)	
	F 29 NOV		
Module 15 Ideology 2-8 DEC	M 2 DEC	15.1 Cold War	📖 Philip Brenner, “Cuba and the Missile Crisis” 📖 Cold War (Primary Sources)
	W 4 DEC	15.2 Decolonization	📖 Tony Smith, “A Comparative Study of French and British Decolonization” 📖 Decolonization (Primary Sources)
	R 5 DEC		♦ Discussion Forum—Initial Response (11:59 pm)
	F 6 DEC		♦ Quiz (11:59 pm)
	U 8 DEC		♦ Discussion Forum (11:59 pm)
Module 16 Anthropocene 9-15 DEC	M 9 DEC	16. 1 The Great Acceleration	📖 Simon Dalby, “Environmental Politics in the Twenty-First Century” 📖 The Great Acceleration (Primary Sources)
	W 11 DEC	16. 2 Planetary Civilization	📖 Marwan M. Kraidy, <i>Hybridity of the Cultural Logic of Globalization</i> , “Scenarios of Global Culture” 📖 Planetary Civilization (Primary Sources)
	R 12 DEC		♦ Discussion Forum—Initial Response (11:59 pm)
	F 13 DEC		♦ Quiz (11:59 pm)
	U 15 DEC		♦ Discussion Forum—Peer Response (11:59 pm)
Conclusion	R 19 DEC	Final Grades Released (5:00 pm)	