

Instructor: Marcus Filippello, Associate Professor (filippem@uwm.edu)

Office Hours: I will hold office hours in Collaborate Ultra on the Canvas course site or via Microsoft Teams by request.

Teaching Assistant: Samuel Cocar (scocar@uwm.edu)

Note: In lieu of having face to face discussion sections, all students will participate in group discussions monitored by the TA on the main course Canvas site throughout the semester. We will organize students in groups as we come closer to the beginning of the semester and update you on how you may access the discussions in the first week of classes. Please see our expectations for discussions and assignments in the weekly sections below and on the Canvas site.

Reinterpreting “Modern” World History

This course is an introduction to modern global history. We will examine the history of the world from the middle of the 15th century to the present by studying the diverse nature of its peoples and geography temporally and thematically. In particular, we will investigate human migrations, changing notions of empire, and colonizing and decolonizing processes while considering how cross-cultural exchanges have shaped and affected historical change. The intention is to lay the foundation for upper division classes across a variety of disciplines, both within and outside of the humanities.

Clearly, much happened over the course of the several hundred years we will investigate in this class. It would be impossible for us to address everything over the fifteen weeks of the spring semester. (We won't even come close!) Nevertheless, we will try to focus on important themes and do our best to understand how and why the experiences people had across time and space can help us make sense of our contemporary era. Scholars often teach world history by highlighting Europe's relationship with peoples in Africa, Asia, the Middle East, and the Americas. This is a useful approach insofar as it demonstrates the struggles Europeans had with colonized peoples during much of the period we will examine this semester. However, such an approach often risks neglecting the roles non-Europeans played in the making of a “modern” world. Lectures and other course materials will introduce key historical themes and take into account the views of global populations more broadly.

Readings and assignments will constitute our commitment to understanding historical narratives and their particular meanings. Historically speaking, we will address a long period of time. If we use our historical imagination effectively, however, my hope is we will be able to better understand how the past has shaped our present. In addition to viewing lecture materials and reading assignments, you will complete an introductory assignment, take eleven quizzes on assigned readings and films, write one 1,000- to 1,250-word paper, finish a short written final assignment, and participate in ten discussions online. (Please note we will drop the lowest quiz score from your overall grade.)

Required Books (available at the UWM.ecampus.com virtual bookstore):

- Weisner, Wheeler, Doeringer, and Curtis, *Discovering the Global Past, Vol. II* (Fourth Edition, Wadsworth Publishing, 2011): ISBN – 978-1111341435 (\$89.10 new or \$36.14 used)

Please note that you may locate the required book above on reserves at the library. There will also be a small sample of selected readings and films on the course Canvas website.

Course Requirements and Grading:

1. One 250- to 350-word introductory writing assignment due on Canvas by the end of the day on January 31st – (10%)
2. Ten quizzes (3% total each) on weekly assignments — (30%) (Note about the quizzes: We will have eleven quizzes total throughout the semester but will drop the lowest total from your overall grade.)
3. Participation in ten online discussions (3% total for each week) — (30%)
4. 1,000- to 1,250-word paper due on Canvas by the end of the day on March 19th — (20%)
5. Short written final assignment due by the end of the day on May 21st — (10%)

Grading Scale: A=100-93; A-=92-90; B+=89-87; B=86-83; B-=82-80; C+=79-77; C=76-73; C-=72-70; D+=69-67; D=66-63; D-=62-60; F=59-0

Discussion Group Guidelines:

Students will engage in online written discussions in groups organized on the course Canvas site. We will post guidelines and leading questions each week, and students will have from Mondays to the following Fridays at 11:59pm to participate. Your first posts to discussions will always be taken directly from short answer components of quizzes, so it will be very easy to get started on the discussions.

Course Expectations:

- Reading and examining visual sources constitute important components of this class. Comprehension and performing well on written assignments cannot flow without reading and analyzing images. You must complete all of the assignments for each week. You should read and view materials carefully, placing emphasis on themes and historical change. The assessments in this class will feature names, places and dates, but the emphasis will be on your understanding of historical change. Please contact me via email or request a meeting if you have any difficulty completing or understanding the assignments.

- Writing is likewise an important feature of this course. Clear, original, intelligent, and coherent writing is a useful skill. This means that academic honesty is essential. Plagiarism is unacceptable. Citations are required for the paper assignment, and you may find it useful to cite sources in online discussions.
- I will offer students virtual office hours by request to provide you with a forum to raise questions and discuss class materials and assignments. They also provide me with an opportunity to assess your progress in the class and suggest improvement.
- Please note this course is online on Canvas. I encourage you to visit the site regularly for updates and announcements.
- This is a three-credit course. As such, I expect students to devote an average of 9 hours per week (135 hours over the course of what amounts to 15 weeks of the semester) viewing lectures and other supplemental material, participating in online discussion sections, completing assigned readings, working on assignments, and studying for and writing papers and the final assignment.

Course Policies:

- **Attendance:** Say what? Isn't this class online? Yes, it is! Nevertheless, you will find that viewing lectures and supplemental material posted on Canvas and participating in online discussions will be extremely important to performing well in the class. We may ask you to comment on lectures and supplemental materials in your online discussions.
- **Late Assignments:** In general, I do not grant extensions on assignments and exams. Exceptions may be made for those on official university business, sporting engagements, or a medical condition, provided I am informed before the event and/or in written form from the relevant authority. Rest assured, if you are feeling unwell, we will be able to discuss granting extensions on assignments.
- **Make-up Policies:** Should you miss an assignment due to any of the circumstances listed above, please contact me. We will discuss make-up dates and times.
- **Safety Policies:** The university is dedicated to creating a caring environment where individuals are free to learn, teach, and work without fear of intimidation or exposure to potentially harmful/disruptive situations. I expect students to treat each other, the TA, and me with dignity and respect at all times.
- **Incomplete Policies:** I generally do not allow students to receive an incomplete grade for this class. However, there may be circumstances where students might want to request this as an option. Please contact me by email, and we can discuss your situation and gauge whether an incomplete grade is appropriate. Should you receive an incomplete grade, you will have until the next succeeding semester, excluding summer sessions and UWinteriM, to submit/complete remaining required assignments. The campus conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:
<http://www4.uwm.edu/secu/docs/other/S31.pdf>

Other Campus Policies: <http://uwm.edu/secu/syllabus-links/>

- **Students with Disabilities:** Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: <http://uwm.edu/arc/>
- **Religious Observances:** Policies regarding accommodations for absences due to religious observance are found at the following:
<http://www4.uwm.edu/secu/docs/other/S1.5.htm>
- **Students Called to Active Military Duty:** For accommodations for absences due to call-up of reserves to active military duty please see: <http://uwm.edu/active-duty-military/>
- **Discriminatory Conduct (such as sexual harassment):** Harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at the following:
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
- **Academic Misconduct:** Policies for addressing students cheating on exams or plagiarism can be found at the following:
https://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/
- **Complaint Procedures:** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
<http://www4.uwm.edu/secu/docs/other/S49.7.htm>
- **Grade Appeal Procedures:** Procedures for student grade appeal appear at the following: <http://www4.uwm.edu/secu/docs/other/S28.htm>
- **Final Examination Policy:** Policies regarding final examinations can be found at the following: <http://www4.uwm.edu/secu/docs/other/S22.htm>
- **Navigate Student Success Platform and Mobile App:** Students are encouraged to use a tool called Navigate. This tool can help you learn about academic resources, set up study groups in your courses, make appointments with your academic advisor, get reminders on important dates, and much more. In addition, Navigate allows instructors to send Progress Reports to students throughout the term, allowing for updates on your academic progress in a course in addition to your grade. You can log into the platform here: <https://uwmilwaukee.campus.eab.com/> or by finding the Navigate link under the Current Students tab on the UWM home page. More information on how you can use Navigate and the app, including tutorials, can be found on UWM's Navigate website.

Academic Advising in History:

All L&S students have to declare and complete an academic major to graduate. If you have not yet declared a major, you are encouraged to do so, even if you are at an early stage in your college education. If you are interested in declaring a major (or minor) in History, or if you need academic advising in History, please visit the Department of History undergraduate program web page at <http://www4.uwm.edu/lets/history/undergrad/> for information on how to proceed.

Ok, now that we have gotten through all of the important (but lengthy and occasionally tedious to read) material above, let's move on to the actual components of the class! You will see below the themes we will cover each week, along with weekly assignments and due dates. Please note that you may locate all of the information provided below on the course Canvas site, as well.

Week One (1/25 to 1/29): World History, an Introduction

Assigned Film: "The Danger of a Single Story," TedTalk by Chimamanda Ngozi Adichie (link to film on course Canvas site)

Introductory Written Assignment (due on Canvas by the end of the day on 1/31): Please see the Canvas site for guidelines.

Week Two (2/1 to 2/5): Migration, Contact, and Perceptions

Assigned Reading:

➤ *Discovering the Global Past*, Chapter One (pp. 1-34)

Quiz 1: Complete the quiz (on Canvas) on the assigned reading listed above by the end of the day Tuesday, February 2nd.

Online Discussion Sections: Students will be organized into groups and will engage in a written discussion on the course Canvas site. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Monday, February 1st to the following Friday, February 5th at 11:59pm to participate.

Week Three (2/8 to 2/12): The “New World” and Early Colonizing Patterns

Assigned Film:

- “*Guns Germs, and Steel* (link to film on course Canvas site)

Quiz 2: Complete the quiz (on Canvas) on the assigned film listed above by the end of the day Tuesday, February 9th.

Online Discussion Sections: Students will be organized into groups and will engage in a written discussion on the course Canvas site. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Monday, February 9th to the following Friday, February 12th at 11:59pm to participate.

Week Four (2/15 to 2/19): Sugar and Enslavement in World History

Assigned Reading:

- *Discovering the Global Past*, Chapter Five (pp. 129-166)

Quiz 3: Complete the quiz (on Canvas) on the assigned reading listed above by the end of the day Tuesday, February 16th.

Online Discussion Sections: Students will be organized into groups and will engage in a written discussion on the course Canvas site. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Monday, February 15th to the following Friday, February 19th at 11:59pm to participate.

Week Five (2/22 to 2/26): Revolution and Liberation

Assigned Reading:

- *Discovering the Global Past*, Chapter Six (pp. 167-204)

Quiz 4: Complete the quiz (on Canvas) on the assigned reading listed above by the end of the day Tuesday, February 23rd.

Online Discussion Sections: Students will be organized into groups and will engage in a written discussion on the course Canvas site. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Monday, February 22nd to the following Friday, February 26th at 11:59pm to participate.

Week Six (3/1 to 3/5): Industrialization and Nationality

Assigned Reading:

- *Discovering the Global Past*, Chapter Eight (pp. 242-280)

Quiz 5: Complete the quiz (on Canvas) on the assigned reading listed above by the end of the day Tuesday, March 2nd.

Online Discussion Sections: Students will be organized into groups and will engage in a written discussion on the course Canvas site. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Monday, March 1st to the following Friday, March 5th at 11:59pm to participate.

Week Seven (3/8 to 3/12): Introducing “Modernity”

Note: No assigned readings or assignments this week. We realize you probably have some other midterms and/or papers to complete, so please feel free to take a break on reading or writing about the past! We do hope, however, you find some time to take a look at lecture materials. You will find them helpful for future assignments. Plus, you will have your papers due the following week, so you may also find it helpful to get started on that assignment. It’s up to you. After all, you are active agents in the making of your own history.

Week Eight (3/15 to 3/19): Rethinking the Past and Present (an interlude)

1,000- to 1,250-word paper due on Canvas by the end of the day on Friday, March 19th. Please see questions and guidelines on the Canvas site.

Spring Break (3/22 to 3/26): No Lectures or Assignments (enjoy your break!)

Week Nine (3/29 to 4/2): Responses to “Formal” and “Modern” Colonial Rule

Assigned Reading:

- *Discovering the Global Past*, Chapter Seven (pp. 205-241)

Quiz 6: Complete the quiz (on Canvas) on the assigned reading listed above by the end of the day Tuesday, March 30th.

Online Discussion Sections: Students will be organized into groups and will engage in a written discussion on the course Canvas site. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Monday, March 29th to the following Friday, April 2nd at 11:59pm to participate.

Week Ten (4/5 to 4/9): An End to a “Long” Nineteenth Century

Assigned Film:

- *Paris in the 1890s* (link to film on course Canvas site)

Quiz 7: Complete the quiz (on Canvas) on the assigned film listed above by the end of the day Tuesday, April 6th.

No online discussions this week: Take a break and rest up for the remaining weeks of the semester. You deserve it.

Week Eleven (4/12 to 4/16): Global War, Depression, and Political Change

Assigned Reading:

- *Discovering the Global Past*, Chapter Twelve (pp. 368-404)

Quiz 8: Complete the quiz (on Canvas) on the assigned reading listed above by the end of the day Tuesday, April 13th.

Online Discussion Sections: Students will be organized into groups and will engage in a written discussion on the course Canvas site. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Monday, April 12th to the following Friday, April 16th at 11:59pm to participate.

Week Twelve (4/19 to 4/23): Cold War, Decolonization, and Independence

Assigned Reading:

- *Discovering the Global Past*, Chapter Thirteen (pp. 405-438)

Quiz 9: Complete the quiz (on Canvas) on the assigned reading listed above by the end of the day Tuesday, April 20th.

Online Discussion Sections: Students will be organized into groups and will engage in a written discussion on the course Canvas site. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Monday, April 19th to the following Friday, April 23rd at 11:59pm to participate.

Week Thirteen (4/26 to 4/30): Apartheid

Assigned Readings: (Note: you will find the selected chapters below from *Born a Crime* by Trevor Noah on the course Canvas site)

- “Interlude,” pp. 19-20
- “Chapter 2: Born a Crime,” pp. 21-32
- “Interlude,” p.77

Quiz 10: Complete the quiz (on Canvas) on the assigned readings listed above by the end of the day Tuesday, April 27th.

Online Discussion Sections: Students will be organized into groups and will engage in a written discussion on the course Canvas site. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Monday, April 26th to the following Friday, April 30th at 11:59pm to participate.

Week Fourteen (5/3 to 5/7): Late Twentieth Century Protest and Reform

Assigned Reading:

- *Discovering the Global Past*, Chapter Fourteen (pp. 439-491)

Quiz 11: Complete the quiz (on Canvas) on the assigned readings listed above by the end of the day Tuesday, May 4th.

Online Discussion Sections: Students will be organized into groups and will engage in a written discussion on the course Canvas site. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Monday, May 3rd to the following Friday, May 7th at 11:59pm to participate.

Week Fifteen (5/10 to 5/13): Conclusions

Note: I will be offering concluding comments in lecture materials posted on the Canvas site, but you do not have any assigned readings or discussion groups in this final week of class

Final Assignment due on Canvas by the end of the day on Friday, May 21st (please feel free to turn it in earlier)