University of Massachusetts Global A private nonprofit affiliate

Course Number, Title and Credits

HISU 125 - Emergence of the Modern World - 3 credits

Course Description

This course explores global societies from the Age of European Exploration to the contemporary era, focusing on three central themes: the evolving relationship between individuals and governing institutions, conflicts rooted in class, ethnicity, religion, and gender, and the rise and decline of European global dominance. Students will analyze primary sources, evaluate colonialism and industrialization, and build evidence-based historical arguments.

Course Learning Outcomes

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

1. Identify key civilizations and explain the most significant developments of the period.
2. Critically analyze primary sources to construct evidence-based historical conclusions.
3. Evaluate evolving relationships between individuals, states, and societal institutions across cultures.
4. Assess the impact of class, ethnicity, religion, and gender on historical conflicts and power structures.
5. Trace Europe's rise to global hegemony and its 20th-century decline through political, economic, and social lenses.

Required Textbooks

McNeill, J.R. The Webs of Humankind: A World History, Seagull Edition, Volume 2. Canada: W.W. Norton & Company, Inc., 2021. 978-0-393-42879-7

Letter Grade/Percentage Equivalents

Grades are determined on a straight-scale basis using the following scales.					
A	94% to 100%	A-	90% to 93%	B+	87% to 89%
B	84% to 86%	B-	80% to 83%	C+	77% to 79%
C	74% to 76%	C-	70% to 73%	D+	67% to 69%
D	64% to 66%	D-	60% to 63%	F	59% and below

Methods of Evaluation for Determining Grades

Assignment Detail for Course:

Assignments	**Possible Points**
Writing Assignments	400
Exam 1	200
Exam 2	200
Final Exam	200
Total Points Possible in Course	**1000**

Week by Week Outline for Course (Tentative):

Week	Topics&Assignments
Week 1	**Weaving the Global Web, 1400-1800** This week we will be looking at the history of the world from 1400-1800, focusing on economic, political, intellectual, social and biological events that united the world. Key concepts we will cover include: the Old World, the Ming Voyages, Columbus, biological globalization, the Columbian Exchange, disease disasters, transatlantic slave trade, plantation zone, Treaty of Waitangi, creole cultures, printing press, Renaissance, Protestantism, Catholic Reformation, Scientific Revolution, Shi'a Islam, Safavids, neo-Confucianism, Tokugawa shogunate, Qing dynasty, Ottoman Empire, Habsburgs, pirates, gross world product, cotton, silver, slave-and-sugar plantations, Dutch East India Company, and fractional reserve banking. a. *The Webs of Humankind*: Chapter 16 "Convergence: The Discovery of the Oceans and Biological Globalization 1400-1800." b. *The Webs of Humankind:* Chapter 17 "Disruption: Africa, the Americas, Siberia, and Oceania, 1492 to 1850" c. *The Webs of Humankind*: Chapter 18 "Cultural Upheavals: Religious and Intellectual Movements, 1500-1750" d. *The Webs of Humankind:* Chapter 19 "University of War: Empires and Power, 1450-1800" e. *The Webs of Humankind:* Chapter 20 "The First Global Economy, 1500-1800"
Week 2	**Revolutions, 1640-1920 (Part 1)** This week we will be looking at the history of the world from 1640-1920, focusing on economic, political, intellectual, social and biological events that united the world. Key concepts we will cover include: Kongo monarchy, rising merchant class, Parliament, Pontiac's War, American Revolution, French Revolution, Jacobin, Napoleon Bonaparte, Haitian Revolution, political decentralization, Industrial Revolution, Communist Manifesto, Trans-Siberian Railway, Meiji Restoration, de-industrialization, socialists, Vital Revolution, Sons of Africa, Slavery Abolition Act, and indentured labor. a. *The Webs of Humankind*: Chapter 21 "The Best and Worst of Times: Atlantic Revolutions, 1640-1830." b. *The Webs of Humankind:* Chapter 22 "Fossil Fuels and Mass Production: Industrial Revolutions around the World, 1780-1914" c. *The Webs of Humankind:* Chapter 23 "Two Liberations: The Vital Revolution and the Abolitions of Slavery and Serfdom, 1750-1950."

Week 3	**Revolutions, 1640-1920 (Part 2)** This week we will continue looking at the history of the world from 1640-1920, focusing on economic, political, intellectual, social and biological events that united the world. Key concepts we will cover include: nationalism, Yamato race theory, multiethnic empires, new imperialism, social Darwinism, British Raj, settler colony, partition of Africa, land empire, Comanche Empire, millenarian movements, Ghost Dance, Taiping Rebellion, Indian Rebellion, Chinese Revolution, Mexican Revolution, and Young Turk Revolution. a. *The Webs of Humankind*: Chapter 24 “Nationalism and Imperialism: Tightening the Global Web” b. *The Webs of Humankind*: Chapter 25 “Making the Modern World”
Week 4	**The Global Web since 1870 (Part 1)** This week we will look at the history of the world after 1870 focusing on economic, political, intellectual, social and biological events that united the world. Key concepts we will cover include: World War I, Russian Revolution of 1917, Treaty of Versailles, self-determination, suffragism, fascism, anti-colonialism, Pan-Africanism, World War II, Hiroshima and Nagasaki, Holocaust, Chinese Civil War, Prague Spring, Korean War, Vietnam War, and domino theory. a. *The Webs of Humankind*: Chapter 26 “International Politics: War, Peace, and Ideologies, 1870 to 1940” b. *The Webs of Humankind*: Chapter 27 “World War II and the Cold War, 1937 to 1991”
Week 5	**The Global Web since 1870 (Part 2)** This week continue looking at the history of the world after 1870 focusing on economic, political, intellectual, social and biological events that united the world. Key concepts we will cover include: Jawaharlal Nehru, Kwame Nkrumah, Algerian war of independence, Asian tiger economics, containerization, land reform, Great Leap Forward, Deng Xiaoping, Anthropocene, climate change, HIV/AIDS, and Covid-19. a. *The Webs of Humankind*: Chapter 28 “Decolonization and the Rise of East Asia, 1945-1991” b. *The Webs of Humankind*: Chapter 29 “A Shrinking World: Globalization since 1980”

Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or

taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.

- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The UMass Global online library provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The Academic Integrity and Plagiarism Avoidance page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The Citing Sources page offers guidance on how to properly cite using APA, MLA, and Chicago

styles.

- The Artificial Intelligence Resource Guide for Students provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). Registration with OAE is on a voluntary, self-identifying basis. Please visit the Office of Accessible Education (OAE) website for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a Feedback or Accessibility Concern Submission Form. We'll do our best to improve things and get you the information you need.

UMass Global’s CARES Team

The CARES team is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing cares@umassglobal.edu or by filling out a referral form here. The CARES Team provides short term assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university’s mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits

sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the University's Title IX Resource Page to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at civilrightscomplaints@umassglobal.edu.

Click on this Link to our University Title IX Policy