



## 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

Joshua Cole and Carol Symes, *Western Civilizations: Their History and Culture, Volume 2* (2017), ISBN: 978-0-393-61599-9

Tignor Adelman, et al., *Worlds Together, Worlds Apart: From the Beginnings of Humankind to the Present* (2015), ISBN: 9780393937695

## Letter Grade/Percentage Equivalents

Grades are determined on a straight-scale basis using the following scales.

A	94%-100%	A-	90%-93%	B+	87%-89%
B	84%-86%	B-	80%-83%	C+	77%-79%
C	74%-76%	C-	70%-73%	D+	67%-69%
D	64%-66%	D-	60% - 63%	F	59% and below

## Methods of Evaluation for Determining Grades

Assignment Detail for Course:

<b>Assignments</b>	<b>Possible Points</b>
Module Review Quizzes	100
Writing Reflections	300
Midterm Exam (Sections 1-2)	300
Final Exam (Sections 3-5)	300
<b>Total Points Possible in Course</b>	<b>1000</b>

### Statement on the Use of A.I./Chat GPT

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class. Use of AI tools for work in this class are considered a violation of our course Academic Honesty policy and Student Conduct Code, since the submitted work is not your own. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. The use of unauthorized AI tools will result in automatic failure on an assignment and possible failure in the course.

## Course Outline

Module	Topics and Assignments
Module 1	<p><b>The Great Disturbance (Section 1, Lessons 1-6)</b></p> <p><u>Complete</u></p> <p><b>Module 1 Review Quiz</b></p> <p><b>Writing Reflection 1: Course Introduction</b></p> <p><u>Read</u></p> <p><i>Worlds Together, Worlds Apart</i></p> <p>Hinduism in India: 304-06; Mughal Empire: 425-28; Islam in India: 327, 330; Great Zimbabwe: 373, 408-09; Mali/Mande: 369-71.</p> <p><u>Recorded Lectures</u></p> <ol style="list-style-type: none"><li>1. Course Intro</li><li>2. Yali's Question/Mongol Empire/Yuan Dynasty</li><li>3. Hinduism in India: Mahabharata/Caste System</li><li>4. Islam in India: Delhi Sultanate/Kingdom of Akbar the Great/Taj Mahal</li><li>5. East Africa Cultures: Swahili, Great Zimbabwe, Kingdom of Mapungubwe</li><li>6. West Africa Cultures: Griot culture, Mande People, Sundiata Keita, Mansa Musa</li></ol>
Module 2	<p><b>Worlds Collide (Section 1, Lessons 7-12)</b></p> <p><u>Complete</u></p> <p><b>Module 2 Review Quiz</b></p> <p><b>Writing Reflection 2: Section 1 Essential Questions</b></p> <p><u>Read</u></p> <p><i>Worlds Together, Worlds Apart</i></p> <p>Aztecs: 313-14, 459-63, 466-68; Inca: 462-64, 480</p> <p><i>Western Civilization, Volume II</i></p> <p>Chapter 12: Innovation and Exploration, 391-423</p> <p><u>Recorded Lectures</u></p> <ol style="list-style-type: none"><li>7. America Before Columbus: Puebloans, Cahokia, Iroquois Confederacy</li><li>8. Explorers Before 1492: Vikings, Ibn Battuta, Zheng He</li><li>9. Spanish Reconquista/Christopher Columbus</li></ol>

	<p>10. Spanish Invasion of Aztec Empire</p> <p>11. Spanish Invasion of Inca Empire</p> <p>12. Empire of Charles V/Shakespeare's The Tempest</p>
Module 3	<p><b>Revolutions and Reformations (Section 2, Lessons 1-6)</b></p> <p><u>Complete</u></p> <p><b>Module 3 Review Quiz</b></p> <p><b>Writing Reflection 3: Section 2 Essential Questions</b></p> <p><u>Read</u></p> <p><i>Worlds Together, Worlds Apart</i></p> <p>Black Death: 318-19, 411-17; Renaissance: 431-35; Merchants between 1600-1750: 484-85, 491, 495, 499-520.</p> <p><i>Western Civilization, Volume II</i></p> <p>Chapter 16: The New Science of the Seventeenth Century, 523-550</p> <p>Chapter 17: Europe During the Enlightenment, 551-583</p> <p><u>Recorded Lectures</u></p> <ol style="list-style-type: none"> <li>1. The Black Death/Medieval Scholasticism</li> <li>2. Quattrocento/Italian Renaissance</li> <li>3. Siege of Constantinople/Rise of Ottoman Empire</li> <li>4. Print Revolution/Protestant Reformation</li> <li>5. Thirty Years War/Scientific Revolution/Age of Enlightenment</li> <li>6. English Reformation/English Civil War/Commonwealth of England</li> </ol>
Module 4	<p><b>The World Turned Upside Down (Section 2, Lessons 7-12)</b></p> <p><u>Complete</u></p> <p><b>Module 4 Review Quiz</b></p> <p><b>Midterm Exam (Sections 1 and 2)</b></p> <p><u>Read</u></p> <p><i>Worlds Together, Worlds Apart</i></p> <p>French and Indian War: 520-21; Washington: 578; American Revolution: 566-68, 596, 600; Haitian Revolution 575-576</p> <p><i>Western Civilization, Volume II</i></p>

	<p>Chapter 18: The French Revolution, 585-619</p> <p><u>Recorded Lectures</u></p> <ol style="list-style-type: none"> <li>7. French and Indian/Seven Years Wars/Young George Washington</li> <li>8. Crisis in Massachusetts/Taxation Without Representation</li> <li>9. American Revolution</li> <li>10. French Revolution</li> <li>11. Rise and Fall of Napoleon</li> <li>12. Fight for Emancipation and End of Slavery</li> </ol>
Module 5	<p><b>Colonies and Conquests (Section 3, Lessons 1-6)</b></p> <p><u>Complete</u></p> <p><b>Module 5 Review Quiz</b></p> <p><u>Read</u></p> <p><i>Worlds Together, Worlds Apart</i></p> <p>Ming to Qing Dynasties: 507-510; Tokugawa Shogunate: 511-514, 539-542; Boxer Rebellion: 680-81; Meiji Restoration: 658-661.</p> <p><i>Western Civilization, Volume II</i></p> <p>Chapter 21: Revolution and Nation Building, 695-736</p> <p>Chapter 22: Imperialism and Colonialism, 737-773</p> <p><u>Recorded Lectures</u></p> <ol style="list-style-type: none"> <li>1. Ming/Qing Dynasties/Opium Wars</li> <li>2. Self-Strengthening Movement/Boxer Rebellion/1911 Xinhai Revolution</li> <li>3. Japan's Edo Period/Sakoku Edict of 1635/Meiji Restoration</li> <li>4. Scramble for Africa/American Colonization Society</li> <li>5. Congo Free State/Zulu Kingdom/Boer War</li> <li>6. British East India Company/1857 Indian Rebellion</li> </ol>
Module 6	<p><b>An Age of Empires (Section 3, Lessons 7-12)</b></p> <p><u>Complete</u></p> <p><b>Module 6 Review Quiz</b></p> <p><b>Writing Reflection 4: Section 3 Essential Questions</b></p> <p><u>Read</u></p>

	<p><i>Worlds Together, Worlds Apart</i></p> <p>Revolutions in the Caribbean and Iberian America, 572-578; Spanish-American War, 656-657, 666</p> <p><u>Recorded Lectures</u></p> <ol style="list-style-type: none"> <li>7. South American Revolutions/Simon Bolivar</li> <li>8. Mexican Independence/Mexican-American War</li> <li>9. American Conquest of Hawaii/Crisis in Cuba</li> <li>10. Spanish American/Philippine-American Wars</li> <li>11. Darwin's Theory of Evolution/Eugenics Movement</li> <li>12. Hegelianism/Karl Marx/Soren Kierkegaard/Friedrich Nietzsche</li> </ol>
Module 7	<p><b>The War to End All Wars (Section 4, Lessons 1-6)</b></p> <p><u>Complete</u></p> <p><b>Module 7 Review Quiz</b></p> <p><u>Read</u></p> <p><i>Western Civilization, Volume II</i></p> <p>Chapter 24: The First World War, 815-853</p> <p><u>Recorded Lectures</u></p> <ol style="list-style-type: none"> <li>1. World War I: Assassination of Archduke Franz Ferdinand/Trench Warfare</li> <li>2. World War I: Western Front</li> <li>3. World War I: Middle East</li> <li>4. World War I: Fall of Russian Empire/Bolshevik Revolution</li> <li>5. World War I: Failure at Versailles</li> <li>6. Spanish Influenza Pandemic of 1918/19</li> </ol>

<p>Module 8</p>	<p><b>The World on Fire (Section 4, Lessons 7-12)</b></p> <p><u>Complete</u></p> <p><b>Module 8 Review Quiz</b></p> <p><b>Writing Reflection 5: Section 4 Essential Questions</b></p> <p><u>Read</u></p> <p><i>Western Civilization, Volume II</i></p> <p>Chapter 25: Turmoil Between the Wars, 855-891</p> <p>Chapter 26: The Second World War, 893-901 (Stop At: The Beginning of the War in Europe)</p> <p><u>Recorded Lectures</u></p> <ol style="list-style-type: none"> <li>7. Soviet Union/Stalinism</li> <li>8. Rise of Fascism/Spanish Civil War</li> <li>9. Rise of Imperial Japan/Second Sino-Japanese War</li> <li>10. Fall of Weimar Republic/Rise of Third Reich/Burning of Reichstag</li> <li>11. Nuremberg Laws/Kristallnacht</li> <li>12. Holocaust/Nuremberg War Crimes Tribunal/Tokyo Trial</li> </ol>
<p>Module 9</p>	<p><b>World War II (Section 5, Lessons 1-6)</b></p> <p><u>Complete</u></p> <p><b>Module 9 Review Quiz</b></p> <p><b>Writing Reflection 6: Section 5 Essential Questions</b></p> <p><u>Read</u></p> <p><i>Western Civilization, Volume II</i></p> <p>Chapter 26: The Second World War, 901-933</p> <p><u>Recorded Lectures</u></p> <ol style="list-style-type: none"> <li>1. World War II: Invasion of Poland/Fall of France/Battle of Britain</li> <li>2. World War II: Operation Barbarossa/Attack on Pearl Harbor</li> <li>3. World War II: Fall of the Philippines/Island Hopping Campaign</li> <li>4. World War II: B29 Raids Over Tokyo/Battle of Stalingrad</li> <li>5. World War II: North Africa Campaign/D-Day Invasion</li> </ol>

	6. World War II: Fall of Berlin/Yalta and Potsdam Conferences
Module 10	<p><b>The Cold War and a New World Order (Lessons 7-12)</b></p> <p>Complete</p> <p><b>Module 10 Review Quiz</b></p> <p><b>Final Exam (Sections 3-5)</b></p> <p><u>Read</u></p> <p><i>Western Civilization, Volume II</i></p> <p>Chapter 27: The Cold War World – Global Politics, Economic Recovery, and Cultural Change, 935-971</p> <p>Chapter 28: Red Flags and Velvet Revolutions – The End of the Cold War, 973-1009</p> <p><u>Recorded Lectures</u></p> <ol style="list-style-type: none"> <li>7. Manhattan Project/Hiroshima and Nagasaki</li> <li>8. Chinese Civil War/Bamboo Curtain/Korean War</li> <li>9. Chinese Civil War/Bamboo Curtain/Korean War</li> <li>10. Indian Independence Movement/1947 Partition of India</li> <li>11. Cold War: Berlin Wall/Cuban Missile Crisis</li> <li>12. Cold War: The Week that Changed the World/Reunification of Germany</li> </ol>

## 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](mailto: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](mailto:civilrightscomplaints@umassglobal.edu).

[Click on this Link to our University Title IX Policy](#)