



UNIVERSITY OF  
CALGARY

## Department of History

HTST 307  
The Contemporary World  
Spring 2021

**Instructor:** Mr. Quentin Holbert

**Email:** quentin.holbert1@ucalgary.ca

**Office Hours:** Via Zoom Appointment, Mondays and Wednesdays 2:30pm – 3:30pm

**Course Delivery:** Online

**Originally Scheduled Class Times:** Mondays and Wednesdays, 4:00pm – 6:65pm

**Synchronous Class Times:** Mondays and Wednesdays, 4:00pm – 6:65pm

### Description

This course is an introduction to modern world history, covering from approximately from the mid-eighteenth century to the post-Cold War era. It will present an overview of the many themes that influence our world today, covering topics like technological innovation, social and cultural developments, intellectual traditions, and political movements.

### Learning Outcomes

By the end of this course, you will:

- Be able to explain the major themes and patterns in modern world history.
- Be able to analyze and critique primary sources.
- Read and discuss a scholarly article's argument, demonstrating an understanding of how historians write.

### Course Readings

Allosso, Dan, and Tom Williford. *Modern World History*. Minnesota: Minnesota Libraries Publishing Project, 2021.

Dunn, Ross E., Laura J. Mitchell, and Kerry Ward. *The New World History: A Field Guide for Teachers and Researchers*. Oakland, California: University of California Press, 2016.

All course readings will come from these two books. Both books are available for unlimited access through the university library, including permission to download the whole book as a .pdf for personal use. Individual chapter readings are listed in the course schedule.

## Assessment

Method	Due Date	Weight
Primary Source Analyses	See Schedule Below	30% (3% x 10)
Article Review	June 11 <sup>th</sup> , 2021	35%
Final Exam	June 25 <sup>th</sup> , 2021	35%

### Assessment Details

Primary Source Analysis (3% x 10 = 30%)

Due Date: See Course Schedule

A key tool for historians is to analyze primary sources. Throughout History 307, students will submit a short (100-150 word) reflection of a provided primary source. Each source analysis is due at 11:59pm on their respective due dates to D2L's Dropbox. The purpose of this assignment is to regularly practice source criticism. Students are graded on how deeply they engage with the source. This may include asking questions about the source, commenting on how historians can use it, or the source's limitations. There are 11 opportunities to submit journals for credit, with each entry is worth 3% for a maximum score of 30%.

This assessment is more informal, so using the first person (e.g., "I think that") or contractions (e.g., "this doesn't make sense") is fine. However, use full sentences with proper spelling and grammar in the reflections. External research is not required to achieve full marks.

Article Review (35%)

Due Date: June 9<sup>th</sup>, 2021

All scholarship is built upon predecessors' work. For this assignment, you will select one of the provided articles (listed on D2L) and write a ~600-word article review. Professional historians regularly review each others' work, but there are a few common traits across reviews. They must contain an accurate summary of the article or book's content, clearly identify the author's main argument, commentary about the author's methodology, and an assessment of whether they successfully addressed their research question. A book review is NOT an assessment of what could have been, but rather of how effective what the author *intends* is.

For references, refer to the History Student Handbook on how to do proper citations at <https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>. For information pertaining to reviews, see Part III.

Final Exam – 30%

June 21<sup>st</sup> – June 25<sup>th</sup>, 2021

On Monday, June 21<sup>st</sup>, I will post the final exam to D2L and students will have until June 25<sup>th</sup>, 2021 to submit it to D2L's Dropbox. The exam will have two parts (A and B), and you will select

one question from each section to answer. You will be assessed on how well you address major themes in this course, how effectively you incorporate relevant evidence, and your overall presentation of ideas. You are welcome to reference your course notes and assigned readings, as this is an open book exam.

### **Late Submission Policy**

No late submissions will be accepted without prior approval from the course instructor. Students are encouraged to contact the instructor regarding concerns surrounding assessment deadlines, and extensions are negotiable.

### **Academic Integrity Statement**

Students are expected to submit their original writing and ideas for each assignment, with citations as required. Students may reference course materials and rephrase the content in their own words. Any outside sources like academic articles or books must be cited. Use of third-party services including, but not limited to, hired freelancers, 'study' services, and online forums, are strictly forbidden.

### **Learning Technologies Requirements**

There is a D2L site for this course that contains required readings and other relevant class resources and materials. Students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); and broadband internet connection.

### **On-Line Instruction Statement**

This course will meet on Mondays and Wednesdays from 16:00 to 18:45 on Zoom for synchronous sessions. These sessions will include a mix of lectures and hands-on practice with analyzing primary sources. There will be a 15-minute break in the middle of each session. The zoom link will be listed on D2L underneath the "Communications" tab.

All assignments must be submitted to D2L via the dropbox as either a .docx or .pdf file by 11:59pm on their respective due dates. It is the student's responsibility to verify that the uploaded file works and is visible in D2L's preview feature. Files that cannot be opened are treated as late submissions. Email responses will not be graded.

### **Guidelines for Synchronous Sessions**

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. Please be prepared, as best as you

are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the [Code of Conduct](#)). To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. Only students registered in this course are allowed to be involved in course activities.

Non-compliance with online ground rules may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with online requirements, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### **Inclusiveness, Accommodation, and Classroom Conduct**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Accommodations may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances. Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

## Schedule

Date	Topics	Reading	Notes
May 5 <sup>th</sup>	Course Introduction <ul style="list-style-type: none"> <li>Syllabus Review and Housekeeping</li> <li>What is World History?</li> <li>The pre-industrial world</li> </ul>	Bentley, Jerry H. "Cross-Cultural Interaction and Periodization in World History." p. 296-304.	
May 10 <sup>th</sup>	Engines of Empire: The Industrial Revolution <ul style="list-style-type: none"> <li>Emergence and international impacts</li> <li>Local Stories: How did people respond?</li> </ul>	Pomeranz, Kenneth. "Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conuncture." P. 366-383	Journal #1 Due
May 12 <sup>th</sup>	Imperialism in East Asia <ul style="list-style-type: none"> <li>China, Opium Wars, and Taiping Rebellion</li> <li>Japan, Meiji Restoration, and Korea</li> </ul>	Williford and Allosso. <i>Modern World History</i> . Chapter 6: Imperialism.	Journal #2 Due
May 17 <sup>th</sup>	Africa and the Middle East <ul style="list-style-type: none"> <li>The Scramble for Africa</li> <li>Ottoman and Persian Empires</li> </ul>	Clancey-Smith, Julia A. "The Middle East and North Africa in World History" p. 173-182	Journal #3 Due
May 19 <sup>th</sup>	The Americas and the Nineteenth Century <ul style="list-style-type: none"> <li>Westward Expansion</li> <li>Latin America</li> </ul>	Benton, Lauren. "No Longer Odd Region Out: Repositioning Latin America in World History." p. 182-188	Journal #4 Due
May 24 <sup>th</sup>	No Class: Victoria Day		Journal #5 Due
May 26 <sup>th</sup>	The First World War <ul style="list-style-type: none"> <li>Causes of War, Nature of Conflict</li> <li>Imperial Decline</li> </ul>	Williford and Allosso. <i>Modern World History</i> . Chapter 7: The Great War	Journal #6 Due
May 31 <sup>st</sup>	The Interwar Period <ul style="list-style-type: none"> <li>Totalitarianism: Fascist and Soviet Variants</li> <li>Collapse of peace</li> </ul>	Williford and Allosso. <i>Modern World History</i> . Chapter 8: Modern Crisis	Journal #7 Due

June 2 <sup>nd</sup>	Subject: The Second World War <ul style="list-style-type: none"> <li>• The Second World War</li> <li>• The Holocaust</li> </ul>	Williford and Allosso. <i>Modern World History</i> . Chapter 9: World War II	Journal #8 Due
June 7 <sup>th</sup>	Cold War Era: 1945-1960 <ul style="list-style-type: none"> <li>• Decline of Colonial Empires/Independence Movements</li> <li>• Cold War Origins</li> </ul>	Williford and Allosso. <i>Modern World History</i> . Chapter 11: The Cold War	Journal #9 Due
June 9 <sup>th</sup>	Counterculture and Resistance <ul style="list-style-type: none"> <li>• Conflicts, 1960s-1980s</li> <li>• The rise of popular culture and its uses</li> </ul>		Article/Book Review Due
June 14 <sup>th</sup>	The Late Cold War and End <ul style="list-style-type: none"> <li>• Late Cold War Conflicts and Experiences</li> <li>• 1990s, globalization, Neoliberalism</li> </ul>	Williford and Allosso. <i>Modern World History</i> . Chapter 12: Neoliberal Globalization  Cooper, Frederick. "What is the Concept of Globalization Good For? An African Historian's Perspective." P. 514-529.	Journal #10 Due
June 16 <sup>th</sup>	Conclusion: Where are we now? <ul style="list-style-type: none"> <li>• War on Terror, Economic Crises</li> <li>• Course Recap and Final Exam Review</li> </ul>		Journal #11 Due

## THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

### Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

### Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

**Attention history majors:** *History 300 is a required course for all history majors. You should normally take it in your second year.*

### Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

### Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see

[The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).

### **Academic Accommodations**

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

### **Copyright**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).



**Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security (220-5333)

**Department of History Twitter @ucalgaryhist**

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