



Department of History

HTST 307
The Contemporary World
Spring 2022

Instructor: Yolanda Osondu

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Classroom Location, Days and Times: MS 217, Tuesday, and Thursday (9:00 - 11:45pm).

Office Hours and Location/Method: Tuesday and Thursday, (12-1pm), SS 635 or via zoom.

Course Delivery: In-person (**Quizzes will be written on D2I outside class time**)

Course Description: This course is an introduction to the main themes, ideas and development that shaped the modern world since the mid-eighteenth century. The course will also focus on the many interconnections that facilitated the transfer of ideas, technologies, commodities, people, and institutions which has contributed to the phenomenon known as globalization.

Learning Outcomes: By the end of this course, students will be able to

- Explain major themes and patterns in modern world history
- Engage with the central approaches to world history
- Identify key developments in world history, assess the role of ideas and technologies in world history.
- Expand critical thinking, and formulate historical arguments
- Describe the role of political, social, economic, and cultural issues in world history.

Reading Material:

Carter James & Warren Richard. *Forging the Modern World: A History.* 2nd ed. Oxford & New York: University Press, 2018.

Von Sivers, Peter, Charles A. Desnoyers, & George B. Stow. *Patterns of World History, Volume Two, From 1400, with Sources.* 4th ed. New York: Oxford University Press, 2020.

Printed copies of the reading materials are available for purchase at the University of Calgary bookstore. Online versions of the materials are also available through the book store.

Assessment

Method	Due Date	Weight
Quizzes	Throughout the semester -	30%

	May 12, May 26, June 14	
Group Discussion & Journal Reflection (Participation)	Throughout the semester	15%
Essay Proposal and Bibliography	May 24	20%
Final Essay	June 16	35%

Grading Policies:

All will be graded based on the point value system which is indicated in D2L. This point value will be converted to both a percentage mark and a letter grade for assessment. The D2L gradebook will provide the percentage and letter grade for the course. Please do not email assignments as they will be assessed on Dropbox. If you are unable to meet the due date of an assignment deadline, please discuss the situation **BEFORE** the assignment's due date with the instructor. Extensions can be granted when appropriate and will not normally exceed 48 hours unless under extenuating circumstances. All assignments must conform to the standards outlined in *The History Students' Handbook*.

<https://arts.ucalgary.ca/sites/default/files/teams/29/history-students-handbook-2019.pdf>

Details on Methods of Assessment

Quizzes: (30%)

Each quiz will be done outside class time and will consist of 20 multiple-choice questions, covering material primarily covered by the textbook and class discussions. From the moment you start the quiz on D2L, you will have 24 hours to complete your work.

Group Discussion/ Journal Reflection: (15%)

Students will randomly be paired into groups which will be available before the start of class. Students are expected to read the suggested chapters (especially primary sources) before the class and during the class engage in discussions with members of their group. After 15-20 minutes of group discussion, groups will be selected randomly to share their ideas on the readings. During each class discussion, groups should take note of group members in attendance. Ideally, a shared sheet should be created so that each person's contribution can be documented and viewed in real-time. A link to each group's sheet would be shared with the instructor at the end of the first class. Each week, members of each group will appoint a student (acting as a scribe) who will post under the group discussions on D2L a summary of the major highlights from the shared link

At the end of the semester, **each group will submit (via drop box) an 800-1000-word critical reflection** of any of the primary sources discussed during the course of the semester.

Note: A reflection is not a book review.

Tentative Essay Titles: Due Date: 12pm on May 12, 2022. (Ungraded)

Students are expected to write down a 'working title' of their essay proposal on a Microsoft sheet which will be made available at the start of class. **Access to the Microsoft sheet will end immediately after class.**

Research Essay Proposal: Due Date: 11:59pm on May 20, 2022, via D2l drop box. (20%)

Students are expected to write an essay on themes related to the course on a significant event that occurred from the mid 19th century until the early 21st century. The proposal should include the following:

1. **Topic or Title** of the Research Essay
2. **Concise Explanation** of the topic. This section should be around **500-700 words long**. It must state the research question and a tentative thesis which is a one sentence answer to the question. No citations are required here.
3. **Preliminary Bibliography**. This must include at least **5 academic secondary sources** such as scholarly books, book chapters and/or journal articles that are relevant to the topic. Do not cite the course textbook.

The subject of your proposal must be specific to a country and not a region or an entire continent.

Research Essay: Due Date: 11:59pm on June 16, 2022, via D2l drop box. (35%)

Completing a research paper represents a central activity of this course. The research paper should address a question and present a clear thesis (a one sentence answer to that question). It must be organized into an introduction, body, and conclusion, and contain a bibliography with at least **7 academic secondary sources**. It must be written in a clear and concise manner. The essay can employ quotations, but students are strongly advised to do so sparingly and to use appropriate rules and citation methods. The paper should be roughly **1500-1800 words long** excluding bibliography. The research for the paper, as reflected in the citations (footnotes or endnotes) and bibliography, should focus on scholarly secondary sources such as academic books, book chapters and/or journal articles.

All assignments must be double spaced, Times New Roman Font, 12 pt. and adhere to the Chicago Manual Style.

For guidance on essay writing, including citation methods, see the Department of History's Online student handbook: <https://arts.ucalgary.ca/sites/default/files/teams/29/history-students-handbook-2019.pdf>

Learning Technologies Requirements

To participate more fully in this course, students should be acquainted with D2L. All required course readings, assignment instructions and rubrics will be made available on the course home page on D2L. To learn more about D2L, please visit: <https://elearn.ucalgary.ca/d2l-getting-started/> To successfully engage in this learning experience, students will also require a reliable access to a computer, an updated web browser, a microphone and speaker, and a good internet connection. Microsoft word document or pdf is the preferred version for written assignments

Inclusiveness, Accommodation, Privacy, and Conduct

If you have conditions that require a formal accommodation, be sure to register with the Students Accessibility Services as soon as possible. **To protect the privacy of others, no activity that occurs within the classroom or online should be recorded in any format. No teaching material should be shared, distributed, or published without the instructor's permission.** As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your 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 have 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.

Schedule

Date	Topic & Reading	Important Dates
May 5	Course Introduction - The Pre-industrial World Enlightenment Era Readings: <i>Forging the Modern World,</i> Introduction & Chapter 6 <i>Patterns of World History</i> , Chapter 22 Primary Sources: Source 22.5	
May 10 &12	Era of Revolutions The Crises of Modernity The Industrial Revolution Readings: <i>Forging the Modern World</i> , Chapter 3,7 <i>Patterns of World History</i> , Chapter 22,	First quiz- May 12 (Graded) Submit 'tentative title' of essay proposal. (Ungraded)

	<p>24 & 26</p> <p>Primary Sources: Source 22.1, Source 22.2 Source 24.1, 24.3 Source 26.1, Source 26.6</p>	
May 17 & 19	<p>Adaptation & Resistance Imperialism in the 19th Century</p> <p>Readings: <i>Forging the Modern World</i>, Chapter 8 & 9 <i>Patterns of World History</i>, Chapter 25 & 27</p> <p>Primary Sources: Source 25.4 Source 27.2, Source 27.3</p>	Proposal Due – May 19 (Graded)
May 24 & 26	<p>The Great War & Interwar Period</p> <p>Readings: <i>Forging the Modern World</i>, Chapter 10 & 11 <i>Patterns of World History</i>, Chapter 28</p> <p>Primary Sources: Source 28.1</p>	Second quiz – May 26 (Graded)
May 31 & June 2	<p>Total War & the Origins of the Cold War</p> <p>Readings: <i>Forging the Modern World</i>, Chapter 11 & 12 <i>Patterns of World History</i>, Chapter 28</p> <p>Primary Sources: Source 28.3, 28.4, 28.6</p>	
June 7 & 9	<p>The Cold War Era</p> <p>Readings: <i>Forging the Modern World</i>, Chapter 12 <i>Patterns of World History</i>, Chapter 29</p> <p>Primary Sources: Source 29.1, Source 29.2, source 29.5 Source 30.2, Source 30.3</p>	

June 14 & 16	The Post-Cold War Era Conclusion	Final Quiz- June 14 (Graded)
	Readings: <i>Forging the Modern World</i> , Chapter 13 <i>Patterns of World History</i> , Chapter 31 Primary Source: Source 31.1, Source 31.2, Source 31.4	Final Essay due – June 16 (Graded)

There is no registrar-scheduled final exam

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.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

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 schedule. 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 this course 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](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

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 calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

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](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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 and gender-based 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

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