HST 109 · FALL 2026

THE EARLY MODERN WORLD

World Civilizations, 1500–1900

Dr. Katayoun Matloubi



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“The great force of history comes from the fact that we carry it within us.”

— James Baldwin, “The White Man’s Guilt,” 1965

COURSE
HST 109: The Early Modern World

CREDITS / TERM
3 credit hours | Fall 2026

COURSE DATES
September 1–December 10, 2026

MEETINGS
Tuesdays and Thursdays | 2:00–3:25 p.m.

CLASSROOM
To be announced

INSTRUCTOR
Dr. Katayoun Matloubi

EMAIL / PHONE
kmatloubi@wccnet.edu | To be announced

OFFICE / HOURS
To be announced | To be announced

COURSE SITE
To be announced

> I don’t want you to leave this course full of disconnected dates. I want you to see how people, goods, ideas, technologies, beliefs, and systems of power moved across the world — and what those movements made possible.

I may need to update parts of this syllabus during the semester. If I do, I’ll announce it in class and post the change on the course site.

1. Course Overview

Course Description

This course is a survey of world civilizations in Africa, Asia, Europe, and the Americas from 1500 to 1900. I want you to come away with a real feel for the diversity of world cultures — and for how deeply interconnected those cultures were. Together we’ll work through the social, cultural, political, economic, intellectual, and religious threads that run across both the early modern and modern periods: the Reformation, Ming China and the Indian Ocean world, African and Islamic empires, the Aztec and Inca empires, the Scientific Revolution and Enlightenment, the French and Haitian Revolutions, the Atlantic slave trade, Simón Bolívar and Latin American independence, industrialization, nationalism and reform, the Scramble for Africa and British India, the Opium Wars, the Meiji Restoration, the Boxer Uprising, and women’s-rights movements.

But history in this course is never just about names and dates. This course invites you into a different relationship with the past: one where you learn to read an unfamiliar source as evidence rather than noise, to recognize your own assumptions as historically shaped rather than natural, and to build an argument you can actually defend. Whether you’re here to fulfill a requirement, follow a genuine curiosity about the world, or figure out how we got to now, you’ll leave this course with more than a list of empires and revolutions. You’ll leave with a way of reading evidence and power that you’ll keep using long after the final project — a way of thinking that is sometimes slow, often uncomfortable, and always worth the effort.

The Course's Organizing Question

> *How did expanding connections between 1500 and 1900 transform societies while also creating new forms of inequality, exploitation, and resistance?*

This is the question I want you asking yourself all semester. I've made the course selective rather than encyclopedic on purpose — I'm not going to ask you to memorize every ruler, battle, or dynasty. Instead, we'll build a durable global framework together by tracing recurring problems: state power, belief, commerce, conquest, forced and voluntary migration, revolution, industrialization, imperialism, resistance, and struggles over rights.

By the End of This Course, You'll Be Able To

- Explain major transformations in world history between 1500 and 1900.
- Compare developments across regions without treating Europe as the automatic center of the story.
- Analyze primary sources, maps, images, material objects, and films as interpretations of the past.
- Trace how trade, migration, warfare, technology, religion, and ideas connected distant societies.
- Construct evidence-based historical arguments in clear written and oral form.

Official WCC course objectives and alignment appear in the appendix.

2. Required Materials

Primary textbook: Ann Kordas, Ryan J. Lynch, Brooke Nelson, and Julie Tatlock, World History, Volume 2: From 1400 (Houston: OpenStax, 2022). Free digital edition: OpenStax World History, Volume 2.

Why this textbook? I chose the OpenStax edition because it treats Africa, Asia, and the Americas as full participants in this history from the first chapter — not as material added later for balance. It's also free, which matters. No one should have to choose between this class and rent.

Additional readings: You'll also get short primary sources, maps, images, material objects, and the occasional scholarly excerpt posted on the course site each week. The weekly schedule identifies each source packet; I'll add exact page ranges once the semester calendar is finalized.

Films: We'll watch one full documentary and a handful of feature-film excerpts together. I'll post streaming details and accessible alternatives in advance.

The textbook extends beyond 1900; we'll use primarily Chapters 1–10 and stop at the turn of the twentieth century.

Selected Films and Global Visual Media

- The Mission (1986), selected excerpts: Colonial Latin America, Catholic missions, Indigenous communities, empire, and resistance.
- Égalité for All: Toussaint Louverture and the Haitian Revolution (2009), full documentary: Slavery, revolution, race, universal rights, and Haitian independence.
- Belle (2013), selected excerpts: Race, gender, class, British law, Atlantic slavery, and abolition.
- Global visual-media case studies, short instructor-provided selections: Ottoman photography, Qing political imagery, Meiji prints, and African- or Indigenous-authored testimony or material culture. These selections replace rather than add to a feature-film excerpt when assigned.

I don't want you to treat film and visual sources as a transparent record of "what happened." We'll treat them as historical interpretations and situated evidence — asking whose perspective is centered, what's omitted, how formal choices shape meaning, and how each source's claims compare with primary and secondary evidence.

3. How the Course Works

Most class meetings will follow the same rhythm, so you always know what to expect and can spend your energy on historical thinking instead of guessing what's coming next.

OPENING RETRIEVAL OR VISUAL QUESTION (5–10 MINUTES) A map, object, quotation, image, or short writing prompt gets your prior knowledge working.

FOCUSED MINI-LECTURE (20–25 MINUTES) I'll set up the chronology, context, and central historical problem for the day.

EVIDENCE LAB (20 MINUTES) You'll analyze a source, map, image, data set, or film sequence.

COMPARISON OR DISCUSSION (15–20 MINUTES) In pairs or groups, you'll test interpretations and connect regions.

EXIT TICKET (5 MINUTES) You'll identify the day's most important connection, contradiction, or consequence.

Four Course Units

UNIT I | 1500–1700

Empires, Religion, and Global Encounters

How did expanding states, merchants, missionaries, and conquerors reshape local and global worlds?

UNIT II | 1600–1825

The Atlantic World, Slavery, and Revolution

Who was included in the language of liberty and equality — and who was excluded?

UNIT III | 1750–1870

Industry, Ideology, and Social Transformation

Did industrial and political "progress" improve people's lives equally?

UNIT IV | 1800–1900

Imperialism, Reform, and Resistance

Why were industrialized states able to dominate so much of the world, and how did societies adapt, reform, and resist?

Periodization and Unit Overlap

This course spans both the early modern and modern periods. I've let the unit dates overlap on purpose — revolution, industrialization, empire, reform, and resistance didn't unfold on a single timeline; they happened at different speeds, and often simultaneously, across regions.

4. Assignments and Grading

Here's how your grade breaks down:

Assignment	Weight
Preparation, participation, and exit tickets *Regular engagement and low-stakes synthesis*	**10%**
Map and timeline quizzes *Geographic and chronological foundations*	**10%**
Primary-source analysis portfolio *Three short evidence-based analyses*	**15%**
Film and visual media interpretation essay *Compare representation with primary and secondary evidence*	**15%**
Midterm comparative examination *Chronology, concepts, comparison, and argument*	**20%**
Final Global Connections Project *Trace a process across at least three regions*	**25%**
Workshop preparation and peer feedback *Practice, revision, and intellectual collaboration*	**5%**

Assignment Details

Preparation, Participation, and Exit Tickets (10%)

Preparation means showing up ready to actually use what you read — not just having opened the file. I'll score each week on a 0–2 scale: 1 point for preparation and participation, 1 point for a completed exit ticket. Listening closely, coming with written prep, working well in small groups, disagreeing respectfully, and joining whole-class discussion all count as participation. Exit tickets are graded on completion. I'll drop your four lowest weekly scores, so individual exit tickets can't be made up.

Map and Timeline Quizzes (10%)

Several short quizzes will ask you to locate major regions, empires, trade routes, and turning points. I'm not trying to reward obscure memorization — I want you to walk away with a working mental map. I'll drop your lowest quiz grade.

Primary-Source Analysis Portfolio (15%)

You'll complete three short analyses, about 500–650 words each. In each one, identify context, audience, purpose, perspective, limitations, and historical significance. At least one entry has to analyze a visual or material source. For your third entry, use a primary source connected to your Final Global Connections Project, so it can double as a polished evidence section for that project. You can revise one portfolio entry after you get feedback.

Film and Visual Media as Historical Interpretation Essay (15%)

In 800–1,000 words, you'll analyze one assigned film, film sequence, or visual-media case alongside the textbook and at least one primary source. I need an argument from you: how does the work construct the past, whose perspective does it center, and what evidence supports or complicates its interpretation? Plot or image description alone won't satisfy this assignment.

Midterm Comparative Examination (20%)

The midterm is an in-class exam during Week 8. Expect map and chronology identification, short explanations of key concepts, source interpretation, and one comparative essay. I'll give you a study guide, vocabulary list, and sample prompts at least a week in advance. If you must miss the midterm, contact me before the exam if at all possible; excused absences (illness, emergency, university-approved conflict) get a makeup exam scheduled within one week, and unexcused absences earn a zero.

Final Global Connections Project (25%)

Trace one commodity, technology, idea, migration, institution, or system across at least three regions between 1500 and 1900 — silver, sugar, cotton, tea, opium, print, firearms, missionary networks, coerced labor, nationalism, or abolition are all fair game. You can submit either an 1,800–2,200-word paper or an approved digital exhibit with a 1,000-word analytical essay. Either way, I need a sustained thesis, course readings plus at least two primary sources, and a purposeful map or timeline.

COMMON RUBRIC historical argument and significance (30%); use and contextualization of evidence (30%); global connection and comparison across three regions (25%); organization, clarity, and responsible presentation or citation (15%).

CITATION STYLE Use Chicago (Turabian) notes-bibliography style for all citations unless an assignment prompt specifies otherwise.

5. Two Required Workshops

These workshops are full class sessions where you practice the work historians actually do. They're not "days off" from the material — they're where you learn how to turn evidence into argument.

Workshop I — Reading Across Media: Sources, Maps, Images, and Film

Timing: Week 4

Purpose: To build a common method for analyzing evidence before major written work begins.

Structure: You'll rotate through four stations: a written primary source, a map, a visual or material object, and a short film sequence.

Questions: Who created this? For whom? Under what conditions? What does it reveal? What does it conceal? What claims can and can't be made from it?

Preparation: Bring a completed one-page source-analysis worksheet.

Workshop product: A defensible thesis and one evidence paragraph that may become your first portfolio entry.

Workshop II — Building a Global Argument

Timing: Week 12 — Thursday, November 19

Purpose: To help you turn a broad final-project topic into a focused, comparative, evidence-based argument.

Structure: Argument clinic, three-region evidence map, timeline check, source audit, peer review, and a brief conference with me.

Preparation: Bring your approved research question, preliminary bibliography, three-region plan, provisional thesis, and one-page evidence map or timeline.

Workshop product: A revised thesis, project outline, evidence plan, and one polished analytical paragraph.

I'm grading you on preparation, substantive peer feedback, and finishing the workshop product — not on having a perfect project.

6. Course Policies

Attendance and Presence

In a discussion-based history course, the classroom is where the real work happens. You can read the textbook alone, but you can't replicate the give-and-take of a source-analysis lab or a room full of people testing an argument against each other — that only happens here, and it doesn't happen the same way twice. So I need you in the room regularly. You get two absences with no penalty and no explanation required. Those, plus the four dropped weekly engagement scores, are built to absorb those two absences and up to two additional rough weeks. Once those drops are used up, an unexcused missed week earns a zero for preparation, participation, and the exit ticket. If you have an absence covered by university policy, or you've arranged something with me directly, we'll handle it separately — you're still responsible for anything you miss.

24-Hour Grace Period and Late Work

All assignments have an automatic 24-hour grace period. If an assignment is due on a given date, you may submit it by 11:59 p.m. the following day without penalty or explanation. After that grace period, late work without an approved extension loses 5% per day, up to five days. More than five days late? Come talk to me.

Revision

You can revise either one primary-source analysis or the film essay, within ten days of getting feedback. Include a short revision memo explaining what changed and why — your revised grade replaces the original.

Discussion and Intellectual Respect

This course covers conquest, slavery, religious conflict, racism, gender inequality, political violence, and empire. I expect real disagreement in this room — that's part of the work. But back your claims with evidence, and don't demean classmates or historical communities to make your point. Critique ideas and interpretations, not people.

Content Notices

Some of our readings and films describe or depict enslavement, racial violence, sexual violence, executions, warfare, and colonial brutality. I'll give you a heads-up before we go there whenever I can, and I'll explain why the material matters.

A note on difficult material: This history isn't always comfortable, and it isn't supposed to be sanitized into being so. If you think a particular topic will be especially hard for you, come talk to me before we get there — early in the semester is best — and we'll figure out an appropriate alternative together.

Technology

Laptops and tablets are welcome for coursework. During films, workshops, quizzes, and discussions, I might ask you to close your device or use it only for a specific activity. Keep your phone silent and out of sight unless an activity or accommodation calls for it.

Generative AI

Unless a specific assignment says otherwise, generative AI can support your study planning and give you limited feedback — but it can't replace the reading or your own historical thinking and writing. I consider "substantive use" to be any use that shapes the content, organization, interpretation, evidence selection, or wording of your submitted work, beyond fixing isolated spelling or grammar. If you make substantive use of AI, you need to disclose it. You're still responsible for the accuracy, originality, citations, and academic integrity of your work.

Appropriate uses	Not appropriate
building a study schedule, generating practice questions, catching repeated grammatical errors, or getting feedback on an outline you've already written.	drafting, paraphrasing, restructuring, or substantially rewriting analytical prose; summarizing assigned readings in place of reading them; fabricating or supplying unverified citations; or using AI during quizzes or exams.

DISCLOSURE TEMPLATE "I used [tool] to [brief purpose]. I used the output only for [specific limited use], verified all claims and citations, and wrote the submitted prose myself."

Academic Integrity

HST 109 follows Washtenaw Community College's Student Rights, Responsibilities, and Conduct Code (Policy 4095). Academic dishonesty includes cheating, plagiarism, fabrication, collusion, unauthorized collaboration,

and undisclosed AI-generated work. I'll handle any suspected violations through WCC's procedures. Policy information: wccnet.edu/about/policies/4095.php.

Accessibility and Accommodations

Washtenaw Community College's Learning Support Services coordinates accommodations for students with documented disabilities. If you need accommodations, contact Learning Support Services and get me your official accommodation letter as early as you can — accommodations aren't retroactive and may require advance planning. Information: wccnet.edu/succeed/disability.

Communication

Email is the best way to reach me: kmatloubi@wccnet.edu. Put "HST 109" in the subject line and give me up to two business days, Monday through Friday, to respond. I'll post announcements and materials on the course site (to be announced). Please check the syllabus before emailing about due dates, office hours, or the grading scale — it's a small habit that serves you well beyond this course, and it gets you a faster answer than waiting on me. If your question needs real back-and-forth, let's talk during my office hours (to be announced) or by appointment.

A Note on This Classroom

In this course, you'll encounter material that challenges what you assumed about power, belief, and progress. You'll read sources written by people whose worldview doesn't match yours. You'll be asked to hold two conflicting interpretations at once and sit with the discomfort of not resolving them right away. All of this is intentional. All of it is part of learning to think historically.

My commitment is to a classroom where intellectual challenge is met with mutual respect, where disagreement is welcome as long as it's grounded in evidence, and where getting an interpretation wrong the first time is understood as part of the process — not a source of embarrassment. We'll wrestle with hard material together, and we'll get sharper together.

You belong in this room. Your questions matter. And your effort — imperfect, curious, and persistent — will be honored.

7. Grading Scale

Grade	Range	Grade	Range
A	93–100	**A–**	90–92
B+	87–89	**B**	83–86
B–	80–82	**C+**	77–79
C	73–76	**C–**	70–72
D+	67–69	**D**	60–66
F	Below 60		

8. Fall 2026 Course Schedule

HST 109 meets Tuesdays and Thursdays from 2:00 to 3:25 p.m. between September 1 and December 10, 2026. WCC has no classes on September 7–8 and November 25–29, so we won't meet Tuesday, September 8, or Thursday, November 26. Please finish each week's reading before the first class meeting listed, unless I announce otherwise. Exact page ranges for course-site packets will appear there.

WEEK 1 SEPTEMBER 1 AND 3

What Is World History?

How do historians build global histories from incomplete and conflicting evidence?

READING OpenStax 1.1 Developing a Global Perspective; 1.2 Primary Sources; 1.3 Causation and Interpretation in History.

CLASS FOCUS Course map; historical scale; causation and comparison; source reliability; "one ordinary object, one global history" activity using tea, sugar, or cotton.

DUE Diagnostic map and introductory reflection.

WEEK 2 SEPTEMBER 8 AND 10

Indian Ocean Worlds, Malacca, and Ming China

How did commerce and state power connect South, Southeast, and East Asia before European dominance?

READING OpenStax 2.1 India and International Connections; 2.2 The Malacca Sultanate; 2.3 Exchange in East Asia; 3.3 The Swahili Coast (assigned pages connecting East Africa to the Indian Ocean).

CLASS FOCUS Tuesday, September 8 — no class; WCC closed for the Labor Day holiday. Thursday, September 10 — Indian Ocean monsoon networks; ports and merchant communities; Malacca; Zheng He; Ming policy; silver and maritime exchange; comparative map lab.

DUE No graded assignment this week. Map Quiz 1 will be given Tuesday, September 15.

WEEK 3 SEPTEMBER 15 AND 17

Songhai and the Ottoman World

How did trade, belief, and institutions support political legitimacy in African and Islamic states?

READING OpenStax 3.2 The Songhai Empire; 4.1 A Connected Islamic World; 4.2 The Ottoman Empire.

CLASS FOCUS Trans-Saharan exchange; Timbuktu and Islamic learning; Ottoman institutions; comparative evidence lab on architecture, scholarship, and imperial legitimacy.

DUE Map Quiz 1 on Tuesday, September 15; source-analysis worksheet for Workshop I assigned Thursday, September 17.

WEEK 4 SEPTEMBER 22 AND 24

Reformation, Religious Authority, and Workshop I

How did religious reform challenge political and social authority, and how did different communities respond?

READING OpenStax 5.1 The Protestant Reformation; course-site excerpts from Martin Luther’s Ninety-Five Theses, the Council of Trent, and an Anabaptist confession.

CLASS FOCUS Reformation and print; confessional states; women, dissenters, and religious minorities. Full-class Workshop I: Reading Across Media.

DUE Workshop I preparation on Tuesday, September 22; workshop product completed Thursday, September 24.

WEEK 5 SEPTEMBER 29 AND OCTOBER 1

Conquest and Colonial Worlds in the Americas

Why did European conquest succeed, and how did Indigenous societies survive, adapt, and resist?

READING OpenStax 5.2 Crossing the Atlantic; course-site excerpts from Hernán Cortés, the Florentine Codex, and Guaman Poma.

CLASS FOCUS Aztec and Inca empires; disease, alliances, and technology; Indigenous diplomacy, mediation, religious change, and continuing resistance. Selected excerpts from The Mission.

DUE Primary-Source Analysis 1 on Thursday, October 1.

WEEK 6 OCTOBER 6 AND 8

Slavery, Mercantilism, and the Atlantic Economy

How did global commerce create both wealth and coerced labor?

READING OpenStax 5.3 The Mercantilist Economy; 5.4 The Atlantic Slave Trade; course-site packet with a slave-ship diagram, an Olaudah Equiano excerpt, and a plantation record.

CLASS FOCUS Middle Passage; plantation systems; African political agency; gendered labor, family disruption, belief, and resistance; sugar, silver, and capitalism; commodity-chain exercise.

DUE Map/Timeline Quiz 2 on Thursday, October 8.

WEEK 7 OCTOBER 13 AND 15

Enlightenment and Global Knowledge Networks

How did new methods and networks of knowledge challenge inherited authority?

READING OpenStax 7.1 The Enlightenment; 7.2 The Exchange of Ideas in the Public Sphere; course-site excerpts from Galileo, John Locke, and Émilie du Châtelet, plus one image of cross-cultural scientific exchange.

CLASS FOCUS Scientific methods as background to Enlightenment debate; circulation of knowledge; natural rights; print, salons, coffeehouses, and exclusions from universalism.

DUE Final-project topic and research question on Thursday, October 15; film/media essay prompt distributed Tuesday, October 13.

WEEK 8 OCTOBER 20 AND 22

Atlantic Revolutions: France and Haiti

Who counted as a rights-bearing human being in the age of revolution?

READING OpenStax 7.3 Revolutions: America, France, and Haiti; Declaration of the Rights of Man and of the Citizen; Olympe de Gouges, Declaration of the Rights of Woman; Haitian Constitution of 1805 (excerpts).

CLASS FOCUS French Revolution; Haitian Revolution; slavery, race, gender, and universal rights. Full documentary: Égalité for All.

DUE In-class midterm comparative examination on Thursday, October 22.

WEEK 9 OCTOBER 27 AND 29

Latin American Independence and Unequal Citizenship

What changed — and what remained — after colonial rule ended?

READING OpenStax 8.1 Revolution for Whom?; 8.2 Spanish North America; 8.3 Spanish South America; Simón Bolívar, Letter from Jamaica (excerpts).

CLASS FOCUS Bolívar and San Martín; Haiti's influence; Indigenous and Afro-descended participation; race, class, gender, citizenship, and postcolonial power.

DUE Primary-Source Analysis 2 on Thursday, October 29.

WEEK 10 NOVEMBER 3 AND 5

Industrialization and the Remaking of Global Labor

Who benefited from mechanization, and who paid its costs?

READING OpenStax 6.3 Capitalism and the First Industrial Revolution; 10.1 Inventions, Innovations, and Mechanization; 10.2 Life in the Industrial City; 10.5 subsection on socialism and communism.

CLASS FOCUS British factories and an Indian cotton-textile comparison; fossil fuels; urbanization; women's and children's labor; public health; class formation; socialist and communist critiques.

DUE Map/Timeline Quiz 3 and preliminary bibliography with three-region project plan on Thursday, November 5.

WEEK 11 NOVEMBER 10 AND 12

Nationalism, Reform, Abolition, and Women's Rights

How did new ideas of nation and citizenship expand rights while creating new exclusions?

READING OpenStax 7.4 Nationalism, Liberalism, Conservatism, and the Political Order; course-site excerpts from the Tanzimat Edict of Gülhane, the Seneca Falls Declaration of Sentiments, and an abolitionist source.

CLASS FOCUS Liberalism and nationalism; Ottoman reform; abolition and women's-rights movements; the relationship among citizenship, race, class, and gender. Selected excerpts from Belle.

DUE Film and Visual Media as Historical Interpretation Essay on Thursday, November 12.

WEEK 12 NOVEMBER 17 AND 19

New Imperialism in Africa and South Asia; Workshop II

How did industrial power become imperial power, and how did colonized peoples negotiate and resist it?

READING OpenStax 9.2 Motives and Means of Imperialism; 9.3 Colonial Empires (assigned Africa and India subsections); 9.4 assigned resistance subsection; course-site excerpts from the Berlin Conference General Act and Queen Victoria's 1858 Proclamation.

CLASS FOCUS Tuesday, November 17 — technology, medicine, weapons, racial ideology, resource extraction, and a comparison of the Scramble for Africa with British rule in India. Thursday, November 19 — full-class Workshop II: Building a Global Argument.

DUE Provisional thesis and three-region evidence map on Tuesday, November 17; Workshop II preparation and product on Thursday, November 19.

WEEK 13 NOVEMBER 24 AND 26

China and the Opium Wars

How did unequal trade and military coercion reshape sovereignty?

READING OpenStax 6.2 The Rise of a Global Economy (Opium Wars subsection); 9.4 Exploitation and Resistance (assigned China subsection); Lin Zexu, Letter to Queen Victoria; Treaty of Nanjing (excerpts).

CLASS FOCUS Tuesday, November 24 — opium trade, unequal treaties, Qing crisis, foreign spheres of influence, and Qing and foreign visual representations. Thursday, November 26 — no class; WCC and MIA closed for Thanksgiving Break.

DUE No major assignment this week.

WEEK 14 DECEMBER 1 AND 3

Reform and Resistance in East Asia

Why did Japan pursue state-led reform while Boxer activists embraced a different form of anti-imperial resistance?

READING OpenStax 9.1 The Second Industrial Revolution (Meiji Restoration subsection); 9.4 Exploitation and Resistance (Boxer Uprising subsection); Charter Oath of 1868 and Boxer testimony or placard (excerpts); Joseph W. Ho and Anthony E. Clark, Time Exposures: Catholic Photography and the Evolution of Modern China, selected late-nineteenth-century excerpt (pages TBA).

CLASS FOCUS Tuesday, December 1 - Meiji state-building and industrialization; social transformation; competing forms of adaptation and resistance. Thursday, December 3 - guest session with Joseph W. Ho (University of Michigan), pending confirmation: photography as historical evidence in late Qing China; missionaries and Sino-Western encounters; visual-source analysis and Q&A.

DUE Primary-Source Analysis 3 / polished final-project evidence section on Thursday, December 3.

WEEK 15 DECEMBER 8 AND 10

The World in 1900: Synthesis and Presentation

What had become genuinely global by 1900, and what remained unequal or unfinished?

READING No new textbook chapter; review assigned maps, timelines, objective-alignment themes, and selected course evidence.

CLASS FOCUS Student project presentations or gallery walk; return to the opening global object; comparative synthesis across four overlapping units.

DUE Final Global Connections Project on Thursday, December 10. Presentations or gallery walk take place December 8 and 10.

I don't want you to leave this course remembering every name and date. I want you to see connections across regions, recognize unequal structures of power, read varied forms of evidence critically, and explain how the modern world was made.

Appendix · WCC Course Objectives & Alignment

1. Describe the development and explain the significance of distinctive forms of political, social, and economic organization.	**2.** Describe the impact of migration on intercultural connection during the early modern period.
3. Describe the historical developments of major belief systems across the globe.	**4.** Describe the impact of technology on intercultural connection during the early modern period.
5. Identify achievements in art, architecture, literature, and philosophy, and assess their impact on society.	**6.** Identify the various manifestations of religious discord that arose during the early modern period.

7. Describe the impact of gender, race, and class in the various societies of the early modern period.	**8.** Identify the ideologies — including liberalism, nationalism, socialism, communism, and imperialism — that arose during the period and describe their impact on societies around the world.
9. Describe the various ways that societies communicated with one another during the early modern period.	**10.** Describe the impact of industrialization during the period.
11. Describe the impact of warfare and conquest on intercultural connection during the early modern period.	**12.** Describe the impact of war in societies across the globe.
13. Describe the impact of commercial exchange on intercultural connection during the early modern period.	**14.** Describe the rise of women's-rights movements and the roles played by women in major historical events.

Course Objective Alignment

Objective cluster	Introduced	Practiced	Assessed
Political, social, and economic organization	Units I–IV	Mini-lectures; comparative evidence labs	Midterm; source portfolio; final project
Belief systems and religious discord	Weeks 3–5 and 11–14	Text, image, and architecture analysis	Source portfolio; midterm; final project
Art, architecture, literature, and philosophy	Weeks 3, 5, 7, 9, 13–14	Object, image, text, and film analysis	Required visual/material portfolio entry; media essay; final project
Gender, race, class, women's roles and rights	Integrated across all units; emphasis Weeks 5–12	Primary-source labs; structured comparison	Source portfolio; media essay; midterm; final project
Communication, warfare, commerce, migration, and technology	All four units	Maps, timelines, commodity chains, and case comparisons	Map/timeline quizzes; midterm; final project
Liberalism, nationalism, socialism, communism, and imperialism	Weeks 7–12	Document comparison; discussion and debate	Midterm; media essay; final project
Industrialization and its social consequences	Weeks 10–12 and 14	Data, object, and labor comparisons	Quiz; midterm; final project
War, conquest, and resistance	Weeks 4–6, 8–9, and 12–14	Source, map, and visual-media analysis	Source portfolio; midterm; final project