

*History 103
Contemporary World Civilization
Dr. Tim Heinrichs*

History 103

WORLD CIVILIZATION:

CONTEMPORARY

Syllabus for Summer 2015

(5 credits)

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WELCOME--

History 103 is a survey of the political, social, cultural, and economic changes that have characterized global history over the past quarter-millennium. It is designed to follow the major changes since the 1700s in how people have thought and lived and been governed. We will try to understand not only major social and political processes that drove change, but also the human and personal experience of change. We will focus our attention on the stories of Europe, the Americas, Africa, the Middle East, and the Far East in an era of change and turmoil. With a theme of modernization, we will study the guises that global process has taken on for the different peoples we study. This will help bind together such phenomena as the Industrial Revolution, ideologies, imperialism, the origins and impact of the World Wars, the rise of new nations, the Cold War, and the emergence of new global identities, relationships, conflicts, and crises. We will try to assess the long-standing issues of our time and use historical insight to interpret the new era facing us now.

COURSE READING—

*Harold Spodek, *The World's History*, 5th edition. We will use the electronic version, available through the Pearson Publishing Company's "My History Lab." You must register for this service at pearson.com, and choose the \$78 option. This comes with a "library" of secondary readings.

* Philip Riley *et al*, *The Global Experience*, Vol. 2. A collection of primary sources.

* I will submit commentaries and other readings from time to time.

COURSE NAVIGATION--

This course is all online; you will not be obliged to meet anywhere. But your success in an online class depends in part on mastering some internet and CANVAS basics, such as finding out where important pages are. You have to know how to get to assignments and e-mail, and know how to post assignments and attach files.

Our reading and writing assignments, except for exams and the term paper, will be accessible from the Modules, which can be reached from the menu on the left side. For getting around, it also works to use the pages, beginning with the Home Page menu.

COURSEWORK—

By the end of the term, you will have finished these assignments and assessments:

1. *Reading weekly textbook and other assignments, as posted on the schedule.*
2. *Writing and posting three online Discussion essays (250-400 words each). With responses (#3, below) they are worth 30% of the final grade.*
3. *Writing and posting three brief responses (75-150 words) to essays by other students. With the Discussion essays (#2, above) they are worth 30% of the final grade.*
4. *Writing a paper of about 1,400 words, due August 7. Worth 20% of the final grade.*
5. *Taking a midterm exam July 22. Worth 25% of the final grade.*
6. *Taking a final exam August 12. Worth 25% of the final grade.*

Be sure to look at the Schedule, located on the "Home" page. This will guide your reading through the term for textbook reading and tests.

Find the "Modules" link on the Homepage. That takes you to the online readings, supporting materials, and essay assignment for each Discussion period. Each period is labeled "Discussion #1," or "Discussion #2, etc. When the time arrives for each week, read the lectures from that week's "Discussion" page. Also, access the Discussion Assignment on each Discussion page, and follow directions for the listed readings and Discussion essays.

THREE DISCUSSION ESSAYS...

You will write three brief (250-400 words) essays. Here's the drill.

Each module brings you a Discussion assignment. There are assigned readings for it, and then you choose one question to write a Discussion essay in answer to. In your essay, please go beyond writing a mere summary of what the text says. Instead, try to come to grips with the question you choose. Answer it with details and facts, using the assigned primary source readings

as much as possible, Interpreting and explaining primary sources, rather than simply reading what others have said about them (secondary sources), is part of the fun we have in history! You may consult additional sources, including reliable encyclopedias for background information, but don't base your essay on them (especially that unreliable Wikipedia). Use paraphrases and quotes from the sources to *back* your points, not to *make* them, and avoid both long quotes (more than 40 words) and overly brief ones (less than 10 words). Remember to include a **purpose statement**, an intro in which you briefly state what the essay is about and what it will do. Avoid misspellings, which make you look less than serious about your essay.

For more details about writing expectations, see "Writing Good Essays," accessible on the Home Page.

When finished, post your essay at the Discussion site, found in the appropriate module.

...AND THREE ESSAY RESPONSES

When you don't post an essay, you will post a response to the essay of another student. Access the most recent student essays in the current Discussion, read an essay you have chosen, and post your response of at least 75 words to that essay. An essay response is like a critique; it should express support or disagreement, using facts. Or you may introduce another way to view the issue handled in the essay you are responding to. Don't just say, "You did a good job. I really liked your essay."

Essays are graded on a 50-point scale; responses on a 10-point scale.

PAPERS AND EXAMS

You will write a paper of around 1,600 words, due **August 7**. It will count for 20% of the total grade. The assignment will be found in the Home Page menu.

There will be two exams, each about two hours, on these dates: **July 22**, and **August 12**. You will take them online. They will have essay questions and either multiple-choice or identification questions. They will be based on the text and the lectures. There will be preparation sheets for each, listing possible questions.

What You Will Learn

GENERAL--

At the conclusion of this course, successful students will be able to:

1. Explain the significance of key people, facts, and events.
2. Demonstrate the importance of traditions of thought and ethical values in historical change

3. Expand their vocabulary
4. Evaluate historical arguments, judging the appropriateness of both logic and content, demonstrating a command of relevant facts and a framework of logical deduction, and:
 - *Drawing inferences from data*
 - *Differentiating between facts, value judgments, and generalizations.*
 - *Differentiating between description and explanation*
 - *Recognizing the role of cause and effect in historical analysis*

SPECIFIC TO THIS CLASS--

After completing this class, students should be able to:

1. Analyze significant factors that gave rise to the industrialized societies of the West by the early 19th century, such as the Enlightenment; the American and French Revolutions and the Industrial Revolution.
2. Describe and explain the pattern of international relations in the post-Napoleonic era.
3. Describe the central concepts of “new” ideologies such as Liberalism; Socialism; Marxism; Romanticism and Nationalism and explain the impact of these systems of thought.
4. Describe and explain the rise of modern nation-states such as Italy and Germany, and the emergence of major powers such as Japan and the United States.
5. Define the concept of “new” colonialism, and explain the development of Western hegemony in Africa, Asia and Latin America during the 19th century. ;Explain the origins of the First World War and describe and analyze the course and consequences of the conflict in the global context.
6. Define concepts such as totalitarianism; Nazism; Fascism; Communism and be able to identify and explain the rise of and defining characteristics of regimes which came to power under the banner of these ideologies during the 20th century.
7. Describe and explain the pattern of international relations between the two World Wars and identify the major causes which contributed to the outbreak of the Second World War.
8. Describe and explain the pattern and outcome of the Second World War and analyze the impact of these events on the system of international relations after 1945.
9. Define the concept of the Cold War and analyze the causes; key crises and results of the Cold War conflict to the end of the 1980s’
10. Describe and explain the major historical developments of the post-second World War era of de-colonization of European Empires and the independence movements in Africa and Asia; the rise of Communist China.
11. Identify and explain modern crises, conflicts and problems facing global societies by the end of the 20th century such as the Middle East conflicts; Vietnam War; the collapse of Communism and the consequences thereof; Balkan wars; apartheid and its eventual demise; significant world leaders of the 20th century; The United Nations; the “Green” revolution; Multinational Corporations; Technological advances significant cultural and intellectual trends; energy crises; diseases and epidemics.

The term "history" comes from a Greek word meaning "inquiry. That means we ask questions--and try to answer them with logic based on fact. We will ponder such questions as:

1. Based on the American and French examples, to what degree do revolutionaries reach boldly for a better future--and to what degree do they try to restore a familiar past?
2. What role did religion play in the French and American revolutions?
3. Why did some areas of the western world begin their industrial revolutions before others?
4. What aspects of the French Revolution attracted Muslim rulers in Egypt and the Ottoman Empire, and what were the results? Why did Europe plunge into revolution after revolution in the first half of the 19th century, and why of all major European nations were only Britain and Russia exempt from them?
5. What did the Japanese Meiji restoration, German and Italian struggles for unity, and the U. S. Civil War have in common?
6. Why did Karl Marx, founder of communism, help organize a pro-U. S. rally in 1864?
7. What economic forces pushed the "new" immigration of the late 1800s, and to what degree was it a global phenomenon?
8. How much did industrialization improve the living standards of the working class in the 19th century?
9. To what degree did art and literature of the 19th century reflect economic and social conditions?
10. What was "imperialism," and was it all detrimental to its "victims"?
11. Why did many non-Western leaders seek inspiration from Western thought in order to build their countries' independence of the West?
12. Why would the 1914 assassination of an archduke from Austria bring on a war that involved the entire globe and killed ten million people (fifty million if you include deaths from the influenza pandemic fostered by World War I)?
13. How is it that the triumph of communism in Russia proved Karl Marx wrong?
14. World War I was supposed to be the "war to end all wars." Why has the 1919 treaty ending that war been referred to as the "peace to end all peace"?
15. What is mass entertainment and how did it take shape in the 1920s?
16. What were the characteristics of modern ideologies, and what were reasons for their strengths not only in Europe but also in Japan and Syria.
17. How did religious communities and their leaders cope with the cultural changes and new scientific theories after the First World War?
18. How did World War I lead to the Great Depression, and how did the Great Depression lead to World War II?
19. Why did World War II produce more heroes than World War I?
20. Why was it ironic that it was the Japanese who got the United States into World War II?
21. Why was the "Grand Alliance" (the United States, Great Britain, the Soviet Union) so successful at cooperating for war but such a dismal failure at cooperating for peace?
22. What were common elements for Asians, Africans, and Middle Easterners in the process of decolonization during the twenty years after World War II?
23. Why was the charismatic leader, backed by a compelling nationalist ideology, so common in the developing world?

24. What was the impact of the Cold War on decolonization, and vice-versa?
25. How did urbanization get to be an important global phenomenon in the 20th century?

...and more.

LATE WORK

Normally, late discussion essays are accepted but with a penalty of **.5/25** per day (up to a total of 3.5/25). If they are more than three days late, they must be sent to me by Vista email. Also, late papers are assessed 2% per day (up to a total of 10%). This can be avoided if you obtain permission for an extension in advance of the due date. That requires a legitimate reason for the extension.

Overall Grading--

The following is a breakdown of the final grade:

<i>Discussions:</i>	30%
<i>Midterm exam</i>	25%
<i>Term paper</i>	20%
<i>Final exam</i>	25%

All items will be assigned percentage grades, whose average will be translated into a letter grade according to the following:

93-plus A	77-79% C+
90-92% A-	73-76% C
87-89% B+	70-72% C-
83-86% B	67-69% D+

Please let me know if you have questions about these matters. I hope you enjoy discussing this rather incredible era.