

History 103

WORLD CIVILIZATION:

CONTEMPORARY

Syllabus for Spring 2014

(5 credits)

wDr. Tim Heinrichs, Instructor

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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—

John P. McKay *et al*, *Understanding World Societies (Bedford St. Martins, 9th ed. The combined edition of this book is best, especially if you plan to take History 101 or 102, but it is possible to get just Volume C. ISBN: 9781457659249. Package may include Walter Ward *et al*, *Sources of World Societies*, or a book on writing history; either is all right.

* Philip Riley *et al*, *The Global Experience*, Vol. 2. A collection of primary sources. ISBN: 9780131178182

COURSE NAVIGATION--

Time-wise, the class is divided into eight "Modules," also known as "Discussions." 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. Apart from "Modules," most of the time you will not need the left sidebar menu, and it may confuse more than it helps. For getting around, use the pages, beginning with the Home Page (see upper-right corner).

COURSEWORK—

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, including assignments and e-mail, and knowing how to post assignments and attach files.

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 four online Discussion essays (250-400 words each). With responses (#3, below) they are worth 30% of the final grade.*
3. *Writing and posting four 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 1500-1600 words, due June 10. Worth 20% of the final grade.*
5. *Taking a midterm exam May 13. Worth 25% of the final grade.*
6. *Taking a final exam June 17. Worth 25% of the final grade.*

Be sure to look at the **Schedule**, located on the "**Set-up**" page, accessible from the Home ("Front") Page. This will guide your reading through the term for lectures and textbook readings. Lectures are accessible by the week (see below).

Find the "**Modules**" link on the left menu of the Homepage. That takes you to the lectures, online readings, 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.

FOUR DISCUSSION ESSAYS...

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

Each module gives you a Discussion assignment. You will do the assigned reading for it, and then 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 grapple with the question you choose. Answer it with details and facts, using the assigned primary source readings as much as possible, with the McKay text. 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**. Avoid typos and misspellings, which make you look less than serious about your essay.

For more details about writing expectations, see When finished, post your essay with the appropriate Discussion site, found in the module.

...AND *FOUR* ESSAY RESPONSES

When you don't post an essay, you will post a response to the essay of another student. Access the Essays Discussion, read an essay you have chosen, and post your response of at least 100 words. An essay response is like a critique. It should be at least 75 words long and 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.") You need to space your essays and responses out so that you have something for all eight Discussion assignments.

Essays are graded on a 25-point scale; responses on a 10-point scale.

PAPERS AND EXAMS

You will write a paper of around 1,600 words, due **June 10**. It will count for 20% of the total grade.

There will be two exams, each about two hours, on these dates: **May 13**, and **June 17**. 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.

NOTE: Copying material without attribution on essays and tests is plagiarism and is forbidden. A zero grade will be assigned to any paper or exam in which plagiarized material appears, or if on a Discussion essay, the entire Discussions grade (25% of the total term grade).

Learning Outcomes

GENERAL--

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

1. Explain the significance of key people, facts, and events and develop standards to judge them from a historical-cultural perspective
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 the significant background factors which 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. Analyze the significant consequences in global context, of the outcome of these revolutionary events.
3. Describe and explain the pattern of international relations in the post-Napoleonic era – identifying the major international powers and analyzing various international crises and problems during the early 19th century – such as wars and revolutions.
4. Define the central concepts of “new” ideologies such as Liberalism; Socialism; Marxism; Romanticism and Nationalism and explain the impact of these systems of thought on the modern world from the 19th century onwards.
5. Describe and explain the rise of modern nation-states such as Italy and Germany, and the historical development of major powers in the 19th century such as Russia; Britain; France; Austro-Hungary; the United States.
6. Define the concept of “new” imperialism and describe and explain the development of Western hegemony in Africa, Asia and Latin America during the 19th century; distinguish between different theories of modern imperialism; analyze the impact of imperial/colonial rule in areas such as India; China; Japan and Africa and describe and explain the various reactions of Afro-Asian and Latin American societies – including the rise of modern states such as Japan and the decline of older empires such as Qing China.
7. Explain the origins of the First World War and describe and analyze the course and consequences of the conflict in the global context.
8. 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.
9. 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.
10. 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.
11. 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’
12. 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.
13. 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>	25%
<i>Midterm exam</i>	25%
<i>Large paper</i>	25%
<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 century.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Fall 2012

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services and at [http://bellevuecollege.edu/policies/2/2050P_Student_Code_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of “HW” (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student