

**HISTORY 103:** History of Civilization, Contemporary World

Times: Daily 11:30-12:20      Class: sec. B., # 5209      Classroom: C 165

Instructor: Robert A. Doan

Office Hours: M-W 12:30-1:15, and by apt.

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**Course Description:** Surveys the history of Europe since the Enlightenment. Topics include the Industrial Revolution, modern 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.

This course will examine the development of the "modern" world. This means essentially the last 200-250 years. More specifically it means since the political impact of the Enlightenment as manifested the American, and especially the French Revolution that began in 1789. Why these were such key development was that they began the era of modern "nationalism" -- one of the key developments of the last 200 years, as 'nations' are now the standard political entities of the 'modern' world -- and the ideas of 'citizenship', progress, and rights of individuals. What also began at virtually the same time was the industrial revolution (in the UK), starting an economic and technological transformation that has profoundly changed (and continues to change) human life and society. Throughout the century after 1789 the key nations of Europe became industrial and militarily powerful (including the 'new' nations of Italy, and especially Germany). Driven by national competition and desire for economic resources, they, as well as the new nation of the US, came to dominate the rest of the world during the era of imperialism (c. 1875-1945). This, of course, changed those societies (which were not yet 'nations', but still either kingdoms, tribal societies, imperial realms, etc.) profoundly -- from China and India, to Africa and Latin America. These changes, in Europe and beyond, will be the key factors examined in the first half of the course. During the second half we will see how the national and imperial rivalries between European nations led to two devastating world wars. These wars both had far reaching global consequences. For example, WWI saw both Japan and the US emerge as key world powers. It also launched nationalism as a major force in parts of the globe colonized by Europeans. WWII saw the end of Europe as the dominant region of the globe as European empires collapsed (and nearly 100 new 'nations' emerged in their wake), and the US and USSR emerged as rival "superpowers". Among these new nations economic and technological development proved difficult, and they often turned to the US, USSR, or their old colonial masters for help. As a result, rivalry between Capitalism and Communism proved heated all over the globe. Simultaneously, in technology the world began to enter the 'post-industrial' consumer age during the 20th century (although industry certainly still remains important). Here the US proved the leader, with post-WWII Japan and Germany not too far behind. From automobiles, electricity, radio and telephones in the early 20th c., to TVs, computers and nuclear weapons during the middle of the century, to the internet, space travel and satellite communication by its end. These changes mostly arose in the richer and 'advanced' nations, but have impacted the entire planet. Yet, despite the end of imperialism, the gap between rich and poor nations, as well as within nations, has continued to widen, creating a major problem for our species. So has the great rise in population -- from just over one billion in 1900, to over 7 billion today (life expectancy globally has risen from around 40 in c.1900 to about 70 today. Many other political, environmental, and social troubles confront the planet as a result of these changes. Hopefully we will have a chance to examine these as well.

### **Course Outcomes:**

After completing this course, students should be able to:

- 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.
- Analyze the significant consequences in global context, of the outcome of these revolutionary events.
- 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.
- 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.
- 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.
- 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.
- Explain the origins of the First World War and describe and analyze the course and consequences of the conflict in the global context.
- 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.
- 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.
- 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.
- 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’
- 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.
- 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

### **Additional outcomes.**

- To see and understand how people from different societies and backgrounds can have conflicting views of the same situation or issue.
- To hone the skills of reading comprehension, clear writing, and useful note taking.
- To advance critical thinking skills (including of the textbook and instructor).
- To develop basic library and research skills.

**Learning Philosophy-** Learning is a multifaceted process. In addition to the necessity of reading and making a solid effort to comprehend the reading, it also involves critical thinking, student/student and student/instructor dialogue and discussion, and collaborative learning. I expect us all to make an effort in all these areas by doing the reading and by engaging in discussion and group activities. I also will be available to facilitate your learning and projects, but the responsibility is yours.

**Cell Phones** -- You are expected to turn off or silence your cell phones prior to the start of each class. Using them during class will result in a warning; if a second incident occurs you will be asked to leave the room for the remainder of that class.

## **PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION Spring 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.

### **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 secretaries 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.

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*\*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 Body (C212) for information regarding the appeals process.*

**Special Note: Plagiarism** –\_For all assignments, **NO PLAGIARISM** (direct copying, or close paraphrasing from any published material without *mention of the source*) will NOT be tolerated, and no credit will be given for any assignment in which I find it. **If discovered, plagiarism will result in a zero score for that assignment, and raise the level of scrutiny for future assignments. A second example will result in a minimum 1.0 reduction (ex., 2.0 to a 1.0) in final grade. If egregious second offense may result in failure of the entire course.** I expect you to look on-line or elsewhere in order to fully understand just what plagiarism is. **THIS IS YOUR RESPONSIBILITY.** Below are some resources to do this.

For a description of plagiarism see the statement by the American Historical Association

<<http://www.historians.org/Perspectives/issues/2002/0203/0203aha4.cfm>>.

You need to be aware that plagiarism is a very serious academic offense. Although some students do this deliberately, many commit plagiarism out of a lack of understanding. Diana Hacker, in her book *A Pocket Style Manual*, describes plagiarism as the “unattributed use of a source of information that is not considered common knowledge. Three acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Diana Hacker, pp 157-158, *A Pocket Style Manual*)

Additionally, access the site “The Historian’s Toolbox” (the address follows) for some useful examples regarding plagiarism, quotes, and paraphrasing. To get the most out of these tutorials, select all the boxes to review the feedback. Start with this page “What is Plagiarism”:

[http://guides.library.fullerton.edu/historians\\_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm](http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm)

## **GRADING**

I basically grade on the following numerical system,

A = 88%-100% (A-/3.7 = 90%, A/4.0 = 94+%)  
B = 77%-88% (B+/3.3 = 85%, B/3.0 = 81%, B-/2.7=77.5%)  
C = 65%-77% (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)  
D = 51%-65% (D+/1.3 = 62, D/1.0 = 57)

The individual portions of your grade include the following:

### **Grading Percentages:**

Exams (2) -----30%  
Map Quizzes (3) -----15%  
Text Quizzes (3)-----20%  
Synopses (2) -----12.5%  
Group Report/Paper -----12.5%  
Class/Group Participation --10%

## **GRADING PARAMETERS:**

### **MAP Quizzes: 15%**

There will be **four quizzes**. No make-ups for map quizzes will be allowed as *the worst map quiz will be tossed out*. List of places and maps will be handed out a couple weeks before each quiz.

### **TEXT Quizzes: 20%**

**Three quizzes will be based on readings and lectures:** Will be primarily objective questions (T/F, Multiple choice and/or matching), usually between 10-15 total, as well as 1 or 2 ID/Short Answers (see below for explanation) based on **terms** handed out in class.

Identifications ("IDs", or "short answers") will consist of individuals, places, programs, and events. Lists of terms will be given out at stages in the course. They will also be related to Final exam, and group and discussion activities at various points. You will **describe terms in a full paragraphs and explain their historical significance**, and including time, place, and key facets. You will usually want to connect a term to other material we are studying, such as larger themes or issues. Worth between 30-50% of quiz.

### **Exams: 30%**

There will be two blue book exams, a midterm and a final. Check the class Schedule for dates.

- Final not cumulative.
- MIDTERM will be essay only.
- FINAL will consist of combination of objective, identification and essay questions.
- Study sheet and list of essay questions given out approx. one week before.

Essay questions will require longer answers (2-4 pages in many cases, if not more) that are well organized, clear, and supported by evidence.

There will also be several objective questions on FINAL EXAM.

**Make-up exams** and quizzes will only be given to students who miss due to illness or emergency **AND leave me an email or phone message PRIOR to the following class.**

### **Question Synopses 12.5%**

You will turn in two written answers (one before midterm and one after) that require reading relevant materials from text and/or source book, and then answering a related question from those handed out in class that combines a brief synopsis and interpretation of what you have read. (*May do a THIRD for extra credit. See me if you are interested*)

- Synopsis questions will be handed out periodically during quarter.
- Different groups will be assigned different questions with **different due dates**.
- For full credit all **MUST** be turned in by due date.
- Should ideally be between 1 to 2 typed pages long (but **NOT** *single*-spaced and **NOT over two pages. Long and single spaced papers may be subject to deductions!**).
- Must be as grammatically correct and clear as possible, **AND MUST** include at least three internal citations from relevant readings (at least *one from textbook*)

### **Class Discussions/Group Participation: 10%**

There will be regular discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. Terms and questions will be the basis for many discussions. You are expected to come to class familiar with and ready to discuss them, and may involve graded writings to be submitted for group credit, and/or whiteboard work. To do well you obviously must attend the classes.

### **Paper/Presentation: 12.5%**

You will work collaboratively in pairs to produce a paper and/or class presentation on a topic of your choosing. All will be due during last week of class (but **BEFORE** final exam). You will have two grading possibilities that you will decide on. One is to turn in a paper worth 67% of this grade, and give a short (c. 5 minutes) talk on what you wrote on, worth 33%, OR give a more in depth/elaborate presentation (c. 15 minutes) worth 67% and a detailed outline of what you researched worth 33%

- 1 Topics, possibilities, and more information will be discussed early in the quarter
- 2 Will involve research in library and printed sources
- 3 All will require annotated bibliography of not less than 3 sources.
- 4 Grammar and spelling count, as do organization and clarity.

**EXtra Credit:** The **only** extra credit (*one option only per person*) I will allow is either to give a short (3 minute or so) oral description to the class about a book, article, or show you read or watched that is relevant to class material and adds to our understanding, OR an extra synopsis subject to my discretion

### **BOOKS:** **TEXTBOOK:** A History of World Societies, vol. II 9th ed.

McKay, Hill, Buckler, et. al. Houghton Mifflin 978-0-312-57013-2

**ATLAS:** Hammond Historical World Atlas (recommended)  
(or another, similar historical atlas – see library collection)

## **Calendar: Dates, Readings, Topics, and Assessments** (subject to adjustments)

Pages refer to text book. There will also be periodic primary document handouts.

*Italics* refers to Paper/Presentation due dates. T: = Text, S: = Source Book

<b><u>Week of</u></b>	<b><u>Topic</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
<b>April 2-6</b>	Intro, Global Background, Enlightenment, American Revolution, Start of French Revolution	T: Introduction, pp. 459-60, 479-80, 491, <b>496-98, 509-15, 525-27, 533-42, 547-49, 557, 573-80, 581-83, 587, 600, 611-13, 617, 626, 645-46, Ch. 22 to p. 664</b> S: 16.4, 6, 17.1, 3, 18.4, 19.5, 20.2	Get books and <b>READ!</b>
<b>April 9-13</b>	French Revolution, Napoleon, Industrial Revolution	T: Rest of Ch. 22, Ch. 23 S: 22.2-4, 23.2-4	Group 1 Synopsis (4/10) <b>Map Q U I Z 1 (4/12)</b> Group 2 Synopsis (4/13)
<b>April 16-20</b>	19 <sup>th</sup> Century Nationalism, Urbanization, Socialism	T: Ch. 24 S: 24.1-2, 4, 6	Group 3 Synopsis (4/19) <b>Text Quiz 1 (1/20)</b>
<b>April 23-27</b>	European Imperialism and its Effects	T: Ch. 25, Ch. 26 to p. 794 S: 25.3-5, 26.2, 5	Group 4 Synopsis (4/25) <b>Map QUIZ 2 (1/27)</b>
<b>April 30-May 4</b>	Japan, and the Western Hemisphere	T: Rest of Ch. 26, Ch. 27 S: 27.1	Group 5 Synopsis (5/1) <b>Text QUIZ 2 (5/3)</b> <i>Pairs need to be set</i>
<b>May 7-11</b>	WWI and Effects	T: Ch. 28 S: 28.3, 5	Group 6 Synopsis (5/8) <b><u>M I D T E R M (2/11)</u></b>
<b>May 14-18</b>	Post War Europe, Anti-Imperialism in Asia, Depression	T: Ch. 29, pp. 907-17 S: 29.3, 5	<i>Topics to me (5/17)</i> Group 1 Synopsis (5/16) <b>Map QUIZ 3 (5/17)</b>
<b>May 21-25</b>	Fascism, WWII, and Post-War World	T: Rest of Ch. 30, pp. 941-47, 952-53, S: 30.3	Group 2 Synopsis (5/22) <b>Text Quiz 3 (5/24)</b> <i>Need to have met with me</i>
<b>May 29-June 1</b>	Cold War Divides	T: Rest of Ch. 31 AND pp. 977-81, 990-93, 1007-13 S: 31.1-2, 4	Group 3 Synopsis (5/29) <b>Map Quiz 4 (5/30)</b> Group 4 Synopsis (5/31) <b><i>Drafts Due (6/1)</i></b>
<b>June 4-8</b>	Cold War era effects in the "Third World"	T: Rest of Chs. 32 and 33 AND (some of) Ch. 34 S: 32.3-5, 33.1, 4-5	Group 5 Synopsis (6/4) <b><i>Critiques returned (6/5)</i></b> Group 6 Synopsis (6/7)
<b>June 11-15</b>	Post Cold War Future Issues	S: 34.2	<b><i>PAPERS DUE (6/11)</i></b> <b><i>Presentations (6/11-2)</i></b>

**June 15** Final

**FINAL EXAM (6/15)**

