

HISTORY 103: HISTORY of CIVILIZATIONS: Modern World (5206 OAS)

Instructor: Robert A. Doan

E-mail: rdoan@bellevuecollege.edu

Office: B 106, Ph. # 3137 Office Hours -- M +W -- 12:30-1 and 2:30-3; Th – 12-1, and by appt.

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.

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.

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 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

Students may appeal plagiarism charges and penalties, but “I didn’t think this was plagiarism” alone is an insufficient plea. You will need to understand, as noted above, where the line is and be sure not to cross it.

Useful Resources:

1. Reading/Writing Center
2. The library and its skilled reference people. (Also, King Co. Public Library, and the UW Library, are free and open to public).
3. Walter Plank, How to Study in College, 5th ed. Houghton Mifflin.

GRADING PARAMETERS:

I basically grade on the following numerical system,

A = 87%-100% (A-/3.7 = 89%, A/4.0 = 94+%)
B = 76%-87% (B+/3.3 = 84%, B/3.0 = 80%, B-/2.7=77%)
C = 64%-76% (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)
D = 51%-63% (D+/1.3 = 61, D/1.0 = 57)

The individual portions of your grade include the following:

Grading Percentages:

Final Exam	-----20%
Text Quizzes (4)	-----30%
Discussion Posts	50%

GRADING

Quizzes: 30%

There will be THREE quizzes, each based on readings and lectures, and drawn from posts of terms to know. Quizzes will be primarily objective (T/F and matching primarily), usually between 15-20 in total, as well as two Short Answers. (See calendar for dates)

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 group and discussion activities at various points. For EXAMs 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.

Final Exam: 20%

- Final semi-cumulative, but more from Ch. 32 on.
- Question similar as on a quiz, but 50% more of them.
- ALSO a substantial written essay question as well.
- List of essay questions given out approx. several weeks before.
- Essay includes doing draft outlines and critiques of other's (about 1/10th of essay grade.)

Essay questions will require longer answers (3-5 pages in many cases) that are well organized, clear, and supported by evidence. Worth 50%-60% of exam. These will require multiple pages and internal citations from text (3 minumum) and perhaps elsewhere if you use external sources

- **Discussions – 50% Weekly Answers/Responses.**
- There will be weekly graded discussions based on assigned readings. Each week there will be multiple questions to choose from based on the previous week's readings (For example, Sept. 19-25 you will be reading and taking notes on Week 1 materials) Each week there will be options to post either an ANSWER and/or a RESPONSE the following week. [Be AWARE: You don't have to do all of them.]

Thus, Week 1 answers are due Mon. April 9 (if you choose to answer one). Subsequent Answers will also be due on Monday following when readings are assigned. Then, by each Thurs. (April 12 for week One) you may post a Response or two to Answers your classmates had posted that Monday. Each week will follow a similar pattern.

You ONLY need post 4 total Answers for the whole quarter – but 2 during weeks 1-5, and 2 during the weeks thereafter -- (though MAY post a 5th answer anytime to replace a poorly scored one and/or for a little extra credit). Thus, if in week 1 you don't get the reading fully done in time, don't post a half-way answer. Instead, wait until week 2 to post an Answer, and instead post a Response to someone else's Answer, as Answers must be more substantial and show you did the readings, etc., whereas Responses, while still needing to show you understood the material and can add info/thoughts to it, are less substantial. Make sense?

- You need to post 5 Responses to other people's answers by end of quarter in addition to the Answers. Like Answers, though, you need to post at least 2 by week 5, and at least 2 thereafter. In addition, at least 3 Responses need to be posted in weeks when you did NOT post an answer. In short, I don't want you to bunch up Answers and Responses into just a few weeks, but spread them out over the quarter. OK? You may post more than one response in a given week, but they will be combined into one score. Thus, you can only get one Response grade per week. If you do post a Response and an Answer in the same week (try not to do this more than twice, though) try to make it to a different question than the one you answered.
- Each **Answer (due Mons.)** will be worth 25 points, and each **Response (due Thurs.)** is worth 10, for a maximum of 150 possible points. **Answers** should be c. 400-600 words (Going over 700 will begin to incur deductions), and in the process should include the key information (not regurgitation of all details, but explaining key points and showing understanding of the relevant material) and explanations. Assume that you are explaining the material to someone who doesn't know it. This always assumes well written English. Poor writing will incur deductions too. These will ***always*** be due ***Monday evenings***. These **NEED** to have INTERNAL citations in them, at least 3 (and likely more), whenever you quote, ***as well as*** roughly every section/paragraph, giving page numbers from text, etc., and full citation material if you used info from on-line or elsewhere. (see Plagiarism info above as well)
- **Responses** to person's answers (those due **Thursday evenings**) should be c.200-300 words each (or slightly more or less), worth 10 points per week, and need to say more than "good job..." but have to add to understanding, especially what the author erred on or ignored, and you should explain what they needed, not just say something was missing, but perhaps what they should have written about that topic. Also, personal reactions and insights to the material (as in comparing to modern developments, etc.) are good too.

I will post examples of good examples and responses most weeks, so you can learn from them, as well as see examples of well constructed and explained Answers. **LATENess: A 5% mininum deduction** is given per day to any late posts.

EXtra Credit: Doing the allowed one extra of both an Answer and/or a Response to replace a poor previous grade will also be viewed as extra credit (those lowest graded ones). These are you only allowed extra credit (doing more than 5 Answers or 6 Responses will NOT help or be credited as extra) and will raise grade one decimal point.

BOOKS: TEXTBOOK: Traditions and Encounters, vol. C....1750-present (or Vol 2)
9780077504915 Bentley, Ziegler McGraw Hill pub.

Source book: SOURCES OF WORLD SOCIETIES, VOL.2 WARD 9780312569723

Calendar -- Readings, Topics, and Assessments (subject to adjustment)

T: = Text readings; S: = Source book readings

<u>Week of</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments</u>
Sept. 17-23	French, and Latino Revs.; Age of Liberalism	T:Ch. 28 (to p. 644 on "Unifications...") S: 18.4, 22.2-4, Posts	<u>Get organized and read!</u>
Sept. 24-30	19 th c. Industrial Europe	T:Ch. 29 S: 22.6, 23.2-4	Discussion 1 Answers 9/24 Discussion 1 Responses 9/27
Oct. 1-7	19 th century Nationalism Western Hemisphere, Marxism	T:Ch. 30, + pp. 643-47 S: 24.1-2, 24.4, Post on Communist Manifesto	Discussion 2 Answers 10/1 Discussion 2 Responses 10/4
Oct. 8-14	Modernization and Crises in Asian Empires	T:Ch. 31 S: 24.6, 25.2, 27.6	Quiz 1 Discussion 3 Answers 10/8 Discussion 3 Responses 10/11
Oct. 15-21	Western Imperialism and its Effects	T:Ch. 32 S:25.3-5, 26.2, 26.5	Discussion 4 Answers 10/15 Discussion 4 Responses 10/18
Oct. 22-28	WWI and its Effects	T:Ch. 33 S:28.2-3, 28.5	Quiz 2 Discussion 5 Answers 10/22 Discussion 5 Responses 10/25
Oct. 29-Nov. 4	1920s and Depression Era, Anti-Westernism (Fascism and Communism)	T:Ch. 34, + pp. 836-39 S:30.1-3	Discussion 6 Answers 10/29 Discussion 6 Responses 11/1
Nov. 5-11	Asia, Africa and Latin America between the Wars	T:Ch. 35 S:29.3, 29.5	Quiz 3 Discussion 7 Answers 11/5 Discussion 7 Responses 11/8
Nov. 12-18	WWII era and start of Cold War	T:Ch. 36 (to p. 857) S:31.2	Discussion 8 Answers 11/13 Discussion 8 Responses 11/15
Nov.19-25	Cold War Era, End of Imperialism and Struggles of the New Nations	T: Ch. 37 , + pp. 857-61 S:31.1, 32.3, 33.2, 33.4	Discussion 9 Answers 11/19 Discussion 9 Responses 11/23
Nov. 26-Dec. 2	End of Cold War, Globalization, Modern Problems, and the Future	T: Ch. 38 S:31.4, 32.4, 34.2, 34.5	Discussion 10 Answers 11/26 Disc. 10 Responses – 11/29
Dec. 4-6	FINAL EXAM		Week 11 Answers – 12/3

