



## COURSE OUTLINE

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HI1120

Introduction to Modern World History

WINTER 2009

Mon: 2:30 – 3:50pm; Wed: 2:30 – 3:50pm

Room A314

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083

OFFICE HOURS: M 12-2:30, 4-6; T 11:30-2; W 12-2:30

E-Mail [dawhite@gprc.ab.ca](mailto:dawhite@gprc.ab.ca)

UNIVERSITY EQUIVALENCY: UA\*, UC, UL, AU, AF\*, CUC, KUC

This course is designed as an introductory survey of global history and will provide a foundation for advanced study of history and related fields. The course covers the major political, cultural, intellectual and economic developments of the world since the beginning of the 19th century to the present. It is intended to provide a foundation in history and historical methods upon which students may build in more advanced study. Students will be exposed to primary sources and techniques for research and writing, and taught to engage with historical issues.

Course Texts:

Felipe Fernández-Armesto, *The World: A History, Volume Two: Since 1300* (Pearson Education, 2007).

**E-mail: The instructor will use your GPRC e-mail for all course e-mail, you are responsible for checking this address.**

Blackboard

Blackboard will be used for all assignment submissions. Various materials will be posted here including:

- Course Outline
- Links and Tips for Assignments
- Summaries or Review materials

On the GPRC homepage, use the link at the top right. Once you've logged in, you should be able to access the Blackboard site for this course.

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**ASSIGNMENTS AND EXAMINATIONS:**

Class Participation	10%
Quizzes (3, the best 2 worth 2.5% each)	5%
Assignment #1 (The World You Were Born Into)	15%
Assignment #2 (Research Report)	5%
Assignment #3 (Essay)	25%
Midterm Exam	15%
Final Exam	25%

**GRADING SYSTEM**

Policy with respect to grade changes, letter grades and grade point averages can be found in the college calendar. The last day to officially withdraw is March 16.

Alpha Grade	4-point Equivalence	Descriptor
A+	4.0	Excellent
A	4.0	
A-	3.7	Very Good First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	
D+	1.3	Poor*
D	1.0	Minimal Pass*
F	0.0	Failure
<b>WF</b>	<b>0.0</b>	<b>Fail, withdrawal after the deadline</b>

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## DUE DATES

Assignment #1 (The World You Were Born Into)	February 4
Mid-Term Exam	March 2
Assignment #2 (Research Report)	March 11
Essay	April 1

Assignments are to be submitted via Blackboard before midnight on the due date. Extensions for tests, essays and the document analysis will be made only when students contact the instructor prior to the deadline and present evidence of extenuating circumstances. To encourage promptness and in fairness to those who complete their work on time, late assignments will be reduced 5% for each twenty-four hour period (or part thereof, including weekends and holidays) after the due date. Any essay sent to the mailroom, dropped off at the switchboard, left at my office, e-mailed or faxed will not be accepted and will not become the responsibility of the instructor.

## TENTATIVE SCHEDULE

### January 7: INTRODUCTION

### January 12: BACKGROUND - WHERE THE WORLD IS IN 1815

### January 14: MACHINES VERSUS MALTHUS

Readings: "The World...", 771-795

### January 19: LIBERATING THE AMERICAS

### January 21: ASIA FACES EUROPEAN RULE

Readings: "The World...", 795-806; 843-860

### January 26: THE EMERGENCE OF THE UNITED STATES

### January 28: OTTOMAN DECLINE – THE 19<sup>TH</sup> CENTURY MIDDLE EAST

## **QUIZ #1**

### February 2: ISOLATED POWERS – JAPAN AND RUSSIA

Readings: "The World...", 866-868

### February 4: THE SCRAMBLE FOR AFRICA

### **Assignment #1 (The World You Were Born Into) Due**

Readings: "The World...", 860-866

### February 9: FANTASTIC WEALTH – TREMENDOUS POVERTY

Readings: "The World...", 809-840

### February 11: RESEARCH WORKSHOP

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**February 16 and 18 – Winter Break – No Classes**

**February 23: EUROPE’S ZENITH**

Readings: “The World...”, 869-875; 877-909

**February 25: “SOME DAMN FOOL THING IN THE BALKANS”**

Readings: “The World...”, 953-961

**March 2: MIDTERM EXAM**

**March 4: PSYCHOLOGY AND DEPRESSION**

Readings: “The World...”, 917-951; 961-963

**March 9: DEMOCRACY’S DARKEST DAYS**

Readings: “The World...”, 963-968

**March 11: THE GREAT PATRIOTIC WAR**

**Assignment #2 (Research Report) Due**

Readings: “The World...”, 968-969

**March 16: THE BIG CHILL – THE COLD WAR**

Readings: “The World...”, 970-979

**March 16 - Last Day to Withdraw without Academic Penalty**

**March 18: THE EMERGENCE OF THE MODERN MIDDLE EAST**

**QUIZ #2**

**March 23: THE WINDS OF CHANGE - DECOLONIZATION**

Readings: “The World...”, 979-984

**March 25: ASIAN ASCENDANCE – CHINA AND JAPAN**

**March 30: THE NEW ISMS – RACISM, ENVIRONMENTALISM, FEMINISM**

Readings: “The World...”, 993-1011; 1025-1051

**April 1: AFRICA’S HOPE FADES, LATIN AMERICA MOVES FORWARD**

**Assignment #3 (Essay) Due**

**April 6: AMERICA TRIUMPHANT**

Readings: “The World...”, 984-990

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**April 8: TECHNOLOGY AND TERRORISM**

**QUIZ #3**

Readings: "The World...", 1011-1022

**April 13: EXAM REVIEW - HAVE A GREAT SPRING/SUMMER!**

**CLASS DISCUSSION GUIDELINES**

Students will be expected to do all of the assigned readings for the class discussions. Class participation grades are determined by students' willingness to actively engage in these sessions by offering opinions and raising relevant questions. To facilitate these exchanges and to accumulate the essential material, students are encouraged to put together a brief outline of their response to each of the key questions in advance. This preparation will help you understand the course content, the methodology of historical interpretation as well as serve to prepare you for the exams and papers. Occasionally this work will be carried out by small groups of students. Most weeks (not those with exams or essays due) some students will be responsible for presenting a document analysis. Other students will be invited to offer comments and questions.

In order for everyone to have the opportunity to participate, we must strive to create an open, positive, non-threatening atmosphere. Curiosity, honesty, and above all, respect are characteristics inherent in healthy discourse. Listen actively and speak openly. If you tend to be timid, try to share your thoughts, however uncomfortable this might seem. If you like to talk, be sensitive to the needs and size of the group. Everyone should speak at some point during each discussion. Our culture find periods of silence awkward and unacceptable, but sometimes one simply needs time to think and revise their responses. Raising questions is just as important as providing answers. In fact any response however "wrong" it may seem deserves credit since it takes courage to speak in class and most comments will usually advance the discussion.

A great deal of this class revolves around discussions of contentious issues that often lend themselves to heated debates, subjective interpretations, contested meanings, and emotional responses. It will be perfectly appropriate for us to end our discussions in disagreement. If you feel frustrated and overwhelmed, don't despair. Most questions worth asking have no simple, clear answers.

While derogatory or inflammatory language, harassment, or discriminatory behaviour of any kind will not be tolerated, many students take any negative response, comment or disagreement as a personal insult. What is at issue here are ideas, not people. We all want our views to be accepted or have others marvel at our mental capacities, but it is also human nature to disagree. Alternative perspectives exist on almost any topic and these class discussions will encourage divergent thinking.

**EXAM FORMAT**

Both the midterm and final exam will integrate material from all parts of the course: lectures, assigned readings and discussions. Both will be in multiple sections and provide a choice of

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questions. Both exams will use questions in the Identify and Explain and Essay styles. Further information will be provided before both exams.

### QUIZZES

History courses by their nature involve a lot of detail. By the end of the term, it's often difficult to recall the beginning. To help improve the retention of information, there will be three short answer quizzes which will take about 15 minutes to complete. The best two of these will count for 5% of your final grade.

### COURSE ASSIGNMENT INSTRUCTIONS

This course consists of three assignments. The first is an assessment of a collection of primary sources within your reader. The second and third are part of your major research assignment for the term.

#### **Assignment #1 – *The World You Were Born Into***

*Approximately 1,000 words (4 pages)*

In this assignment, you will look up the newspaper from the day you were born (for privacy reasons, you may choose another day from the same year if you wish). Your paper should identify three or four significant issues from the newspaper. What do the articles say about the issue? For example, is there an article on acid rain that might suggest the environment is becoming more important? How does the article's perspective on the issue compare to the perspective of today?

To research this assignment, you will need to obtain the *Globe and Mail* issue for the day you were born (or an adjacent issue if they did not publish that day). You can do this in one of two ways:

1. Microfilm – The college library has the *Globe and Mail* on microfilm reels. This will let you see the original page and you can tell what the headlines were and what was prominent. Using this resource will produce a better paper.
2. ProQuest – The college also has the Canadian Newsstand database which lets you browse the *Globe and Mail* by date – showing you the stories from that day. Each story is presented as a separate item. This makes it difficult to know (except by page number), which stories were considered more important. Instructions on how to use the ProQuest database will be given in class.

#### **Assignments #2 and #3 – Research Project**

The other two course assignments will involve researching and writing an essay on a topic related to the course material. The below questions have been selected because there are primary sources available on the cd accompanying the textbook. They have been referenced to assist you, but you may use others if you think they are applicable.

#### **The Question:**

All essays are framed as an answer to a question. They are an expression of an opinion supported by research. For this course, all of your assignments will contribute to writing an essay in response to a question. Students may select from the below questions, but these are intended to be more suggestions than a fixed list. If there is another question you wish to work on, you are encouraged to do so, but **you must receive approval from the instructor.**

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**1. How did England's industrial revolution affect the lives of the working class?**

**Primary Sources**

**Chapter 23: Replacing Muscle: the Energy Revolutions**

- A) Parliamentary Report on English Female Miners, 1842
- B) Andrew Ure, from *The Philosophy of Manufactures*
- C) Benjamin Disraeli, excerpt from *Sybil, or the Two Nations*

**Chapter 24: The Social Mold: Work and Society in the Nineteenth Century**

- A) The Sadler Report: Child Labour in the United Kingdom, 1832

**2. Did Rudyard Kipling's "The White Man's Burden" truly capture the spirit of Western imperialism?**

**Primary Sources**

**Chapter 25: Western Dominance in the Nineteenth-Century World: The Westward Shift of Power and Rise of Global Empires**

- A) Rudyard Kipling, "The White Man's Burden"
- B) The Scramble for Africa
- C) President Fillmore, Letter to the Emperor of Japan, 1852
- D) Lord William Bentinck, on the Suppression of the Sati, 1829
- E) James Burney, on contact with the Maori of New Zealand
- F) Edward D. Morel, *The Black Man's Burden*

**3. How did the pre-1914 Women's Movement differ in Canada, the United States and Great Britain?**

**Primary Sources**

**Chapter 26: The Changing State: Political Developments in the Nineteenth Century**

- A) Eliza Duffey, Excerpt from *No Sex in Education*

**4. Did the Soviet Union reflect Karl Marx's thinking?**

**Primary Sources**

**Chapter 23: Replacing Muscle: the Energy Revolutions**

**Karl Marx and Friedrich Engels, from *The Communist Manifesto***

**Chapter 28: World Order and Disorder: Global Politics in the Twentieth Century**

- A) Bolshevik Seizure of Power, 1917
- Chapter 29: The Pursuit of Utopia: Civil Society in the Twentieth Century**
- A) Nadezhda K. Krupskaya on Communism

**5. How did the peace plan of Versailles and the League of Nations 1919 differ from that of the United Nations in 1945?**

**Primary Sources**

**Chapter 28: World Order and Disorder: Global Politics in the Twentieth Century**

- A) Woodrow Wilson, "Speech on the Fourteen Points"
- B) The Covenant of the League of Nations
- C) The Charter of the United Nations, 1945
- D) Roosevelt and Churchill, *The Atlantic Charter*, 1941
- E) Franklin Delano Roosevelt, *The Four Freedoms*, 1941
- F) The United Nations, "Universal Declaration of Human Rights," 1948

**6. Who was responsible for starting the Cold War?**

**Primary Sources**

**Chapter 28: World Order and Disorder: Global Politics in the Twentieth Century**

- A) Sir Winston Churchill, from the *Iron Curtain Speech*, 1946
- B) Joseph Stalin, excerpts from the "Soviet Victory" Speech, 1946
- C) Harry S. Truman, *The Truman Doctrine*, 1947

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- D) George F. Kennan, "Long Telegram," 1946  
E) George C. Marshall, The Marshall Plan, 1947

7. Why did the 1948 UN Convention on Genocide failed to prevent occurrences in Rwanda, Bosnia or Cambodia (You can study how it related to one or all these three)?

Primary Sources

Chapter 29: The Pursuit of Utopia: Civil Society in the Twentieth Century

- A) Alain Destexhe, excerpt from Rwanda and Genocide in the Twentieth Century

8. What were the contributions and legacy of John Maynard Keynes to economic thought?

Primary Sources

Chapter 29: The Pursuit of Utopia: Civil Society in the Twentieth Century

- A) John Maynard Keynes, passage from The End of Laissez-Faire

9. Why was Africa, so hopeful in the 1950s and 1960s, seemingly so hopeless by the 1980s? Look at one or two former colonies to explain the transition.

Primary Sources

Chapter 28: World Order and Disorder: Global Politics in the Twentieth Century

- A) Kwame Nkrumah, from I Speak of Freedom: A Statement of African Ideology  
B) Jomo Kenyatta, from Facing Mt. Kenya: The Tribal Life of the Gokuyu, 1938

10. Who was China's greater leader, Mao Zedong (also spelled Mao Tse Tung) or Deng Xiaoping?

Primary Sources

Chapter 28: World Order and Disorder: Global Politics in the Twentieth Century

- A) Mao Zedong, "From the Countryside to the City," 1949  
B) Mao Zedong, "A Single Spark Can Start a Prairie Fire"  
C) Li Shaoqi, "How to be a Good Communist, 1939"  
D) Mao Zedong, "Jian Jieshi is China's Number One War Criminal," 1949  
Chapter 29: The Pursuit of Utopia: Civil Society in the Twentieth Century  
A) Deng Xiaoping on introducing capitalist principles to China

#### Required Sources:

To obtain adequate materials for this project, you will likely have to borrow books through the NEOS system (which gives you access to a wide range of Alberta post-secondary libraries). You will be shown how to order these books in the research workshop on February 11. **Keep in mind that you will likely have these books for only two weeks. You will need to take detailed research notes you can later use to write the essay.**

To ensure as broad a perspective as possible, you need to consult a variety of sources. Your essay must meet the following criteria:

- You must have a minimum of 5 sources
- You must use at least 1 primary source
- You must use at least 1 academic article
- You may not use websites without prior permission from the instructor
- You may not use Wikipedia



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## **Assignment #2 – Research Report**

### **Minimum 2 pages (500 words)**

You are actively encouraged to come and discuss your project with your instructor whenever you wish. However, the research report is an additional opportunity to get guidance on your project.

Your research report should indicate how your project is proceeding. Are you finding adequate material? Are you concerned about how to approach the essay question? Will you be able to complete the assignment on schedule?

The further along you are with your project when you write your research report, the more useful the feedback you will receive on it. Although I have indicated a minimum two page write-up, you can submit more if you have it prepared. If you have an essay outline ready and want detailed thoughts on how to organize your paper or you aren't sure what to make of your findings and want to attach your research notes for some thoughts, please feel free to include it. If you have a draft essay ready and want it read over for revision, you can do that as well. If you are going to submit this additional material, please be sure you also include the basic two page report with it.

## **Assignment #3 – The Essay**

The third assignment will be an essay of approximately 8 pages which addresses the major questions raised in each option. It **must** be properly documented using footnotes or endnotes – **no other form of citation is acceptable in history papers**. The essay should also be accompanied by a **bibliography** identifying the sources used in its preparation.

### **Points to Consider When Writing Your Essay**

In marking your essay, the reader will consider the following points:

1. The **Logical Development** of the thesis. Without a general thesis or argument, an essay becomes an incoherent jumble of facts and opinions.
2. **Relevance**. The essay must deal with the argument, and side issues should be excluded.
3. **Consistency**. The various parts of the essay should hang together and not contradict one another.
4. **Conciseness and Balance**. An essay is an exercise in stating an argument in a concise manner. There is certainly no reason for being long-winded or repetitious.
5. **Presentation**:
  - a) Your language should be clear and precise. Care should be taken to choose precisely the right word or phrase to convey the meaning intended. Vague phrases or ambiguous expressions should be avoided.
  - b) All students should have a good dictionary and should use it. Incorrect spelling of words is inexcusable and is far too prevalent. Care should also be taken that the names of persons and places are correctly copied in full.

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c) The paragraph, not the sentence, is the logical unit in an essay. A paragraph should express a complete idea and offer evidence in support of that idea.

d) Some thought should be given to punctuation. There are punctuation marks other than the comma and the period. College students should be able to use them to write complex sentences.

e) The essay should be a finished piece of work, not a mere draft. Do not use abbreviations, and read your essay over for mistakes before you turn it in. Proofreading is critical to producing a final paper. If possible, have someone else read your paper and offer suggestions. What seems clear to us is not always clear to our readers.

### Some Common Faults

1. Many essays demonstrate a lack of coherence and a tendency to irrelevance. These weaknesses spring not so much from a lack of knowledge as a lack of judgement. They can be overcome by keeping your subject clearly in focus. This is why students should first make a plan of their essay showing the course they intend to follow in their argument. Too often students' plans are formless, and so naturally are their essays. Some students work with simple charts. Others write detailed outlines, enumerating the major points of the thesis and the supporting evidence. Remember, it is far easier to revise an outline several times, than to rewrite an entire paper. Always keep in mind that your goal should be to introduce the thesis clearly, support it effectively, and then draw meaningful conclusions about it. Within each section of the essay ask yourselves: Does this section follow logically from the preceding one? Does it adequately support and develop the central thesis? Does it establish the necessary background for the section that follows?

2. Most students spend too much of their time reading, and too little time in sorting out and digesting what has been read, constructing an argument and deciding on the form of the essay.

3. Much of the irrelevance in students' essays springs from a failure to see exactly what the question is that they are required to answer. When the essay calls for a comment on a question, careful study should be given to its wording and a decision made as to which are the "key" words. These words should then be made the focal point, or core of your argument.

4. Students often show a lack of discernment in their reading. It is not enough to read a number of different authors. You must show what weight you attach to their arguments, and why.

5. Often there is a lack of judgement in the use of quotations. Quotations should be short and to the point. They should be used mainly because they state pithily some point you wish to elaborate, or some point you wish to cite or discuss. They should not be used in order to make other writers do your work for you, nor should they be left without comment. If the quotation is not poignant, put it into your own words and cite the author of the idea in a footnote/endnote.

6. Many essays do not include an introduction or conclusion. In order to help the reader to understand the thesis of your paper and its structure, you should have a clear introduction and conclusion. In the introduction, you should indicate the thesis, purpose and scope of the paper. In the conclusion, you should summarize your major points, explain how they sustain your central thesis, and discuss the general implications of your essay.

### References

It is important that your essay be well documented. Academic standards require that all source material be acknowledged by the writer of an essay, not merely as a matter of common

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honesty or as an aid to the reader, but also as a validation of the writer's work. This means that you must give exact sources in your footnotes/endnotes for quotations and opinions taken from your authorities. It is not sufficient merely to give references for direct quotations. You must also give them for major statements of interpretation, paraphrased opinions, and statistics. Footnote/endnotes can also be used to qualify, amplify, or to make some incidental comments on the discussion in the text of the essay. Thus worthwhile material can be included which might otherwise disrupt the flow of the argument if introduced into the text. At the same time, it is necessary to use some discrimination. You do not need to give references for well known facts about which there is no dispute. Essays can have too many footnotes/endnotes or too few.

### Format

Each essay should include a title page with the author, course number and the name of the instructor. Essays must be typed and double spaced. Single spacing is restricted to lengthy quotes. Don't try to squeeze 12 pages of text in 6, or stretch 2 pages into 6, with the creative use of fonts, spacing and margins. If your paper runs short, it's a good clue that you need more detailed analysis. If it runs long, chances are you've summarized too much.

There are a number of ways in which information can be referenced. When writing a history essay you must observe the conventions of historians concerning footnotes/endnotes. Historians currently use the Chicago Style A (Chicago Manual of Style) or the Old MLA (Modern Language Association) format. An essay which does not contain footnotes/endnotes in one of these formats is not acceptable. If in doubt, consult a recognized style manual.

### Footnotes/Endnotes

References in essays are to be given by means of numbered footnotes at the bottom of the same page as the passage to which they refer or at the end of the essay. Footnotes/endnotes should be numbered consecutively. In the text of your essay, the footnote/endnote number should immediately follow the passage or paragraph to which it refers. It should, if possible, be raised above the line in the text. In general, the first footnote/endnote for a source should contain the following information: (1) name of the author; (2) title of the work; (3) facts of publication; and (4) page number. For example:

Christien Le Clerq, New Relations of Gaspesia, in "A Few Acres of Snow", ed. T. Thorner (Peterborough, 2003), p. 27.

Chief Peau de Chat, "Address to T.G. Anderson, vice-superintendent of Indian Affairs," Sault Ste. Marie, August 18, 1848 in "A Few Acres of Snow", ed. T. Thorner (Peterborough, 2003), p. 414.

### Second and Later References

When a work has been cited in complete form, later references to it should be in shortened form ie.

Le Clerq, p. 31 or de Chat, p. 415.

Sample references and links to a guide will be available on Blackboard.

### Plagiarism / Academic Dishonesty

All sources used in the preparation of a paper which have been quoted or paraphrased must be footnoted/endnoted. Failure to do so is plagiarism. All papers must be the student's own

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work. Anything else, whether borrowed, purchased or ghostwritten, is plagiarism. Continual and extensive paraphrasing without quotation marks, even if footnoted/endnoted, is also plagiarism. It has no place whatsoever at any level of college work. Unintentional plagiarism is easy to commit. Some students take massive amounts of notes from research materials and forget to identify those passages they copied or paraphrased. Just remember, it is a simple matter for an instructor to recognize the difference between the writing of an average college history student and that of a published author who spent years researching a topic.

College policy with respect to plagiarism states that: "The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. If you are unsure whether a particular course of action might constitute plagiarism, you are advised to consult with the instructor."