

History 1050: The Modern World

Dr. Susan Dinan
Winter 2014-2015

Faculty:

Professor	Susan Dinan	dinans@wpunj.edu
Department secretary	Malissa Williams	williamsm@wpunj.edu
Class meets	ON LINE	

Required Texts:

Bonnie Smith, et. al., *Crossroads and Cultures: A History of the World's People*. Volume C. Since 1750. New York, NY: Bedford St Martin's, 2012. (First edition)

ISBN: 978-0312571689

Listed as Smith in the syllabus

Merry Wiesner, et. al., *Discovering the Global Past: A Look at the Evidence*. Volume 2. New York, NY: Houghton Mifflin. (Fourth edition)

ISBN: 978-1111341435

Listed as Wiesner in the syllabus

The syllabus also contains one film and that you must watch and discuss.

Course Description:

I have three primary goals to accomplish when teaching this class. First, I want to introduce you to the main trends, ideas and events in the history of the world from 1750 to the present. It is important to me that this course provide you with the tools with which to understand the major social issues and cultural themes which have defined concepts of humanity and society in the world. Second, I will use this course to attempt to answer the question "what do historians do?" by introducing you to the discipline of history through analysis of a variety of primary source readings. Finally, I stress the development of critical reading, thinking and writing skills for all my students. To this end, you will read several primary source documents and complete several writing assignments.

Assessment:

Participation in ONLINE Discussion	10%
Quizzes on Smith text (9 quizzes)	40%
Source papers based on Wiesner source book (9 papers) and assigned film (1 papers)	50%

Class Expectations:

This class will be your life for three weeks. Please do not plan to work or much else while this class is in session. You are going to learn an entire semester's content in three weeks; this class will keep you very busy! Everyday you will submit a paper or take an exam. I need to grade your work quickly and return it to you promptly. Therefore, I will not accept any late assignments.

Please familiarize yourself with the Black Board shell for this course. Black Board is idiosyncratic and it is not always easy to intuit what you need to do. Please locate the syllabus and start reading! Please learn how to post to the Discussion Board.

No Incomplete grades will be awarded for this class. You must complete the course work during the short academic term.

Quizzes (Part of 40%): Quizzes will be taken for 9 chapters of the text. The format will be solely multiple choice questions. There will be about 50 questions per quiz. Quizzes will open on Black Board all day (from midnight to midnight), but you have a 120 minute window in which to complete the quiz. Once you have started the quiz you must complete it in one setting; please make sure you have a stable internet connection. You must begin the quiz by 10:00 pm in order to have time to complete it before the quiz window closes. If you miss these quizzes, you cannot make them up. Quizzes are graded on a 100-point scale.

Source papers (Part of 50%): Just about every other day you will write a paper responding to a collection of primary source documents or a film. PAPERS ARE DUE BY midnight EASTERN TIME ON THE DAY THE PAPER IS ASSIGNED. You are given a question and will respond to it using a few of the primary sources from the chapter. Each paper should be 2-3 pages (500-750 words). Submit the papers via the Assignment link attached to the entry under the Assignment Page in Blackboard. LATE PAPERS WILL NOT BE ACCEPTED.

Primary source papers and film comment are due before midnight, but can be submitted earlier. No late papers will be accepted, so please submit your essays before midnight.

All source papers based on the chapters in the Wiesner text MUST include citations. Any time a student provides a quotation, paraphrases a source, or takes a fact from the book a footnote MUST be made to credit the book for the information. Please use the Chicago Manual of Style citation style, which is described on the Library's website.

http://www.umuc.edu/library/libhow/chicago_examples.cfm#books

These assignments will be graded on an A-F scale.

Grade	Criteria
A	Earned by a student who submits a paper with a clear thesis statement responding to the question posed. Student uses evidence to support the

	thesis statement. Student organizes the paper well and writes clearly.
B	Earned by a student who submits a paper with a clear thesis statement responding to the question posed. Student uses evidence to support the thesis statement. Student submits a poorly organized or confusing paper.
C	Earned by a student who submits a paper with a clear thesis statement responding to the question posed. Student does not use evidence to support the thesis statement. Student submits a poorly organized or confusing paper.
D	Earned by a student who submits a paper without a clear thesis statement responding to the question posed.
F	Earned by a student who does not submit a paper.

Participation in Online Discussion Forums (10%):

We will engage in an online discussion of the film *Germinal*. Each student will submit their primary source papers to the instructor via email. Each student will also post their essay to the class discussion board. Each student must comment on at least one other paper at some point the day after the essays are due. The responses must be a good paragraph in length (125 word minimum) and must engage the paper's author on a significant topic raised in the paper.

There will be other questions on the Discussion Board asking you respond to some films. Please respond the question asked and make your responses one page, or about 250 words. Please check the Discussion Board daily to keep up with the conversation.

Your papers and your postings to the discussion board must be thoughtfully and respectfully written. Do not post work that is sloppy, rushed, or written like a text message. Your response must be complex and informative. Simply stating that you like or do not like what someone else posted is not sufficient. You must explain why you agree or disagree with your classmate.

Students are expected to show respect for diverse opinions during class discussion and in papers. Each student is also expected to participate in class discussion in a responsible manner, presenting opinions but also permitting others to present their opinions. A failure to respect other students and the opinions they offer is unacceptable behavior.

Assignment schedule:

12/22	<p>Wiesner, Chapter 1 “Cross-Cultural Encounters: Travel, Religion, Conquests, and Trade (1400-1700)</p> <p>Submit a 2 page paper using the source materials to respond to the question: What strengths and weakness did each of the world’s major commercial regions possess in the 1400s that prepared (or did not prepare) it to enter the emerging global marketplace?</p>
12/23	<p>Wiesner, Chapter 5, “Sweet Nexus: Sugar and the Origins of the Modern World (1600-1800)”</p> <p>Submit a 2 page paper using the source materials to respond to the question: What were the main benefits of the system of sugar production, and who were the main beneficiaries; who suffered most profoundly on the sugar plantations?</p>
12/26	<p>Smith, Chapter 23. Atlantic Revolutions and the World, 1750–1830</p> <p>Take quiz on Chapter 23</p>
12/27	<p>Wiesner, Chapter 6, “The Age of Revolutions in the Atlantic World (1750-1830)”</p> <p>Submit a 2 page paper using the source materials to respond to the question: What did these revolutions have in common, and what were those commonalities?</p>
12/28	<p>Smith, Chapter 24. Industry and Everyday Life, 1750–1900</p> <p>Take quiz on Chapter 24</p>
12/29	<p>Smith, Chapter 25. The Rise of Modern Nation-States, 1850–1900</p> <p>Take quiz on Chapter 25</p>
12/30	<p>Wiesner, Chapter 8, “Industrializing the Nation: Germany and Japan (1860-1900)”</p>

	<p>Submit a 2 page paper using the source materials to respond to the question: What impact did industrialization have on national unity in modern Germany and Japan?</p>
12/31	<p>Watch the film, <i>Germinal</i> https://www.youtube.com/watch?v=XF50LCnW-IM</p> <p>Submit a 2 page paper using the film to respond to the question: The film is based upon the novel <i>Germinal</i> written by Emile Zola, a French author known for his descriptions of real life in France. What does his depiction of the mining community tell you about the life of the poor in industrializing France?</p>
1/1	<p>Smith, Chapter 26. Imperial Order and Disorder, 1850–1914</p> <p>Take quiz on Chapter 26</p>
1/2	<p>Smith, Chapter 27. Wars, Revolutions, and the Birth of Mass Society, 1910–1929</p> <p>Take quiz on Chapter 27</p>
1/3	<p>Wiesner, Chapter 11, “Lands of Desire: Department Stores, Advertising, and the New Consumerism (1910s – 1930s)</p> <p>Submit a 2 page paper using the source materials to respond to the question: What can the advertisements in this chapter tell readers about middle and skilled working classes’ values, fears, aspirations, strivings for identity, and visions of the “good life?”</p>
1/4	<p>Smith, Chapter 28. Global Catastrophe: The Great Depression and World War II 1929–1945</p> <p>Take quiz on Chapter 28</p>
1/5	<p>Wiesner, Chapter 12, “Total War: The Cost of Unlimited Conflict (1914-1945)</p> <p>Submit a 2 page paper using the source materials to respond to the question: What made total war so all-encompassing?</p>

1/6	<p>Smith Chapter 29. The Emergence of New Nations in a Cold War World, 1945–1970</p> <p>Take quiz on Chapter 29.</p>
1/7	<p>Wiesner, Chapter 13, “Crucible of Conflict: The Suez Crisis (1956)</p> <p>Submit a 2 page paper using the source materials to respond to the question:</p> <p>What does the crisis of the Suez Canal tell historians about issues of anti-colonial nationalism and the end of empire during the era of the Cold War?</p>
1/8	<p>Wiesner, Chapter 14, “Reform and Reaction in the Soviet Union and China at the End of the Cold War (1985-1991)</p> <p>Submit a 2 page paper using the source materials to respond to the question:</p> <p>Why were the outcomes in the Soviet Union and the People’s Republic of China so different?</p>
1/9	<p>Smith, Chapter 30. Technological Transformation and the End of the Cold War, 1960–1992</p> <p>Take quiz on Chapter 30</p>
1/10	<p>Wiesner, Chapter 15, “Religious Fundamentalism in the Modern World: Faith, Identity, and Contemporary Politics (1970s-Present)</p> <p>Submit a 2 page paper using the source materials to respond to the question:</p> <p>How can historians explain the almost simultaneous emergence of militant fundamentalism in Christianity, Judaism, Islam, and Hinduism in the latter decades of the twentieth century?</p>
1/11	<p>Smith, Chapter 31. A New Global Age, 1989 to the Present</p> <p>Take quiz on Chapter 31.</p>