

HISTORY 103: HISTORY of CIVILIZATIONS: Modern World

History 103: 5262 OAS

Instructor: Robert Doan

Office Hours -- Weekly Monday Chats

E-mail: rdoan@bellevuecollege.edu

Zoom address (for Monday 2pm Chats). Just click link (though need to do so via Bellevue login and email)

<https://bellevuecollege.zoom.us/j/86506427094>

TEXTBOOK Website:

http://glencoe.mheducation.com/sites/0024122010/student_view0/chapter13/

Go to "[Get Started](#)" Module and read/do things listed there.

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 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 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.

These will be accomplished via submitting at least **4 weekly Answers** to questions related to required readings and other material, submitting at least **4 Responses to other's Answers**, and taking several **quizzes** with a combination of **objective questions and Short Answers**.

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.

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 these websites.

https://libguides.csusm.edu/plagiarism/defining_plagiarism (Links to an external site.)

<https://writing.wisc.edu/handbook/assignments/quoting/sources/> (Links to an external site.)

https://owl.purdue.edu/owl/avoiding_plagiarism/index.html (Links to an external site.)

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.

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 = 93+%)

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)

Bear in mind that letter grades I will give on writing assignments will be based on this scale.

REQUIRED BOOKS:

TEXT: Traditions and Encounters: A Global Perspective on the Past
vol. C – 1750 to Present. Vol. 2 will also work fine.

5th ed (though 4th or 6th will do also)

Bentley and Ziegler McGraw Hill Press. ISBN# 978-0077-367992

Also multiple assigned posts Under Modules

GRADING REQUIREMENTS

QUIZZES -- 170 total points. THREE quizzes will *be based on readings* and related videos and lectures: Will be primarily objective questions (T/F, Multiple choice and/or matching), usually between 10-15 total, and Short Answer Identifications (see below for explanation) based on terms (also from posted lists). Identification terms (or "IDs", or "short answers") will consist of either individuals, places, programs, policies, and events. Lists of terms will be given out at stages in the course. They will also be related to exams, and group and discussion activities at various points. Those without an * will relate to objective questions (and perhaps be relevant to exam essays). Those with an * may also be chosen as identification/short answers. 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 30-40% of quizzes.

FINAL EXAM -- 100 points. We be like quizzes discussed above but longer. About half of objective questions from topics earlier in quarter, and have, plus all short answers, from material since Quiz 3.

Discussions -- 300 points total -- There will be weekly graded discussions based on assigned readings. Each week there will be questions to choose from based on the previous week's readings. Answers will be generally due on Monday nights (First ne due Sept 28) following the weekly reading assignments. Then each Thurs. (Oct. 1 for Week One), "Responses" to other classmate's Answers posted that Monday will be due. Each week will follow a similar pattern. You will be assigned either to post an Answer OR a Response each week depending on what you Group you are assigned to.

- Whether you post an Answer or a Response in a given week will depend on the Group you are assigned to. Look for an Announcement about this early in quarter. Your task will alternate each week. One week you will post an Answer, the next a Response (or two, see below). Thus, every week you will be posting one or the other. The only exceptions are that you *may* skip ONE Answer and ONE Response without penalty (though NOT in consecutive weeks, but posting all 5 will gain you extra credit, and/or replace a poor Answer grade from a previous week).
- Each of the 4 **Answers you will post** you will be worth 50 points. Each response will be worth 25 points. **Answers** should be c. 400+-700+ words (Going over 800 words will begin to incur deductions), and in the process should include the key information (though not simply regurgitation of text details), but do include several key points and events while showing understanding and that you indeed read the relevant material and explanations. Also include and explain how relevant terms from posted lists are related to the information and Answer. Assume you are explaining the material to someone who doesn't know it, as learning from each other's post IS the key to on-line classes. This always assumes well written English. Poor writing will incur deductions too. Also, at least THREE internal citations will be required in ALL Answers.
- **Responses** to person's answers (due Thursday evenings) should be c.200+-300+ words each (but can go longer). You need to say more than "good job..." but should to add to our understanding, especially concerning what the author erred on or ignored, and you should add and explain the info they needed, not just say something was missing. Also, personal reactions and insights to the material (as in comparing to modern developments, etc.) are good too, but not in lieu of the above point.
Be aware that while you may post more than one Response in a given week you will only get one grade per week, as I will combine multiple Responses in a given week into one grade. Thus, you will need to post a Response in at least 4 of the 5 weeks you are assigned to.

Introductions, Syllabus Quiz, and weekly Zoom Chats – 30 points -- Early in quarter you will post an Introductory **Bio of yourself**

You will also take a brief on line **quiz about Syllabus** grading parameters. Look for that during first week. And, of course, read grading requirements in syllabus thoroughly.

Also, there will be **weekly Zoom chats**, usually on Monday afternoons (except Week 1). You will be required to attend at least 3 of these, and NOT just consecutively (unless you come to more than 4 in a row) as I'll want to you come to some over at last half of the quarter, so don't wait until last few weeks.

Grading Recap – 600 points

Discussion Posts – 300 points

Quizzes (3) – 170 points

Final Exam – 100 points

Intro, Syllabus Quiz, and Chats – 30 points

A = 560 - 600 points

A- = 525 - 560 points

B+ = 500 - 525 “

B = 470 - 500 “

B- = 455 - 470 “

C+ = 435 - 455 “

C = 405 - 435 “

C- = 380 - 405 “

D+ = 340 - 380 “

D = 301 - 340 “

Calendar: Dates, Readings, Topics, and Assessments (ATTN: The class syllabus and reading list is subject to change.) T: = Scanned Text readings, S: = Source Book readings

Week of	Topics	Readings	Assignments
Sept. 27-Oct. 2	French, and Latino Revs.; Age of Liberalism	Ch. 28 (to p. 644 on “Unifications...”)	<u>Intros</u> <u>Syllabus Quiz.</u>

Get book and read!

Week 1 Answers due 10/4

(Groups 1-2)

Oct. 4-9 19th c. Industrial Europe Ch. 29, Communist
Marxism Manifesto

Week 1 Responses due
10/7

(Groups 3-4)

QUIZ 1

Week 2 Answers due
10/11

Oct. 11-16 19th century Nationalism Ch. 30, last section of
Western. Hemisphere Ch. 28

(Groups 3-4)

Week 2 Responses due
10/14

(Groups 1-2)

Week 3 Answers due
10/18

Oct. 18-23 Modernization and
Crises in Asian Empires Ch. 31

(Groups 1-2)

Week 3 Responses
due 10/21

(Groups 3-4)

Week 4 Answers due
10/25

Oct. 25-30 Western Imperialism and
its Effects Ch. 32

(Groups 3-4)

Week 4 Responses due
10/28

(Groups 1-2)

QUIZ 2

Nov. 1-6	WWI and its Effects	Ch. 33	Week 5 Answers due 11/1 (Groups 1-2) Week 5 Responses due 11/4 (Groups 3-4)
Nov. 8-13	1920s and Depression Era, Anti-Westernism (Fascism and Communism)	Ch. 34, + pp. 836-39	Week 6 Answers due 11/8 (Groups 3-4) Week 6 Responses due 11/11 (Groups 1-2)
Nov. 15-20	Asia, Africa and Latin America between the Wars	Ch. 35 + posts on Middle East	Week 7 Answers due 11/15 (Groups 1-2) Week 7 Responses due 11/18 (Groups 3-4)
Nov. 22-27	WWII era and start of Cold War	Ch. 36 (through p. 857)	Week 8 Answers due 11/22 (Groups 3-4) Week 8 Responses due 11/25 (Groups 1-2)

Nov. 29-Dec. 4	Cold War Era, End of Imperialism and Struggles of the New Nations	Ch. 37 , + pp. 859-61	Week 9 Answers due 11/29 (Groups 1-2) Week 9 Responses due 12/1 (Groups 3-4)
Dec. 6-11	End of Cold War, Globalization, Modern Problems, and the Future	Ch. 38	Paper Outline Due Week 10 Answers due 12/6 (Groups 3-4) Week 10 Responses due 12/9 (Groups 1-2)
Dec. 13-16	Catchup, Extra credit?, Final Exam		Final Exam (12/14-16) Week 11 Extra credit? (12/13)

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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 NOT assign the grade of "HW" (hardship withdrawal) at their discretion. Students must contact the Enrollment Services office BEFORE grades are assigned in cases of hardship and petition for one.

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.