

participation assignments will build upon each other and allow you to practice historical thinking and effective modes of communication – the more you put in to this course, the more you can learn about history and yourself, and the more successful you can be!

What you can expect of me

- to answer emails within 24 hours on weekdays, but please do not expect late night responses or on weekends (although it may happen, don't depend on it)^[h1].
- to be available in my office when I say I will be: Mondays from 10:30am until just before class (so, 12:15-ish), and on Wednesdays for an hour after class (1:30-2:30pm). All other times will require an appointment
- to try to remind you of up-coming 'stuff' that we need to know, and to generally keep you informed about house-keeping items relevant to our class
- to endeavour to mark and return all your written work within two weeks

What I expect of you

- Arrive on time for class and expect to stay until the end, ready and prepared to listen, work, and participate. If you are unavoidably late please enter the room quietly and with the minimum of disruption. Habitually late appearances will be scowled at!
- Please bring all text-books to class each week. We will be working with them in class
- Please turn off all mobile devices for the duration of the class: cell phones, I-pods^[h2], I-pads, or other devices that will unnecessarily distract you and/or other students. If you have a specific and legitimate reason to have your device switched on in class (for example, emergency contact for child at home) please discuss this with the instructor before the beginning of class
- Take notes on paper only. You may bring laptops or I-pads to class, but please do not expect to use them to take notes unless you have a medical reason for not taking hand written notes (please see me if you require a laptop or other device for learning support). Hand written notes have been demonstrated to assist memory retention of material and are encouraged
- Please come prepared to speak, but also to listen. Do not speak when someone else is speaking, and keep all interaction civil and polite. Opinions are invited and respected when they pertain to the historical material under discussion
- Please do not pack up books and supplies in preparation to leave until the instructor indicates that the class is at an end. You might miss something important!
- Be respectful of the classroom environment. We are guests in the facilities that are used by many others. Before leaving, please place garbage in the waste baskets clean up any mess, and restore the room to the way it was before we arrived
- Understand that "extenuating and documented circumstances" do not include that your printer ran out of ink; that your computer broke/got lost/was stolen; that you had several other essays/tests/exams this week; or that your hamster ate your work! To be considered, circumstances would need to be of a serious and 'out-of-your-control' nature, and as such will be judged on a case-by-case basis

Required Course Texts

James Carter and Richard Warren, *Forging the Modern World: A History, Second Edition* (New York: Oxford University Press, 2019). ISBN 9780190901899. (Required)

James Carter and Richard Warren, *Sources for Forging the Modern World* (New York: Oxford University Press, 2019). ISBN 9780190901936. (Required)

Assignments and Evaluation

Over the semester, and for each thematic week, the class will meet three times – twice for lectures, followed by another day reserved for discussion of weekly assigned material (textbook and documents). PLEASE NOTE come prepared – having done the readings ahead of class - active participation in these sessions is expected and attendance for discussion sessions is mandatory: participation forms part of your grade. Make sure to carefully read and follow the schedule of meetings and assignments indicated below in order to find out the dates for lectures and discussions.

Students' overall performance in the course will be evaluated as follows:

- Two papers of 500 words/2 pages each: 5% each = 10% available mark
- Two papers of 1500 words/6-8 pages each: 20% each = 40% available mark
- Ten discussion response comments/questions: 1% each = 10% available mark
- Two peer-review sessions: 5% each = 10% available mark
- Final Exam: 30% available mark

Overview: 500 Word Essay Assignments (assignment guidelines will be provided in class)

Select one primary source document from the selection of documents found in our Document Reader, *Sources for Forging the Modern World*. Remember, for the first essay round you must choose a document created between 1800-1900, and for the second round of essays a document from 1900-Present. Once you have selected your document, write a short essay (500-words / 2 pages) that introduces me to your chosen document.

Overview: 1500 Word Essay Assignments (assignment guidelines will be provided in class)

Using your analysis of the primary source document in your 500 word (2 page) assignment and the feedback provided, you will analyse and explore the historical significance of your chosen document. You will contextualise your document by making an argument about what this document can reveal about specific features of the time and place in which it was created. In addition, this will require you to use three secondary sources (historian's interpretations) to support your argument.

Overview: Final Exam

For the final exam you will choose to answer three questions from a selection provided. The questions will draw on everything we cover in the course including all readings, discussions, and lectures. Each answer will require a long form, essay style response to the question and will be worth up to 10% of the total for the exam. The exam is worth 30% of your final mark.

Overview: Discussion Response and Peer-Review

Each of these requires your participation in the relevant class in order for the marks to be awarded. No retrospective marks will be awarded – you **must** be there to participate and to earn these marks – more details provided in our first class.

IMPORTANT: Since this is a course that meets the University Senate's W (written) requirement, students must pass the requirement for written English in order to pass the course. Therefore, in addition to satisfactory evaluation of student performance in other aspects of this course, to be eligible to pass this course, students **must** comply with the W credit requirement and **must** complete a minimum of two papers of 6-8 pages in length at a passing grade (D or above).

Please note that late papers will not be accepted, with the only exception of very specific and justified circumstances that will be evaluated case by case. Also, I will strictly enforce the University's regulations regarding plagiarism, cheating, and impersonation found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar and Catalog, and the Faculty of Arts regulation (online at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html), which reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Evaluation of work will be provided by the voluntary withdrawal (VW) date, March 20, 2019. Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Assignment Schedule and Marking Scale

1. 1st 500 word/2page primary document analysis due Wed. January 30th
2. 1st 1500 word/6-8 page contextual essay for primary document due Mon. February 25th
3. 2nd 500 word/2page primary document analysis due Wed. March 13th
4. 2nd 1500 word/6-8 page contextual essay for primary document due Mon. April 8th
5. Discussion response comment/question due end of each discussion class
6. 1st In-class peer-review session Fri. February 15th
7. 2nd In-class peer-review session Fri. March 29th
8. Final exam to be scheduled by the University during final exam weeks, April 11th to April 26th

Marking: Letter grades correspond to number grades as follows:

A+ = 90-100%

A = 80-89%

B+ = 75-79%

B = 70-74%

C+ = 65-69%

C = 60-64%

D = 50-59%

F = below 50%

Please keep in mind that the goal of this course should be to improve your skills, NOT to achieve any specific grade. Thus, my comments on your assignments are far more important than the specific grade given. Please read comments carefully as I have put significant thought into them.

Schedule of Lectures, Discussions, Readings and Assignments

Introduction – Syllabus and class discussion

1st Class: Mon. 7th January

1. What is History?

Lecture Weds. 9, Fr. 11 - First Discussion – Working with sources: Primary and Secondary

- Source Book
- Library
- Thesis/Argumentative Essay Writing

2. Context: An overview of Global History before we get to our period – a lot had already happened!

Lectures Mon. 14 and Weds. 16, discussion Fr. 18. Topics include:

- Modernizing the Monarchies
- Slave Trade
- Imperialism/Colonialism

Readings: Historical Interpretation - *Forging the Modern World*, Ch.5

Primary Sources: On UM-Learn: Marquis de Lafayette, “Declaration of the Rights of Man and of the Citizen,” (1789). Thomas Paine, *Common Sense*, (1776).

3. 1750-1839 A New Order for the Ages

Lectures Mon. 21, Weds. 23, discussion Fr. 25. Topics include:

- Enlightenment: Key ideas and Practices
- American Revolution: Building a National and War for Independence
- French Revolution: Upheaval and Terror
- Napoleon Bonaparte and the Modern State
- Liberation Wars in Latin America (1810-1824)

Readings: Historical Interpretation - *Forging the Modern World*, Ch.6

Primary Sources: Selections from Reader *Forging the Modern World*, Ch.6

4. The Engines of Industrialization 1750-1868

*****First 500 Word Paper Due Wed. Jan 30*****

Lectures Mon. 28, Weds. 30, discussion Fr. 1 Feb. Topics include:

- Intellectual Beginnings – Enlightenment Illustrated/Encyclopédie.
- How it was financed – Slave Trade
- Agriculture – Europe, Americas, and Asia
- Infrastructure – Canals, Railway, Factory Economies and Beyond
- The movement of people – Classes and Class Conflict

Readings: Historical Interpretation - *Forging the Modern World*, Ch.7

Primary Sources: Selections from Reader *Forging the Modern World*, Ch.7

5. Modernity Organized 1800-1920

Lectures Mon. 4, Weds. 6, discussion Fr. 8. Topics include:

- Nationalism, Romanticism, and Political Thought
- Nationalism in Africa, Japan, and Europe.
- The American Civil War and Canadian Unification
- The Collapse of Empires

Readings: Historical Interpretation - *Forging the Modern World*, Ch.8

Primary Sources: Selections from Reader *Forging the Modern World*, Ch.8

6. Imperialism: The Race for 'Everywhere'!

Lectures Mon. 11, Weds. 13, Fr. 15. ***Essay Peer Review Workshop***

- What is Imperialism?
- Industrial Expansion: The Hunt for Raw Materials
- Imperialism in the Americas, Asia, and Africa.
- Globalization and its Discontents, 1878-1910

No Readings This Week – Work on your papers ready for Peer-Review

Louis Riel/Winter Break – No classes 18-22 Feb.

7. Total War and Mass Society 1905-1928

First 1500 Word Paper Due Mon. Feb. 25

Lectures Mon. 25, Weds. 27, discussion Fr. 1 Mar. Topics include:

- Causes and Context of The Great War, 1914-1918
 - The Home Front and Total War
 - The War in Asia, Africa, and The Americas
 - Treaty of Versailles, 1919
 - Russian Unrest and the Bolshevik Revolution, 1905-1924
- Global Repercussions of the Great War
- Women's Suffrage and Suffragettes

Readings: Historical Interpretation - *Forging the Modern World*, Ch.9

Primary Sources: Selections from Reader *Forging the Modern World*, Ch.9

8. The Ongoing Crisis of Global Order 1919-1948

Lectures Mon. 4, Weds. 6, discussion Fr. 8. Topics include:

- The Great Depression: Causes and Context
- Social Consequences and Lessons Learnt: North America, Europe, and Asia
- Collapse of Order/Social Consequences
- The Road to the Second World War

Readings: Historical Interpretation - *Forging the Modern World*, Ch.10

Primary Sources: Selections from Reader *Forging the Modern World*, Ch.10

9. The Second World War

*****Second 500 Word Paper Due Wed. Mar. 13*****

Lectures Mon. 11, Weds. 13, discussion Fr. 15. Topics include:

- The Causes of World War II: the Race to War
- The Theatres of War: Asia, Africa, Pacific, Europe, North and South America.
- Social Upheaval of War
- The Cost of War – Economic and Otherwise.

Readings: Historical Interpretation - *Forging the Modern World*, Ch.11

Primary Sources: Selections from Reader *Forging the Modern World*, Ch.11

10. Hot War - Cold War 1945 – 1991

Lectures Mon. 18, Weds. 20, discussion Fr. 22. Topics include:

- WWII turns Cold, but Hot Wars erupt elsewhere
- The Cold War, in Europe, Africa, Asia, and Latin America 1945-1991
- Superpowers: Rise and Fall
- India and Pakistan

Readings: Historical Interpretation - *Forging the Modern World*, Ch.12

Primary Sources: Selections from Reader *Forging the Modern World*, Ch.12

11. Populations in Change, Decolonization, and Cold War 1945 onward

Lectures Mon. 25. Weds. 27, Fr. 29 *****Essay Peer Review Workshop*****

- Decolonization by Imperial Powers
- Population Shifts since World War II
- India and Pakistan,
- China and Asia
- Famine and Civil War in Africa.

No Readings This Week – Work on your papers ready for Peer-Review

12. The Many Worlds of the Twenty-First Century, Problems in the Global Economy, 1972-Present

Lectures Mon. 1 Apr., Weds. 3, discussion Fr. 5. Topics include:

- The Oil-Shocks
- Iran in Revolution/Soviets in Afghanistan
- The End of the Cold War, beginning of a New Global Order.
- The Internet Economies
- Integrated Economies, Global Co-operation (?), and the War on Terror.

Readings: Historical Interpretation - *Forging the Modern World*, Ch.13

Primary Sources: Selections from Reader *Forging the Modern World*, Ch.13

13. Monday 8th April - Exam Review.

*****Final Essay Due Today*****

14. Final exam to be scheduled by the University during final exam weeks, April 11th to April 26th

Student Resources

Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account www.instagram.com/umhisa_undergrad/ or emailing umhisau@gmail.com