

An Introduction to Modern World History, 1800-Present

HIST 1380: Winter 2021, MWF 2:30-3:20 PM

Instructor: Jennifer Dueck

What it's all about

Welcome! Come ready to learn about how people have shaped and experienced historical events around the world over the last two and a half centuries. In our study of world history since the late 18th century, we will make use of three overarching historical phenomena: revolutions, nations and empires, and globalization. By the end of the course, I hope you will have tools for understanding how revolutions happen, why nations or empires gain and lose power, and what it means for global connections to emerge. You should be able to illustrate your understanding through detailed historical examples, such as the American and Haitian revolutions of the late 18th century, the British or Ottoman empires of the 19th century, or the Cold War superpowers of the 20th century. You will understand how people used their agency to bring about different kinds of historical change, from technological advances of the industrial revolution, to anti-colonial or anti-establishment movements for political change, to the emergence of global capitalism. In learning about the milestones that have made our world what it is today, you will gain skills for decoding and engaging events unfolding around us right now.

In addition to building your knowledge about world history, this course will also help you develop your university “tool kit”, a foundation set of skills that all students need during their university years and beyond. These skills include note-taking from lectures and printed sources, identifying relevant books and articles for a given research topic, writing well-organized essays, and engaging in group discussions in class and online.

Class-time while social distancing

For the Winter 2021 term, our class meetings will take place via Zoom to accommodate university and provincial social distancing guidelines. How will this work? And what do you need to make sure you have in place?

Teaching for this course is synchronous. Classes will include not only lectures but also discussions and activities. You will gain the most from this course if you make a significant effort to be present and to participate. Please do your best to turn on your video during breakout group discussions.

When necessary, there will be asynchronous options available to complete coursework, but please do your best to be available for online discussion and work with your classmates. I know this may be difficult for some who do not have access to a reliable internet connection. If you are in this position, please speak to me as soon as possible to discuss options.

You are not permitted to make any kind of audio or video recording, openly or surreptitiously, in whole or in part, during any part of this course.

JENNIFER DUECK | ROOM 255, ST JOHN'S COLLEGE | EMAIL: JENNIFER.DUECK@UMANITOBA.CA
OFFICE HOURS POSTED ON UMLEARN

@um_historydept | umanitoba.ca/history

Writing in this course: The “W” Requirement

One reason many of you may be in this course is that it meets the famous (or infamous) “W” requirement mandated by the University Senate. ***This means you must successfully complete both assigned essays in order to pass the course.***

That said, passing this course is actually not, by a long shot, the most important reason you might be motivated to learn to write well. Knowing how to express yourself in writing is a skill that will serve you in all aspects of your life. In our age of electronic media, you need an especially sophisticated understanding of how to use written language. This is essential so that you are effective in reaching the audiences you want. The audience in question might be someone you hope to date, someone you hope to work for, or, eventually, someone you hope to hire. The format might be a text message, a tweet, a formal letter, a sales report or a press release. In each case, you will need some mastery of written communication.

What we’ll learn...

In this first-year course, we will systematically build your university “tool kit”. Not only will you learn something about our world and its history, my hope is that you will emerge from this course more confident in your ability to learn about anything and everything.

When you complete this course, you should be able to:

- ❖ Understand key events in world history from the 18th to 20th century, with reference to social, political, economic, and cultural environmental factors.
- ❖ Illustrate your understanding of historical events by analysing specific case studies, and drawing connections between events in different countries and time periods.
- ❖ Understand the difference between primary and secondary sources, and conduct research based on both types of sources.
- ❖ Take accurate and useable notes from lectures and printed material.
- ❖ Identify different types of scholarly and non-scholarly material relevant to a given research topic.
- ❖ Write an historically-focused analytical research essay.

...and how

Assessment in this course is based on four different categories of work, described here. You can consult the grade breakdown in the table below.

Participation Portfolio: Worth 10% of your grade for the course, this portfolio consists of short writing exercises, activities and quizzes. Details of these exercises will be explained weekly through UMLearn. The formats and specific objectives will vary. Sometimes you will submit an assignment through UMLearn’s Assignments folders, sometimes you will contribute to a UMLearn online discussion, sometimes you will write or illustrate something in class. The underlying

objective is always to enable reflection about your individual learning and to build your specific set of study skills.

Map Quizzes: A knowledge of world geography is essential for understanding world history. There will be several map quizzes throughout the term which are assigned in the list of weekly readings and assignments.

Essay writing: The two essays combined are worth half your grade. And there's a reason why. Essay-writing is a complex process for which you need to deploy many different skills, including writing, analyzing, and researching. This is why we will break down the essay-writing process into a series of steps or building-blocks. Class discussion and handouts will provide further detail about essay-writing for this course.

Final Exam: The three-hour exam will be based on material covered in the lectures and readings. You will be expected to demonstrate your understanding of world history with specific reference to the events and peoples we have studied.

Grades and assignments, concisely

Participation Portfolio	10%	These are pass/fail assignments; you earn full marks for submission. Assignments include online discussion forum contributions, in-class exercises, and short writing assignments. Details are assigned weekly on UMLearn.
Introduce yourself!	2%	Tell me about yourself in 300-500 words.
Map Quizzes	5%	Assigned throughout the term, details provided in class and on UMLearn.
<u>Essay 1: Primary source analysis</u> Annotated bibliography & Proposal Essay - Final (1,500 words)	3% 20%	Due: 5 February Due: 22 February
<u>Essay 2: Research Essay</u> Annotated Bibliography & Proposal Essay - Final (2,000 words)	4% 26%	15 March 12 April
Final Exam (3 hours)	30%	April exam period

Even though I advise you to focus on learning rather than grades, you may wish to be aware of the following rubric:

90 and above	A+	65-69	C+
80-89	A	60-64	C
75-79	B+	50-59	D
70-74	B	Below 50	F (failure)

Please note:

- ❖ If you wish to appeal a grade given for term work you must do so within 10 working days after the grade for the term work has been made available to you.
- ❖ Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.
- ❖ You will receive graded work well in advance of the Voluntary Withdrawal Date of 31 March 2021.

Course Textbook

We will be using the following textbook for secondary and primary material. Occasionally I will post other materials on UMLearn.

Worlds Together, Worlds Apart, 5th ed., vol. 2 (New York: W.W. Norton & Company), by Robert Tignor, Suzanne Marchand, Holly Pittman, Michael Tsin, Jeremy Adelman, and Peter Brown.

The W.W. Norton website contains wonderful resources that you can use to help you learn and process material for this course. You will find this material at the following link:

The textbook homepage is here: <https://digital.wwnorton.com/worldstogether5v2>

Managing your time and your deadlines

This is a challenge for people well beyond their studies. If you can hone your time management skills while still a student, you'll never regret it. For this course, it's also something you'll need to succeed. There is a regular writing and reading load for this course. If you are not on top of the readings and assignments from week to week, it may become hard to catch up. This course won't always be your priority, but you will need to carve out blocks of time at some point every week. If you anticipate difficulty with a deadline, please see me as quickly as possible. Barring exceptional circumstances, Final Essay submissions will not be accepted more than a week late. Late submissions may be penalized up to 2% per day, or at my discretion if you discuss with me in advance.

If you are unable to meet a deadline owing to illness:

- ❖ If you find yourself unable to meet a course requirement due to medical circumstances, you are currently not required to submit medical notes. However, you are required to contact me to inform of the missed work and make arrangements for extensions, deferrals, or make-up assignments.
- ❖ Note that if you miss the deadline for the take-home final exam in April, you must contact your Arts Faculty advisor within 48 hours of the date of the final exam.

Communicating with me

In person or by video: I welcome all individual conversations with students. Please come to see me (via Zoom) at some point in the term, even if you haven't got a specific reason. My office hours are posted on UMLearn, but if those times don't work for you, email me and we can arrange another time.

By email: This is undoubtedly the best way to reach me for quick questions or to set up appointments. I assume that you are checking your UMNNet email regularly. Sometimes there will be time-sensitive messages so please be sure to check your email on a daily basis. Your UMNNet email address is the only one I am allowed to use to contact you.

Please use this course as an opportunity to develop your own skills in writing emails that are both professional and friendly. Beginning your email with "Hiya" or no greeting at all, will make a different impression than "Hello Professor Dueck" or "Dear Jennifer". Similarly, the body of your email can be conversational and informal, even funny, yet it should remain firmly in a professional register.

If you enjoy legalese, by all means read the University's official policy on "Electronic Communication with Students"

(http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2014_06_05.pdf)

Practice Academic Integrity!

Complete all the work in this course with integrity. This means making a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage.

You can find more information about these values in an academic context here:

<https://www.academicintegrity.org/fundamental-values/>

What does academic integrity look like in this course?

- ❖ Except for explicitly specified group work, complete your assignments, quizzes, tests, and exams by yourself. Do not consult your class peers, family members, or outside tutors while doing this work. If you need help, please get in touch with me right away.
- ❖ Do not share course materials (e.g., exam questions, notes or assignment instructions) created by me or the textbook authors. Definitely avoid note-sharing companies, such as One Class, Course Hero, or Chegg (or other similar websites), since this is a violation of the Copyright law. Be aware that these companies frequently mis-represent themselves when reaching out to you.
- ❖ Make sure you are aware which assignments are strictly individual: the essays and the final exam.

Plagiarism, duplicate submission, cheating on quizzes, tests, and exams, inappropriate collaboration, academic fraud, and personation are in violation of the Student Discipline Bylaw and

will lead to the serious disciplinary action. Visit the Academic Calendar, Student Advocacy, and Academic Integrity web pages for more information and support.

Possible consequences for violating academic integrity:

- ❖ 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 or 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.

On a related note: Respect copyright. We will use copyrighted content in this course and we must all make sure that we're using it legally and according to University guidelines. Copyrighted works, including those created by me, are for private study and research, and must not be distributed in any format without permission. Do not upload copyrighted works to UMLearn or to any website unless an exception to the Copyright Act applies or written permission has been confirmed. For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact um_copyright@umanitoba.ca.

Support and Resources:

Academic and writing support:

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 Counselling 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>