

HISTORY 1380 W: WORLD HISTORY 1800 TO THE PRESENT

Winter 2017

T/Th 10:00-11:15

Venue: 229 St. Paul's College

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WELCOME!

Course Description

This course explores major milestones in the social, political and economic histories of various countries and peoples in different continents over the past 200 years. It begins from the premise that we will better understand and appreciate the world we live in if we understand the myriad historical forces that helped to structure it. To make this course more accessible we will employ several themes as filters for the vast body of information that constitutes World History. Attempt has been made, where possible, to arrange these themes chronologically.

Requirements

We meet two times a week on Tuesdays and Thursdays. Instruction is passed through a combination of lectures, readings, discussions and films. The films we are going to watch should not be seen as a form of entertainment, but as just one of the historical sources available and should, therefore, be analyzed critically. Students are encouraged to take down notes during films as well as to make analytical comments or ask questions after films. During lectures we will also have discussions focused on the readings and films for that week. Your preparation for these discussions is therefore absolutely necessary, as is your careful, critical and timely engagement with the readings. You should have completed the reading assignments prior to lectures. Preparation and participation in class and discussion sections will constitute a part of your grade. We will spend about 30 minutes or so every Tuesday discussing the readings for the week including primary documents. Remember, active listening is an integral part of a productive discussion.

Attendance and Deadlines: Attendance at all lectures is **MANDATORY** and it also contributes towards your participation grade. There is a high correlation between students who receive good grades and those who attend class on a regular basis. Please contact the professor if you are going to be absent. Similarly, all deadlines are final except in extraordinary circumstances, which must be documented in writing. Assignments are due by the beginning of class on the date listed on the class syllabus.

Policy on late work: Please plan ahead around the assignments that are listed in your syllabus. As a general rule extensions will not be granted for this class unless there are extenuating circumstances. Students should turn in their papers at the beginning of class of a specified date. You might be penalized for late work, so please take note of the due dates on the main syllabus. You will lose 2.5% points for each working day the assignment is late.

Class Participation: Students are encouraged to read assigned readings each week so as to come to class prepared to participate in the discussions. Class participation will constitute 10% of your final grade.

Required Texts: The following books have been ordered at the Bookstore.

1. Michael Adas, Peter N. Stearns and Stuart B. Schwartz, *Turbulent Passage of the Twentieth Century*, 4th ed., Canada, Pearson, 2008.
2. Tracey J. Kinney, ed., *Conflict and Cooperation: Documents on Modern Global History*, Ontario, Oxford University Press, 2014.

Written requirements include: 1 map quiz, two primary document analyses, an in-class mid-semester exam, and a short research paper and the final exam. Detailed instructions for each of these assignments will be distributed in class.

Map Quiz: Familiarity with world geography is absolutely essential. Students will take one map quiz, in class, during the semester. No make-up quizzes will be provided unless a student has an official excuse for her or his absence.

Analyzing primary documents: These exercises will help students read and use primary documents in history essays. Students have to use at least one primary source for their long paper. Primary sources will enable us to see how different people viewed their society and status. Students will complete 2 primary document analyses of a minimum of 3 pages (750 words) each but not more than 5 pages (1250 words).

Research Paper: Students' critical and analytical skills also develop by writing. To that end, a list of essay questions will be distributed in class and you are expected to write a 6-10 page paper (1500 - 2500 words). The paper should be turned in right before the final week. One of the major aims of this course is to hone the skills students need to write a history essay. Therefore, where possible, you should strive to use primary and secondary sources when writing research papers. Use at least one primary document and five academic sources (books and/or journals).

Examinations: Students will write one mid-term exam in the 8th week of the semester. The final requirement is the end of semester exam which you will sit for during the exam period.

Grading:

1. Class Participation – 10%.
2. 1 map quiz – 5%, January 26, 2017
3. First primary document Analysis, 750-1250 words – 20%, February 16, 2017
4. Mid-course exam – 15%, March 2, 2017.
5. Second primary document analysis, 750-1250 words – 10%, March 16, 2017
6. Research Paper, 6-10 pp, minimum 1500 -2500 words, 20%, April 18, 2017.
7. Final Exam - 30%, date TBA, April 2017.

All papers are graded on a percentage point system:

A+	90-100%	Exceptional
A	80-89%	Excellent work
B+	75-79%	Very good
B	70-74%	Good
C+	65-69%	Satisfactory
C	60-64%	Adequate
D	50-59%	Marginal
F	0-49%	Failure

Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course. 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.

Feel free to contact the professor with any problems via email or in person.

Please note that it is a student's duty to make sure that they meet all the course requirements in a timely manner.

Academic Integrity:

Students should acquaint themselves with the University's regulations re: plagiarism, cheating and impersonation which can be 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 at: http://umanitoba.ca/faculties/arts/student_resources/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.

Student 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, Kyle Feenstra, 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.

LECTURES AND READINGS

Week 1

Introductions

Week 2 and 3

Nationalism, Industrial Revolutions and Global Imperialism: The West and the rest of the world

The Rise of Nationalism in the West

“Final Text of the American Declaration of Independence, July 4, 1776.”

“The Destiny of the Indian 1851.”

“Small Pox Indian and Blankets.”

The Second Industrial Revolution

Turbulent Passage, 15-33, 43-48.

Max Lotz, Agerman “Miner Describes his Work (CA 1900), in *Documents in World History*, 139-141

“Rules for the Workers in the Factory of Benck and Co. in Buhl, Alsace (1842), in *Documents in World History* 138-139

British Child Labor Inquiry (1831-1832), in *Documents in World History*, 137-138

Industrial Imperialism: Africa, Asia

Turbulent Passage, 53-70

Conflict and Cooperation: Adam Hochschild, “King Leopold’s Ghost,” pp. 21-22.

Conflict and Cooperation, Jules Ferry, “Speech Before the French Chamber of Deputies, 1884,” pp. 23-25.

Global Migrations

“California’s Anti-Coolie Act of 1862,”

“World Migrations in the 19th and Early 20th Centuries” in *Documents in World History*, 142-156.

In Class Map Quiz second week: January 26.

Week 4

The end of an era: The abolition of the slave trade and Slavery

The Fugitive Slave Act, September 18, 1850.

“Former Slave’s Life on a Sugar Plantation after Abolition,” in *Documents in World History*, 226-231.

The Underground Railroad, “Testimony of Edward Hicks.”

Film: *Sarah Baartman*

First Primary Document Due February 16.

Weeks 5, 6, 7

Global Realignment 1914 – 1945

The First World War

Turbulent Passage, 110-135

Conflict and Cooperation, Erich Maria Remarque, “All Quiet on the Western Front,” 49-52;

Nocoe Vremya, “Russian Women in Combat,” 52-55.

The Rise of Communism in Russia

Turbulent Passage, 152-57; 157-163

Conflict and Cooperation, Vladimir Lenin, “The Beginning of the Revolution in Russia,” 80-82.

The great depression

Turbulent Passage, 170-176;

Conflict and Cooperation, Heinrich Hauser, “With Germany’s Unemployed,” 132-135.

The Rise of Totalitarianism

Turbulent Passage, 176-180; 184-186

Conflict and Cooperation, Joseph Goebbels, “The Reich Ministry of Popular Enlightenment and Propaganda,” 118-120.

The Second World War

Turbulent Passage, 193-208

Conflict and Cooperation, Adolf Hitler, “Speech to the National Socialist Frauenbund,” 120-122.

Conflict and Cooperation, Muriel Kitagawa, “Letters to Wes,” 169-174.

February 20 Louis Riel Day

February 21-24 mid-semester break.

March 2, mid-semester exam

Week 8

The century of Genocides

The Herero Genocide (Namibia)

The Armenian Genocide (Turkey)

Turbulent Passage

Conflict and Cooperation, The Armenian Nation Institute, “Press Reports on the Armenian Genocide,” 57-61.

The Holocaust

Conflict and Cooperation, Victor Klemperer, “I will Bear Witness,” 175-179.

Conflict and Cooperation, Stella Wieseltier, “Rejoining the Human Race” 179-181.

The Rwandan Genocide

Philip Gourevitch, “We Wish to inform you that Tomorrow we will be Killed with our Families,” 452-456.

March 16, Second Primary document analysis due.

Week 9, 10 and 11

The Bipolar World 1945-1991

The Cold war

Turbulent Passage, 209-210; 231-233; 239-242; 291-292.

Conflict and Cooperation, Winston Churchill, "Iron Curtain Speech," 209-213.

Conflict and Cooperation, Joseph McCarthy, "Speech to Congress, 1951," 217-220.

Conflict and Cooperation, Robert McNamara, "Memorandum for the President by McNamara, 8 November 1961," 236-237.

Nationalism and Liberation Movements in the Third World Colonies/Anti-

Apartheid Movement

Turbulent Passage, 210-217

Conflict and Cooperation, Mahatma Gandhi, "Quit India," Resolution, 201-203.

Conflict and Cooperation, Franklin Delano Roosevelt and Winston Churchill, "The Atlantic Charter," 192-194.

Conflict and Cooperation "UN Declaration on Colonial Independence," 269-270.

Conflict and Cooperation, A. L. Geyer, "The Case for Apartheid," 285-287.

Conflict and Cooperation, Desmond Tutu, "My Vision for South Africa," 287-289.

Civil Rights Movements

Turbulent Passage, 243-245;

Conflict and Cooperation, Martin Luther King, "I Have a Dream," 403-407.

Conflict and Cooperation, Eleanor Roosevelt, "Women must Learn to Play the Game as Men Do," 367-372.

Conflict and Cooperation, Simone de Beauvoir, "The Second Sex," 387-391.

Research Paper Due April 18.

Week 12

The End of cold war Era and the New World Order, 1989 to the present

1989

Turbulent Passage

Conflict and Cooperation, Chai Ling, "June Four: A Chronicle of the Chinese Democratic Uprising," 249-252.

New Violence: International Terrorism, 2001 and its aftermath

Turbulent Passage, 385-393.

Conflict and Cooperation, Kwame Nkrumah, "Neo-Colonialism: The Last Stage of Imperialism, 343-345.

Conflict and Cooperation, Osama bin Laden, "Speech on American Policy, October 2004," 494-497.

Conflict and Cooperation, *The Guardian*, "Blast from the Past," 483-489

Conflict and Cooperation Naomi Chomsky, "On the Anti-war Movement, 489-494

Concluding Remarks