

HISTORY 1380  
WORLD HISTORY 1800 TO THE PRESENT  
Fall 2020  
Professor: Joy M. Chadya  
T/Th 11: 30am  
Prof Joy M. Chadya  
Office: 345 University College  
Venue: Remote Learning Class via Zoom  
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**Office Hours:** Thursday noon -1pm or by appointment.

## 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.

**Delivery:** Due to the Covid-19 virus this class will be delivered remotely through Zoom. The password for the semester will be on UMLearn. Classes will be held as scheduled: Tuesdays and Thursdays at 11:30 so please be ready on time. Just like in a regular class, instruction is passed through a combination of live lectures, readings and discussions. Students are encouraged to take notes and make analytical comments. Please note that lectures are only available live – so be sure to attend classes. Your preparations for class discussions (based on readings) 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 10% of your final grade. We will spend about 20 minutes discussing the readings for the week including primary documents before each new topic. Remember, active listening and participation is an integral part of a productive discussion. Feel free to ask questions (including asking for clarity) at any point during the lecture. You can do that either by raising your hand, or use a raised hand emoji or type in the Zoom chat.

Office Hour: I will be available on Zoom every Thursday for an office hour (noon-1pm) or any other time by appointment.

It is important that you familiarize yourself with UMLearn. It is home to the course materials including lecture outlines, assignments, assignment folders where you will upload your written assignments, announcements, discussions.

Because this is an online class you need to have access to a computer, tablet, smart phone and make sure you are ready before class. Should you face any challenges with remote learning – including uploading assignments please inform the instructor in good time.

**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*, 4<sup>th</sup> ed., Canada, Pearson, 2008.
2. Tracey J. Kinney, ed., *Conflict and Cooperation: Documents on Modern Global History*, Ontario, Oxford University Press, 2014.

**Assignments:**

All written assignments should be typed – double spaced, using Times New Roman 12 point size font and they should be uploaded in the right folder on UMLearn as well as emailed to the instructor. Each assignment should have a title page with a student's name and ID number; Course name and number; due date and the question you are answering. Assignments should also meet the minimum length and should not go beyond the maximum length and, minimum number of *academic sources*.

All assignments will be emailed to students as well as posted on UMLearn.

All essays should have citations in the form of footnotes, Chicago style with full citation information. Any essay without citations (or without proper citations) will be returned to the student for correction.

It is a student's duty to take note of all due dates for assignments.

**Written requirements include:** One 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 7<sup>th</sup> 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. First primary document Analysis, 750-1250 words (3-4 pages double spaced) – 15%, October 1, 2020
3. Mid-course exam – 15%, October 15, 2020.
4. Cartoon analysis, 750-1250 words (3-4 pages double spaced) – 10%, November 3, 2020 8, 2018
5. Research Paper, 6-10 pp, minimum 1500 -2500 words (6-10pages double spaced), 20%, November 26, 2020.
6. Final Exam - 30%, date TBA, December 2020.

**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 writing 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.

Evaluative feedback will be provided before the voluntary withdrawal deadline November 23, 2020.

**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\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.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**

\*Student support and resources are available throughout the Fall and Winter terms. Please consult the appropriate webpages for information on virtual appointments or other modes of contact during this period of limited in-person services.

### **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/](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 twitter account @UMH\_Undergrad, our instagram account @UMHISA\_Undergrad, or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).

## LECTURES AND READINGS

### Week 1

#### Introductions

### Week 2, 3 and 4

#### **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 19<sup>th</sup> and Early 20<sup>th</sup> Centuries” in *Documents in World History*, 142-156.

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### 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.”

### **October 1 Week 4: Primary Document Due**

### 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*, Heirich 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.

## **October 15 Week 7: 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.

## **November 5 Cartoon 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.

### **1989: The Year that Changed the World**

#### **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* "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.

**November 9 – 13, Fall Semester Break, no classes.**

**VW Deadline Fall Semester 2020, November 23**

### **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

**November 26, Research Paper Due**

### **Week 13**

#### **Concluding Remarks**

**Exam Date: TBA, December 2020.**



Grading Criteria for Hist 1380

Criteria	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Central arguments					
Research Details, integration of borrowed material, paraphrased Examples and Evidence from sources (Chicago style citations)					
Logical sequencing of Ideas; organization of material; focus					
Grammar and mechanics; spelling, sentence crafting; tone					