

**DEPARTMENT OF HISTORY  
TRENT UNIVERSITY**



**HIST 1702H  
WORLD HISTORY 1800 TO PRESENT  
Winter 2015  
UOIT Conlin Campus**

<b>INSTRUCTOR:</b> Jason Dyck	<b>EMAIL:</b> jasondyck@trentu.ca	<b>WEBPAGE:</b> <a href="http://www.jasoncdyck.com">http://www.jasoncdyck.com</a>	<b>TELEPHONE:</b> 905-721-8668, ext. 5414
<b>CAMPUS:</b> UOIT Conlin	<b>OFFICE LOCATION:</b> ERC 1081B	<b>OFFICE HOURS:</b> Tuesdays, 4:00PM–5:00PM	

<b>ADMINISTRATOR:</b> Trisha Pearce	<b>EMAIL:</b> trishagpearce@trentu.ca
<b>OFFICE LOCATION:</b> Lady Eaton College, S101.3 (Symons Campus)	<b>TELEPHONE:</b> 705-748-1011, ext. 7840

**COURSE DESCRIPTION**

This course surveys some of the most influential developments in world history from 1800 to the present, two centuries of major transformations and interconnections in the global community. During this period of time people around the world witnessed major changes in government and society and they faced rising levels of violence as a result of colonialism, totalitarian regimes, revolution, and warfare. The first five weeks of the course look at what historians have called the Long Nineteenth Century (1750–1914) by concentrating on new currents of historical scholarship, modernization, industrialization, imperialism, and World War I. In the last seven weeks Contemporary Times (1914–present) are explored through an analysis of various revolutions, fascism, World War II, communism, the Cold War, and decolonization. By concentrating on important movements and past events in various parts of the world, students will be exposed to the political, economic, and cultural trends of globalization in the present.

## COURSE FORMAT

### I. LECTURE AND SEMINAR SCHEDULE

TYPE	DAY	TIME	LOCATION
Lecture	Tuesdays	11:10PM–1:00PM	UOIT Conlin UL11
Seminar #1	Tuesdays	1:10PM–2:00PM	UOIT Conlin UL 11
Seminar #2	Tuesdays	2:10PM–3:00PM	UOIT Conlin UL 11
Seminar #3	Tuesdays	3:10PM–4:00PM	UOIT Conlin UL 11

Please check <https://scheduler.trentu.ca/AcademicTimetable/Oshawa/FallWinter/TimeTableGen11.htm> to confirm times and locations.

### II. LECTURES AND LECTURE READING

Every week there are two one-hour lectures. It is extremely important that you attend weekly lectures, read the assigned readings beforehand, and participate in our document exercises of primary sources. Since the take-home final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

### III. SEMINARS AND SEMINAR READINGS/IMAGES

Weekly lectures are accompanied by a one-hour seminar in which you will be responsible for the following:

- viewing and analyzing the assigned images
- reading and reflecting upon the required readings
- attending weekly seminars
- participating generously with your seminar group

Your overall seminar grade will be evaluated based upon the following two interrelated elements:

- attendance
- participation

**ATTENDANCE** is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a seminar you should communicate with the instructor **beforehand** and not after the fact.

**PARTICIPATION** in weekly seminars means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion. Anyone who fails to attend seminar will be given an **automatic zero** for his/her participation mark. For a more detailed description of how your seminar participation is evaluated see the **“Guide to World History”** posted on Blackboard.

#### IV. LECTURE AND SEMINAR CONDUCT

You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during both lectures and seminars, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

#### COURSE OBJECTIVES

As a first year history course, HIST 1702H is intended to introduce students to the study of history. Students will be encouraged to evaluate and interpret historical information through seminar discussions and writing projects, exploring the relative merits of different methodologies, interpretations, and approaches; conducting research; and honing their speaking and writing skills and ability to formulate a logical argument. On completing this course successfully, students should understand the basic conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge.

#### COURSE EVALUATION

COMPONENTS	VALUE	DUE DATE	MEDIUM
Seminars	25%	N/A	N/A
Document Report	20%	February 6, 2015	Email
Photographic Report	20%	March 17, 2015	Email
Take-Home Final Exam	35%	April 17, 2015	Email

**\*At least 25% of the grade will be determined and made available before the deadline for withdrawal without academic penalty.**

**\*You need to hand in all assignments to receive a passing grade in this course.**

#### I. DOCUMENT REPORT: EXPLORING THE AFRICAN NOVEL

##### 1. Description and Purpose

The first assignment of this course is a document report on *Things Fall Apart* (1958), a novel by the Nigerian author Chinua Achebe (1930–2013). Achebe was born in the village of Ogidi, which by the time of his birth had been fully infiltrated by Christian missionaries from Great Britain. After earning his degree in History and Theology, Achebe worked for the Nigerian Broadcasting Company before moving on to several posts as an English professor in both Nigeria and the United States. Although Achebe chose to write in the language of the colonizer, *Things Fall Apart* reflects many aspects of Igbo culture and traditions. For his numerous novels, short stories, essays, and poems Achebe has been hailed as one of the fathers of modern African literature. You will carefully and critically read through *Things Fall Apart* and think about the ways in which Achebe represents colonization in his novel. What roles do British missionaries and colonial administrators play in the overall plot? How is Okonkwo and others in his village influenced by colonialism and in what ways do they respond to their changing situation? The purpose of this assignment is to think about the ways in which colonialism altered local dynamics in

Africa in the late nineteenth and early twentieth centuries. This document analysis is also designed to provide you with an opportunity to exercise your historical imagination and to engage with a primary source in a critical fashion. Before writing your document report you should review the “**Guide to World History**” posted on Blackboard and the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>.

## 2. Important Details

**Due Date and Time:** February 6, 2015 (email before midnight)

**Length:** 5 pages (double-spaced, 12-font, Times New Roman)

### Sources:

- Chinua Achebe. *Things Fall Apart*. 50th Anniversary Edition (New York: Anchor Books, 1994). [<http://teachers.greenville.k12.sc.us/sites/amrobinson/Things%20Fall%20Apart/things-fall-apart-chinua-achebe%20FULL%20TEXT.pdf>]

## II. PHOTOGRAPHIC REPORT: MIGRANT WORKERS IN NORTH AMERICA

### i. Description and Purpose

The second assignment of this course is a photographic report comparing photo essays by Leonard Nadel (1916–1990) and Vincenzo Pietropaolo (1951–). Nadel was an American photojournalist who followed Mexican workers (known as *braceros*) with his camera in the United States in the 1950s and 1960s. Pietropaolo is a Canadian documentary photographer who photographed migrant Mexican workers in both southern Ontario and Mexico from the mid-1980s to the early 2000s. To address labour shortages in the agricultural sector, both the United States and Canada established bilateral agreements with the Mexican government such as the Bracero Program (1942–1964) and the Canadian Seasonal Agricultural Workers Program (1966–). Although these programs have offered impoverished Mexicans with alternative options of employment, they have often been marginalized and exploited by their host societies. You will carefully and critically analyze Nadel’s photographs of *braceros* and Pietropaolo’s photographs of guest workers, comparing and contrasting Mexican agricultural experiences in the United States and Canada. What do we learn about temporary work programs from their photographs? What do these pictures teach us about migrant Mexican experiences in North America? The purpose of this assignment is to move beyond national borders to think about history in a transnational perspective. This document analysis is also designed to provide you with an opportunity to exercise your historical imagination and to engage with visual primary sources in a critical fashion. Before writing your photographic report you need to contextualize Nadel’s and Pietropaolo’s photographs by reading through the works listed below by John Mraz, Peter Burke, Ronald L. Mize, and Tanya Basok. You should also review the “**Guide to World History**” posted on Blackboard and the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>.

### ii. Important Details

**Due Date and Time:** March 17, 2015 (email before midnight)

**Length:** 5 pages (double-spaced, 12-font, Times New Roman)

### Sources:

- [SS] John Mraz. "Mexican History: A Photo Essay." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 297–331. [Blackboard]
- [SS] Peter Burke. "Photographs and Portraits." In *Eyewitnessing: The Uses of Images as Historical Evidence* (Ithaca: Cornell University Press, 2001): 21–25. [[http://annasuvorova.files.wordpress.com/2012/08/burke-4\\_319.pdf](http://annasuvorova.files.wordpress.com/2012/08/burke-4_319.pdf)]
- [SS] Ronald L. Mize and Alicia C. S. Swords. "The Bracero Program, 1942–1964." In *Consuming Mexican Labor: From the Bracero Program to NAFTA* (Toronto: University of Toronto Press, 2011): 3–24. [Blackboard]
- [SS] Tanya Basok. *Tortillas and Tomatoes: Transmigrant Mexican Harvesters in Canada* (Queen's University Press, 2002). [e-Book]
- [PS] Leonard Nadel, *Bracero History Archives* (Centre for History and New Media, 2014): Selections. [<http://braceroarchive.org/>]
- [PS] Vincenzo Pietropaolo. *Harvest Pilgrims: Mexican and Caribbean Migrant Farm Workers in Canada* (Toronto: Between the Lines, 2009): Selections. [Blackboard]

### III. TAKE-HOME FINAL EXAM

#### 1. Description and Purpose

The take-home final exam is a series of essays based upon the entire course and it will be handed out at the last lecture of the term. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful take-home final exam is a reflection of your own personal engagement with the material covered throughout the entire course.

#### 2. Important Details

**Due Date and Time:** April 17, 2015 (email before midnight)

**Length:** 7 pages (double-spaced, 12 font, Times New Roman)

**Sources:**

- Lecture reading, material, document exercises, and images
- Seminar reading and images

## UNIVERSITY POLICIES

### I. ACADEMIC INTEGRITY

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

### II. ACADEMIC INTEGRITY MODULE

Academic Integrity Module: All students are required to complete an online module on academic integrity, which can be found on Blackboard: Academic Integrity at Trent. This module will inform you of the major academic integrity regulations and the consequences for academic dishonesty. It will also provide you with instruction on how to avoid academic dishonesty when completing assignments, tests, group-projects, and papers. At the conclusion of each of the three sections, you will be required to take a multiple

choice quiz. You must earn 100% on each quiz, and you may take each quiz as many times as you need to in order to do this.

The module will provide you with instructions on how to obtain proof of your quiz scores. Because in this course you submit your assignments online, **you will submit a screen shot of your marks along with your first assignment. Please make sure that you complete the module and hand in proof of completion with your first assignment. No assignments will be accepted without this proof.** You may be in other courses that require completion of this module. If so, you only need to complete this module successfully once; your marks will be valid for all courses through August 2015, though you will need to provide proof of these marks for each course separately. **If you completed this module before September 2014, you are required to complete it again.**

### III. ACCESS TO INSTRUCTION POLICY

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (SAS), (BH Suite 132, 705-748-1281 or email [accessibilityservices@trentu.ca](mailto:accessibilityservices@trentu.ca)). For Trent University Oshawa Student Accessibility Services Office contact 905-435-5102 ext. 5024 or email [nancyhempel@trentu.ca](mailto:nancyhempel@trentu.ca). Complete text can be found under Access to Instruction in the Academic Calendar.

## REQUIRED TEXTS

\*William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015).

\*All other readings and images (whether scans or internet links) for this course are available on Blackboard (with the exception of e-Books available through the Trent University Library).

## LECTURE AND SEMINAR SCHEDULE

[PS] = Primary Source

[SS] = Secondary Source

# HISTORY AND TRAVEL

### ***WEEK I: INTRODUCTION (JANUARY 13)***

LECTURE #1: REVIEW OF COURSE OUTLINE

LECTURE #2: BACKPACKING THROUGH THE MODERN WORLD

SEMINAR #1: NO SEMINAR

### ***WEEK II: THE CRAFT OF HISTORY (JANUARY 20)***

LECTURE #3: "HOW IT REALLY WAS"

LECTURE #4: EVIDENCE, ARGUMENTS, AND "FACTS"

SEMINAR #2: TELLING THE TRUTH

Lecture and Seminar Reading:

- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): xvi–xvii. [Course text]
- [SS] John H. Arnold. “The Telling of Truth.” In *History: A Very Short Introduction* (Oxford: Oxford University Press, 2000): 110–123. [[https://www.academia.edu/1133398/History\\_A\\_Very\\_Short\\_Introduction](https://www.academia.edu/1133398/History_A_Very_Short_Introduction)]
- [PS] Olive Gilbert. “Her Birth and Parentage,” “Accommodations,” “Some of Her Views and Reasonings,” and “Last Interview with Her Master.” In *Narrative of Sojourner Truth, a Northern Slave, Emancipated from Bodily Servitude by the State of New York, in 1828* (Boston: J. B. Yerrington and Son Printers, 1850): 13–15, 106–109, 124–125. [Google Books]

## THE LONG NINETEENTH CENTURY

### **WEEK III: MODERNIZATION (JANUARY 27)**

LECTURE #5: THE INDUSTRIAL REVOLUTION

LECTURE #6: THE RISE OF THE NATION STATE

SEMINAR #3: SOCIOLOGY: CONDITIONS OF THE WORKING CLASS

Lecture and Seminar Reading:

- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): 1–24. [Course text]
- [PS] Friedrich Engels. “The Great Towns (Manchester).” In *The Conditions of the Working-Class in England in 1844* [1845], trans. Florence Kelley Wischnewetzky (London: George Allen and Unwin, 1892): 48–54. [Google Books]
- [PS] Jacob A. Riis. “Genesis of the Tenement” and “The Awakening.” In *How the Other Half Lives: Studies among the Tenements of New York* (New York: Charles Scribner’s Sons, 1890), 7–20. [[http://www.gutenberg.org/files/45502/45502-h/45502-h.htm#Page\\_15](http://www.gutenberg.org/files/45502/45502-h/45502-h.htm#Page_15)]

### **WEEK IV: IMPERIALISM (FEBRUARY 3)**

LECTURE #7: THE WHITE MAN’S BURDEN

LECTURE #8: THE TAIPING REBELLION

SEMINAR #4: NOVELS: COLONIAL LEGACIES

Lecture and Seminar Reading:

- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): 25–68. [Course text]
- [PS] Chinua Achebe. *Things Fall Apart*. 50th Anniversary Edition (New York: Anchor Books, 1994). [<http://teachers.greenville.k12.sc.us/sites/amrobinson/Things%20Fall%20Apart/things-fall-apart-chinua-achebe%20FULL%20TEXT.pdf>]

### **WEEK V: WORLD WAR I (FEBRUARY 10)**

LECTURE #9: THE WAR TO END ALL WARS?

LECTURE #10: THE RUSSIAN REVOLUTION

SEMINAR #5: POLITICAL WRITINGS: MARXIST TEACHINGS

Lecture and Seminar Reading:

- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): 70–93. [Course text]

- [PS] Karl Marx and Friedrich Engels. “The Communist Manifesto (1848).” In *The Russia Reader: History, Culture, Politics*, eds. Adele Marie Barker and Grant Bruce (Durham: Duke University Press, 2010): 305–309. [e-Book]
- [PS] Vladimir Lenin. “The Withering Away of the State (1917).” In *The Russia Reader: History, Culture, Politics*, eds. Adele Marie Barker and Grant Bruce (Durham: Duke University Press, 2010): 331–335. [e-Book]
- [PS] Aleksandra Kollontai. “Make Way for Winged Eros (1923).” In *The Russia Reader: History, Culture, Politics*, eds. Adele Marie Barker and Grant Bruce (Durham: Duke University Press, 2010): 351–361. [e-Book]

**\* \* \* WINTER READING WEEK \* \* \***

**CONTEMPORARY TIMES**

**WEEK VI: UNDOING COLONIAL LEGACIES (FEBRUARY 24)**

LECTURE #11: THE MEXICAN REVOLUTION

LECTURE #12: INDIAN INDEPENDENCE

SEMINAR #6: PHOTOGRAPHS: VISUALIZING THE PAST

Lecture and Seminar Reading and Images:

- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): 94–120, 272–281. [Course text]
- [SS/PS] John Mraz. “Mexican History: A Photo Essay.” In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 297–331. [Blackboard]
- [PS] Margaret Bourke-White. “Gandhi and His Spinning Wheel: The Story Behind an Iconic Photo.” *Life Magazine*, 1946. [<http://life.time.com/history/gandhi-and-his-spinning-wheel-story-behind-famous-photo/?iid=lf%7Crelated#1>]

**WEEK VII: DEPRESSION AND TOTAL WAR (MARCH 3)**

LECTURE #13: AUTHORITARIAN REGIMES

LECTURE #14: WORLD WAR II

SEMINAR #7: AUTOBIOGRAPHIES: REMEMBERING THE HOLOCAUST

Lecture and Seminar Reading and Images:

- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): 121–145. [Course text]
- [PS] Adolf Hitler. “Mein Kampf.” In *Documents in World History* (New Jersey: Prentice Hall, 2003): 525–529. [[http://www2.uncp.edu/home/rwb/World\\_History\\_Documents.pdf](http://www2.uncp.edu/home/rwb/World_History_Documents.pdf)]
- [PS] Elie Wiesel. *Night*, trans. Marion Wiesel [1958] (New York: Hill and Wang, 2006): Selections. [<http://ktjusd.edlioschool.com/ourpages/auto/2013/4/11/49050280/Elie%20Wiesel%20-%20Night%20FULL%20TEXT.pdf>]

**WEEK VIII: THE COLD WAR (MARCH 10)**

LECTURE #15: THE IRON CURTAIN

LECTURE #16: THE CUBAN MISSILE CRISIS

SEMINAR #8: DOCUMENTARIES: REVOLUTION IN CUBA

Lecture and Seminar Reading:



- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): 148–189. [Course text]
- [PS/SS] Albert Burke. *Cuba: The Battle of America*, The Metropolitan Broadcasting Corporation, 1960. [<https://www.youtube.com/watch?v=tBdv1PROLFA>]
- [PS/SS] Henry Louis Gates. *Black in Latin America, Cuba: The Next Revolution*, Public Broadcasting Service, 2011. [<http://video.pbs.org/video/1898347038/>]

### **WEEK IX: ESTABLISHMENT BLUES (MARCH 17)**

LECTURE #17: 1968 PROTESTS

LECTURE #18: DICTATORSHIP IN THE SOUTHERN CONE

SEMINAR #9: POSTERS: THE ART OF PROTEST

Lecture and Seminar Reading:

- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): 190–230. [Course text]
- [PS] Anonymous, *Political Poster of Prague Spring*, 1968. [[http://thegiant.org/wiki/index.php/Prague\\_Spring](http://thegiant.org/wiki/index.php/Prague_Spring)]
- [PS] Anonymous, *Adaptations of Lance Wyman's Logo for the 1968 Olympics in Mexico*, 1968. [<http://katharinejwright.com/scholarship/>]
- [PS] Anonymous, *Posters from Paris*, 1968. [<http://picturebook.nothingness.org/pbook/may68/display/96>]

### **WEEK X: TRANSITIONS IN ASIA (MARCH 24)**

LECTURE #19: PROXY WARS

LECTURE #20: THE CULTURAL REVOLUTION

SEMINAR #10: ORAL HISTORIES: MAKING SENSE OF MADNESS

Lecture and Seminar Reading:

- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): 231–271, 281–290. [Course text]
- [PS] Feng Jicai. “Introduction” and “Away from Madness.” In *Ten Years of Madness: Oral Histories of China's Cultural Revolution* (San Francisco: China Books, 1996): 5–15. [Google Books]
- [PS] Chinese Posters from the Cultural Revolution, International Institute of Social History. [<http://www.iisg.nl/exhibitions/chairman/chnintro.php>]

### **WEEK XI: STRUGGLES IN THE MIDDLE EAST AND AFRICA (MARCH 31)**

LECTURE #21: CONFLICT IN THE MIDDLE EAST

LECTURE #22: DECOLONIZATION IN AFRICA

SEMINAR #11: SPEECHES: FIGHTING AGAINST APARTHEID

Lecture and Seminar Reading:

- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): 291–328. [Course text]
- [PS] Desmond Tutu. “The Church and the Struggle.” In *The South Africa Reader: History, Culture, Politics*, eds. Clifton C. Crais and Thomas V. McClendon (Durham: Duke University Press, 2013): 396–400. [e-Book]
- [PS] Nelson Mandela. “Statement from the Dock.” In *The South Africa Reader: History, Culture, Politics*, eds. Clifton C. Crais and Thomas V. McClendon (Durham: Duke University Press, 2013): 345–355. [e-Book]

- [PS] Steven Biko. “White Racism and Black Consciousness.” In *The South Africa Reader: History, Culture, Politics*, eds. Clifton C. Crais and Thomas V. McClendon (Durham: Duke University Press, 2013): 361–370. [e-Book]

## GLOBALIZATION

### **WEEK XII: CONCLUSION (APRIL 7)**

**LECTURE #23: CONCLUSION: UNPACKING THE BACKPACK**

**LECTURE #24: REVIEW OF THE TAKE-HOME FINAL EXAM**

**SEMINAR #12: GLOBALIZATION**

**Lecture and Seminar Reading:**

- [SS] William J. Duiker. *Contemporary World History*. 6th ed. (Stamford: Cengage Learning, 2015): 330–342. [Course text]
- [SS] Manfred B. Steger. “Globalization: A Contested Concept.” In *Globalization: A Very Short Introduction* (Oxford: Oxford University Press, 2003): 1–16. [[http://smpsebastiao.files.wordpress.com/2010/09/globalization\\_a\\_very\\_short\\_introduction\\_very\\_short\\_introductions.pdf](http://smpsebastiao.files.wordpress.com/2010/09/globalization_a_very_short_introduction_very_short_introductions.pdf)]
- [PS] Osama Bin Laden, Tony Blair, and George W. Bush. “Terrorism and Anti-Terrorism.” In *World History in Documents: A Comparative Reader*, ed. Peter Stearns (New York: New York University, 2008): 397–401. [Blackboard]

## LECTURE AND SEMINAR OVERVIEW

WINTER TERM (2015)			
WEEK	LECTURE	SEMINAR	DATE
1	#1: Review of Course Outline #2: Introduction: Backpacking through the Modern World	#1: No Seminar	January 13
2	#3: “How it Really Was” #4: Evidence, Arguments, and “Facts”	#2: Telling the Truth	January 20
3	#5: The Industrial Revolution #6: The Rise of the Nation State	#3: Sociology: Conditions of the Working Class	January 27
4	#7: The White Man’s Burden #8: The Taiping Rebellion	#4: Novels: Colonial Legacies	February 3
5	#9: The War to End All Wars? #10: The Russian Revolution	#5: Political Writings: Marxist Teachings	February 10
6	#11: The Mexican Revolution #12: Indian Independence	#6: Photographs: Visualizing the Past	February 24
7	#13: Authoritarian Regimes #14: World War II	#7: Autobiographies: Remembering the Holocaust	March 3
8	#15: The Iron Curtain #16: The Cuban Missile Crisis	#8: Documentaries: Revolution in Cuba	March 10
9	#17: 1968 Protests #18: Dictatorship in the Southern Cone	#9: Posters: The Art of Protest	March 17
10	#19: Proxy Wars #20: The Cultural Revolution	#10: Oral Histories: Making Sense of Madness	March 24
11	#21: Conflict in the Middle East #22: Decolonization in Africa	#11: Speeches: Fighting Against Apartheid	March 31
12	#23: Conclusion: Unpacking the Backpack #24: Review of the Take-Home Final Exam	#12: Globalization	April 7

## **ADMINISTRATIVE/ACADEMIC MATTERS**

### **I. EMAIL POLICY**

Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line “HIST 1702H” or it may be placed into junk mail. You may feel free to email the instructor about any questions you have concerning the course.

### **II. BLACKBOARD**

The syllabus, seminar readings, important handouts, internet links, lecture outlines, seminar questions, and the take-home final exam will all be available for consultation on Blackboard. It should be noted, however, that weekly lecture outlines and seminar questions will only appear on Blackboard the Monday night before lectures and seminars on Tuesday. You are strongly encouraged to print off lecture outlines and seminar questions and bring them with you to class as guides. The take-home final exam will be handed out at the last lecture of the term, but will only be available on Blackboard the following day.

### **III. SUBMISSION AND LATE POLICY**

All assignments must be word documents attached to formal emails sent to the instructor at [jasondyck@trentu.ca](mailto:jasondyck@trentu.ca). Assignments that are handed in late without the instructor’s permission will be penalized 5% of the assignment’s worth per day after the due date. When an assignment is more than a week overdue it will not receive written comments. All extensions must be approved by the instructor **beforehand** and only valid excuses will result in permission to hand in an assignment late. In order to receive an extension you need to provide a doctor’s note for illnesses and establish a new due date in consultation with the instructor.

### **IV. ACADEMIC ASSISTANCE**

There are several services available at Trent to help you with essay writing and other matters of academic life. All students are encouraged to familiarize themselves with the Academic Skills Centre, which provides support in areas of essay writing, time management skills, seminar presentations, and exam and test preparation. For more information you can visit their website at <http://www.trentu.ca/academicskills/>. Also useful for students of history is the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>. This workbook provides you with information on essays, documentation, note taking, grammar, seminars, and other important academic matters.

### **V. GRADING**

To earn a passing grade in this course you must hand in all of the given assignments. All submitted papers that do not have a bibliography and/or are less than the required length (even a paragraph under) will be considered incomplete and penalized accordingly. For more information on both how to write an essay and how they are evaluated see the “**Guide to World History**” posted on Blackboard. Here are some of the general characteristics your papers should have:

- A title page with the title of your paper, your name, course code, instructor, and the date
- An introduction clearly stating the theme of your paper and its general argument

- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A manageable topic and organized structure
- An intelligent use of sources and signs of original research
- A quality of analysis and a general demonstration of effort
- An informative conclusion concisely summing up your paper
- A bibliography and footnotes according to the Chicago Manual of Style
- A format using 12-font and Times New Roman letters on double-spaced pages
- A page number at the top or bottom of every page (excluding the title page)

**VI. COURSE WITHDRAWAL**

If you wish to withdraw from this course without academic penalty you must do so before March 5, 2015.