DEPARTMENT OF HISTORY
TRENT UNIVERSITY

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

INSTRUCTOR: Jason Dyck
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WEBPAGE: http://www.jasoncdyck.com
TELEPHONE: 905-721-8668, ext. 5414

CAMPUS: UOIT Conlin
OFFICE LOCATION: ERC 1081B
OFFICE HOURS: Tuesdays, 4:00PM–5:00PM

ADMINISTRATOR: Trisha Pearce
EMAIL: trishagpearce@trentu.ca
OFFICE LOCATION: Lady Eaton College, S101.3 (Symons Campus)
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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

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DAY</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Tuesdays</td>
<td>11:10PM–1:00PM</td>
<td>UOIT Conlin UL11</td>
</tr>
<tr>
<td>Seminar #1</td>
<td>Tuesdays</td>
<td>1:10PM–2:00PM</td>
<td>UOIT Conlin UL 11</td>
</tr>
<tr>
<td>Seminar #2</td>
<td>Tuesdays</td>
<td>2:10PM–3:00PM</td>
<td>UOIT Conlin UL 11</td>
</tr>
<tr>
<td>Seminar #3</td>
<td>Tuesdays</td>
<td>3:10PM–4:00PM</td>
<td>UOIT Conlin UL 11</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>VALUE</th>
<th>DUE DATE</th>
<th>MEDIUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>25%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Document Report</td>
<td>20%</td>
<td>February 6, 2015</td>
<td>Email</td>
</tr>
<tr>
<td>Photographic Report</td>
<td>20%</td>
<td>March 17, 2015</td>
<td>Email</td>
</tr>
<tr>
<td>Take-Home Final Exam</td>
<td>35%</td>
<td>April 17, 2015</td>
<td>Email</td>
</tr>
</tbody>
</table>

*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

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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/.

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] 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/]

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.

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). For Trent University Oshawa Student Accessibility Services Office contact 905-435-5102 ext. 5024 or email nancyhempel@trentu.ca. Complete text can be found under Access to Instruction in the Academic Calendar.

### REQUIRED TEXTS


*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:
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:

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:

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:


*** 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:

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:

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:
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:


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:


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:


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:

LECTURE AND SEMINAR OVERVIEW

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