

History 106
World History in the Modern Era
University of Oregon
Spring 2017 (CRN 36218)
Professor Julie M. Weise

353 McKenzie Hall
jweise@uoregon.edu
email hours:
24-hr response on weekdays,
48-hr response on weekends

Classroom: 123 Global Scholars Hall
Class hours: M, W 12-1:20 pm
twitter: @julieweise
Office hours: W 3-3:45 pm and
Th 2:30-3:15 pm.

This course takes an unimaginably large topic, World History in the Modern Era, and examines it through the lens of one overarching question: “Why does our globalized world look the way that it does?”

To answer this question, we will begin with a consideration of key features of our world as it looks today, then travel backwards in time to understand not only the historical reasons that today’s world is what it is, but also the ways that historical developments in one part of the world influenced and reacted to historical developments elsewhere. Readings, lectures, and in-class activities will help students connect historical phenomena across the globe by examining the key ideas and ideologies of modern times and their influence on human beings’ ways of understanding and acting in the world. These key ideas include: freedom and slavery, nationalism and individualism, masculinity and femininity, democracy and fascism, racial exclusion and racial liberalism, capitalism and communism, neoliberalism and protectionism, globalism and anti-globalism.

Rather than a traditional discussion section, Graduate Employee (GE)-led sections will guide student research teams through the process of using historical analysis to generate strongly argued, well-evidenced answers to one of four specific questions about our globalized world as it looks today: Why is so much stuff made in China? Why is France a frequent target of terrorist attacks? Why does the Democratic Republic of Congo produce “blood diamonds”? And why do so many Mexican immigrants live in the United States? Through group presentations in sections followed by short individually authored papers, students will develop their own answers to these questions using historical evidence from three periods of time: 1945-present, 1888-1945, and 1776-1888. Highly performing teams will be invited to share their presentations with the class as a whole. Exams will hold students responsible for the content of readings, lectures, activities and presentations and will prompt students to connect analysis of one part of the world with analysis of another.

Learning outcomes

Upon successful completion of History 106, students will be able to:

Skills outcomes:

- Read, understand, and interpret both primary sources and scholarly writing
- Distinguish between important and unimportant information to take appropriate notes on lecture and discussion
- Successfully locate and access relevant peer-reviewed academic sources in library databases
- Write a convincing argument, backed up with well interpreted evidence, and communicate this argument in both a presentation and short paper format

Content outcomes:

- Explain the ways that the world we live in today is a product of specific historical processes and note key moments when things might have turned out differently
- Place their own world and world view in historical context, developing greater understanding of those who saw or see the world differently
- Connect events in one part of the world with events in another (transnational analysis)

Readings and assignments

Students will be expected to read 20-70 pages of original (primary), academic (secondary), or literary sources each night, to work with teammates on crafting presentations, and to complete written assignments.

Course primary source readings are available in a packet at The Duck Store. Students are required to bring this packet to lecture every Monday and Wednesday since in-class assignments will require use of the documents therein.

The only assigned book for the class is *Things Fall Apart* by Chinua Achebe, available at The Duck Store and also on Amazon, etc. This book has been through several printings and any edition is fine.

Readings for research team projects will be available on Canvas; in other cases, students will be finding those readings themselves under the guidance of GEs.

Work and evaluation as percentages of final grade

In-class exercises (20% of grade)

This is an active-learning class in which interaction with peers is at least as important as interaction with the professor. Rather than lecture for 80 minutes straight, the professor will lecture for part of the all-together (eg. “lecture”) time only. During the rest of the all-together time, the professor and GEs will circulate to support student small-group activities that prompt comprehension of key themes in the readings and the course. These assignments will be handed in to GEs and graded on a check, check plus, check minus system. Students may skip one in-class assignment per term with no excuse needed and no penalty to their grade. Exceptions are explained below in the “Class Policies” section.

Reading and reading response every Monday and Wednesday (20% of grade)

On Canvas, the instructor poses a comprehension question for each night's reading. Students should respond in a single paragraph (6-8 sentences) that contains strong analysis with specific examples from the reading. In some cases, the reading response prompt may ask two distinct questions in which case students should respond with two shorter paragraphs. Responses are graded on a check, check plus, check minus system and need not be grammatically perfect. Responses are due via Canvas by 11 a.m. on each class day (with the exception of the initial survey, which is due on Tuesday April 4, the day before class, at 11 a.m.). Students may skip one reading response per term with no excuse needed and no penalty to their grade. Exceptions are explained below in the "Class Policies" section.

Section attendance and participation (10% of grade)

Due to the intense and collaborative nature of research teams' work in section, section attendance is mandatory (exceptions are explained below in "class policies" section). Students will be evaluated not only on their attendance at section, but also on their participation in their teams' work (sometimes including written worksheets) and in all-section discussions. While all-class readings are in the packet, section readings are available electronically. Students must bring any section-specific readings with them to section, either electronically or printed out.

Three presentations in section (5% x 3 = 15% of grade)

Student research teams will draw upon assigned section readings and structured original research in library databases to craft well-evidenced responses to key questions about our globalized world. The research project is broken into three time periods mirroring that of the class as a whole: 1945-present, 1888-1945, and 1776-1888. Research teams will be able to utilize much of the section hour for their work under GE supervision but should also expect to meet outside of class. Presentation grades will be based on a rubric available on Canvas and all members of the team will receive the same presentation grade. Based on peers' feedback and their own evaluations, GEs will select the top-performing team from each section to offer their argumentative presentation the following Monday during the class' all-together time. Selected teams will receive 20% extra credit on their presentation grade; no team will present in the large hall more than once.

Three short (500-word) individually authored papers (5% x 3 = 15% of grade)

Following each of the three presentations, students will individually write a two-page paper presenting the argument and evidence from their team's presentation in a short essay format. Paper grades will be based on a rubric available on Canvas which includes evaluation of writing, grammar, and formatting (including citations). Papers are always due by 8 p.m. on the Friday after the section presentations (as indicated in the calendar below). Papers submitted one minute to 24 hours late will be accepted with a 20% penalty; after that, papers will not be accepted (exceptions are explained below in the "Class Policies" section).

Two midterms (5% each) and one final exam (10%)

Rather than one big midterm, there are two shorter ones – one after each of the first two units. All three exams are take-home essays administered on Canvas. At the start of each unit, students will receive 3-5 "guiding questions" to help them approach that unit. When students begin the exam on Canvas, the system will randomly select one of these questions and give students 45

minutes to answer it. Students are expected to reference lectures, readings, and at least three all-class presentations from different research questions in their answers. Videos of the all-class presentations will be posted on Canvas for students to review if they desire. Essays should have a thesis and back it up with evidence, but grammar per se is not evaluated. Students are allowed to use any book, note, and internet resource they like, and are encouraged to prepare for exams in groups. However, *they are strictly prohibited from communicating in any way with any human being, classmate or otherwise, while they have the exam open.*

The final exam will follow the same pattern as the midterms with one difference: there will be two essays, one covering Unit 3 and one covering the entire course as a whole. Possible “overall” questions will also be distributed in advance and Canvas will randomly select one when students begin the exam. Students will have two hours to complete the final exam.

Class policies

Distraction-free class environment; technology-assisted section environment

Research shows that all of us (including your professor) have ever shorter attention spans thanks to our smart-phones, tablets, and laptops. Research also shows that *students who take notes by hand perform better than those who take notes on their laptops* (see studies posted on Canvas). Therefore, our classroom will utilize technology deliberately, not indiscriminately. During lectures, the instructor will mandate a device-free oasis from distraction, during which we focus on the material at hand, the professor and our classmates. We will discuss note-taking strategies to ensure that students are able to benefit from this policy even if it is a change of pace for them.

On the other hand, research also shows that electronic devices can enhance the quality of group work. To that end, students are encouraged to bring laptops and tablets to their sections. While GEs may sometimes request that students stow these items, much of section time is devoted to team work when students working in groups will use laptops and tablets. GEs will constitute groups to ensure that there are devices available to share within the group even if some group members do not own such devices or cannot bring them to section.

Students who believe that the policy of no laptops during lecture will cause them undue hardship, whether due to disability or for another reason, may come to the professor’s office hours to petition for an exception. The professor, not the GEs, will handle all such requests.

Email communication

I will be sending frequent emails via the Canvas system; you are expected to keep your email address updated in that system and to read your emails from me at least once per day. In the event that my office hours are cancelled or change, I will let you know via Canvas.

Late work, missed class and exams, and university-approved excuses

Students may miss one all-class activity and one reading response with no excuse and no impact on their grade. Students may also turn in their short papers one minute to 24 hours late for a 20% penalty to the paper grade. Beyond that, the collaborative nature of this class means that

late work is not accepted and attendance at all ten sections is mandatory with the following exception:

Students who have experienced illness or injury, or the death, injury, or serious illness of an immediate family member are encouraged to provide written documentation for these legitimate excuses, at which time the GE or professor will set a firm alternate deadline with no penalties. Mental health challenges, when under the treatment of a professional, are legitimate medical excuses if appropriately documented.

Students who miss section, miss more than one reading response or all-class activity, or who must turn in an assignment late due to one of the above circumstances are encouraged to provide written documentation of those excuses to the GE (a photo of the documentation submitted as a .jpg on Canvas is the best way to do this). All other reasons for missing deadlines, assignments, or sections, however understandable, are considered the responsibility of the student and will affect their grade; there is no need to email the GE or professor to explain such absences.

Most assignments for this class are submitted via Canvas. It is your responsibility to submit assignments in advance to account for potential technical difficulties. Other than during campus-wide Canvas outages reported on the official UO Canvas blog, technical difficulties will not be cause for deadline extensions.

Make-up exams should usually not be necessary since exams can be taken on Canvas over a period of several days. Should a make-up exam be necessary nonetheless, it *must be scheduled as far in advance as foreseeable*, and will be offered only for one of the preceding reasons or due to unavoidable religious observances, jury duty or government obligation, or official university activities (artistic performances, intercollegiate athletics, etc.). Students who miss an exam without providing, in advance, written documentation of one of the above circumstances will receive a zero on the exam that they miss.

Cheating, plagiarism, and other academic misconduct

All work submitted in this course must be your own and produced exclusively for this course. Building on work from a previous course may be permissible but will constitute plagiarism if not discussed with the GE or professor in advance. The use of sources (ideas, quotations, and paraphrases) must be properly cited (see Canvas for course citation policies), and anything not inside quotation marks must be substantively paraphrased. Additional advice for avoiding plagiarism is available at <<http://researchguides.uoregon.edu/citing-plagiarism>>.

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express written permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act.

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoac@uoregon.edu.

Schedule

Assignments are listed on the date they are due. Unless otherwise indicated, all primary readings are in the printed packet and all section research team readings are on Canvas or will be identified by student groups during section.

Introduction

April 3: Our globalized world and its discontents
Complete Canvas survey by 11 a.m. on Tuesday, April 4.

Unit 1: Debating capitalism, liberation and globalization, 1945-present

April 5: read Stalin's reply to Churchill (1946); Fidel Castro's speech (1960); and "Background" readings for your section's research question (posted on Canvas)

In section: introductions and initial brainstorming on research question; divide up reading for next week

April 10: read Universal Declaration of Human Rights (1948); Nkruma's Africa Must Unite (1963); and Mandela's statements and speeches (1964-94)

April 12: read the academic article/chapter your research team has assigned you

In section: team meetings to determine arguments and plan presentations.

April 17: watch Milton Friedman videos (linked on Canvas reading response)
read Bin Ladin's statement (1998); Occupy Wall Street's statement (2011); and statement of solidarity from Cairo (2011).

April 19: no reading (work on team presentations and papers)

In section: teams present their arguments for Unit 1.

Paper #1 due via Canvas by 8 p.m. on Friday, April 21.

April 24: In-class presentations
read Achebe, *Things Fall Apart*, Chapters 1-8

Take-home midterm #1 available on Canvas after class 4/24; due by Friday, 4/28 at 8 p.m.

Unit 2: Debating capitalism, race, and modernity, 1888-1945

April 26: read Achebe, *Things Fall Apart*, Chapters 9-15

In section: Debrief Unit 1, online library research training and prep for Unit 2 research phase.

May 1: read Plan of Ayala (1911); Zedong's "Report on the Hunan Peasant Movement" (1927); and Achebe, *Things Fall Apart*, Chapters 16-19

May 3: read the academic article/chapter your research team has assigned you

In section: team meetings to determine arguments and plan presentations.

May 8: read Roosevelt's address (1897); Plaatje's observations on the Native Lands Act (1913); Gandhi's speech (1920); and Achebe, *Things Fall Apart*, Chapters 20-25

May 10: read Pearson's "Social Darwinism" (1900); Indiana's sterilization law (1907); selections from Hitler's *Mein Kampf* (1925); and Hoess's testimony (1946)

In section: teams present their arguments for Unit 2.

Paper #2 due via Canvas by 8 p.m. on Friday, May 12.

May 15: In-class presentations
Read Declaration of the Rights of Man (1789); and Mill's *On Liberty* (1859)

Take-home midterm #2 available on Canvas after class 5/15; due by Friday, 5/17 at 8 p.m.

Unit 3: Debating capitalism, freedom, and nationalism 1776-1888

May 17: read Grégoire's Letter to the Citizens of Color and Free Negroes of Saint-Domingue (1791); *New York Times* article on the Coolie Trade (1860); the Cuba Commission's report (1876); Nabuco's observations on slavery in Brazil (1880); and Brazil's abolition decree (1888)

In section: Debrief Unit 2, online library research and prep for Unit 3 research phase.

May 22: read Gobineau's "Inequality of the Races" (1854); and Mazzini (1860) and Renan's (1882) writings on nationalism

May 24: read the academic article/chapter your research team has assigned you

In section: team meetings to determine arguments and plan presentations.

May 29: Memorial Day, no class

May 31: read Ure's "Philosophy of the Manufacturers" (1835); and Marx and Engels' "Communist Manifesto" (1848)

In section: teams present their argument for Unit 3.

Paper #3 due via Canvas by 8 p.m. on Friday, June 2.

June 5: In-class presentations
read material on current events TBD (distributed via Canvas)

June 7: Wrap-up: 2017 in modern world history

In section: wrap-up and review

Final exam due via Canvas by 10:15 a.m. on Thursday, June 15.