

History 106
World History in the Modern Era
University of Oregon
Fall 2021 (CRN 17460)
Professor Julie M. Weise

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

Classroom: 282 Lillis
in-person: M 12-1:20 pm + section
virtual: weekly asynchronous lectures
Office hours: M 4-4:45 pm & by
appt: calendly.com/julieweise

This course takes an unimaginably large topic, World History in the Modern Era, and examines it through the lens of five major ideas and/or processes that have defined the modern period:

- Capitalism
- Nationalism
- Race
- Freedom
- Colonialism

Along the way, we will try to understand the historical reasons that today's world is what it is. To this end, we will make frequent reference to contemporary issues as they connect to historical events. Furthermore, students will work with research teams in section to delve deeper into specific questions about the historical causes of present-day phenomena. Students will learn how to ask critical historical questions about these phenomena and seek answers to them in reliable peer-reviewed sources, and will share these insights in a structured presentation format with their classmates. Highly performing teams will be invited to share their presentations with the class as a whole. Take-home exam essays 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.

What you will learn

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
- Engage in the process of historical inquiry about current events, and communicate this process in a presentation

Content outcomes:

- Explain the historical trajectory of key ideas and themes in modern world history
- 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)

This class requires attendance both in-person and online

This course receives four credit hours, but only spends 2.5 hours meeting in person (including Monday meetings in LIL 282 and Thursday meetings with your section). The additional 1.5 hours of classtime will take place independently via pre-recorded asynchronous lectures as well as short quizzes and response questions to help you and your instructors monitor your comprehension. Attendance is not taken on Mondays but there are required in-class work products to turn in. Attendance is taken in section. In both cases, there are policies to provide some flexibility in light of the ongoing pandemic (see below).

This class meets some Core Education requirements

This course meets requirements for the Social Science area of inquiry as well as the “Global Perspectives” cultural literacy requirement because it enables students to connect their personal experiences and lives in Eugene, Oregon with 250 years of history and human experience around the globe.

What your homework will be

Students will be expected to read 20-30 pages of original (primary) or academic (secondary) sources each night, to watch up to 60 minutes of online lecture weekly and respond to quizzes and prompts to check comprehension, to come to class when healthy and able and participate in group work and activities, to work with teammates in section on crafting presentations, and write three essay-based exams.

Course primary source readings are available on Canvas and in a packet at The Duck Store. Students are required to bring this packet to every in-person class and section since in-class assignments may require use of the documents therein.

Where does my Thursday section fit into this?

Your section leaders (Graduate Employees, or GEs) are all graduate students in History. While nobody (!) is an expert in the history of the entire world, your GEs are engaged in the process of becoming professional historians and are here to guide you through the course and the types of historical analysis, inquiry, and writing that it requires. They are also the first people to whom you can address questions about course requirements. You will receive a grade for section attendance (see below) and are expected to participate actively in section when you are healthy and able. Section is where you will ask questions about course material and requirements, review for exams, and work in teams on your group project. If you have concerns about your section,

please bring them first to your section leader if you feel comfortable doing so, and if not, to Professor Weise.

Work in small groups is essential to this course

In the second week of the term, section leaders will assign small groups within their sections. You will sit in your groups during Monday in-person classes and Thursday sections. This will enable the building of community and relationships within the class and will also simplify the process of contact tracing when needed. Small group members are responsible for helping each other out in the case of absence from class due to quarantine, covid symptoms, and other reasons. Please exchange contact info, get to know each other, and seek and receive help filling in the gaps when someone misses class. Students will have the opportunity to share feedback about their small group members with section leaders twice during the term.

How we will communicate with each other

The best way to get a quick response is to write me via Canvas—that way, your message doesn't get lost in my general inbox. I will respond to your messages within 24 hours during the week and 48 hours on weekends or over Thanksgiving break. I also strongly encourage you to meet with me for a one-on-one chat (in person or virtual) if you have questions, want to review course material, or just want to get to know each other better. I have regular office hours after class on Mondays and additional office meeting times that you sign up for at my [calendly](#) link.

I will also reach out to you, as a group or individually, via Canvas, and I expect you to check these messages on the same time frame – every 24 hours during the week, every 48 hours on the weekend. You can even ask Canvas to notify you about messages via text (check and adjust your settings under Account > Notifications).

We will take a break from devices, some of the time

We have spent a lot of time on our electronic devices this past year! Research shows this is not very good for our brains. 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. Depending on the nature of the in-class assignment, the instructor and GEs may require that students put away all electronic devices so as to focus in on specific texts and group tasks. In other cases, the use of Internet resources may benefit your learning, so those who have laptops, tablets, or smart phones available will be encouraged to use them.

Students who believe this policy may cause them undue hardship, whether due to disability or for another reason, may contact the GE or the professor to ask for an exception. If you are working with the Accessible Education Center (AEC), they will contact us automatically to request exceptions on your behalf and you do not need to come talk to us about it.

Covid-19 and our class

We will be following the UO's [Covid Containment Plan](#) for classes. Masks are required in classrooms at all times. If you need to remove your mask to take a drink of water or have a snack, feel free to excuse yourself and leave the classroom; you don't have to ask permission.

Please be considerate of everyone's health: don't come to class if you have Covid [symptoms](#), or of course, an exposure that requires [quarantine](#). The professor will make either audio or video recordings of class lectures available to you and your group mates will help fill you in on what you missed.

How we will calculate your grade

Your GEs will be grading your work using guidance and rubrics from the professor. However, the professor is ultimately responsible for standing behind the grades that are assigned. She will be supervising GE work in this area and it is her responsibility to hear your concerns around grading if you feel they are not adequately addressed by the GE.

In-class exercises (20% of grade)

During our precious ten-in-person classes, students will engage in activities and primary source analysis assignments to deepen their understanding of key concepts in our material. Often but not always, we will do this in your regular small groups. When the product due is a worksheet, each student will fill out their own worksheet and submit it to the instructor (instructions for this will be provided in class). Students may miss two of these group assignments with no penalty to their grade. Worksheets will be posted after class on Canvas and can be made up within one week of a student's return to class after absence via hard copy or in the Canvas "missing worksheets" folder. If you feel you need additional accommodations beyond this due to Covid-related absences, please contact your section leader.

Online lectures, quizzes, and responses (20% of grade)

Weekly online lessons will be available on Mondays and are due each Sunday at 5pm. There will be several quizzes/responses for each online lesson.

Additionally, at times you have reading with responses due in advance of your section as a part of your group projects.

Students may skip five quizzes/responses per term with no excuse needed and no penalty to their grade. Additional accommodations are explained below in the "Class Policies" section.

Discussion board (5% of grade)

After viewing online lessons, students will be required to post on the class Discussion Board. The main purpose is for you to ask questions about things that remain unclear or that you are wondering about after the online lecture. You can "like" posts to encourage the professor to answer them live at the following class session, and/or answer classmates' questions if you have thoughts to contribute. You are required to offer at least 8 posts total (including questions or responses, not including "likes") over the course of the term.

Section attendance (5% of grade)

This is an active-learning class in which interaction with peers is at least as important as interaction with the professor. At the same time, it is essential that students stay home if they are feeling Covid-19 symptoms. We encourage you to come to class and section every Monday and Thursday if you are feeling well! But, you are allowed two absences from section (out of eight meetings total) with no questions asked. If you need further excused absences, please reach out

to your GE and they will make an arrangement appropriate to your situation. On days where section is dedicated to group project work, section teams are encouraged to integrate missing member into their work via remote connections (or old-fashioned speakerphone!).

Participation in small groups (5% of grade) and quality of group presentation (10% of grade)

Students will participate with the same small group on both Mondays and Thursdays. On some days, section will be dedicated to student group projects in which students will draw upon course themes to ask historically grounded questions about the world around us today. This structured process will result in a simple video presentation. Presentation grades will be based on a rubric available on Canvas and all members of the team will receive the same presentation grade. GEs will nominate the top-performing team from each section, whose video will become required viewing for the entire class during the final week of the term. Teams that receive this honor will receive 20% extra credit on their presentation grade.

Two midterms (10% each) and one final exam (15%)

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 3-4 “guiding questions” to help them approach that unit. After the final class of each unit, students may begin the exam on Canvas. The system will randomly select one of the “guiding questions” and students will have until the deadline (listed on the syllabus) to answer it.

Exam essays should be 6-700 words long with proper grammar and sentence structure, and should be uploaded in Word or Pdf format. They should express a clear thesis that directly answers the essay question and should back this thesis up with evidence from lectures, readings, and (for the final) student presentations. While detailed footnotes are not necessary, all sources must be cited in parentheses at minimum. Students are allowed to use any book, note, and internet resource they like, and are encouraged to prepare for exams in groups. However, they must write their exam individually as Canvas’ Vericite software will note similarities between papers, and also between student papers and published works. Such similarities constitute plagiarism and will cause an automatic zero on the assignment at first offence and more significant disciplinary action thereafter (for more information, see “Cheating, plagiarism, and other academic misconduct” below).

The final exam will follow the same pattern as the midterms with one difference: there will be two essays, 6-700 words each. One will cover Unit 3 and the other will cover the course as a whole. Possible “overall” questions will also be distributed in advance and Canvas will randomly select one when students begin the exam.

The fine print

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

In addition to the attendance and deadline policies detailed above:

Students who have experienced illness or injury, or the death, injury, or serious illness of an immediate family member, or other significant disruptions to self or family (eg. divorce, immigration-related challenges, Covid-19-related challenges), are encouraged to discuss these

legitimate excuses, at which time the GE will set an alternate deadline with no penalties. Mental health challenges are considered the same as other medical challenges.

Make-up exams 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 (intercollegiate athletics, etc.). Students who miss an exam without discussing this with the GE will receive a zero on the portion of 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 uoaec@uoregon.edu.

Everything is subject to change

Usually I treat the syllabus as a contract on both sides, but this term is different. As the university community adjusts and readjusts to the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. During this unusual time, I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

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.

Unit 1: Revolutions and Emancipations, 1776-1888

Week 1 Introduction to the class and syllabus
Covid, freedom, and the history of “liberty”
Due Sunday at 5pm: online lesson, readings, and quizzes

Section #1: introductions; identifying current events that demand historical perspective

Week 2 The origins of nationalism; capitalism, its proponents, and its critics
Due Sunday at 5pm: online lesson, readings, and quizzes

Section #2: bring all of your lecture notes so far to section for exercise on lecture note-taking

Week 3 Capitalism continued, early colonialism, and the origins of racial thinking
Due before your section: Response about newspaper article on your section’s chosen topic
Due Sunday at 5pm: online lesson, readings, and quizzes

Section #3: thinking historically about current events

Week 4 in class: Synthesis of first unit

Section #4: Midterm review

Take-home midterm #1 available on Canvas after 2 pm, Thursday Oct 21; due at 5 pm, Saturday, Oct 23.

Unit 2: Economic inequalities and world wars, 1888-1945

online: Introduction to Unit 2, responses to the global Gilded Age
Due Sunday at 5 pm: online lesson, readings, and quizzes

Week 5 World Wars and global eugenics
Due Sunday at 5pm: online lesson, readings, and quizzes

Section #5: using library databases to find peer-reviewed articles for your group project

Week 6 Colonialism, anti-colonialism, fascism and freedom
Due Sunday at 5pm: online lesson, readings, and quizzes

Section #6: finish identifying individual articles for group projects; midterm #2 review

Week 7 in class: synthesis of second unit

Take-home midterm #2 available on Canvas at 2 pm, Monday, Nov 8; due 5 pm, Friday Nov 12

Section #7: Does not meet (UO closed for Veteran's Day)

Unit 3: Cold War, Neoliberalism, and reaction

Online: overview of postwar period
The postwar economic expansion
Due Sunday at 5pm: online lesson, readings, and quizzes

Week 8 Liberalisms and their postwar alternatives
Due before section: online response about academic article for group project
Due Sunday at 5pm: online lesson, readings, and quizzes

Section #8: group work time

Week 9 Democracy and nationalism, racial liberation and decolonization
Due Tuesday at 5 pm: presentation video
Due Sunday at 5pm: online lesson, readings, and quizzes

Section #9: does not meet (Thanksgiving)

Week 10 History of the present
Due Sunday at 5pm: online lesson and response

Section #10: wrap-up and review

Final exam will be available on Canvas at 2pm, Thursday, Dec 2, and is due by 10:15 am, Thursday, Dec 5.