

HIST 112A: The Modern World

3 credits, 16 weeks, 3 hours

This course is an introduction to world history from approximately 1815 to the present. Themes to be discussed will include nineteenth-century imperialism, nationalism, revolution, war and decolonization. Students will also be introduced to the discipline of history.

Instructor

Dr. Hugh Gordon
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Office Hours

Monday 14:00 – 14:50
Tuesday 16:00 – 16:50
Wednesday 15:00 – 15:50
Thursday 14:00 – 14:50
Friday 13:00 – 13:50
Or By Appointment

Hours of Instruction

Monday 13:00 – 13:50 S110
Wednesday 16:00 – 16:50 S110
Thursday 15:00 – 15:50 S110

Required Resources

Peter von Sivers et. al., *Patterns of World History, Volume 2: Since 1400*. Oxford University Press, 2014. 2nd ed.

Course Outcomes

The student will be able to:

- Identify and explain the broad themes and key events in nineteenth- and twentieth-century world history.
- Locate, access and evaluate source material (both primary and secondary) for historical research.
- Engage, with a critical eye, representations of history outside of the academic setting (in other words, public history).
- Think analytically and critically about historical issues, and express those ideas with clarity and precision.

Evaluation

Clearly outline what students must do in order to pass or complete the course.

Assignment	Percentage	Due Date
Response Papers	15%	Various Dates
Midterm	20%	Feb. 9, 2015
Bibliography and Thesis Assignment	5%	February 2, 2015
Presentation	10%	Various
Research Paper	20%	March 16, 2015
Final Examination	30%	To be determined

A grade of C- is required for progression or transfer.

Response Papers

On some class days, there will be a discussion on selected primary sources or articles. Over the term, students will be required to submit FOUR (4) response papers of 1-2 pages in length identifying what you feel the significance of the document/article is. You may find additional information to support your thinking. Each response paper will be due at the beginning of the indicated discussion. They will not be accepted afterwards.

Presentations

Students are required to make a presentation on the topic of their choice in the course. One student per topic. The presentations will be 20 minutes in length.

ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE. Late assignments will have 10% per EVERY SINGLE day later deducted from the final mark.

Term Paper

The term paper will consist of an 8-10 page (Times New Roman/Arial/Calibri, 12pt font, double-spaced, 2,200-2,500 words) essay addressing one of the topics presented below. Submission of a paper that fails to meet the minimum length requirement will result in deductions to the assignment grade, at the discretion of the instructor. Students are free to do a topic that is not on this list, but they must consult the instructor prior to undertaking their research. The paper must make use of no less than five peer reviewed (scholarly) sources: typically, these sources are books published by university presses, or published in academic journals. In addition to the Keyano Library, students are strongly encouraged to draw upon the resources of the University of Alberta Library (books can be obtained through the NEOS system within a few days of ordering them). **Papers that fail to use proper academic sources will be penalized. Students are strongly advised to consult either the course instructor or the reference librarian (Kim Kerr) regarding the suitability of source material.**

Term Paper Topics: History 112: ONE per student

- 1) The guerilla war in Spain was described as Napoleon's 'Spanish ulcer.' In what ways, and to what extent, did the Peninsular War undermine Napoleon's Empire?
- 2) What were the consequences of Russia's decision to abolish serfdom in 1861?

- 3) The 19th century saw the large-scale migration of different ethnic groups to the United States. Choose ONE of the following groups and discuss the factors that gave rise to their migration to the United States: 1) Germans; 2) Irish; OR 3) Chinese.
- 4) Discuss the role played by the United Nations in decolonization.
- 5) Evaluate the performance of Gustav Stresemann as leader of the Weimar Republic.
- 6) Examine the factors that led to Brazil's independence in 1822. In what ways and why was the experience of Brazil different from that of the rest of South America?
- 7) Examine the foreign policy of EITHER A) Great Britain, B) Italy; C) France; or D) The Soviet Union in the interwar years (1919-39). What were the country's primary aims and ambitions, and how successfully were they achieved?
- 8) Account for the Japanese victory over Russia in the war of 1904-05.
- 9) In 1848, liberal revolutions broke out in most countries across Europe. Choose ONE of the revolutions, and examine the reasons for its success or failure.
- 10) Examine the counterinsurgency war fought by the British in EITHER A) Malaya or B) Kenya. What were the primary dimensions of British policy/strategy, and how successful were the British in achieving them?
- 11) Examine the factors that led to the establishment of EITHER A) Liberia or B) Sierra Leone. What does the establishment of the colony tell us about anti-slavery movements in either America (in the case of Liberia) or Britain (in the case of Sierra Leone)?
- 12) "The Suez Crisis of 1956 marked the end of Great Britain's claims to the status of a great power." Is that a fair statement?
- 12) Examine the Self-Strengthening Movement in late nineteenth-century China. How successful was it?
- 13) In 1911, Revolution toppled the Qing Dynasty. Why did the dynasty collapse so quickly?
- 14) Examine the factors that led to the American intervention in ONE of the following: A) Iran (1953); B) Guatemala (1956); or C) Chile (1973).
- 15) To what extent, and in what way, did the Locarno Treaty (1926) represent a turning point in European Diplomacy?
- 16) Examine EITHER A) the Manchurian Crisis of 1931 or B) the Abyssinian Crisis of 1935-36 and discuss the reasons why the League of Nations failed in its mandate to keep international peace.
- 17) Discuss the response of European socialist movements to the outbreak of World War One.
- 18) Why did the Schlieffen Plan fail in 1914?
- 19) Discuss the evolution of EITHER A) German, B) French, or C) British military tactics during World War One. Why did efforts to break the stalemate fail?
- 20) Examine the significance of air power in World War One.
- 21) How was Algeria able to win its struggle for independence after World War Two?
- 22) Discuss the factors that led to Franco's victory in the Spanish Civil War.
- 23) Examine the role played by the international brigades fighting against the fascists in the Spanish Civil War. Why did the cause attract so much support?
- 24) Examine the rise of 'socialist realism' as a cultural movement in the Soviet Union.
- 25) Discuss the factors that led to the Bolshevik victory in the Russian Civil War.
- 26) Why was Great Britain able to win the Battle of Britain?
- 27) Why did the Soviet Army perform so poorly in the Winter War (1939-40) against Finland?
- 28) Why did the United States refuse to join the League of Nations?
- 29) Evaluate Woodrow Wilson's performance at the Paris Peace Conference. How successful was he in achieving his aims?
- 30) What were the causes and consequences of the Cultural Revolution in China?
- 31) Why did Yugoslavia disintegrate in the 1990s?
- 32) Analyze the collapse of Soviet power in 1989 in ONE of the following: A) East Germany; B) Romania; C) Poland; or D) Czechoslovakia.
- 33) Choose one European country and examine how it commemorated World War One after 1918 (monuments, ceremonies, etc.) What does this tell us about the social/cultural history of that country?
- 34) Discuss the reasons for the tremendous success of the German military between 1939-41.
- 35) How successful was the Young Turk movement in reforming the Ottoman Empire?
- 36) Discuss the factors that led to the breakdown of the Quadruple Alliance after the Congress

of Vienna.

37) Why was the status of Poland such a contentious issue during the peace negotiations after World War Two?

OTHER TOPICS ARE ACCEPTABLE, BUT MUST BE CLEARED WITH THE INSTRUCTOR FIRST

Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory Progression	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
Minimum Pass	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

Proposed Schedule of Topics

“Primary Source Readings” may change, please consult Moodle or ask the Instructor.

	Part One: Social and Intellectual Revolutions
Week 01 Jan. 5, 7, 8	<ul style="list-style-type: none"> • Course Introduction • Napoleonic Wars • The Industrial Revolution <i>Textbook Readings:</i> Chapter 26
Week 02 Jan. 12, 14, 15	<ul style="list-style-type: none"> • Restoration Europe (to 1848) • German and Italian Unification • Crimean War <i>Textbook Readings:</i> Chapter 25
Week 03 Jan. 19, 21, 22	<ul style="list-style-type: none"> • Intellectual Trends in the Western World (1850-1914) • Nationalism/Social Darwinism • Socialism/Marxism • Feminism <i>Readings:</i> Communist Manifesto
Week 04 Jan. 26, 28, 29	<ul style="list-style-type: none"> • Latin American Independence • Nation-Building in the Western Hemisphere <i>Textbook Readings:</i> Chapter 23 <i>Primary Source Readings:</i> Bolivar, speech to the Congress of Angostura
Week 05 Feb. 2, 4, 5	<ul style="list-style-type: none"> • The United States in the mid-19th century • US Civil War • American Imperialism in the Western Hemisphere Emancipation Proclamation, Gettysburg Address, Monroe Doctrine
	Part Two: The Age of Militarism and Imperialism

Week 06 Feb. 9, 11, 12	MIDTERM <ul style="list-style-type: none"> The Challenge of Modernity in Asia China and Japan in the Nineteenth Century <i>Textbook Readings:</i> Chapter 24
Week 07 Feb. 18, 19	<ul style="list-style-type: none"> Imperialism in India The Scramble for Africa <i>Textbook Readings:</i> Chapter 27
Week 08 Feb. 23, 25, 26	READING WEEK: COLLEGE CLOSED
Week 09 Mar. 2, 4, 5	<ul style="list-style-type: none"> Buildup to the Great War The Great War and Peacemaking <i>Textbook Readings:</i> Chapter 28
Week 10 Mar. 9, 11, 12	<ul style="list-style-type: none"> The Russian Revolution and Aftermath Communism The Soviet Union under Stalin <i>Primary Source Readings:</i> Dizzy with Success, selection from A Day in the Life of Ivan Denisovich, Hymn to Stalin
Week 11 Mar. 16, 18, 19	<ul style="list-style-type: none"> European Fascism China: Revolution and Civil War Japan: Militarism and War
	Part Three: Cold War and Decolonization
Week 12 Mar. 23, 25, 26	<ul style="list-style-type: none"> World War Two <i>Primary Source Readings:</i> Arsenal of Democracy speech, Total War speech, Commissar order, Not One Step Back!
Week 13 Mar. 30, Apr. 1, 2	<ul style="list-style-type: none"> The Origins of and Early Cold War <i>Textbook Readings:</i> Chapter 29 <i>Primary Source Readings:</i> The Long Telegram
Week 14 Apr. 8, 9	<ul style="list-style-type: none"> Cold War and Decolonization The End of the Cold War and the Developing World <i>Primary Source Readings:</i> Kennedy Speech American University, President Lyndon Johnson and Ho Chi Minh Letter Exchange, 1967, Evil Empire speech, Allende speech to UN
Week 15 Apr. 13, 15, 16	<ul style="list-style-type: none"> Globalization The War on Terror Course Review and Exam Preparation

Please Note:

Date and time allotted to each topic is subject to change. It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College Credit Calendar.

Performance Requirements

Students will be required to:

- Attend Class
- Read assigned textbooks, articles and primary sources
- Discuss material in class
- Write assignments, including one term essay
- Be assessed through one final exam in April

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment

Penalties for academic offences range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action.

Specialized Supports

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

Authorization

This course outline has been reviewed and approved by the Program Chair.

Hugh Gordon, Instructor

Louis Dingley, Chair

Date Authorized

Guy Harmer, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office