



**DEPARTMENT OF ARTS AND EDUCATION  
COURSE OUTLINE – Fall 2011  
HI1120 (A2 and TC): The Modern World – 3 (3-0-0) 45 Hours**

<b>INSTRUCTOR:</b>	Dr. Duff Crerar. Ph.D.	<b>PHONE:</b>	780-539-2828
<b>OFFICE:</b>	C-404	<b>E-MAIL:</b>	dcrerar@gprc.ab.ca

**OFFICE HOURS:** Tuesday and  
Wednesday Afternoons, 1-3:30 pm, and by  
appointments

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXT/RESOURCE MATERIALS:**

- Felipe Fernandez-Armesto, **The World: A History, 2<sup>nd</sup> Edition, Volume 2**. Pearson Prentice Hall, 2<sup>nd</sup> Edition, 2010.
- In addition, we will be using Jean Rhys Novel, **Wide Sargasso Sea** as a basis for a reflection paper on the worth of historical fiction in our studies.

**CALENDAR DESCRIPTION:**

This course is designed as an introductory survey of global history and will provide a foundation for advanced study in history and related fields. It covers the major political, cultural, intellectual and economic developments of the world from the 19th century through the 20th century into our own era.

**Detailed description:** The course is an introduction to global history, covering the major political, cultural, intellectual and economic development of the world from 1815 to 2012. Its goal is to provide a foundation for advanced study in history and related disciplines. Students will encounter a variety of historical documents, critical issues for investigation, and research methods, as well as construct and write their own critical and research essays. Keeping caught up with the readings and consistent attendance is essential for success in this course. Students will also acquire better research and essay writing skills by paying close attention to both the written and spoken comments made on their writing, and applying them to the craft of the historical writer.

**CREDIT/CONTACT HOURS:** 3 credits / 3 hours per week

**DELIVERY MODE(S):** Animated Lecture, Moodle, Audio-Visual, & Video Conference

**OBJECTIVES:**

- Students will acquire/ identify and evaluate key events, leaders, political, military, social, economic, religious and intellectual developments in World History which contribute to its

emergence into the Modern World. This will be assessed in a mid-term test. Students also will be able to identify and present the strengths and weaknesses of various historians' theories and interpretations of Modern World History. These skills will be assessed in the final examination, which consists of short essays.

- Students will acquire and demonstrate research, writing, and argumentation and presentation skills by successfully composing a critical book review of about ten double-spaced pages, a research essay of about fifteen pages, using at least five sources.

- Students will acquire and demonstrate critical skills in assessing documents, essays and films/other media for their content, their historical setting and their ideological perspective. This will be measured by class discussion, brief reflection notes and questioning exercises.

**TRANSFERABILITY:** UA, UC, UL, AU, GMU, CUC, CUCA, KUC

<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>			
<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A<sup>+</sup></b>	<b>4.0</b>	<b>90 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>85 – 89</b>	
<b>A<sup>-</sup></b>	<b>3.7</b>	<b>80 – 84</b>	<b>FIRST CLASS STANDING</b>
<b>B<sup>+</sup></b>	<b>3.3</b>	<b>77 – 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 – 76</b>	<b>GOOD</b>
<b>B<sup>-</sup></b>	<b>2.7</b>	<b>70 – 72</b>	
<b>C<sup>+</sup></b>	<b>2.3</b>	<b>67 – 69</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>63 – 66</b>	
<b>C<sup>-</sup></b>	<b>1.7</b>	<b>60 – 62</b>	
<b>D<sup>+</sup></b>	<b>1.3</b>	<b>55 – 59</b>	<b>MINIMAL PASS</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

\*\* Grades of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

## EVALUATIONS:

Mid-term Test: written in class	20%
Historical Novel Reflection (8 pages)	20%
Major Research Essay (10 pages)	30%
Final Exam: written in April during exam sessions	30%

### *Warning:*

I must have **all** assignments handed in on time. Late assignments will be penalized *heavily* (50% for each class they are late) unless there is a compelling *written* reason. Otherwise, the only way to get extensions is to “buy” your extra time with the coupon system I have devised. “Spend” your time wisely! No essay will be accepted after the last day of scheduled classes.

### *Research Paper:*

History has plenty of controversies and debates. Every scholar wants to get into the arguments with their explanations based on their own research. Your mission is to identify one of these topics of interest, briefly explain how certain scholars have approached it, and justify your own thesis, based on your own reading and thinking. The essay is to be no less than ten (10) pages, and have correct reference and citation documentation according to the **University of Chicago Style format**. To do this you will need to read and make good notes on *at least 5* historical authors (either in books or peer-reviewed articles), as well as other sources your professor may suggest. You will need to come up with some background on the topic, how other historians have covered it, and how your proposition (your THESIS), backed by your research, differs, agrees, or rejects their ideas for some theory of your own. You must look ahead over the course, and have your topic proposal, a sample bibliography and a “line of inquiry” ready for my approval, to be handed in on the Wednesday,. ***No essay will be accepted without my pre-approval!***

### *Book Reflection Paper:*

Write a reflection paper about what you are learning about the history of this period from the novel, ***Wide Sargasso Sea***. Your paper should identify the historical problem, its key features, and how the writer enhances your knowledge of the problem. You should also include why or why not you would recommend this book to future students.

*Attendance:* I do not give specific credit for attendance and participation, however, I do have students sign in each class, and my research and ***experience demonstrates that students who attend over 75% of my classes with the reading done in advance do very well in assignments and examinations. If you intend to be one of those who attend less frequently, well... you'd better be good!***

## STUDENT RESPONSIBILITIES:

The course consists of two lecture discussions each week. The lectures will identify and discuss the most significant events and issues of the week and also serve as guides to the texts. Discussions with the class will cover both primary source selections and the approaches taken by historians to the topics as well as the issues raised by the events covered in each session. The tests will be short answer in nature, while the examination will consist of essay questions. Because debate, discussion and critical analysis are essential to university education, I will be keeping an attendance register. ***All essay topics must be approved by me before final submission.*** Late assignments will be penalized 50% each day they are overdue, UNLESS special permission is secured from me in advance. Any students having difficulty with their assignments or with the course in general are encouraged to see me as soon as possible after class, by contacting me in the office or calling me at home (between 8 a.m. and 6 p.m. please!) at 539-5787, or use e-mail: I am always willing to help in any way I can.

Keep in touch! Like you, I do not like surprises....

### **STATEMENT ON PLAGIARISM AND CHEATING:**

This is academic theft, and fraud. It does not happen in my class. I would rather have a student confess that they are completely baffled or unable to complete or grasp an assignment, even not trying or studying, than even to try cheating. It is better to openly seek help in my courses than to try to pull one over me. Many students in my class have testified to the relief that comes from getting help right away rather than cheating. Ask if you have any doubts about what cheating is. If you are caught in my classes, **ALL THE RELEVANT PENALTIES FOUND IN THE GPRC Student Services documentation WILL BE APPLIED.** Cheating and plagiarism will not be tolerated and there will be penalties. Please refer to the link below regarding the College policy on plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

As I have already said. It has not happened here. Don't try to be the first.

### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

\*Please note that the dates and the sequence of chapters are tentative and may change.

6 January: Transitions and Portents

9 January: Ideas and people in a world of chaos.

13 January: People, Food, Fat, Industry and War (774-791)

16 January: Industrialization: Blessing and Curse (791-809)

20 January: Workers, Cities, Farmers and Miners (810-826)

23 January: Labour: Exploitation and Protest (826-843)

27 January: Imperialism, Gunboats and Gatling Guns (844-861)

31 January: Imperialism: The Sense of Power (861-877)

**NB: Reflection Paper Due**

3 February: Nationalism, Constitutionalism and Militarism (878-898)

6 February: Militant Identities: Religion, Political Radicalism (898-913)

10 February: The New Science and the Decline of Certainty (914-927)

**Research Proposal Due!!**

13 February: Social Science, and its Rivals (927-949)

17 February; **Special Topic**

**20-24 February: Reading Week (yippee!)**

27 February: **Mid Term Test!!!**

2 March: **Special Lecture:** Death Spiral of the Might Continent

5 March: Deadliest Century, Part I (951-965)

9 March:

12 March: Deadliest Century, Part II (965-969)

16 March: Totalitarianism (969-989)

**NB: Research Essay Due!**

19 March: Decolonization and the New World Order (979-991)

23 March: The Hell of Utopianism (991-1011)

26 March: Globalization: the new Utopia? (1011-1023)

30 March: Home World at its Limits (1024-1042)

2 April: Plagues and Rumours of Plagues (1042-1055)

6 April: Human Security: the Dilemma

9 March: The Debate with History.

16 April-27 April: Exam period. Our Exam TBA

### **Additional Information**

#### **Key Dates:**

**11 January: last date to add a class.**

**31 January: Reflection Paper is due**

**10 February: Informal Essay proposals due**

**27 February: Mid-Term Examination**

**6 March: last day to drop without penalty**

**16 March: Research Paper Due**

**6 April: Good Friday**

**12 April: Classes end**

### **Course Philosophy, or the world according to Duff**

**The course** is an introduction to global history, covering the major political, cultural, intellectual and economic development of the world from the 1800s through to about 2012. Its goal is to provide a foundation for advanced study in history and related discipline, ranging from literary studies to the social and other sciences. Students will encounter a variety of historical documents (including original sources), identify critical issues for investigation, and practice both research and writing methods used in historical studies. The Instructor will provide assistance and mentoring as the students investigate the wide literature and diverse perspectives on our human past during the age of industrialization, nationalism, colonialism, war and revolution. In this course, students will learn to construct and write their own critical and research essays. Keeping caught up with the readings and consistent attendance is essential for success in this course. My goal is to ensure that whatever part of the world and in whatever time after 1800, you will know what people were doing and thinking, more or less why they were behaving in this way, *and how to find out more about it.*

**Marking Philosophy:** I do not mark by the system known as “norm referencing”. I use instead modified “criterion grading” system whereby students who master the information, concepts and skills I expect them to master (after thirty-three years of first-year teaching). I do, however, lend assistance and adapt instruction (not standards) for students with special needs, difficult circumstances or injuries, or unique and varied cognitive gifting. Each assignment will be graded and given a number, which over the term will accumulate to a total out of 70. The final Examination mark out of 30 will be added to make a total of one hundred. At that point I will track back over other assignments and re-calculate, as necessary, the percentages achieved to come to a percentage which represents all the assignments, so your complete class performance is fairly represented. That final percentage is converted to a grade on the GPRC system.

***PS: Please ask me about any details you have questions concerning, and if any grade you receive is, in your perception, unfair.***