

**HISTORY 233: World History, 1750 - the Present (HI 233, 3 credit hours)**

**SPRING 2019**

**Section One: MWF, 8:30-9:20**

**Section Two: MWF, 9:35-10:20**

North Carolina State University

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Office: Withers 465; 919-515-2483

Class Times: MW, 8:30-1:00; F, 8:30-10:20

Office Hours: Monday & Wednesday 10:30-11:15 or by appointment

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**COURSE DESCRIPTION**

This course is an introductory survey of Modern World History. The course will emphasize a few themes important for understanding the development of the modern world, including but not limited to science, technology, politics, and economics. We will consider how these different themes have influenced each other and affected world history. The course will offer a thematic and general approach to understanding world history in a comparative context.

**REQUIRED TEXTBOOKS**

\* **Patterns of World History, Since 1750**, by Peter von Sivers, Charles A. Desnoyers, and George B. Stow. **NOTE:** the volume that begins in 1750 is out of print, so only used copies, or an electronic copy, are available. (price varies)

\* **Hiroshima**, by John Hersey (Bantam Books, first printing 1946); (price varies)

\* **additional readings as assigned**, available on-line on the syllabus, through the JSTOR database, or library e-reserves (no cost)

**GENERAL UNIVERSITY GUIDELINES**

More specific information for this course follows below, but for quick reference on university guidelines associated with these policies, please review the following links:

Attendance: <http://policies.ncsu.edu/regulation/reg-02-20-03>

Academic integrity/Plagiarism: [http://history.ncsu.edu/ug\\_resources/plagiarism\\_honor\\_code](http://history.ncsu.edu/ug_resources/plagiarism_honor_code)

University Honor Code: <http://policies.ncsu.edu/policy/pol-11-35-01>

Course rights and responsibilities: <http://oucc.ncsu.edu/course-rights-and-responsibilities>

Disability: <http://policies.ncsu.edu/regulation/reg-02-20-01>

**CHASS CAREER SERVICES:**

Explore career options related to your major, make decisions about your major or minor, build resumes and cover letters, prepare for interviews, develop internship/ job search strategies, maximize career fairs, and more. Make an appointment with your career contact, Jane Matthews (A-H) or Woody Catoe (I-Z), through ePACK. Career Development Center, 2100 Pullen Hall. [careers.ncsu.edu](http://careers.ncsu.edu)

## **PLAGIARISM AND ACADEMIC INTEGRITY**

Plagiarism is a serious offense and can lead to a failing grade or even expulsion. Students are advised to be vigilant about attributing quotations or phrases to their proper sources. A good guideline is to use direct quotations sparingly. Students also should avoid paraphrasing the works of others so closely that their writing represents little more than a rewording of passages from texts consulted. Examples of plagiarism might include copying another's writing without quotation marks or attribution; paraphrasing or summarizing the work of others without attribution; claiming another student's work as one's own; and a failure to cite sources for information not commonly known. Students may engage in general discussions with other classmates about assignments, but they may not collaborate on the writing or research of the assignment.

During exams, students may not seek any form of external assistance, including but not limited to using electronic devices, personal notes, copies of the texts, or guidance from another student.

**\*The expectation is that your work will be entirely your own. This expectation covers everything from copying from another student's exam, to appropriate use of citations, to the expectation that a student complete his/her work individually unless given permission to work in a group. Your work also must be unique to the assignment; in other words, you may not recycle papers or assignments from different classes.\***

Please refer to the Code of Student Conduct for information on processes and penalties for plagiarism. For further help in understanding what constitutes plagiarism, please see the American Historical Association's Statement on Standards of Professional Conduct

## **DROP-ADD**

- Policies The History Department's policies on course restrictions and drop/add are available here: <http://history.ncsu.edu/images/uploads/8-5History->
- Dropping and adding a class is a student's responsibility. It is up to the student to check MyPack Portal to confirm whether or not they are in the course. The CHASS Dean's office will not approve late withdrawals for students who claim that they thought they dropped the class.

## **STUDENTS WITH DISABILITIES**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7909, 515-7653. For more information on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01).

## **SUPPORTING STUDENTS IN DISTRESS**

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to the NC State Students of Concern website: <http://studentsofconcern.ncsu.edu/>.

Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

### **ELECTRONIC COURSE MATERIALS**

**Class website:** I do not use Moodle for this course. Instead, I post information and notes on a class blog at <https://historyncsu.wordpress.com>. This website is designed for use by students enrolled in the course and \*not\* for those outside the course. The website will be the primary means for communicating information to students regarding assignments, course details, and academic assistance.

**PowerPoint:** In class, I offer note-taking assistance and communicate course material via the use of technology-based material including Power Point slides and videos. **The Power Point presentations are my intellectual property and may not be photographed or distributed.** If I see that this policy is violated, then I will stop using the Power Point slides. Most videos are available for free on the internet.

**Additional Reading:** some of your required classroom assignments are available only electronically. Access details are noted below in the syllabus. All sources may be used free of cost.

### **CLASS EVALUATIONS**

Online class evaluations will be available for students to complete during the last 2 weeks of the semester and become unavailable before finals begin. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <https://classeval.ncsu.edu/>

Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)

### **COURSE GER LEARNING OBJECTIVES**

#### **General Objectives and Outcomes for History Students**

[http://www.grad.ncsu.edu/program\\_review/ObjectivesOutcomes.aspx?ID=1053](http://www.grad.ncsu.edu/program_review/ObjectivesOutcomes.aspx?ID=1053)

Humanities Category Objectives: <http://oucc.ncsu.edu/gep-hum>

Each course in the Humanities category of the General Education Program will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

#### **Objectives for This Course**

By the end of this course, you will be able to:

1. demonstrate a general knowledge of Modern World History. Means of learning and evaluation : a.) Reading assignments and class discussions that cover the material and themes; b.) textbook quizzes and midterm/final exams

2. apply classroom and reading assignment material to broader themes and current events analytically and thoughtfully. Means of learning and evaluation: a.) final essay; b.) classroom discussion sessions

3. improve reading comprehension and analysis, especially as they apply to historical research and writing. Means of learning and evaluation: a.) supplementary reading assignments and response papers; b.) classroom discussion sessions

4. expand knowledge of historical trends and ideas and how they unfold across the globe, both on large and small scales. Means of learning and evaluation: a.) reading assignments (textbook and supplementary reading; b.) classroom lectures and discussion

**Course organization:** This course will focus on themes and general trends; we will consider global history using case studies or examples to evaluate the general themes of the course. Class lecture will follow textbook reading assignments loosely, but lectures are designed to supplement or expand upon textbook reading, not mirror it exactly or replace it. Textbook reading assignments are designed to fill in the knowledge gaps that class lecture will not cover.

### **NC STATE UNIVERSITY POLICIES, REGULATIONS, AND RULES**

Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-discrimination Policy Statement), <https://oied.ncsu.edu/divweb/policies/> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average), <https://policies.ncsu.edu/regulation/reg-02-20-15> (Credit-Only Courses), <https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and <https://policies.ncsu.edu/regulation/reg-02-50-03> (Incompletes).

### **GENERAL COURSE INFORMATION**

**NOTE ON ELECTRONIC POLICY:** All electronic devices are strictly prohibited in class, unless I explicitly state otherwise. That means no phones, laptops, iPads, etc. For every occasion on which I see you using a cell phone or other electronic device during class time, your final class average will be lowered by **five** (5) points. Electronic devices should at all times be turned off and put away -- that means NOT VISIBLE to you, me, or anyone else.

If you need to use a laptop for note-taking, you must provide a DSO letter or a medical document in support of this need. Also, you must sit in the FIRST ROW of the classroom.

## **GRADING POLICY**

A letter scale will be used for grading, with pluses and minuses awarded. Grades range from A+ to an F.

Grades will be distributed accordingly:

### **I: Participation and attendance: 15%**

Most of the grade for this will come from the scheduled **DISCUSSION DAYS**: we have three times this semester.

See below for details about dates; reading assignments will be on the course schedule part of the syllabus. It is *\*required\** that you attend your scheduled discussion session and *\*actively\** participate in the session. In addition to completing the assigned reading for the discussion session, you **might** also be required to submit a short written response or take a quiz. If class participation is active & lively, then you can avoid additional papers or quizzes.

Course discussion sessions are scheduled for:

Monday & Wednesday, January 28 & 30

Monday & Wednesday, March 18 & 20

Wednesday, April 17th; Monday-Wednesday-Friday, April 22, 24, 26 (Your final essay, which will be part of your final exam grade, will be due on Friday, April 26).

As a guideline:

You are expected to have completed the reading assignment in advance of the scheduled discussion session, and you are expected to participate actively in class discussion. That means, above all, volunteering to participate in discussion. It also means, however, participating if called upon to do so.

A strong participation grade requires that you attend your assigned discussion group and participate actively with thoughtful, relevant, and insightful comments and/or questions.

For the purpose of class discussion days, the class will be divided into two sections: Section I (the first half of the alphabet) and Section II (the second half of the alphabet). Section I will attend the *\*first\** scheduled discussion session, and Section II will attend the *\*second\** scheduled discussion session. You are required to attend your assigned discussion session, and if you miss that section then you need a valid university-issued excuse to avoid getting an "F" for that section.

### **General class participation**

In addition, you can raise your lower your grade through general class behavior.

Students should be on-time for and present in class and prepared to participate in classroom discussions. Students may not leave the class early without prior permission. Being "present" in class means more than just showing up, however; it means paying attention in class and not sleeping, reading newspapers, doing homework, sending text messages, or any other activity not related to the class.

Habitually late students will be penalized with a grade reduction. Participation grade is determined in part on in-class participation and manners, but primarily on attendance and participation in scheduled

class discussion sessions. If general class discussion fails on assigned class discussion days, then in place of discussion, students will be required to write a 2-3 page essay on the assigned reading material. The essays will be graded & the grade will count as the discussion grade.

### **Participation Rubric**

Excellent participants will thoroughly read and consider all of the class readings, engage their fellow students in respectful conversation, and offer considered comments from the readings. One of the following assessments will be made of students' preparation and participation on a weekly basis. The weekly assessments will be averaged to determine the final participation grade.

A+ (100%) Student's participation is outstanding in both quality and quantity. Student demonstrates a full mastery of the course material.

A (95%) Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions. Student demonstrates a strong facility with the course material and complex structures, but makes minor mistakes.

B (85%) Student is usually prepared, responds when called on and volunteers on occasion. Student demonstrates a basic familiarity with assigned material, but falters with complex structures.

C (75%) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often. Student demonstrates some familiarity with assigned material, but occasionally falters on basic structures.

D (65%) Student is unprepared, inattentive, never volunteers, or comes to class late. Student demonstrates occasional familiarity with assigned material, but regularly falters on basic structures.

F (0%) Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class. Student fails to show familiarity with assigned material.

### **II: Textbook Chapter Tests: total 25%**

#### **Five quizzes total; lowest grade is dropped**

You will have regular multiple-choice tests on the assigned textbook readings. Each quiz will cover two chapters in the textbook.

Quiz #1: Chapters 22; 23

Quiz #2: Chapters 24; 25

Quiz #3: Chapters 26;27

Quiz #4: Chapters 28; 29

Quiz #5: Chapters 30; 31

**There are no make-up quizzes. If you miss a quiz for whatever reason, then you will count that as your dropped grade.** If you know in advance that you will have to miss a quiz, it might be possible to reschedule. You must make arrangements with me a minimum of one week in advance of the quiz.

### **III: Two Course Exams (a midterm & a final): 30% each for a total of 60%**

**The final exam will be broken into two components: an exam and the take-home final essay, due on the last day of class. The exam will count for 60% of the exam grade; the essay will count for 40% of the final exam grade.**

Course exams will cover class lecture and class discussion material.

The exams will NOT be open note.

The exams each will cover course content up to the exam and will not be cumulative.

The midterm and the final exam each will include a mixture of multiple choice and short answer questions. The final exam ALSO will include two additional components:

1 a take-home essay (due in-class on April 26th). The essay question will be given in about a week in advance and will be based on the additional course readings.

2. 12 points: your required discussion sections. You will have three sections at which your attendance is required (November 30th, either the December 3 or 5, and the 7th). Each class will be worth 4 points. If you miss a class, then you lose 4 points from your final exam grade.

If you **must** miss an exam, then

1. You must provide an official University-issued excuse note

2. You miss the course exam, then you will need to take the make-up during office hours within one week of the missed exam.

3. **NOTE:** make-up exams are more difficult than in-class exams, because you will have had more time to prepare

#### **Letter Grading Scale:**

A+:	100-97	C+:	79.9-77
A:	96.9-93	C:	76.9-73
A-:	92.9-90	C-:	72.9-70
B+:	89.9-87	D+:	69.9-67
B:	86.9-83	D:	66.9-63
B-:	82.9-80	D-:	62.9-60

F: <60

**FINAL EXAM DATES:** Section One: Monday, May 6th at 8:00 AM  
Section Two: Wednesday, May 1st at 8:00 AM

#### **ATTENDANCE POLICY:**

Attendance is mandatory and required for a successful completion of the course. Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence. Emergency absences (e.g., student illness, injury or death of immediate family member, must be documented by the Student Organization Resource Center 515-3323) within one week of returning to class. Please consult the following website for further information on University attendance regulations: <https://policies.ncsu.edu/regulation/reg-02-20-03>.

Missed discussion days, provided a valid excuse is presented, may be made up with a 2-3 page essay in lieu of attendance. Missed exams, provided a valid excuse is presented, must be made up during scheduled office hours within a single calendar week of the missed exam.

**Textbook quizzes may \*not\* be made up.** I have included a “dropped” quiz grade to allow for missed quizzes without penalty to your grade. If you take all the quizzes, then your lowest grade is dropped. If you miss a quiz, then that become your dropped grade.

If you miss class, you are fully responsible for acquiring the material that you missed in class. You must get the notes from a classmate. **I do not distribute class notes or Power Point presentations.**

Please keep in mind that material for the midterm and final exams comes entirely from class lecture. Students who perform best in this class attend class and take notes.

### **A NOTE ON NOTES**

It is your responsibility to take careful and thorough notes during class lectures. I will not provide you with notes or study guides, so your ability to prepare for exams will depend on your ability to take good and organized notes. The class blog is designed to be a tool to help you take notes & prepare for exams, but it is not designed either as a replacement for taking your own notes or a comprehensive source of all exam material.

**COURSE AND ASSIGNMENT SCHEDULE (subject to change with appropriate notification)**

**Week 1: January 7-9-11**

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**ORDER/PURCHASE books**

Introduction to the Course

Survey of themes and focus. What characterizes the “modern world?”

**Week 2: January 14-16-18**

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Foundations of the Modern World:

\* What were the world powers during the Early Modern Era?

\* Foundational Events:

Why did these events play such an important role in the foundation of the modern world?

What is the “Military Revolution” of Western Europe; how might it play a role in expanding European power?

**Week 3: January 21-23-25**

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**Monday, January 21st: Holiday; no class**

Emergence of modern political ideas: The Enlightenment and the beginning of the “Age of Revolutions” — American, French, Haitian, & Central/South American

**Friday, January 25th: First textbook quiz, Chapters 22-23**

**Week 4: January 28-30-Feb.1**

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**January 28th & 30th: First Class Discussions**

Read Excerpts from John Locke’s “Second Treatise on Government” and “Letter on Toleration”

link for Second Treatise on Government: <http://www.earlymoderntexts.com/assets/pdfs/locke1689a.pdf>

link for Letter on Toleration: <http://www.earlymoderntexts.com/assets/pdfs/locke1689b.pdf>

**READING INSTRUCTIONS:**

**Second Treatise on Government**

Read Chapter 5, pages 10-18

Chapter 7, pages 28-31

Chapter 8, **paragraphs** 95-97

Chapter 9, **paragraphs** 123-124

Note the title to Chapter 12: “Legislative, Executive, Federative”

**Letter on Toleration**

Read from bottom of page 2 last paragraph through page 4 (paragraph 3)

Read from page 10, second to last paragraph on right through page 12  
Read page 15, section (d)  
Read page 20-21, chapter 10  
Read page 24, through last paragraph which ends at the top of page 25

**Week 5: February 4-6-8**

**Friday, February 8th, textbook quiz #2**

Revolutions in the New World, continued; Revolutions in Labor: dramatic changes in human labor

**Week 6: February 11-13-15**

"Modernization" in different contexts: Ottoman Reforms and the Tanzimat; Meiji Restoration in Japan

**Week 7: February 18-20-22**

**Friday, February 22nd: textbook quiz #3**

**Week 8: February 25-27-March 1**

Nationalism and other modern "-isms"  
new form of a modern revolution: Communist Revolutions of China and Russia

**Week 9: March 4-6-8**

**Wednesday, March 6th: MIDTERM EXAM**

Capitalism, Colonialism, and Industrialization: modern economic & trade systems emerge & European imperialism expands

**Friday, March 7th: watch documentary on the Muslim Brotherhood: <https://www.youtube.com/watch?v=5C1NyDnGfW8>**

**Week 10: March 11-13-15**

**SPRING BREAK**

**Week 11: March 18-20-22**

**Monday & Wednesday, March 18 & 20: Second Discussion Sessions**

Read chapter 2 in Princeton Readings in Islamist Thought, pages 49-78, the chapter on Hasan al-Banna.

Readings available on the library e-reserves for the course.

Thought questions to prepare in advance: summarize what you think are Hasan al-Bana's main ideas about Islam and its relationship to the modern state. Do you think that Hasan al-Bana's version of an Islamic state is compatible with "modern" conceptions of government? Why or why not?

**Friday, March 22nd: textbook quiz #4**

**Wednesday, October 31:** come to class prepared to discuss the Muslim Brotherhood documentary

Capitalism, Colonialism, and Industrialization: modern economic & trade systems emerge & European imperialism expands, continued

**Week 12: March 25-27-29**

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The Dark Side of the 19th century: modern science takes a dark turn: scientific racism and eugenics

Scramble for Africa & the Belgian Congo: anti-colonialism and decolonization  
modern Anti-Semitism, Zionism, and the search for a Jewish homeland; build-up to WWI

**Week 13: April 1-3-5**

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**Friday, April 5th: textbook quiz #5**

WWI; Case study: the birth of modern Turkey and the rise of Ataturk and problems in the Middle East; Japanese Imperialism

**Week 14: April 8-10-12**

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WWII, decolonization, and the modern world

**Week 15: April 15-17-19**

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Wednesday, April 17th: **First day** of the final **CLASS DISCUSSION, full class meeting**

Read Henry L. Stimson, The Decision to Use the Atomic Bomb

**Harper's Magazine** February 1947 Vol, 194; No. 1161

[https://inf2149decisionmaking.wikispaces.com/file/view/Stimson+-](https://inf2149decisionmaking.wikispaces.com/file/view/Stimson+-+Harper+Feb+1947+-+Decision+to+Use+the+Atomic+Bomb.pdf)

[+Harper+Feb+1947+-+Decision+to+Use+the+Atomic+Bomb.pdf](https://inf2149decisionmaking.wikispaces.com/file/view/Stimson+-+Harper+Feb+1947+-+Decision+to+Use+the+Atomic+Bomb.pdf)

**Friday, April 19: Holiday, No Class**

**Week 16: April 22-24-26**

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**April 22-24-26: CLASS DISCUSSION SESSIONS**

**Monday/Wednesday (22 & 24): sections; Friday April 26th, full class meeting**  
class meetings count for 12 points of your final exam grade

**Friday, April 26th: FINAL ESSAY DUE** The essay question will be distributed about a week before the 1 December. Specific guidelines and expectations will be distributed at that time. The essay should number 4-5 pages.

**Additional instructions will be posted on the blog.**

**You are required to write the essay on the below sources. You MUST include all of the sources assigned for the final class discussions; you may NOT use additional sources**

Read John Hersey's **Hiroshima**

And read the following:

1. <https://www.foreignaffairs.com/articles/united-states/1957-01-01/decision-use-atomic-bomb>
2. <http://www.ushistory.org/us/51g.asp>
3. <http://www.nytimes.com/1995/07/30/books/did-we-need-to-drop-it.html?pagewanted=all>

**YOU MUST ACCESS THE FIRST ARTICLE (Foreign Affairs) VIA THE JSTOR DATABASE THROUGH NCSU LIBRARIES**

Thought questions to consider when reading the sources:

What alternatives are outlined re: options OTHER than dropping the bomb? include them all.

What ethical questions are raised re: the decision to drop the bomb and can they be resolved?

What book does the NYT review? What is its main argument and how does it change or contribute to our understanding of the U.S. decision to drop the bomb?

**Additional (non required) reading:**

**WARNING LEAFLETS DROPPED ON JAPAN:**

This is just for your consideration, not required. But when thinking about the assigned readings and the decision to drop the bomb, consider that much of what has been put forth as reasons or evidence depends on evidence or information that you have not, yourself, seen. In your personal life, when/if you can, question & investigate. When you must write a paper, you need to question & investigate in order to write a \*good\* paper.

Remember that, either way, you should avoid repeating narratives uncritically. Find evidence. Read it. Evaluate it. Think for yourself. Don't outsource that job!

Here is a website that offers the text of the leaflets warning Japan of the impending attack.

<https://www.atomicheritage.org/key-documents/warning-leaflets>