

# HIST 128: History of the World: 1750 to Present

Winter 2016

Thursdays, 12:30 p.m. to 3:30 p.m.

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## COURSE DESCRIPTION

This course will introduce you to the global experiences in the past 250 years, between 1750 and the present time. The focus will be on the many revolutions, social movements, intellectual trends and global conflicts that characterize that period of time, and that have dramatically altered every aspect of human life today.

The structure of this course closely corresponds to the layout of the textbook. The central themes of the text are interconnections and divergence. Each chapter and our class in general will center these themes.

Chapter Overview:

- **Chapter 15** – How political revolutions in the Americas and Europe, new ideas about how to trade and organize labor, and the rhetoric of freedom and universal rights underlay the beginning of “a great divide” in the relations between peoples who were of European descent and those who were not.
- **Chapter 16** – An overview of alternative ideas to laissez-faire capitalism, industrialization, the nation-state, and republicanism throughout the nineteenth century.
- **Chapter 17** – How the political, economic, military, and ideological power that thrust Europe and North America to the fore of global events led to the era of nationalism and imperialism.
- **Chapter 18** – How the First World War (WWI) shattered Europe’s moral certitude, and many groups at home (feminists, Marxists, and unfulfilled nationalists) and abroad (anti-colonial nationalists) critiqued the ways Europe and North American exerted their dominance.
- **Chapter 19** – WWI, the rise of mass culture and mass consumption, and different visions of being “modern” [we will critically examine this term and its use] that competed for supremacy around the world.
- **Chapter 20** – The Second World War (WWII), the Holocaust, and the emergence of the Cold War and a three-world order.
- **Chapter 21** – At the beginning of the 21st century, capital, commodities, peoples, and ideas move rapidly over long distances, but cultural tensions, political impasses, and economic inequalities continue to exist in sharp relief.

## **LEARNING OBJECTIVES**

- ✓ Introduce students to the conceptualization of historical questions and to the multidisciplinary analysis of a wide array of primary sources.
- ✓ To develop a better understanding of the complexity of historical issues.
- ✓ To acquire a comprehensive understanding of the distinctive features of the recent era in various parts of the world.
- ✓ To develop an ability to analyze and comprehend the connections between one historical experiences and another.
- ✓ To think historically about the social constructions of race, gender, and class as well as to think about these categories as mutually constituted (intersectionality).
- ✓ To use documents, texts, media, museum collections and other resources to examine issues and events involved.
- ✓ To foster a better understanding and appreciation for people of different races and ethnic groups, and people of different social, political, and religious traditions.
- ✓ Introduce students to the evaluation of secondary sources.
- ✓ Guide students in analyzing and presenting information to both academic and non-academic audiences.

## **CLASS MATERIALS**

### **Required Textbook:**

Robert Tignor et al. *Worlds Together, Worlds Apart: A History of the World, Volume C, 1750 to the Present*, W. W. Norton, 2008

### **Additional readings:**

- ❖ I will bring in copies of selected primary and secondary sources to read and discuss in class every week.
- ❖ For your research papers, you will put together bibliographies and turn them in before you start working on your papers.

## COURSE ASSIGNMENTS

### ✓ *Seven Short Papers*

Upon reading and discussing each of these chapters, you are required to write a short essay. Beginning from Chapter 15 and finishing at Chapter 21, students will write seven of these chapter-based short essays throughout the term. In each of these essays, you need to address a question I will provide in advance.

Each essay should be about 2,000 words, typed and double-spaced. That usually comes to five to six pages. Your essay should consist of the following components:

- An *introduction* to state the main argument of your essay. [We will practice formulating thesis statement before you start working on your first essay for the third week.]
- In the *main part* of the essay, you should include sufficient relevant information (from the textbook and your course notes) to support your argument.
- A *conclusion* & brief summary of your main points.

Some general rules for essay writing:

- The writing should be well organized, and all ideas should be clearly defined and explained.
- Cite your sources! [We will practice this before you start working on your first essay for the third week.]
- **Plagiarism is not acceptable and will result in a failing grade for the class.**

### ✓ *Weekly In-Class Quick Writes at the Beginning of Class:*

You will spend 5-7 minutes in class composing a paragraph or two in response to a question, a text, or an image as a way to introduce the day's key themes.

### ✓ *A Final Paper*

- **Due on March 26, 2016 by the end of the day (11:59 p.m.)**
- Pick *one* of the following two options for your paper topic:
  - a) Pick *one* of the three essay questions I will provide during our fourth session, on **February 4**. I will provide the necessary literature by **February 25**.
  - b) Come up with your own research question / paper topic (within the time period covered in this class, i.e. starting in 1750) and discuss it with me during break on our fifth session, on **February 11**. I will make sure to provide you with the necessary literature for your paper topic by **February 25**, the same date I will provide the literature for the three paper topics chosen by me, to make sure you have enough time to formulate your thesis statement and put together your bibliography.
- Turn in a thesis statement & bibliography during our ninth session, on **March 10** (*instead* of the short paper). This will give me a week to read them and give you feedback.

## GRADE DISTRIBUTION

Final Paper	40%
Short Papers	35%
Participation & Quick Writes	25%

For the Grading Scale I use, please, refer to the attached handout.

## STUDENT RESPONSIBILITIES

- ✓ The classroom is a professional space where we come to work. It does not mean impersonal, inflexible, or unfriendly. However, we all are expected to come prepared with reading and written assignments done, behave diligently, and engage our peers attentively and with respect.
  - ✓ **Meet deadlines.**
  - ✓ Students are responsible for successful class discussion. You are expected to read all assigned material on time. Each student has to make an effort to talk in class. All questions, comments, and/or suggestions are always welcome in class.
  - ✓ Write clearly, concisely, and coherently. Not only must you develop a critical argument effectively, but the presentation of your work will also be taken into account.
  - ✓ Bring assigned readings, blank paper, and pen/pencils to class
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## COURSE SYLLABUS

### THURSDAY, JANUARY 14

*Introduction*

### THURSDAY, JANUARY 21

CHAPTER 15: Reordering the World, 1750-1850

### THURSDAY, JANUARY 28

CHAPTER 16: Alternative Visions of the Nineteenth Century

*First Short Paper Due*

### THURSDAY, FEBRUARY 4

CHAPTER 17: Nations and Empires, 1850-1914

**[I will provide three paper topics for you to choose from for your final paper.]**

*Second Short Paper Due*

### THURSDAY, FEBRUARY 11

CHAPTER 18: An Unsettled Word, 1890-1914

**[If you want to come up with your own paper topic, bring it in today.]**

*Third Short Paper Due*

**THURSDAY, FEBRUARY 18**

CHAPTER 19: Of Masses and Visions of the Modern, 1910-1939

**THURSDAY, FEBRUARY 25**

CHAPTER 19: Of Masses and Visions of the Modern, 1910-1939 (continued)

**[I will provide the literature for *all* paper topics.]**

Fourth Short Paper Due

**THURSDAY, MARCH 3**

CHAPTER 20: The Three-World Order, 1940-1975

Fifth Short Paper Due

**THURSDAY, MARCH 10**

CHAPTER 20: The Three-World Order, 1940-1975 (continued)

Sixth Short Paper Due [= Thesis statement & bibliography for final paper]

**THURSDAY, MARCH 17**

CHAPTER 21: Globalization, 1970-2000

Seventh Short Paper Due



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