

HIST 1504Y (Writing Requirement) Winter 2015

The Origins of Modern Global Society

Instructor: Dr. Amal Ghazal

Times and Location: Lectures MW, 11:35-12:25 (in Chemistry 125); Tutorial Friday:
1:35-2:25 (in LSC Common Area, C202)

Office Hours: Tuesday, 10:00-12:00, 2171 McCain Bldg, or by appointment

Drop off Box: McCain #78

Required Texts

1. Tignor Adelman et als., *Worlds Together Worlds Apart, vol. C: 1750 to the Present*, 4th edition (W. W. Norton & Company, 2014). To be purchased from King's Co-op Bookstore, 6350 Coburg Street, tel: 902-422-1271, ext 261.
2. Reading Material posted on BbLearn.

Course Description

This course is a parallel course to HIST 1502, a first-year introduction to the Origins of Modern Global Society and satisfies one half of the **writing requirement** component for all Dalhousie undergraduate students (students need an additional half credit in another approved course, if they haven't taken it yet, to satisfy fully the writing requirement).

Students attend the same lectures as 1502 students, but have their own writing-intensive tutorials which meet weekly on Friday. Students, however, are still responsible for all lecture and discussion material on Monday and Wednesday and have to write the final exam.

The course introduces students to major events and developments in modern global history and how they shaped late nineteenth and twentieth century societies, especially in the non-Western world. The focus will be on colonial encounters and the subsequent developments up until the contemporary period. Students will explore key themes that shaped the modern world, such as imperialism, colonialism, anti-colonialism, popular culture, feminism, globalization, etc.

Course Rules

- **Tablets and computers are allowed on Friday only.** They are not allowed on Monday and Wednesday. Computers have become more of a distraction than anything else in the classroom, especially in a room with layout as ours. My experience has shown that few students use them for learning purposes in the classroom. Laptops or tablets are thus not allowed on Monday and Wednesday unless you NEED to use one. Please come and talk to me. I will make exceptions in case there are learning or physical challenges that need to be taken into

consideration. I encourage you to read these two pieces to understand the effects of allowing electronic devices in class on our learning environment:
<http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

<http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

Lecture outlines will remain posted on BbLearn throughout the whole term, as will the reading material.

- No cell phones are allowed to be used in the class. Turn them off before entering the classroom. Many students text while in class and this is strictly forbidden.

Evaluations

The emphasis of this course is on the development of students' research and writing abilities. The tutorials serve as a "training camp" to reach that goal. Reflecting the themes of the course, students will have two major projects which consist of various exercises, assignments, and written essays. They are briefly discussed below, and more details and guidance will be provided throughout the semester. Students will be provided with feedback on their writing projects in three ways: in class, on BbLearn, and during office hours.

Grade Breakdown:

Project 1: 30%

Project II: 30%

Tutorial Participation: 10%

Analytical Reports: 10%

Final test: 20%

*Four quizzes @2.5% each (bonus. Added to your final grade)

****Assignments not submitted on time can be accepted within a maximum of three days, with a late penalty of 5% per day.**

Departmental Grade Scale:

A+	90-100	C+	65-69
A	85-89	C	60-64
A-	80-84	C-	55-59
B+	77-79	D	50-54
B	73-76	F	Below 50
B-	70-72		

Note on Attendance

Attendance is required and it is very difficult to pass this course without attending both lectures and tutorials. Not everything covered in lectures is in the reading material and missing tutorials would severely affect your performance.

Project I: Empires, Conquest and Colonialism (30%)

Students will research topics related to European colonialism in the 19th and 20th centuries. There are two themes from which students can choose. One involves the methods, the motives and the goals behind European conquest and colonialism. The second involves the different reactions to colonial power, in addition to the impact of those encounters on colonized societies (up until the 1920s). These two themes will be explored in class in the first six weeks (check schedule). Students will be provided by a list of relevant subjects to help them choose a research topic. The list is not obligatory and students can choose a topic that matches their personal interests. However, I need to approve your topic before you start researching it. The project will be completed in three phases.

Phase One: Submit a thesis statement outlining clearly what topic you intend to research, accompanied by a bibliography. The bibliography should consist of 3 journal articles or book chapters, 2 academic books and a maximum of 3 credible websites. We will discuss what is considered a credible website in class. Students are expected to include in this assignment a short description of each source. I will read the statements and provide feedback in class or via BbLearn. Those asked to revise and resubmit their statement should read my comments carefully and rework their statement following my instructions. Students should also consider coming to see me during my office hours or by appointment if they require further assistance at any point during the term.

Phase Two: Submit an argument map. The map is a step-by-step explanation of how you are going to develop your research paper and what arguments you want to make. A template will be provided in class. I will evaluate the argument maps and provide you with feedback via BbLearn. Moreover, the time allocated for 'Presentations and Feedback' allows students to present their topic and arguments in class and discuss them with me and their classmates. This will enrich the feedback process.

Phase Three: Submit the fruit of the exercises described above. This is the project paper in its final shape, along with a bibliography, footnotes and proper formatting. You cannot revise this paper once submitted and it will be evaluated as is. However, I will provide the necessary feedback so that you sharpen your skills further for Project II.

Thesis Statement and Bibliography: 5% Feb. 3 (1-2 pages)

Argument Map: 5% February 12 (1-2 double space pages)

Project Paper: 20% February 26 (8-9 double space pages)

Project II: Post-Colonialism (30%)

In this project, students should choose any of the topics covered in weeks 7 to 12. In particular, they are encouraged to focus on three broad themes: World War II, the

struggle for Independence, and globalization. A list of more specific subjects related to the three themes will be provided. We will follow the same steps described in Project I. However, I do expect students to have more polished writing skills, given the feedback they would have received in Project II.

Thesis Statement and Bibliography: 5% March 11 (1-2 pages)

Argument Map: 5% March 20 (1-2 pages)

Project Paper: 20% April 1 (8-9 pages)

Tutorial Participation: 10%

Our tutorial session will meet every Friday. Students are expected to come prepared: they should read all assigned reading material, engage in discussion and find online material when requested.

Analytical Reports: 10% (each @ 2.5%)

Each student is expected to submit during the academic term a total of **four** 2 double space page reports, discussing or reviewing online material pertaining to the topics discussed in class. Students have to locate the online material, shortly describe its content and explain its relevance and importance to the topics covered in class.

Students provide a link to the website and a short discussion as part of the tutorial discussion. The reports, spaced out during the term, will also allow students and myself to monitor how their writing is evolving. More details and samples of relevant online material will be provided.

Due dates: Report I on January 21, Report II on February 9, Report III on March 18, and Report IV on April 7.

Final Test: (multiple choice and short answers) 20%

There is going to be revision session prior to this test. The test will take place in class. It is mandatory and you will not pass the course without writing this test.

Due Date: April 10.

Quizzes

There are going to be four un-announced short quizzes. They are bonuses and each quiz is worth 2.5%. The marks on the quizzes will be added to your total grade as a bonus. With a total of 10%, quizzes can help you improve your final grade.

SCHEDULE

Week 1, Jan. 5-9: Revolutionary Changes that Made the World Modern

Reading and Discussion Material: **Textbook, pp. 556-592**

*Tutorial 1: Set-up

Week 2, Jan. 12-16: Alternative Visions

Reading and Discussion Material: **Textbook, pp. 594-627.**

*Tutorial 2: What it means to write an essay?

Primary Source: “ ‘Abd-Allah ibn ‘Abd al-Wahhab, Wahhabi Reformers in Mecca (1830). (on BbLearn)

Week 3, Jan. 19-23 Nations and Empires

Reading and Discussion Material: Reading and Discussion Material: **Textbook, pp. 628-663.**

*Tutorial 3: How to develop an argument?

Online Resources: Colonial Exhibitions, 'Völkerschauen' and the Display of the 'Other'. (on BbLearn)

**** Report I Due on Wednesday Jan. 21**

Week 4, Jan. 26-30 An Unsettled World

Reading and Discussion Material: **Textbook, pp. 664-703.**

Article ‘Treading Upon Fires’: The ‘Mutiny’- Motif and Colonial Anxieties In British India.” (on BbLearn)

*Tutorial 4: TBA

Week 5, Feb. 2-4

Revisions on Monday, No Class on Wednesday for Hist 1504.

Students are expected to spend their time during this hour working on their writing project.

*****Project I: Thesis Statement and Bibliography Due on Tuesday February 3**

Week 6, Feb. 9-13 WWI and its Aftermath

Reading and Discussion Material: **Textbook, pp. 704-741.**

*Tutorial 5: **Article** Laura Fair, “Kickin’ it: Leisure, Football, Politics in Colonial Zanzibar, 1900s-1950s.” (on BbLearn)

**** Report II Due on Monday February 9**

*****Project I: Argument Map due on Thursday February 12**

February 16-20: Study Break

Week 7, Feb. 23-27 World War II and its Aftermath

Reading and Discussion Material: **Textbook, pp. 742-750.**

Tutorial 6: Class presentations and feedback

*****Project I Paper Submission for Project 1 due on February 26 @4:00 pm.**

Week 8, March 2-6 The Cold War and Decolonization

Reading and Discussion Material: **Textbook, pp. 751-776.**

Tutorial 7: **Primary Source** “Frantz Fanon: The Wretched of the Earth (1961).” (on BbLearn)

Week 9, March 9-13 The Three World System

Reading and Discussion Material: **Textbook, pp. 777-783**

Tutorial 8: Class presentations and feedback

*****Project II Statement and Bibliography due on Wednesday March 11**

Week 10, March 16-20 March 16: Movie: *Days of Glory*; March 18: Revisions; Tutorial 9: TBA

**** Report III Due on Wednesday March 18**

*****Argument Map due on Friday March 20**

Week 11, March 23-27 Globalization

Reading and Discussion Material: **Textbook, pp. 784-823.**

Tutorial 10: **Article** “Awakening Again: Travelling Feminism in China in the 1980s.” (on BbLearn)

Week 12, March 30-April 1 Epilogue: 2001 to the Present

Reading and Discussion Material: **Textbook, pp. 824-947.**

Tutorial 11: **Article** “Empire through Diasporic Eyes: A View from the Other Boat.” (on BbLearn)

*****Paper Submission for Project II due on Wednesday April 1**

April 3-6: Easter Break

Week 13, April 8 Revisions, **April 10 Final Test.**

**** Report IV Due on Tuesday April 7.**

Office of Student Accessibility & Accommodation

-Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see www.studentaccessibility.dal.ca for more information and to obtain the Request for Accommodation – Form A.

-A note taker may be required to assist a classmate. There is an honorarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.

-Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

Academic Integrity

All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the

academicintegrity.dal.ca Ignorance of such policies is no excuse for violations. Any written assignment submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

If you have questions, ***please ask***. Dalhousie offers extensive resources to help students understand and avoid plagiarism < http://www.dal.ca/dept/university_secretariat/academic-integrity.html>.