HIST 56b: World History to 1960

Our goal this summer is to look at the history of the world from 1450 to 1960 through the words, images, and artifacts produced by and about historical actors, and to come to understand the connections developed between peoples and societies through the creation of worldwide networks of economic and cultural exchange, the rise of modern political systems and industry, and the experience of colonialism, imperialism, and resistance. We will also seek to understand changes in religious and philosophical systems, the construction of race and gender, and the environment in response to these developments. As an online course, we will be combining traditional and new media to create an experiential, stimulating “space” for learning and to produce work that relies on research, historical sources, critical thinking, and the development of argumentation through both written and visual work.

Please read the entire syllabus with care.

Required Texts:


★★★ Note on texts: All books are available at the Brandeis University Bookstore. The textbook is very expensive (paperback $106.25), however, you can order just volume 2 for 87.50, (ISBN 978-0-393-91848-9) or less expensive still, buy any earlier edition (2nd edition or later) used. (The authors may be different—that’s fine as long as the title is the same.) There are a number of different formats—just make sure that your book covers at least the years 1450 to present.
The reader is more reasonably priced, and the Timothy Brooks volume has been out for a couple of years, and can be found used for cheap. If you have trouble with access, please contact the instructor.

Online Specifics:

We will be working asynchronously with the LATTE platform available at lts.brandeis.edu/courses/newlatte. To participate in the course, you will need a computer
with internet connection, Microsoft Word or equivalent, an email program, and a phone with camera/digital camera. Please talk to the instructor if any of these are going to be a hardship.

To begin, please log in, post about yourself in the welcome forum, and look at the Week 1 checklist—each week there will be a checklist that will guide your work for the week.

**Contacting the Instructor/Virtual Office Hours:**
Please contact me any time with questions via email or text. Please allow 24 hours for a reply.
At three points during the semester I will hold virtual office hours—please Skype (miller.marlyn) at these times if you have questions or just want to check in. And of course I’m happy to set up some other time if you would like to talk.

Here are the dates/times:
- **Monday, June 13, 8 pm EST**
- **Thursday, July 14, 4 pm EST**
- **Tuesday, August 2, 1 pm EST**

**Assignments:**

1. **Class Participation – 50% (25% original posts, 25% replies)**
   Each week students are asked to post to the weekly discussion forum by Thursday (midnight EST), and to post replies to two of your colleagues by Sunday (midnight EST). Original responses should include your own insights into the topic question as well as references to required readings or other external sources, with citations, and consist of at least 300 words. (The citations can be in any style. The discipline of history uses Chicago Style citation, otherwise known as footnotes, and you will be asked to use this style for your paper—there is a guide to using these posted on our LATTE course site in the first block at the top of the page.)
   Replies should be substantive, following on from the post with related experience or materials, and should consist of at least 150 words.

2. **Material Culture Project – 25%**
   Historians learn about the past in multiple ways. This summer we are going to take a deeper look at material culture—the things that people produce and leave behind—in order to better understand world history. To get started, please read through an essay by Irene Bierman of UCLA on interpreting images, at
   [http://chnm.gmu.edu/worldhistorysources/unpacking/imagesmain.html](http://chnm.gmu.edu/worldhistorysources/unpacking/imagesmain.html)
   and another by Daniel Waugh of the University of Washington on interpreting objects, at
   [http://chnm.gmu.edu/worldhistorysources/unpacking/objectsmain.html](http://chnm.gmu.edu/worldhistorysources/unpacking/objectsmain.html)

   The project itself is in three parts:
a. Gathering Data – 5%
Posted on LATTE you will find a sheet explaining this in detail (including technical aspects). We’re fortunate in an online course to have people spread out geographically, so we’re hoping to take advantage of that. Wherever you are in the world, within the first two weeks of the course, you will need to visit a museum. If this is an extreme hardship, let me know, but often even the tiniest towns have a museum of some sort or other. At that museum, I’m going to ask you to photograph objects (if allowed, otherwise, find documentation of them elsewhere, such as postcards or online) relating to world history and post them to your own Pinterest board (this can be accessed through LATTE), with a short commentary.

b. Analyzing and Presenting Data – 15%
Out of your data-gathering, hopefully you will find a topic that really interests you. You’ll be asked to draw on your coursework and your own research and create a presentation—Powerpoint, Prezi, or whatever format you choose—on a relevant topic that can be shared with the class. (Please consult with the instructor on your final topic.) You can incorporate text, video (clips or shot specifically for the project), music and other recordings, maps and other images, to produce a roughly fifteen-minute presentation that can be uploaded and viewed independently. More instructions are available on LATTE, but it should address a critical question, use appropriate sources, and be carefully cited. Before using internet sources, be sure to read this essay on finding and using appropriate sources:
http://chnm.gmu.edu/worldhistorysources/framingessay1.html

c. Evaluation – 5%
Each student will write a one-page evaluation of their own presentation, as well as of the presentations of three other people, responding to questions such as: What was the central argument of the presentation? Was it clear? How was it supported? Were multimedia materials used effectively? Do you feel that the presentation enhanced your learning? What would you do/suggest they do differently next time?

3. Source Paper – 25%
Written sources are the primary raw material in the creation of history, especially in highly literate cultures. Every week we will be reading and working with written sources and our online conversations will center around their interpretation. It is strongly recommended that in preparation you read the following four short articles on interpreting sources: “Newspapers,” by Anne Rubenstein of York University:
http://chnm.gmu.edu/worldhistorysources/unpacking/newsmain.html; “Official Documents,” by David Trask of Guilford Technical Community College:
http://chnm.gmu.edu/worldhistorysources/unpacking/docsmain.html; “Personal
Accounts,” by Beverly Mack of the University of Kansas: http://chnm.gmu.edu/worldhistorysources/unpacking/acctsmain.html; and “Travel Narratives,” by Jerry Bentley of the University of Hawai‘i: http://chnm.gmu.edu/worldhistorysources/unpacking/travelmain.html.

As a culmination of our work with written sources, you will each be asked to write a 7–10 page paper, addressing a pertinent historical question, using written sources supported by secondary material (books, scholarly articles, etc.). If you choose a new topic, you should consult with the instructor—you can also continue to work on the topic you covered in your material history project. A first draft will be due two weeks before the end of the semester, a final draft on the last day. Very specific instructions for this paper are posted on LATTE. Please make sure to read them before commencing work.

Readings and Media:

Each week there will be readings from the text and the source book. There are additional articles posted in each week—you are expected to read one of these. In most weeks, there will be two video lectures posted that are required. There will also be a collection of clips, images, sources, videos, podcasts, and so on, most of which are optional but will enhance your learning if you have time for them. It will be made clear in the weekly checklists which are optional and which are not. The schedule of assignments (not including media and uploads) follows.

Calendar of Due Dates

- Thursdays by midnight EST — Posts
- Sundays by midnight EST — Replies
- June 20 — Data Gathering due
- July 25 — Material Culture Project due
- August 1 — First draft of final paper due
- August 8 — Self and colleague project evaluations due
- August 12 — Final paper due

Week 1 • June 6–June 12 • What Is World History?/ “Discovery” and the Columbian Exchange

Readings and Media:
- View lectures and media under “Week 1 Checklist”
- Read textbook, chapter 12, “Contact, Commerce, and Colonization, 1450–1600.”
- Reader, chapter 12.
- Read one of the articles posted on LATTE
Assignments:
• Respond to weekly discussion forum by Thursday midnight EST/replies by Sunday midnight EST
• View film *The Other Conquest* (optional)

Week 2 • June 13–June 19 • Conquest and the Atlantic System/Empire and Religious Conflict in Europe

Readings and Media:
• View lectures and media under “Week 2 Checklist”
• Textbook, chapter 13, “Worlds Entangled, 1600–1700”
• Reader, chapter 13
• Begin reading Brook, *Vermeer’s Hat*
• Read one of the articles posted on LATTE

Assignments:
• Response to weekly discussion forum by Thursday/reply by Sunday
• View film *Black Robe* (optional)
• Virtual Office Hours: **Monday, June 13, 8 pm EST** (optional)

Week 3: June 20–June 26, 2015 • Global Trade and Its Effects on North America and the Caribbean/Transformations in “the East”

Readings and Media:
• View lectures and media under “Week 3 Checklist”
• Textbook, chapter 14, “Cultures of Splendor and Power, 1500–1780”
• Reader, chapter 14
• Finish reading Brook, *Vermeer’s Hat*
• Read one of the articles posted on LATTE

Assignments:
• Response to weekly discussion forum by Thursday/reply by Sunday
• View film *Master and Commander* (optional)
• “Gathering Data” section of the Material Culture Project due **June 20**

Week 4 • June 27–July 3 • Cultural Flourishing in the Islamic World, East Asia, and Africa/Enlightenment in Europe and the Americas

Readings and Media:
• View lectures and media under “Week 4 Checklist”
• Textbook, chapter 15, “Reordering the World, 1750–1850”
• Reader, chapter 15
• Read one of the articles posted on LATTE

Assignments:
• Response to weekly discussion forum by Thursday/reply by Sunday
• View film *The Opium War* (optional)
• Schedule Material Culture group meetings

**Week 5 • July 4–July 10 • Revolutionary Transformations/The Rise of Industry and New Economic Relationships**

Readings and Media:
• View lectures and media under “Week 5 Checklist”
• Textbook, chapter 16, “Alternative Visions of the Nineteenth Century”
• Reader, chapter 16
• Read one of the articles posted on LATTE

Assignments:
• Response to weekly discussion forum by Thursday/reply by Sunday
• View film *We Shall Remain* (optional)
• Make sure to have begun research for presentation

**Week 6 • July 11–July 17 • Revitalization, Rebellion, Insurgency/Socialists and Radicals**

Readings and Media:
• View lectures and media under “Week 6 Checklist”
• Textbook, chapter 17, “Nations and Empires, 1815–1914”
• Reader, chapter 17
• Read one of the articles posted on LATTE

Assignments:
• Response to weekly discussion forum by Thursday/reply by Sunday
• View film *Lagaan* (optional)
• Continue working on Material Culture projects, start thinking about final paper
• Virtual Office Hours: Thursday, July 14, 4 pm EST (optional)

**Week 7 • July 18–July 24 • Expansion and Imperialism**

Readings and Media:
• View lectures and media under “Week 7 Checklist”
• Textbook, chapter 18, “An Unsettled World, 1890–1914”
• Reader, chapter 18
• Read one of the articles posted on LATTE
Assignments:
• Response to weekly discussion forum by Thursday/reply by Sunday
• View film *Gandhi* (optional)
• Continue working on material culture assignments, final paper

Week 8 • July 25–July 31 • Mass Migration, Urbanization, and Anti-Colonial Movements/ Cultural Modernism and Class Conflict

Readings and Media:
• View lectures and media under “Week 8 Checklist”
• Textbook, chapter 19, “Of Masses and Visions of the Modern, 1910–1939”
• Reader, chapter 19
• Read one of the articles posted on LATTE

Assignments:
• Response to weekly discussion forum by Thursday/reply by Sunday
• Material Culture Presentations due **July 25**

Week 9 • August 1–August 7 • The Great War and Revolution/Mass Society and Mass Politics

Readings and Media:
• View lectures and media under “Week 9 Checklist”
• Textbook, chapter 20, “The Three-World Order, 1940–1975”
• Reader, chapter 20
• Read one of the articles posted on LATTE

Assignments:
• Response to weekly discussion forum by Thursday/reply by Sunday
• View one of the following films: *Battle of Algiers, Camp Thiaroye, Earth* (optional)
• First draft of source paper due midnight EST, **August 1** (I will return these with comments by August 7 at latest).
• Self and colleague evaluations due midnight EST, **August 8**
• Virtual Office Hours, **Tuesday, August 2, 1 pm EST** (optional)

Week 10 • August 8–August 10 • War and Cold War/Decolonization

Readings and Media:
• View lectures and media under “Week 10 Checklist”
• Read one of the articles posted on LATTE

Assignments:
• Response to weekly discussion forum due Wednesday night—no responses are due
• Final draft of source paper due **August 12**

• Course evaluation due.

**COURSE POLICIES AND PROCEDURES**

Students are responsible for exploring each week’s materials and submitting required work by the due dates. The calendar of assignments and due dates is located above.

On average, a student can expect to spend approximately 15–18 hours per week reading, completing assignments, and posting to discussions.

**Late Work**: Posts that are one day late will receive half-credit, more than one day, no credit. Papers will lose 10% of their grade for each day late. If you are having trouble keeping up with assignments, please contact me.

**Conversion of Percentages to Letter Grades**

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**Confidentiality**

We should respect our fellow classmates and work under the assumption that what is discussed here stays within the confines of the classroom.

For your awareness, members of the University’s technical staff have access to all course sites to aid in course setup and technical troubleshooting. Students enrolled in online courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.
University Policies

Learning Disabilities

If you are a student who needs academic accommodations because of a documented disability, please contact me and present your letter of accommodation as soon as possible.

Academic Honesty and Student Integrity

Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, “Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student’s own effort. A student’s name on any written exercise constitutes a statement that the work is the result of the student’s own thought and study, stated in the student’s own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source.” In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

University Caveat

The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.