

WORLD HISTORY FROM 1750 (History 5)
Saddleback College
Fall Semester 2011
Ticket#12660

Class Time and Room:
T Th 9:00AM -10:15AM, VIL 21-2

Instructor: Dr. Aura L. Popa
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Course description: This course is a survey of major themes and events in world history from 1750 to the present. We'll follow both a thematic and chronological path, focusing on the social, political, institutional, economic, religious, and cultural changes that shaped human history until present. We will compare the major revolutions, liberation movements, wars, etc., their causes and consequences; we will identify the interactions, similarities and differences, and analyze the impact of different events on a local and global scale.

Required texts:

Textbooks:

Jerry H. Bentley, Herbert F. Ziegler and Heather E. Streets, *Traditions & Encounters. A Brief Global History*. Vol. II, From 1500 to the Present (ISBN 0-07-740802-0), Second Edition

Note: A. There will be a copy of your textbook on reserve in the library.
B. There is an e-book option for your textbook, cheaper than the traditional paperback/hardcopy version. You can go to www.coursesmart.com to take a look, and to purchase your Bentley textbook if convenient.
C. There is a rental option for the textbooks, as well. Please contact the college's bookstore for further information on this matter.

Course packet (bibliography): Aura's History 5 Course packet is available at the reserve desk in the library. The bibliography is also available on-line, on Blackboard. You must photocopy it and bring it with you to class daily according with the class subject. The bibliography follows the exact succession of this History 5 class.

Note: If you encounter difficulties with the College's Bookstore please contact the instructor in order to solve the problem/problems.

If you prefer (due to accessibility, price, etc.) to use another place to buy your textbooks, bellow there is a list of alternative sources for textbook purchase (used and/or new textbooks):

- [College Books, Inc. - 28201 Marguerite Parkway in Mission Viejo, phone: \(949\) 347-9922](#)
- [Educated Nation | Higher Education Blog \(Check out textbooks.\)](#)
- www.varsitybooks.com
- www.abebooks.com(used)

- www.amazon.com (new & used)
- www.ecampus.com
- www.campusbooks.com
- www.textbookx.com
- www.half.com (by ebay, new & used)
- www.bookfinder.com (searches numerous sites for books by price)
- www.bigwords.com (searches numerous sites for books by price)
- www.bookprice24.com (searches numerous sites for books by price)
- www.campusi.com (searches numerous sites for books by price)
- www.bestvaluetextbooks.com/ (used)
- www.alibris.com (new & used)
- www.coursesmart.com (e-books)

Student Learning Objectives: By the end of this course, students should be able to:

1. Place historical events in the correct chronological order
2. Compare and contrast problems, solutions and consequences of the 17th, 18th and 19th centuries events, and apply the analysis to contemporary processes/realities.
3. Using historical terminology, analyze and evaluate in writing and verbally the following categories of sources: primary, secondary, visual and oral.

Course Structure: The weekly format will include: lectures and Microsoft Office PowerPoint presentations, discussions on the course readings and films, as appropriate.

The PowerPoint presentations will be posted on Blackboard after each class lecture.

Preparatory questions for quizzes and exams will also be posted on Blackboard prior to each quiz/exam. There will be no preparatory questions posted for the unannounced, open-book in-class short essay questions on the daily bibliography.

To access Blackboard, go to <http://socccd.blackboard.com>, or you can click on the Blackboard Logo located at the top-left of this page, and enter your username and password. In the blank space next to the user name, type the first part of your Saddleback email user name (i.e. jdoe0). DO NOT TYPE THE ENTIRE SADDLEBACK EMAIL ADDRESS. And the password is your is your email password (default is your student PIN or the last four digits of your social security number + two zeros). Click the LOGIN button on the left site. The next screen takes you to the authentication page.

Requirements and Policy: Attendance is very important in this course (in class discussions, presentations and films will complete the readings from the textbooks). It is necessary that students arrive at each class meeting on time (at 9:00AM) having completed their course readings. More than 4 absences from the class and chronic late arrivals will negatively affect students' final grade (students will be awarded the lower grade in cases of borderline final grades).

The student's presence and participation is strongly encouraged, however, disruptions will not be tolerated. This non-academic behavior will be handled according with college's policy. Please see the Student Handbook for more

information on the disruptive behavior,
<http://www.saddleback.edu/media/pdf/handbook.pdf>

Students must turn off all electronic devices, especially pagers and cell phones upon entering the classroom. The students are allowed to use laptop computers in class for taking notes only.

The instructor will drop any students who don't attend the first class meeting. Aside from this situation, the instructor will not drop any student. It is up to the students to drop the class in any other circumstance, if they so wish.

Academic Dishonesty, in the form of cheating on exam or plagiarizing (intellectual theft by using someone else's words as your own, and/or not citing other people's work) the written work of others, is a serious offense and will not be tolerated in this course. To help someone cheat/plagiarize (for example to provide other student with your completed paper) is academic dishonesty, as well. The penalty of committing academic dishonesty will result in a zero grade on the assignment, and further disciplinary actions as per the college's policy.

Please see the Student Handbook for more information on academic dishonesty,
<http://www.saddleback.edu/media/pdf/handbook.pdf> and/or visit
<http://www.saddleback.edu/sbs/AcademicDishonestyforStudents.html>

Missed Assignment/Exam Policy: Students are expected to complete all assignments and to take the exams (quizzes, essays, etc.).

The late turning in of the at-home essay will result in lowering the grade by 5% per day. The deadline for turning in the essay is 9:00AM on 10/06/11. Late turning in of the essay is allowed until 9:00AM on 10/18/11.

The only valid excuses for missing an exam are illness or a death in the family. All excuses are subject to verification by the instructor. With valid excuses, a written make-up exam will be administered for missed exams. The make-up exams will be given no later than the week prior to the final exam. There will be no make-up examination for the final.

Please note: If the student misses the class when the at-home essay is due, the student have to make sure that a hardcopy of his/her essay is in the instructor's mailbox (BGS building, Social and Behavioral Sciences Division) by the time the class starts and that the student submitted through Blackboard his/her assignment (respecting again the deadline), despite physical absence.

Bibliography: Students must bring bibliography to class daily, according with the class subject. Students are expected to read the bibliography for the current class before coming to class. There will be some unannounced, open-book in-class short questions on the daily bibliography. The outcome of the answers will count toward the in-class overall activity.

Students must check their Saddleback College e-mail account (through MySite on <http://www.saddleback.edu>) periodically; e-mail is the standard means of communication between students and instructor outside the class. If students prefer, they may forward the Saddleback e-mail account to an account that they regularly check.

Note: Students will receive back all their exam sheets/assignments, for acknowledgment and results evaluation; all the exam sheets/assignments will be returned to the instructor after students' review.

Important dates:

First class meeting- Tuesday, 08/23/2011
Drop with refund- Sunday, 09/04/2011
Last day to drop without a "W" – Friday, 09/23/2011
Last day to drop with a "W" – Thursday, 11/03/2011
Classes not in session – Thursday, 11/24/2011 (Thanksgiving)
Final exam - Tuesday, 12/13/2011 from 10:15AM-12:15PM

Grading Policy:

The following table shows the major assignments throughout the semester with the type of examination, the weight towards the final grade and the due date for each exam.

| Exam | Type | Date | Weight |
|--------------------|--|-----------------------|---------------|
| Quiz 1 | Multiple choice quiz | 09/20/11 | 10% |
| At-home essay | Essay | 10/06/11 | 20% |
| Quiz 2 | Multiple choice quiz | 10/18/11 | 10% |
| In-class exam | In-class discussion and short essay question | 11/08/11 and 11/10/11 | 15% |
| Individual project | Short essay (presented in class) | 12/06/11 and 12/08/11 | 10% |
| Final | Multiple choice quiz | 12/13/11 | 15% |

Note: A Scantron is required for each multiple choice quiz

In brief:

Quizzes - 20%
At-home essay– 20%
In-class exam/In-class discussion and short essay question - 15%
Individual project – 10%
Final exam – 15%
Overall class activity – 20%

Final letter grades will be based on the percentage of total points earned in this class. The following scale will be used in assigning final letter grades:

90% - 100% = A
 80% - 89% = B
 70% - 79% = C
 60% - 69% = D
 ≤ 59% = F

The at-home essay "The Collapse of Communism (Communist regimes) in Central and Eastern Europe", 4-5 pages (no less than 1000 words, no more than 1200 words including the works cited page).

The students are required to answer in their essay the following questions and follow the guidelines:

1. Explain the meaning of the following phrases: "glorious revolution" and "negotiated revolution", based on Gall Stokes' book *The Walls Came Tumbling Down* (Oxford 1993, p. 131-167).
Guideline: Give examples from the Easter-Central European communist bloc (focus on the year 1989).

2. Analyze the problems/issues that triggered "the revolution of 1989".
Guideline: Pay attention to the requests of the revolutionary forces, too.

3. Who were the forces that brought down the communist regimes in Central and Eastern Europe? Did they accomplish their goal? How?
Guideline: Analyze them and give examples from all the former Eastern and Central European communist states (I.e. Germany, Bulgaria, Czechoslovakia, Hungary, Poland, and Romania)

Compulsory bibliography/Sources:

- *Traditions & Encounters*, Ch. 33, p. 677-680
- Stokes, Gall. The Walls Came Tumbling Down (Oxford: Oxford University Press, 1993), p. 131-167 (The Glorious Revolution of 1989).

Note: The bibliography is in the library, on reserve!

Students are encouraged to use also other bibliography for this essay. This essay is meant to be a research based on guidelines and a compulsory bibliography, but also on other sources (primary, secondary) of students' choice, which, however, have to be reliable and properly referenced (E.g. sites such as Wikipedia, do not always provide reliable sources).

Attention need be paid to the authors/articles, books etc., used as sources in the essay, and to their proper quoting (the MLA rules have to be followed).

Students have to submit a hardcopy to the instructor and to turn in their papers using Blackboard (The Turnitin program will check papers for plagiarism) by 9:00AM on 10/06/11. Please follow the steps below for turning in the essays:

Students have to turn in their papers using Blackboard (The Turnitin program will check papers for plagiarism). Please follow the steps below for turning in the essays:

1. Log in on *Blackboard*
2. Click on *History 5 class (Ticket # 12660)*
3. Click on *At-home essay* (on the left column)
4. Click on the *View/Complete* link
5. Fill in the blanks with your name, the submission title, then browse for the file to upload and select it
6. Click on the submit button in the right top corner of the window.

If students encounter difficulties in submitting their papers, they should click on the help button situated in the top left corner of the page, or e-mail the instructor with at least 3 hours prior the submission deadline.

Individual Project (presented in class on 12/06/11 and 12/08/11) "How Societies Choose to Fail or Succeed" (no less than 450 words, no more than 550 words).

The students are required to analyze the causes that led to the success and/or failure of a society of their choice, and to envision a scenario which would have led their chosen society to the opposite outcome.

Compulsory bibliography:

Diamond, Jared. Collapse. How Societies Choose to Fail or Succeed (New York: Penguin Books, 2006), p.277-308, 311-328, 329-357.

Students are encouraged to use also other bibliography for this short essay. This essay is meant to be a research based on guidelines provided by the instructor and a compulsory bibliography, but also on other sources (primary, secondary) of students' choice, which, however, have to be reliable and properly referenced (E.g. sites such as Wikipedia, do not always provide reliable sources).

Attention need be paid to the authors/articles, books etc., used as sources in the essay, and to their proper quoting (the MLA rules have to be followed).

Student Support Services Available:

There are several student support services available through Saddleback College. You are encouraged to take advantage of such resources including:

Learning Assistance Program (LAP) Tutoring Center:

The Learning Assistance Program offers free tutoring for Saddleback College Students in most areas. The LAP is located in Village 8-05.

Counseling: Counselors are available to assist students in areas of academic advisement, career planning, and personal counseling. For an appointment call 582-4572.

Special Services for Students with Disabilities:

Students who know that they require special accommodations in the course, or those who suspect that may have a learning disability, should contact the Special Services Office to obtain appropriate documentation and/or support services (phone: 582-4885, location – Student Services Center, room 113).

Students should also speak with the instructor as soon as possible to ensure that their learning needs are met.

I am available to help you and happy to do so! Please contact me with questions or concerns regarding the course or your academic performance.

Course schedule

Week 1 (08/23/11; 08/25/11)

Introduction to Modern and Contemporary History and Civilization.
Pre-modern Era (Part I)

Readings:

Traditions & Encounters, Ch. 20, p. 387-409

Magna Carta (on-line resource), articles: 14; 39-41

Week 2 (08/30/11; 09/01/11)

Pre-modern Era (Part II)

Revolutions and National States in the Atlantic World (Part I)

Readings:

Traditions & Encounters, Ch. 25, p. 491-513

Declaration of Independence (on-line resource)

Declaration of the Rights of Man and Citizen (on-line resource)

Week 3 (09/06/11; 09/08/11)

Revolutions and National States in the Atlantic World (Part II)

The Making of the Industrial Society

Readings:

Traditions & Encounters, Ch.26, p.515-533

Manifesto of the Communist Party; Bourgeoisie and Proletarians,
(*Traditions and Encounters. A Brief Global History*, vol. II, first
edition), p.508

Week 4 (09/13/11; 09/15/11)

The Americas in the Age of Independence

Readings:

Traditions & Encounters, Ch. 27, p. 535-553

*The American Reaction to the Chinese Immigration (The Human
Record)*, p. 278-279

Meaning of Freedom for an Ex-slave (textbook), p.552

Week 5 (09/20/11; 09/22/11)

Quiz 1 (Weeks 1-4) on 09/20/11

The Building of Global Empires, Part I

Readings:

Traditions & Encounters, Ch.28, p. 555-577

*The Curse of Opium, Letter to Queen Victoria, 1839 (The Human
Record)*, p. 312-313

Week 6 (09/27/11; 09/29/11)

The Building of Global Empires, Part II
Film: Guns, Germs and Steel

Week 7 (10/04/11; 10/06/11)

The at-home essay due on 10/06/11

The Great War: The World in Upheaval

Readings:

Traditions & Encounters, Ch. 20, p. 583-600

Communist Decrees and Legislations (The Human Record), p. 360-62.

Balfour Declaration (on-line resource)

Wilson's Fourteen Points (on-line resource)

Week 8 (10/11/11; 10/13/11)

The Age of Anxiety

Readings:

Traditions & Encounters, Ch. 30, p. 603-617

Adolf Hitler, *Mein Kampf (The Human Record)*, p. 364-367.

Week 9 (10/18/11; 10/20/11)

Quiz 2 (Weeks 5-8) on 10/18/11

Nationalism and Political Identities in Asia, Africa and Latin America

Readings:

Traditions & Encounters, Ch. 31, p. 619-635

Gandhi's Vision for India- Indian Home Rule (The Human Record), p. 405-408

John Charles Chasteen, *Born in Blood and Fire*, p.213-221

Week 10 (10/25/11; 10/27/11)

Film: Allies at War

New Conflagrations: World War II (Part I)

Readings:

Traditions & Encounters, Ch. 32, p. 637-655

Fuhrer, You Order, We Obey (The Human Record), p. 372-376

A Hiroshima Maiden's Tale (textbook), p.627

Universal Declaration of Human Rights (Dec. 1948), on-line resource

Week 11 (11/01/11; 11/03/11)

New Conflagrations: World War II (Part II)

Readings:

Truman Doctrine (on-line resource)

Marshall Plan (on-line resource)

NATO Treaty (on-line resource)

Week 12 (11/08/11; 11/10/11)

In-class exam/In-class discussion and short essay question (Weeks 9-11)

Week 13 (11/15/11; 11/17/11)

The Cold War and Decolonization. The Bipolar World

Readings:

Traditions & Encounters, Ch. 33, p. 657-677

Nikita Krushchev on the Capitalist Iron Curtain (textbook), p. 644

Mikhail Gorbachev, *Perestroika (The Human Record)*, p. 462-463

World's Reaction to Vietnam (on-line resource)

Week 14 (11/22/11)

The End of the Cold War. From Dissent to Dissolution

Film: Ceausescu: The Unrepentant Tyrant

Readings:

Traditions & Encounters, Ch. 33, p. 677-682

Stokes, Gall, *The Walls Came Tumbling Down*, p. 158-167

Week 15 (11/29/11; 12/01/11)

A World without Borders

Readings:

Traditions & Encounters, Ch. 34, p. 685-703

Deng Xiaoping, *Speeches and Writings (The Human Record)*, p.457-459

Carter to Khomeini (on-line resource)

Week 16 (12/06/11; 12/08/11)

Individual project based on Jared Diamond - *Collapse. How Societies Choose to Fail or Succeed*; Due to be presented in class on 12/06/11 and 12/08/11.

Readings:

Jared Diamond, *Collapse. How Societies Choose to Fail or Succeed*, p.277-308, 311-328, 329-357.

Final exam (Weeks 13-16) on Tuesday 12/13/11, 10:15AM-12:15PM in VIL 21-2