Making of the Modern World 14 – Revolution, Industry, and Empire  
Instructor: Prof. Heidi Keller-Lapp  
Winter 2014

Course Syllabus

Class Time and Location:  TTH 3:30-4:50pm
Class Website:  http://ted.ucsd.edu
MMW Program website:  http://roosevelt.ucsd.edu/mmw/courses/mmw14.html
Email:  hkellerlapp@ucsd.edu  Telephone:  (858) 822-2283
Office Hours:  Tuesdays, 1-3:00pm, MMW Program Office

Course Overview

During this quarter, we address the “modern” in the making of the modern world. During the "long nineteenth century" (1750-1900), Europeans promoted "the West" and its ideals as the dominant model of political, social, and cultural progress for all the world. In the first part of this course, we will study the ideals of modernization -- including human rights, civil society, democracy, free-market capitalism, nationalism, industrialization, and imperialism -- as they developed in the West. Next, we will consider the convergence of ideas and local contexts that resulted in revolutions of thought, governance, labor, culture, science, and human behavior, first in the Atlantic, and later in other regions of the world. We will examine this narrative of Western modernization as a global export that other regions of the world adopted, negotiated, or resisted. In the end, we will examine challenges to and inherent problems with the narrative of the modern West by the beginning of the twentieth century.

Required Texts and Materials (available at UCSD Bookstore unless otherwise indicated)
7.  Writing assignment handouts will be posted on the MMW Website and the course Ted Website.

Course Requirements

You must satisfy all course requirements below in order to pass the course.

- Discussion Section Grade:  10%
- Quizzes and Participation Grades:  30%  (10 quiz/participation assessments x 3%)
- Writing Assignment:  35%  
  - Research Question (5%)
  - Prospectus (10%)  Week 3
  - Rough Draft (5%)  Week 5
  - Final Paper (15%)  Week 8

- Final Exam:  25%

You are required to complete assigned readings for the day of lecture so that you are prepared to understand the points made in lecture; furthermore, you are expected to come to section prepared to discuss assigned texts and issues related to the week's readings and lecture. The primary purpose of section is not lecture, quiz or exam review, but deeper engagement with course material and academic skills. Section attendance is required, therefore, your grade will be reduced for each unexcused absence. Three absences (excused or unexcused) result in a grade of F for section; more than three absences result in a grade of F for the course.
Course website – http://ted.ucsd.edu
The course website may contain assignments, on-line readings, exam prep questions, study aids, and links to important assignment information. Check the website regularly. To set up a Ted account for the first time, go to:
http://iwdc.ucsd.edu/students.shtml

In-Class Assessments: Reading Quizzes (red questions) and Class Participation (green questions) – 10 iclicker assessments x 3% per assessment = 30%. iClickers must be registered to Ted by Wednesday, January 15.
This class encourages, assesses, and rewards on-going, in-class engagement with course material. Fifteen (15) in-lecture iclicker assessments will be given according to the schedule below; the best ten assessments will count for 30% of your course grade (another way of saying this is that the lowest five grades will dropped). Each assessment will consist of at least three iclicker questions related to that lecture’s course readings: two red reading quiz questions (at 2% per quiz day) plus (at least) one green participation question (at 1% per day). Red reading questions require right answers; green participation questions require participation in all red and green questions asked that day. Due to technology limitations, all assessments (red and green) must be recorded together on one day; they cannot be separated.

By dropping your lowest 5 grades, I have built in flexibility to account for error and special circumstances: student/instructor error, mechanical error, lost clickers, excused/unexcused absences, late adds to the class, emergencies; etc.; therefore, no make-up clicker assessments will be offered. In-class assessments will replace a midterm exam in this class.

Final Exam & Study Guide
Our final exam is scheduled for Tuesday, March 18, 3:00-6:00pm. Exam questions will be based on study questions posted on Ted for each course lecture; therefore, I will most likely not provide a final exam study guide. If you can answer the study questions presented with each lecture, you will be prepared for the exam. With this advanced notice, please make sure that you have a final exam schedule that you can live with. Alternate or make-up final exams will not be offered in this course. If you cannot make the scheduled final exam, you will have to take a grade of F for the exam that will be factored into your course grade. Any exception to the make-up final exam policy will be given only in the case of an unexpected, valid, documented extenuating circumstance (e.g., emergency medical issues or death in the family) and/or only by prior permission from the professor.

Writing Assignment
Three writing assignments are required to pass the course. For more on the writing assignments, see the prompts for each assignment in the Writing Assignment folder of our course Ted site or the MMW Website.

Re-Grading Policy
Since MMW TAs are experienced and dedicated scholars and instructors, serious grade disputes are infrequent. Humans do, however, make mistakes. Should such an issue arise, here is the protocol to follow in appealing an assigned grade:

1. Take time to read all comments on an assignment or exam. The explanation given often resolves the problem. If you can demonstrate that your TA has made an error in grading, proceed to Step 2.
2. Make an appointment with your TA to discuss your work, your TA’s expectations, and why your work received the grade that it did. You must be able to demonstrate to your TA, with evidence, the error that your TA made in assigning the grade. These conversations are best held in office hours, not in front of other students after class. In general, I encourage you to keep your focus on learning and improvement more than on grades or a particular dispute. Discussions with TAs typically resolve most problems, because TAs are happy to fix mistakes if they make them. If yours does not, proceed to Step 3.
3. Make an appointment with me to discuss the situation and submit to me in writing, prior to our meeting, a petition for a grade review with the following information: a) a complete account, as you understand it, of the TA’s explanation of why you received this grade, and b) your evidence-based argument specifically addressing where and how an error was made in grading your work. Note: Neither unhappiness with a grade nor feeling that the grade does not reflect the effort put into the work is evidence of grading error.

Again, most such disputes are quickly resolved with Steps 1 and 2 and rarely move beyond.
Computer/Notebook/Smart Phone Etiquette

Many students wish to bring laptops or other electronic devices to class to take notes and consult readings as we are discussing them. However, some students abuse the Wi-Fi capabilities in the classroom to check email, browse the Web, play games, and in other ways distract themselves while in lecture. Unfortunately, such practices are also distracting to the professor and to other students, especially those who sit behind you. If you do not intend to pay attention in lecture, please do not come to class or sit in the back row where you will not distract others.

Academic Integrity:

It is your responsibility to know and observe all of the UCSD rules concerning academic integrity and plagiarism. You should familiarize yourself with your responsibilities and rights under the UCSD Policy on Integrity of Scholarship (http://senate.ucsd.edu/manual/appendices/appendix2.pdf) and MMW policies governing academic integrity included in the MMW Style Sheet. Any student found to have committed a substantial violation of the university rules concerning academic integrity will fail the entire course and the professor will initiate a charge of academic misconduct that may be noted on your academic record. A second offense will generally result in suspension or permanent expulsion from the university. If you have any questions about what constitutes plagiarism, how to credit the work of others properly, or how to evaluate sources for quality and reliability and how to avoid it, please talk to your TA and/or me to discuss the matter.

Office for Student with Disabilities

Students requesting accommodations and services for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to Vilaya Roberts, the OSD Liaison in the MMW Office, in advance so that accommodations may be arranged prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters if there are any changes to accommodations. For additional information, contact the Office for Students with Disabilities: 858-534-4382 or email: osd@ucsd.edu. OSD Website: http://disabilities.ucsd.edu.

E-mail

Periodically, I may send important course announcements via email using your official UCSD email address. Be sure that your account is always in working order; I am not responsible for announcements that are rejected due to a full mailbox. I have learned that constantly checking incoming emails can really wreck productivity, therefore, I only check email twice per day (in the early morning and before leaving campus in the evening), and rarely in the evenings or on weekends. Email communication can also be very impersonal and ineffective for quality instruction; therefore, I would much rather meet with you in person during office hours or before/after class. Please use email only for scheduling appointments and other very brief communications.

Course Schedule

WEEK 1

| Writing Assignment: To prepare for the Research Question assignment, consult the following handouts on the MMW Website: | - Writing Assignment Overview | - Prompt: Research Question |
| - Research Areas List | - Research Question Worksheet (due Week 3) |
| - MMW Style Sheet | - Research Question Grading Rubric |
| - Surviving a Research Paper: A 13-step process | - Model Research Question Worksheet |
| - Levels of Arguability Worksheet | - Evaluating Web Pages handout |
| - Criteria for Evaluating Web Pages | - See topic exploration in A Lunsford, Easy Writer, 12 -18 |

Jan. 7 (Tu) 1.1 Course Introduction/Rise of the West

Jan. 9 (Th) 1.2 Rise of the West/Empire, Order, Tyranny in the Old Regime – Practice Quiz #1

Bentley: Chap. 23, pp. 501-512
Reader: Marks, "Rise of the West?"; Sinai, "Rise of the West"; Hobbes, Leviathan, Chap. 13, 14 (pp. 21-31)
WEEK 2
Jan. 14 (T)  2.1 Ideals: Rights of Man and Civil Society – Practice Quiz #2
Bentley: Chap. 23, pp. 512-520
Reader: Thomas Hobbes, Leviathan, Chap. 15, 17, 18
Locke, Second Treatise on Government, Chap. II, III, IV, V (pp. 47-57)

Jan. 16 (Th)  2.2 Ideals: Reason, Representation, and Popular Sovereignty – Quiz #1
Bentley: pp. 616-619; Chap. 28, pp. 622-623
Reader: Locke, Second Treatise on Government, Chap. VII (pp. 58-62)
English Bill of Rights (1689)
Rousseau, The Social Contract (pp. 63-76)

WEEK 3 - Research Question due in section

Next Writing Assignment: To prepare the prospectus of your paper consult the following handouts on the course website:
- Prompt: Prospectus
- Prospectus Grading Rubric
- Prospectus Grading Checklist
- Prospectus Worksheet
- Sample Prospectus
- Significance Worksheet
- See also, A. Lunsford, Easy Writer, 17-20; 25-38; 176-192

Jan. 21 (T)  3.1 Ideals: Market Economy/Intro to American Revolution - Quiz #2
Bentley: Review Chap. 23, pp. 508-513; Chap. 28, pp. 624-627
Reader: Smith, Wealth of Nations (excerpts)

Jan. 23 (Th)  3.2 Case Study: American Revolution – Quiz #3
Bentley: Chap. 28, pp. 624-627
Reader: Thomas Paine, Common Sense
American Declaration of Independence
Ted-Reading: Susan Dunn, excerpt from Sister Revolutions

WEEK 4
Jan. 1/28 (T)  4.1 Case Study: French Revolution Ideals and Challenges – Quiz #4
Bentley: Chap. 28, pp. 627-631
Reader: Emmanuel Joseph Sieyès, What is the Third Estate?
The Declaration of the Rights of Man and Citizen
Robespierre, On the Principles of Political Morality

Feb. 3 (F)  4.3 Case Study: Haitian Revolution – Quiz #5
Bentley: Chap. 28, 631-634
Reader: Constitution of the French Colony of Saint-Domingue, 1801 (excerpts)
Haitian Declaration of Independence
Haitian Constitution
Franklin Knight, “The Haitian Revolution”

WEEK 5 – Prospectus due in section

Next Writing Assignment: To prepare for the Rough Draft, consult the following handouts posted on the course website:
- Prompt: Rough Draft and Rough Draft Workshop
- Rough Draft Grading Rubric
- See also, A. Lunsford, Easy Writer, 197-204.

Feb. 4 (T)  5.1 Latin American Revolutions
Bentley: Chap. 634-636; 685-688; 699-701 (see more readings on next page)
Reader: Simon Bolivar, *Message to the Congress of Angostura*

Ted Reading: TBA

Feb. 6 (Th)  5.2 Responses to Revolution: Liberalism, Conservatism, Nationalism, (early) Feminism – Quiz #6

*Bentley:* Chap. 28, pp. 621, 637-641

*Ourika:* (entire)

*Reader:* Olympe de Gouges, *Declaration of Rights of Woman and Citizen*
Mary Wollstonecraft, “Vindication of the Rights of Woman”
Edmond Burke, *Reflections on the Revolution in France*
Thomas Paine, *Rights of Man*
Joseph de Maistre, *The Divine Origins of Constitutions* [1810]

**WEEK 6**

Feb. 11 (T)  6.1 Ideals: Nationalism - Quiz #7

*Bentley:* Chap. 28, pp. 641-647

Johann Fichte, *Addresses to the German Nation*
Giuseppe Mazzini, *On Nationality as a Key to Social Development* (1852)
Karl Pearson, *National Life from the Standpoint of Science* (1900)

Feb. 12 (Th)  6.2 Ideals: The Global Phenomenon of Industrialization and the Social Question – Quiz #8

*Bentley:* Chap. 29, pp. 651-675

*Reader:* Andrew Ure, *General View of Manufacturing Industry*

**WEEK 7**

Feb. 18 (T)  7.1 Socialism, Communism and the Nation-State – Quiz #9

*Communist Manifesto* (entire)
Bring Reader to lecture to discuss Marx’s Approach to History Handout (p. 219)

Feb. 20 (W)  7.2 Ideals: Imperialism - Colonization as a “Civilizing Force” - Quiz #10

*Bentley:* Chap. 32, pp. 731-736

*Reader:* Hobson, *Imperialism: A Study* [1902]
J.S. Mill, *On Colonies and Colonization*
Jules Ferry, *On Colonial Expansion*

**WEEK 8 - Rough Drafts due in section**

**Writing Assignment:** To prepare the final draft of your paper consult the following handouts posted on the course website:
- Prompt: Final Paper
- Final Paper Grading Rubric
- Final Paper Grading Checklist
- See also, A. Lunsford, *Easy Writer*, 201-204; MLA reference: 206-252

Feb. 25 (T)  8.1 Case Study: Modernization in the Ottoman Empire – Quiz #11

*Bentley:* Chap. 31, pp. 707-716

*Reader:* Dror Ze’evi, “Back to Napoleon? Thoughts on the Beginning of the Modern Era in the Middle East”
Feb. 27 (Th)  8.2 Case Study: Modernization in India – Quiz #12
Bentley: Chap. 32, pp. 735 (including Rudyard Kipling on the White Man’s Burden) - 739
Reader: Bentlinck, On Ritual Murder in India
Raja Rammohan Roy, Practice of Burning Widows Alive
Dadahbai Naoroji; The Benefits of British Rule

WEEK 9
March 4 (T)  9.1 Case Study: Modernization in Japan – Quiz #13
Bentley: Chap. 31, pp. 724-728; 747-7409
Book: Nakae Chomin, Discourse by Three Drunkards on Government

Mar. 6 (Th)  9.2 Case Study: Modernization in China – Quiz #14
Bentley: Chap. 31, pp. 717-724
Reader: Taiping Rebellion
Emperor Kuang Hsu: Attempted Reforms, 1898

WEEK 10
Mar. 11 (T)  10.1 Case Study: Modernization in Africa – Quiz #15
Bentley: 740-743
Ted Reading: TBA

Mar. 13 (Th)  10.2 Challenges: Race, Religion, Gender in the Modern World/The Legacy of Modernity
Bentley: Chap. 32, 746-754; 764-767
Reader: Elizabeth Cady Stanton, Declaration of Sentiments
Maria Eugenia Echenique (1876), The Emanicipation of Women
Toru Dutt: Sonnet (1876)
Demetra Vaka: Aishe Hanoum, (1888)
Theodor Herzl, On the Jewish State
Lilienblum, “The Jewish Question and Palestine”
Pinssker, “Auto-Emancipation,”from The Zionist Idea
Wilhelm Marr, “Victory of Judaism over Germandom”
Karl Eugen Duhring, “The Question of the Jew is a Question of Race”
Houston Stewart Chamberlain, “The Foundations of the Nineteenth Century”

Final Exam: Friday, March 18, 3:00-6:00pm