

BOSTON COLLEGE

S U M M E R S E S S I O N

HIST111801: Atlantic Worlds II, Credits: 3
Boston College Summer Session 2019
Summer 1, 5/14/2019 – 6/20/2019
Tuesday & Thursday, 6:00 PM – 9:15 PM

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Office Hours Thursday, 2:00 – 3:00 PM (or by appointment)

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

History Core courses offer long-term and global perspectives on the social, economic, political, and cultural factors shaping human experience. They introduce students to the importance of historical context and the process of historical change by examining which aspects of human life have changed and which have endured over time and across different regions of the world. Students learn how to interpret the past using primary sources, and they acquire breadth of knowledge, a critical framework, and analytical skills. By studying past events, students develop an understanding of the historical roots of contemporary societies and come to view the present with a sharper eye, appreciating that it, too, is contingent and will one day be re-examined and reconstructed. Through this process, students become better-informed and more open-minded whole persons, prepared to engage in the world.

This course will focus on the effects of rapid technological and economic development upon European and Atlantic society and politics. The readings and lectures will explore the dilemmas that industrial civilization created and the various responses to these problems. Our goal is to gain a better understanding of how these forces transformed “traditional” society into our “modern” world.

Course Objectives

History Core courses examine the complex historical processes that lie behind modern-day transnational relationships, values, and ideas. They introduce students to key historical concepts, methods, and controversies and examine how present-day concerns shape our understandings of the past. Covering several centuries of time, all History Core courses trace the political, social, economic, and cultural changes that created the modern world. As part of the Core Curriculum, these courses seek to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives. Through the History Core, students will learn how to (1) use primary sources to interpret the past, and (2) explain change over time. This course will focus on the following specific objectives:

1. Students will use primary sources to interpret the past, referencing the analytic terms of imperialism and colonialism and evaluating the roles of individuals as agents of change.
2. Students will demonstrate knowledge across cultural settings and will learn the impact of culture, gender, and age in history as evidenced by primary source analysis.
3. Students will explain change over time, assessing the strength of historical narratives and constructing their own narratives of historical change.
4. Students will demonstrate ethical competency pertaining to political, social, economic, and cultural encounter as evidenced through explanations of change over time.

Course Requirements

It is expected that you will attend all classes and spend 12 hours per week on out-of-class readings and assignments. Please note that some weeks will require more time and some weeks less time but the average is approximately 12 hours per week over the semester.

Participation	30%
Fieldwork	20%
Midterm	25%
Final	25%

Participation and Attendance (30%)

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor *before* the class meets. Consistent with BC's commitment to creating a learning environment that is respectful of persons of differing backgrounds, I will make every reasonable effort to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing the course syllabus as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Students who miss class for any reason are expected to complete all assignments and meet all deadlines. If you miss class without prior arrangement, you cannot make up participation points associated with that class. Makeup work may be assigned at my discretion with prior arrangement. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the course. More than two absences will result in a failing grade.

In-class participation will be assessed informally on a continual basis. Students may expect occasional unannounced in-class work and assessments of reading comprehension and retention, which will contribute to their participation grades. Electronic devices—including phones, tablets, and laptops—are not permitted during lectures without prior approval from the Resource Center or a doctor’s note. Unauthorized use of an electronic device will result in immediate dismissal from that day’s class and no participation credit for the class. Students with a documented need for accommodations should inform the instructor in writing at the beginning of the course or as soon as the need arises. I will work to ensure that this course remains accessible to every student.

Fieldwork (20%)

Students are expected to visit an off-campus location in lieu of class and complete an assignment connecting their experiences at this site with the themes of the course. Further details will be provided in advance. No questions will be answered within 24 hours of the deadline, and students should wait 24 hours after receiving their grade before contacting the instructor with questions.

Midterm (25%) and Final (25%)

These out-of-class written assignments will assess student mastery of the course objectives. Students will write concise essays that examine course themes and present clear arguments based on primary source analysis. No questions will be answered within 24 hours of the deadline, and students should wait 24 hours after receiving their grade before contacting the instructor with questions.

Grading

Grading criteria for individual assignments will be posted to Canvas. All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the [Office of Student Services](#). The undergraduate grading system for Summer Session is as follows:

	A (4.00)	A- (3.67)
B+ (3.33)	B (3.00)	B- (2.67)
C+ (2.33)	C (2.00)	C- (1.67)
D+ (1.33)	D (1.00)	D- (0.67)
F (0.00)		

Late work will not be accepted. Deadlines may be adjusted with prior instructor approval.

Accommodation and Accessibility

Boston College is committed to providing accommodations to students, faculty, staff, and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- [The Connors Family Learning Center \(CFLC\)](#) coordinates services for students with LD and ADHD.
- [The Disabilities Services Office \(DSO\)](#) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Professionalism

Students are expected to treat this course, their colleagues, their instructor, and any guests with respect. The past is rife with sensitive issues. If you have any concerns, please notify me as soon as possible. If sensitive topics arise during class, please be open to new perspectives and be aware of those around you. If necessary, please step out of class and contact me afterwards.

[Sexual harassment](#) will not be tolerated. [Discriminatory harassment](#) will not be tolerated. [Hate crimes and bias-related incidents](#) will not be tolerated. [Cheating, plagiarism, and all other breaches of academic integrity](#) will not be tolerated. Infractions will result in immediate expulsion from the class and referral to appropriate authorities.

Resources & Readings (Required)

Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: HarperCollins, 1992). ISBN 9780060995065 (\$15-20)

Hochschild, Adam. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (New York: Houghton Mifflin, 1998). ISBN 9780618001903 (\$10-15)

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more – all online. Canvas will be used to distribute readings and collect assignments throughout this course. Students should ensure that they have access to Canvas before the course begins and contact the instructor immediately if problems arise.

Course Schedule:

- 5/14 1. Introduction & the Revolutionary Era
- Steven C. Bullock (ed.), *The American Revolution* (excerpts)
 - Laura Mason & Tracey Rizzo (eds.), *The French Revolution* (excerpts)
 - David Patrick Geggus (ed.), *The Haitian Revolution* (excerpts)
 - Alexander Dawson (ed.), *Latin America Since Independence* (excerpts)
 - Laura Levine Frader (ed.), *The Industrial Revolution* (excerpts)
- 5/16 2. Aftermath of the Revolutionary Era
- Edward Baptist, *The Half Has Never Been Told* (excerpts)
 - Paul Finkelman (ed.), *Defending Slavery: Proslavery Thought in the Old South* (excerpts)
 - David Walstreicher (ed.), *The Struggle Against Slavery* (excerpts)
 - Laura Levine Frader (ed.), *The Industrial Revolution* (excerpts)
- 5/21 3. **Fieldwork**
- No questions will be answered after 6:00 PM on 5/22
- 5/23 4. Nationalism & Militarization
- David Simonelli (ed.), *Nationalism & Populism* (excerpts)
 - Janet Burke, et al (eds.), *Nineteenth-Century Nation Building* (excerpts)
- 5/28 5. New Imperialism
- Adam Hochschild, *King Leopold's Ghost* (excerpts)
 - William Bowman, et al (eds.), *Imperialism in the Modern World* (excerpts)

- Bonnie G. Smith (ed.), *Imperialism* (excerpts)
- 5/30 **6. Mid-Term Exam**
- No questions will be answered after 6:00 PM on 5/29
- 6/4 7. World War I & the Inter-War Period
- Ross F. Collins (ed.), *World War I* (excerpts)
 - Frans Coetzee, et al (eds.), *World War I* (excerpts)
- 6/6 8. World War II
- Christopher Browning, *Ordinary Men* (excerpts)
 - Mary Louise Roberts, *What Soldiers Do* (excerpts)
 - Mark A. Stoler, et al (eds.), *Major Problems in the History of World War II* (excerpts)
 - Steve Hochstadt (ed.), *Sources of the Holocaust* (excerpts)
- 6/11 9. Cold War
- Walter Rodney, *How Europe Underdeveloped Africa* (excerpts)
 - Edward H. Judge, et al (eds.), *The Cold War through Documents* (excerpts)
 - Jussi M. Hanhimaki, et al (eds.), *The Cold War* (excerpts)
- 6/13 10. Post-Cold War
- Elizabeth Kolbert, *The Sixth Extinction* (excerpts)
 - Thomas Piketty, *Capital in the Twenty-First Century* (excerpts)
 - Michelle Alexander, *The New Jim Crow* (excerpts)
- 6/18 11. Summary & Review
- 6/20 12. **Final Exam**
- No questions will be answered after 6:00 PM on 6/19