HIST102801, Modern History II (3 credits)
Boston College Summer Session, 2018
Session II: 6/25-8/01
Mondays and Wednesdays, 6-9:15pm

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Office Hours: Monday 12-2pm 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
This course covers several centuries of time (1800 and after) and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

Textbooks & Readings
There are no required books for this course. Instead, we will engage with a variety of shorter primary and secondary sources, located on the course’s Canvas page.

Canvas
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. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.
This course has two objectives. First, students will encounter and explore the dominant political, economic, and social ideas of the last two centuries. Although we will be looking mostly at nation-states and the function of international order (or disorder), we will also consider the impact of these ideas on non-elite actors (and vice-versa). By the end of the course, students should be familiar not only with the contours of modern political and economic history, but also some of the struggles and triumphs of “ordinary folks” and others whose stories have been, as historian E. P. Thompson put it, dismissed by “the enormous condescension of posterity.”

Second, students will learn to approach history as historians through the analysis of primary sources from a variety of historical actors. Through reading sources on their own terms and positioning them in history, students will see how contemporary ideas about class, race, gender, and more are historically embedded and socially enforced, challenged, and transformed.

Grading
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- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Deadlines and Late Work
It is imperative that students attend every session and participate fully in discussions. Unexcused absences will result in a decreased participation (or “presentation”) grade and will leave you far less prepared for exams and assignments. Late assignments will lose a full letter grade per day; after three days, the assignment will not be accepted.

Course Assignments
It is expected that you will spend 8 hours per week on out-of-class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

Assignments will consist of an in-class midterm (25%), final (25%), group presentation (25%), and Out of Class (OOC) assignment (25%)

At each meeting, two students will lead a discussion on one or more primary sources. This assignment is designed to develop your ability to use primary sources to interpret the past, by putting them into conversation with other course readings and themes. Students may choose the format, but are required to submit to me a written outline in person or by email no later than the day prior to their presentation. Sign-up for discussions will be posted online.

In addition to the presentation, midterm, and final, students will also complete an OOC assignment consisting of a 3-page (i.e., 750 word) essay interpreting three works of art from the 19th and/or 20th centuries housed at the Museum of Fine Arts in the context of the course’s themes. Students will be required to submit a preliminary thesis statement two weeks before the assignment is due. It is expected that you will draw from both primary and secondary (i.e., scholarly) sources to support your argument.

Course Schedule
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<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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| 6/25      | The Dual Revolutions: France and Britain | • Adam Smith, *Wealth of Nations* (selections) (1776)  
• Abbe Sieyes, “Who is the Third Estate?” (1789)  
• “The Declaration of the Rights of Man and Citizenship” (1789)  
• Condorcet, “On Giving Women the Right to Citizenship” (1790)  
• Toussaint L’overture, Haitian Constitution of 1801 |
| 6/27      | Industrial Capitalism: A Worker’s Point of View | • Robert Owen, “A New View of Society” (1813)  
• Friedrich Engels, “Conditions of the Working Class in England” (selections) (1845)  
• Lowell (MA) Mills Girls’ Letters (1840s) |
| 7/2       | Nationalism and Revolution: Europe and Latin America | • Simon Bolivar, Letter from Jamaica (1815)  
• Monroe Doctrine (1823)  
• Lajos Kossuth, “On Nationalities” (1852)  
• Otto Von Bismarck, “Blood and Iron” speech (1862) |
| 7/4       | NO CLASS | |
| 7/9       | Imperialism: Britain and India; The Scramble for Africa | • “Our Indian Empire,” *Blackwoods Edinburgh Magazine* (1857)  
• Joseph Conrad, *Heart of Darkness* (selections) (1899)  
• Emmeline Pankhurst, *My Own Story* (selections) (1914)  
• George Orwell, “Shooting an Elephant” (1936) |
| 7/11      | MIDTERM | |
| 7/16      | The Interwar Period and the Crisis of Liberalism | • John Maynard Keynes, “The Economic Consequences of the Peace” (1919)  
• Economists against Smoot-Hawley, letter (1930)  
• FDR’s First Inaugural Address (1933)  
• FDR Fireside Chat on the Purposes of the National Recovery Act (1933)  
• OOC THESIS STATEMENT DUE |
• Henry Luce, “The American Century,” *Life* (1941)  
• Telegram from Ho Chi Minh to President Truman (1946)  
• United Nations Universal Declaration of Human Rights (1948) |
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<th>Date</th>
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• Jeane Kirkpatrick, “Dictatorships and Double Standards,” *Commentary* (1979) |
• Interview with author Masha Gessen, “How Totalitarianism Took Over Russia,” NPR (2017)  
• OOC PAPERS DUE |
| 8/1   | Final Exam                                  |                                                                                  |

**Written Work**

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](#).

**Attendance**

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. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. [Instructor note: Please outline your specific policy for attendance credit and the implications of missed classes.]

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi 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.

**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](http://www.bc.edu/sites/accessibility).

**Scholarship and Academic Integrity**

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the [Boston College policy on academic integrity](https://www.bc.edu/about/policies/academic-integrity) for more information.