SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2022 (V. 4)
Discipline: History
Course Number and Title: HIST 171 The Making of the Modern World
Division: Lower Division
Faculty Name: Heidi Keller-Lapp, Ph.D.
Semester Credit Hours: 3

Prerequisites: None

COURSE DESCRIPTION

This course will examine the most important forces shaping the modern, globalized world -- including trans-global connections and migrations of people, ideas, goods, institutions, disease, and institutions. Major themes include: the Enlightenment and its alternatives; liberalism, democracy, and competing ideologies; revolutions in politics, society, and industry; capitalism and industrialization; nations, national identity, and nationalism; imperialism, slavery, post- and neo-colonialism; the atrocities of modern warfare; gender and sexuality. The course will examine broad theories and debates about globalization and include the experiences of subaltern peoples who shaped and were shaped by these forces (i.e. the urban poor, women, racial minorities, colonial subjects, etc.). Lectures will focus on scholarly debates and theories; readings will provide close readings of primary sources and micro-histories.

LEARNING OBJECTIVES

By the end of this class students will be able to:

● identify major contact zones in modern global history, especially the ports visited on this voyage
● Demonstrate familiarity with the major historical trends over the past 400 years
● Interpret these trends and events as part of a historical narrative
● Analyze the ways in which local or regional events fit into a broader global context
● Identify and apply historical thinking skills to debates, theories, and field observations
● Focus on one specific Field Class project while describing its larger framework

REQUIRED TEXTBOOKS

AUTHOR: Elizabeth Pollard/Clifford Rosenberg
TOPICAL OUTLINE OF COURSE

Embarkation Day — January 5

1: Course Introduction
   Textbook: 520-547

2: Passages to Modernity: Popular Sovereignty, Universal Human Rights, Civil Society
   Textbook: pp. 547-555; 570-574
3: **Passages to Modernity: Nation-States, Mercantilism to Free Market**  
   Textbook: 482-495; 547-558  
   Primary source excerpts: Adam Smith, Wealth of Nations

4: **Legacies of Empire: Conquest and Slavery**  
   Textbook: 442-465; 495-505  
   Primary Source: Thomas Jefferson, selections from “Notes on the Slavery”  
   Film (required): Amistad

5: **Age of Atlantic Revolutions: American Revolution**  
   Textbook: 570-580  
   **Readings:** American Declaration of Independence; Samuel Adams, The Rights of Colonists. Susan Nunn, “Sister Revolutions: America and France”

6: **Age of Atlantic Revolutions: French and Haitian Revolutions:**  
   Textbook: 580-591  
   Primary source excerpts: Cahiers de Doléances; The Declaration of the Rights of Man and Citizen, Maximilien Robespierre, On the Principles of Political Morality; The Code Noir; Constitution of the French Colony of Saint-Domingue, 1801; Haitian Constitution.

7: **Liberté, Fraternité, Égalité, and a More Perfect Union?**  
   **Ourika**  
   Primary Source excerpts: Olympe de Gouges, Declaration of Rights of Woman and Citizen  
   Film: Danton

8: **Liberalism, Conservatism, Radicalism**  
   Textbook: 591-596; 650-665  
   Primary Source excerpts: Edmond Burke, Reflections on the Revolution in France; Adam Smith, Of Taxes; Thomas Paine, Rights of Man; Klemens von Metternich, Confession of Political Faith; Joseph de Maistre, Essay on the Generative Principle of Political Constitutions

9: **National identity and Nationalism**  
   Textbook:  
   Readings: Benedict Anderson, The Origins of National Consciousness and Memory and Forgetting; Johann Fichte, Addresses to the German Nation; Ernest Moritz Arndt, The German Fatherland; Ernest Renan, What is a Nation?

10: **The Energy Revolution: Spain, India, and England: Historical Contingencies, Accidents, and Conjunctures**
11: The Global Phenomenon of Industrialization: The Social Question
Reading: Communist Manifesto
Primary Source excerpts: Andrew Ure, General View of Manufacturing Industry; Robert Owen, Utopian Socialism; Charles Fourier, Who Will Do the Dirty Work?

12: Imperialism as a ‘Civilizing Force’
Textbook: 612-626; 650-660
Primary Source excerpts: John Hobson, Imperialism: A Study; Eric Hobsbawm, Britain in the World Economy.

13: Science, Scientific Racism and the Nation-State
Textbook: TBD

14: Modern Anti-Semitism and Zionist Responses
Textbook: TBD
Primary Source excerpts: Herzl, On the Jewish State; Lilienblum, The Jewish Question and Palestine; Pinsker, Auto-Emancipation. Karl Eugen Dühring, The Question of the Jew is a Question of Race

15: India: Imperialism as a Civilizing Force
Textbook: 668-671
Primary Source excerpts: Dadahbai Naoroji; The Benefits of British Rule; Bentlinck, On Ritual Murder in India; Raja Rammohan Roy, Practice of Burning Widows Alive; Amartya Sen, “How is India Doing? and “Quality of Life: India vs. China”

16: Africa: Imperialism as a Civilizing Force
Textbook: 671-679

17: WWI and the Making of the Middle East
Textbook: 732-747
Film: All Quiet on the Western Front
Primary Source excerpts: Balfour Declaration, The Palestinian National Charter; The Hamas Covenant

18: Challenges to Liberal Democracy:
Textbook: 714-718; 748-767
Primary Source excerpts: Benito Mussolini, The Political and Social Doctrine of Fascism; Lenin, The Transition of Capitalism to Communism; Hitler, Mein Kampf, Stalin; Orwell, Homage to Catalonia

19: World War II, Violence, and Holocaust
   Reading: Maus II
   Textbook: 770-783

20: Resistance to Imperialism, Decolonization, and the Post-Colonial Order
   Textbook: 692-714; 718-727; 785-811

21: The Legacy of American Slavery: The Lost Cause of the Confederacy, Jim Crow, and Civil Rights Movements
   Textbook: TBD
   Readings: 1619 Project essays; Joaquim Nabuco, The Social and Political Results of Slavery

22: Identity and Politics: Race, Sex, and Gender
   Textbook: TBD
   Primary Source (excerpts): WEB DuBois, The Negro Problem; Betty Friedan, selections from The Problem That Has No Name

23: 1989: The End of History
   Textbook: 814-855

24: 1989 to COVID: The End of History?
   Textbook: 858-897
   Primary Source excerpts: The European Commission, selections from the Action Plan for the Integration of Third Country Nationals; President George W. Bush’s Speech to Join Session of Congress, Sept. 21, 2001; Geert Wilders, selections from Marked for Death: Islam’s War Against the West and Me. (Current Responses to immigration)

25—FINAL CLASS: Reflections and Review
Disembarkation Day — April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment
STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Spring 22 Courses and Field Class page when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book Individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute 20% of the contact hours for each course.

Europe & World War II

Activities: Through walking tours, we will visit historical landmarks, museums and markets.

Assessment: Reflection journal and formal summary

Comparative Experiential Project
The CEP is the required comparative assignment that spans multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

CEP - My class design is comparative by nature. All lectures and readings are selected so that comparisons can be made. At the beginning of the course I will present the following seven comparative questions that frame the course, all course content, and assignments.

Comparative Questions: How do the countries studied and visited compare in regard to:

a. their ports as global contact zones - sites of migration and encounter?
b. their history of reform, revolution and human rights?
c. their history of industrialization and modernization?
d. their national identities and forms of nationalism?
e. their experience with imperialism and/or post-colonial movements?
f. their experience with migration and/or immigration issues?
g. their contribution to better understanding what it means to be ‘modern’?
These comparative questions will shape each lecture, and students will answer these comparative questions in their writing assignments, including midterm and final exams.

Each CEP assignment must:

- answer a different comparative question
- compare two different port countries/cities
- use a different assignment method (photo essay, artifact essay, or film essay).

Outside of exams, these assignments could be offered as journal/blog assignments or as photo/image essays. I'll choose the assessment method. Students will choose and answer one of the questions above and will be required to draw from their port visit experiences in their answers and readings, films, and lecture. CEP Film Assignment #4 will require students to watch and incorporate one of the films listed below.

Assessment:

Example:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>In-Class Discussion</td>
<td>20%</td>
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<tr>
<td>CEP Assignment #1: 500 words</td>
<td>Due: Week 4-5(A6-B8) 5%</td>
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<tr>
<td>CEP Assignment #2: 500 words</td>
<td>Week 7(A12-B12) 5%</td>
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<tr>
<td>Midterm: Multiple-Choice/Short Answer</td>
<td>Week 8 (B13/A14)) 15%</td>
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<tr>
<td>CEP Film Assignment #3: 500 words</td>
<td>Week 12 (B18/B18) 10%</td>
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<tr>
<td>Field Journal Assign. #4: 750-1000 words</td>
<td>Due Date pending 20%</td>
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<tr>
<td>Final Exam: Multiple-Choice/Short Answer</td>
<td>Week 14 (A25-B25) 20%</td>
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METHODS OF EVALUATION

See above

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>93-96%: A</td>
<td>83-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-92%: A-</td>
<td>80-82%: B-</td>
<td>60-69%: D</td>
<td></td>
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ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, and members of the communities we will visit.

- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.

- **Respect:** We honor the inherent dignity of all people with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.

- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace all people within the shipboard community and in each country we visit.

- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.

- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a
class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students’ home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the [Course Registration Packet](#), as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

**STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

**RESERVE BOOKS FOR THE LIBRARY**

None

**FILMS**


*Christ Stopped at Eboli* 1979 Italy: 224 mins; US 120 mins., Dir. Francesco Rosi. Based on Carlo Levi's novel about his internal exile under Mussolini in the Basilicata region of Southern Italy.

*Land and Freedom* 1995 109 mins, Dir. Ken Loach, With Ian Hart and Rosan Pastor. The Spanish Civil War as seen through the eyes of a British volunteer with the POUM. There are strong elements of George Orwell's story in Homage to Catalonia.

*Triumph of the Will* 1934 [Triumph des Willens], Dir. Leni Reifenstahl. A "classic" presentation of Nazi Germany in the most romantic way possible. The prime example of the propagandistic use of film.

*Amistad*, Dir. Steven Spielberg., With Morgan Freeman, Anthony Hopkins, Djimon Hounsou
Bon Voyage (2016) – Swiss-German short film about encounters with refugees on the Mediterranean

*The Madness of King George* 1994, Dir: Nicholas Hytner, With Nigel Hawthorne.

*Dangerous Liaisons* 1988 119 mins, Dir. Stephen Frears, With Glenn Close and John Malkovich

*Danton* 1982 [in French with English subtitles], Dir. Andrzej Wajda, with Gerard Depardieu.

*Michael Collins*. 1996 132mins, Dir. Neil Jordan. With Liam Nelson. Set in the 1920s, but just about the best film on Nationalism and Nationalists. Americans might find the accents tough going, but for those who know anything about Irish history, this is an excellent film.

*Lagaan: Once Upon a Time in India* 2001 225 mins., Dir. Ashutosh Gowarika, With Amir Khan,

*Paths of Glory*, 1957, Dir. Stanley Kubrick. With Kirk Douglas. A courtroom movie [compare with Breaker Morant]. The futility and irony of the war in the trenches in WWI is shown as a unit commander in the French army must deal with the mutiny of his men and a glory-seeking general after part

*All Quiet on the Western Front* 1979 TV, Dir. Paul Monash, With Richard Thomas

*Nicholas and Alexandra* 1971, Dir. Franklin Schaffner, With Janet Suzman


*Dr. Zhivago* 1965, Dir: David Lean, With Omar Sharif and Julie Christie.

*Animal Farm* 1999 TV 91mins, Dir. John Stephenson. Uses real animals.


*The White Rose* 1982, Dir. Michael Verhoeven, With Leno Stolze and Wolf Kessler. True story of the resistance to Nazism by some students at Munich University.

*The Winning of World War II: Why We Fight* 1943-45 [link is to vol I], Dir. Frank Capra. A series of documentaries made during the War by the US government to explain what the war was about. Uses Reifenstahl's films against the Nazis.


**Dunkirk** (2017)

**The Garden of the Finzi-Continis** 1970. 95 mins.. Directed by Vittorio de Sica, with Dominique Sanda and Lino Capolicchio. The story of a wealthy Italian Jewish family in the 1930s.

**The Wannsee Conference** 1984 Dir. Heinz Schirk, With Dietrich Mattausch and Gerd Boeckmann. This 1942 meeting at which high-ranking Nazis agreed on the "final solution."

*Schindler's List* 1993. Dir. Steven Spielberg. With Liam Neeson, Ralph Fiennes, Ben Kingsley. Stephen Spielberg's presentation of the Holocaust. It might be interesting to compare it to Spielberg's *Amistad* and ask about ways in which Spielberg might be distorting the past.


*Gate of Heavenly Peace* 1995, 189/180 mins., Dir.Carma Hinton and Richard Gordan. Documentary on the suppression of the Tiananmen Square rebellion of 1989. It critiques the student leaders as well as the government. See the very good official web site.


The Day the Earth Caught Fire 1961, 98 mins, Dir. Val Guest. Two atomic explosions have created a situation in which the earth has been knocked off orbit and is spiralling into the Sun. A classic of Cold War fear.

*Eleni* 1985, 114 mins, Dir. Peter Yates. Based on Nicholas Gage's book about his mother's death at the hands of Greek Communists.

*The Manchurian Candidate* 1962, 126 mins., Dir. John Frankenheimer, With Frank Sinatra and Angela Lansbury. It was withdrawn soon after release for reasons that will become clear on viewing.


*After Stonewall* 1999 88 mins, Dir. John Scagliotti. Documentary account of the lives of lesbians and gay men after the Stonewall rebellion.


Any Day Now (2020) – Iranian Family in Finland

Happy End (2017)

10th Day (2012) – Muslim in Greece

Moms for America (2016) – A 13-year old black American boy trying to become a rapper in Germany

The Man Who Sold His Skin (2020) – Migration. Syria to Lebanon to Brussels
ELECTRONIC COURSE MATERIALS

None

ADDITIONAL RESOURCES

None