Office Hours are posted at my office on the first floor of Mount Vernon House. The hours I make a special effort to be available are: M. 2:30 PM- 5:30PM, Tues. & Thurs. 1:00 to 3:30PM, Fri. by appointment only 9:00 AM until noon. I am in my office most days, except Wednesday or when I’m in class or meetings so students should feel free to drop by the office anytime but it may be necessary to schedule an appointment for another time if I am occupied or not in the office. Normally I’m in but to be sure call my office or email me ahead of the day & set a time for meeting: 713.525.3810. If necessary call my home: 281.242.7188 e-mail williames@stthom.edu

CLASS FORMAT: Lecture, discussion and collaborative learning
Discussion in class will focus on the topics in the course out line, the readings, and questions in the study guide prepared by Dr. Williams on Blackboard, all students must access this course mounted on Blackboard after the first week of class.

REQUIREMENT SUMMARY
EXAMS: 3 Exams- essay and or objective questions, ( includes the final exam) Students will take examinations at the time and place announced. Special arrangements or make up exams will only be made for what the professor deems acceptable reasons.

Maps and documents require your attention in the text and on Blackboard as the interpretation of them will be an element in the discussion.
READINGS: Text and supplementary readings
Required reading assignments will be made for documents or articles from the web and other sources on Blackboard. (go to www.stthom.edu and click on Blackboard. Use your UST e-mail address up to, but not including, the @ for the user ID and for your password for the first access use your birth date: year, month, day ( Marx was born May 5, 1818 so his password is 18180505 may be you were born Dec 23, 1988 = 19881223 )

Museum: All students will be given extra points for visiting the Holocaust Museum, and other extra credit opportunities will be made as the opportunity permits. These assignments will relate to themes in the course.
Historical Document Analysis due on the assigned date, typed and meeting the standards set for the assignment. A satisfactory submission is required to pass the course.

Supplementary Materials: viewing of some supplementary films may be assigned, to be viewed outside of class as assigned.

GRADING: The University's grading system is used, numerical grade equivalents in this syllabus.
PARTICIPATION: Students are expected to complete assignments on time, attend class and participate in class discussions, answer the questions of the Professor, use Blackboard as directed and conduct one's self well in the class that is in a manner acceptable to the professor. ATTENDANCE: It should be noted that persons who miss class, miss important ideas, and tend not to do as well as those who are present and participate in the Class, this participation is included in your grade.
Students who want or need to drop this class must do so at the Registrar’s office, those who do not drop a class and who stop attending for whatever reason must receive a grade of “F” according to University policy unless they withdraw officially. Attendance and thus Participation in class is included in the participation grade.

Lectures may be taped only by permission of the professor. All work submitted should be typed, except in class examinations.

Students with special needs: If you have a documented disability that will impact your work in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center. This office can be reached at (713) 525-2169 or 6953. I am pleased to be of assistance in accommodating a student’s needs as indicated.

GRADE EQUIVALENTS FOR DR. WILLIAMES

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>C+</td>
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<tr>
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<td>D+</td>
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RECORD YOUR PROGRESS IN THE COURSE TOWARD YOUR FINAL GRADE

<table>
<thead>
<tr>
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<td>Test II</td>
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<tr>
<td>Document analysis</td>
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<tr>
<td>Final (Test 3)</td>
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<td>Quizzes</td>
<td>Only if necessary</td>
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<tr>
<td>Participation</td>
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<td>Total 500 points</td>
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HISTORY 1336 WORLD COMMUNITY II GOAL  Prof. Lee J. Williams, Ph.D.

Students will demonstrate a sense of historical perspective, realizing there are stages or cycles of change and reaction in the development of modern history. (Professors evaluation of selected exercises assessment: answer exam, quiz & discussion questions)

That students will gain a sense of the geopolitical, economic, and social forces which influence the development of Modern history. (assessment Professors evaluation: answers to exam, quiz, & discussion questions)

That the students will have a sense of the facts of history and concepts in various movements in modern history since the end of the 17th Century as stressed in the course outline. (assessment Professors evaluation: answers to exam, quiz & discussion questions)

That students will gain an understanding of the forces which shaped history in the last 300 years in the evolution of the West to global preeminence, then the decline of empire and a broader sense of the search for self determination. The focus will be on the movements emerging in the West and at times in reaction to the West and then evolving globally such as: individual rights, self determination, industrialization, the evolution of global war (WWI, WWII, Cold War), wars of revolution, the advent of the “Isms” (nationalism, Imperialism, totalitarianism) decolonization
and national liberation, and the collapse of Western empires. (assessment Professors evaluation: answers to exam, quiz, discussion questions, research papers & essays)

That students will realize that while large forces shape modern history individuals also shape history. Students will also research leaders and share their findings with the class noting their findings about the individual’s contribution in shaping history. Students will be able to give examples of individuals who have shaped history. (assessment: assessment Professors evaluation of answers to exam, quiz, and discussion questions and in essays)

COURSE THEMES, READING ASSIGNMENTS, STUDY GUIDE QUESTIONS/ CLASS DISCUSSION QUESTIONS--(Course Objectives)

Course Concept The history of the 18th, 19th, and 20th centuries has been one of continued cycles of change, war, revolution, and reaction. The past 300 years has been a period of dramatic change for the Industrialized Nations of the West and the world it eventually impacted, and for a time controlled. No other period in the past millennium has seen such pervasive change. In the midst of change we seek to understand it, some things remain constant and some changes appear to have discernible patterns that may be repeated. However, in the face of the large forces which shape History individuals can still have decisive effect in shaping History. Discovering History for its own sake and investigating the similarities and dissimilarities of events and seeking to explain them is the excitement and mystery of our study.

Thematic Course Outline Each of the following themes will be pursued in one or more sessions during the course. This is a thematic outline of the general course content. Each theme also has a list of study questions listed in the study guide on Blackboard, a student should be able to discuss the questions in class. As a result of their reading, listening to class presentations, answering the questions in the study guide, doing the map and document analysis, viewing the films, doing the essay research and critique of web sites, having a museum experience, and participating in class discussions students should be successful in learning the content and method of history and as a result do well in exams and their critical analysis paper. Students should also gain a degree of historical perspective on contemporary events. Themes will be developed across other themes. The focus will be on the movements emerging in the West and at times in reaction to the West and then evolving globally such as: individual rights, self determination, industrialization, the evolution of global war( WWI, WWII, Cold War), wars of revolution, the advent of the “Isms”(nationalism, Imperialism, totalitarianism) decolonization and national liberation.

WORLD COMMUNITY II
Traditional Society the World in the late 17th and early 18th century
An overview of the world in the last half of the 17th century sets traditional society as a point of departure for our journey to the 21st century.

Absolutism as a reform Over Feudalism(Medieval Order)
Louis XIV and Peter I- absolutism achieves reform over dysfunctional Feudalism by centralizing to maximize the power of the state- power corrupts, absolute power corrupts absolutely.
Read Civ. 11th or 12th edition chap 17 see Bb
Dysfunctional Absolutism or “Ancien Regime” (Old Order) and The Enlightenment
The Old Order( Absolutism) becomes dysfunctional and comes into conflict with the emergence of a new world view. Revolution in America accelerates the crisis in France.
Read: Civilization either edition on Scientific Rev, Enlightenment, American Rev 11th or 12th edition chapter 18 see Bb
The French Revolution (1789-1815)
The French Revolution as a model for modern revolution will be the thematic core of this class presentation. The French Revolution, because of its comprehensive nature, will be used as a point of reference throughout the course.
Read: Civilization 11th or 12th ed Chapter 18 see Bb

The Reaction and Resulting Revolution
Following the defeat of Napoleon, Europe experienced an intense reaction attempted to freeze Europe and the Atlantic rim as it had been in 1789 prior to the Revolution. (1815-1830) The Revolution continues in Latin America and the Caribbean and the conservative reaction generates another round of revolutionary attempts at reform and change in Europe.
Read: Civilization 11th or 12th ed chapter 21, Bb

The Industrial Revolution
One of the greatest, most revolutionary changes in human society was wrought by the Industrial Revolution which began in England and spread to France, Germany, the United States, Japan, and beyond. The totality of change through industrialization dramatically altered the relations among the nations of the world. We will focus on British industrialization as a model of the causes, effects, and process of industrialization. Read Civ. chapter 22, see Bb

Reaction to Industrialization and Revolution of 1848
Revolutions of 1848 and there legacy. A reaction to industrialization with the advent of socialism, and in particular Marxism will be considered. Read: start preparing for discussions of colonialism, Imperialism etc. Civilization Chapters 24, 25 see Bb

Labor: Slave and Free: The conditions of the working class under capitalism in the 19th century Slavery- Un-free labor an examination of slavery and serfdom and the consequences. Russia and USA as examples. Readings : documents and Manifesto see Bb

The World at the end of the 19th century and beginning of the 20th century
The relative power balance in the world has shifted the effects of the great chasm between "modernity" and traditional society is apparent in the technology and power of modern industrial societies.

The "Isms" emerge as clearly defined entities during this period and move whole continents and they are ideologies which define and animate the world to this day. The foremost of these "isms" are: Nationalism, Militarism, and Imperialism which subsumed elements of racism and sexism. At times these "Isms" would meld together in a common cause only to come into conflict in a subsequent decade. Of particular interest are the forces which in the long run dominate the period from 1860 on and lead to global conflict initiated in Europe.
Read: Civilization Chapter 26, 27

The First World War
The remote, proximate and immediate causes of The Great War. The first of the global modern wars made possible by the developments of the 19th Century which destroyed the 19th Century civilization of Europe and left the "Continent" devastated, ripe for revolution. It opened the door
for change in some colonial areas and set the pattern of conflict that remains today.
Read: Civilization Chapters 28,

The Revolutions against the Old Order
Russia experienced a broad based spontaneous revolution from below in 1905 this led to some moderating reforms and hope for peaceful change, China and Mexico also experienced revolutionary changes. The First World War swept all else aside and precipitated a series of revolutions perhaps the most significant of which were the Russian Revolutions in 1917 which led to the formation of the Soviet Union. The Revolutions, their causes, and their consequences will be investigated. Some comparisons will be made with the French Revolution.
Read: Civilization Chapter 29

The Totalitarian Revolutions and the Origin of the Second World War
The pressures and disillusionment following the First World War and the subsequent economic crisis in 1929 all contributed to a new form of reaction and revolution from above in the emergence of totalitarian dictatorship. The regimes of Stalin, Mussolini, and Hitler will be examined and compared with other dictatorships in Japan and China, see text book on each.
The Second World War, The Two Towers
What did the three dictators do to cause the Second World War? What did the "democracies" do or not do to cause the second war? What were the Remote, Proximate and Immediate causes of World War II? The world is drawn into a second, even more deadly global struggle. This time between an alliance of Fascist states and an alliance of democratic states each alliance taking allies where they found them. This conflict led to the complete prostration of the Europe and the devastation of China and Japan, and the death of another generation of young men and 10s of millions of civilians.
Read: Read: Civilization Chapter 30, 31, also

Extra Credit: Visit the Holocaust Museum at any time prior to this week

The World in 1950
Cold War, Decolonization and National Liberation---- Reaction and Revolution
In the face of a vacuum created by the collapse of the western and Central European states, two superpowers emerge and confront each other supported by two huge alliances. The confrontation takes shape as the Cold War. The roots of the Cold War, the first stage of the Cold War, the doctrine of Containment, the Korean War, the Cuban Revolution, the Wars of "National Liberation", and came to hot war outbreaks in the Cold War.

These hostile alliances compete for allies and exacerbate the collapse of the Industrialized nations' empires. The colonies of these empires scramble to gain independence through revolution, war, or democratic peaceful means. China and India have great changes through different means. Comparisons will be made between the French, Russian, Chinese, Indian and other revolutionary experiences.
Civilization Chapter 32, 33, 34, 35 look at the material related to the revolutions. Bb

The World at the end of the 20th century and the beginning of the 21st century
In the decade of the 200th Anniversary of the French Revolution, the Soviet Empire unraveled.
Over that decade the two great alliances formed as an outward sign of the Cold War. The monolithic control of the Soviet Union over its empire crumbled and the economic preeminence of the United States declined in the face of the emerging European Union, opening the door to a new period fraught with possibilities and dangers! The tensions between the "modern industrial world" and the "traditional world" flared up revealing the continued deep seated hostility accumulated over time. Religion and nationalism emerge again as rallying points in conflicts. Is the US thee superpower? What has been the fate of dominant superpowers in the past Rome, China, Mongols, France, and England? What is regionalism and what is the EU anyway

**The Document Analysis 3 page assignment for the Course** The paper is valued as a major test and is an opportunity for students to enhance their knowledge and their grade in a way that does not depend on memory or speed in writing in English language, but rather stresses analysis. In the assignment you will examine a document or series of documents in light of their shaping history and reflecting conditions and ideas of the time that shape modern times. The reader of your analysis paper should come away with an understanding of the how, what, when, where, why and what effect of the document you are researching. Your paper is worth up to 100 points. The body (written text) of the paper should not exceed 4 pages or be less than 3 full pages this count does not include the Cover page). Please use 12 pitch type, double spaced and normal margins. All papers must be submitted in digital format as an e-mail attachment and a hard copy is also required. The e copy sets the official date and time of submission and I will read the hard copy. All work must be submitted as Microsoft Word document. It is the student's responsibility to make sure I have the paper at the proper time in the proper format. If I can't read it I will not count it. This exercise aides those who have recall problems or perhaps have English as a second or third language and it is not an activity requiring memorization, it is an analysis requiring understanding, careful thought and analytical thinking. Questions? When in doubt ask me! The paper will normally be a benefit to you, but you get out of it what you put in to it.

**The Research Paper 7 to 8 pages assignment for the Course** The paper is valued as a major test and is an opportunity for students to enhance their knowledge and their grade in a way that does not depend on memory or speed in writing in English language, but rather stresses analysis. In the assignment you will examine a Historic figure in light of their shaping history and reflecting conditions and ideas of the time that shape modern times. The reader of your research paper should come away with an understanding of the how, what, when, where, why and what Historic effect of the individual you are researching. Your paper is worth up to 100 points. The body (written text) of the paper should not exceed 4 pages or be less than 3 full pages this count does not include the Cover page ). Please use 12 pitch type, double spaced and normal margins. All papers must be submitted in digital format as an e-mail attachment and a hard copy is also required. The e copy sets the official date and time of submission and I will read the hard copy. All work must be submitted as Microsoft Word document. It is the student’s responsibility to make sure I have the paper at the proper time in the proper format. If I can’t read it I will not count it. This exercise aides those who have English as a second or third language and it is not an activity requiring memorization, it is an analysis requiring understanding, careful thought and analytical thinking. Questions? When in doubt ask me! The paper will normally be a benefit to you, but you get out of it what you put in to it! **OTHER GUIDELINES for all History papers on our class’ Blackboard page under course documents.**