Syllabus and Course Policies

Making of the Modern World 14 GS – Berlin Global Seminar, Summer 2015

Revolution, Industry, and Empire Prof. Patrick H. Patterson, Dept. of History

Lectures: See detailed course schedule of meetings and excursions, distributed separately
Office hours: consultations available after every class in the classroom (or other location TBA)
Phone: local phone in Berlin for emergencies

From a German telephone: 
From outside Germany: 49 [country code] + __________________
MMW Office: 1- (858) - 534-4935

E-mail: patrickpatterson@ucsd.edu
Facebook: to be determined
Course site: ted.ucsd.edu (login with your UCSD user ID and password)

Aims and Scope of the Course:

This course will cover a number of the most important aspects of world history -- including the political, social, cultural, intellectual, religious, etc. -- during the period from 1750 to 1914. Major themes will include: the Enlightenment and its alternatives; liberalism, democracy, and competing ideologies; revolutions and the concept of revolution; capitalism and industrialization; nations, nationalism, and national identity; colonialism, imperialism, and the consolidation of European power.

Course Requirements:

Ted.ucsd.edu assignment on academic misconduct 0% (Not figured into the final grade, but REQUIRED to pass the course)

*NOTE: I reserve the right to reduce the grade of your Writing Assignment if I have to remind you to complete this!

Final exam 40%
Writing assignment: 30%
Class participation: 30%

*NOTE: ACTIVE, PREPARED, REGULAR participation is absolutely required. Mere attendance, i.e., "rear end in seat" = a barely passing grade -- in other words, a D for 30% of your course grade. Ouch! So . . . read and speak up!!!

**NOTE: To pass this class you must reasonably satisfy all the course requirements with a reasonable, good-faith effort: that is, you must complete the Academic Integrity assignment, complete all exams, turn in all elements of the Writing Assignment, and attend class regularly, demonstrating a reasonable, good-faith effort to fulfill each requirement. Attendance in class is required. Neglect of class attendance may result in failure for the entire course. Failure to satisfy any one of the course requirements will result in a grade of F for the course.

Exams: There will be a final exam, primarily or solely in the form of a comprehensive essay. If you have attended class and done all the readings, you are likely to do well on the exam, which represents a significant fraction of your grade. Please note that the exam may also include material that is not addressed in the readings but is presented in lecture.

**Make up exams: My general policy is that make-up exams will be given only in the case of a valid, documented excuse (e.g., medical problems). Given that all students are required to be in Berlin for the duration of the instructional portions of the Global Seminars program, there should be no conflicts, but anything that may constitute a valid excuse needs to be brought to my attention well in advance of any exam date. Any make-up exam may be given in a different form and include different content. E.g., the make-up may be an oral exam!

Academic Integrity: It is your responsibility to know and observe all university rules concerning academic integrity and plagiarism. Any student found to have committed a substantial violation of the university rules concerning academic integrity will fail the entire course. I view it as one of my chief responsibilities to help each of you produce first-rate academic work that reflects your own original thinking about the course themes and material. If you have any questions whatsoever about what constitutes plagiarism, how to properly credit the work and ideas of others, how to evaluate sources for quality and reliability, and so forth, please feel free to talk to me.
Required readings:

Note: Please try to have read and thought about the course readings by the dates indicated. You will get much more out of the lectures and discussion sections if you have completed all the readings in advance. Books are available at the UCSD Bookstore.

Required works include:

A. Course Reader -- The photocopied reader of additional assigned readings (listed below) will be available from University Readers. To purchase, go to www.universityreaders.com

B. The MMW series textbook:


C. Books specifically for this course:

(1) Brian Ladd, The Ghosts of Berlin: Confronting German History in the Urban Landscape

(2) Hedwig Dohm, Become Who You Are (with the accompanying political essay “The Old Woman”)

(3) Sebastian Conrad, German Colonialism: A Short History

About e-mail correspondence:

1. E-mails to you: From time to time, we may send important course announcements to the class via e-mail. To do that, we will need to use your official UCSD e-mail address. Per UCSD policy, please be sure that your account is always in working order, and check it regularly or have it forward all messages to your preferred. We cannot send these course e-mails to gmail, hotmail, yahoo, and similar accounts.

2. E-mails to me: Try to come talk with me instead! I would ask that you please use e-mail only for scheduling and other very brief communications. E-mail is a great tool for that sort of message, but I just don’t feel that I can respond properly to substantive questions about the course using it. I will very much enjoy talking with you about the course material and any questions or concerns you may have, and our discussions will be much more efficient, spontaneous, and helpful for you if you come to speak with me in person. I encourage all of you to visit during my office hours or, if that time does not work, to schedule a meeting with me.
Writing Assignment: Berlin As Public History

Making of the Modern World 14 GS: Revolution, Industry, and Empire
Prof. Patrick H. Patterson, Dept. of History

The assignment, in brief: Write a review of at least 8 pp. of a public-history museum exhibit, commemorative site, or other public-history presentation that you have personally visited during our time in Germany. ( Longer papers are fine – I will read whatever you write, but you can get full credit with a paper that is at least 8 pages long, formatted according to the rules set forth below.)

What to do: Do some research into museum collections and other public history sites in and around Berlin. We'll talk about the assignment in class, and you should then build on that to come up with something that will both grab your interest and lead to a feasible site review. Talk to me about your proposed site and get my approval for the proposal, along with ideas about how to proceed. Visit the site and take detailed notes and, I would suggest, photos (you can attach the photos as exhibits to your paper if you wish!), keeping the list of issues to consider below in your mind at all times. Take this assignment with you when you visit the site and refer to it frequently!

What to read before you examine the site: Familiarize yourself with some of the foundational issues in creating and interpreting public-history presentations by reviewing the following assignments (all available at ted.ucsd.edu):


Also, look at other sample museum/exhibit reviews to see how it's done. For examples, search the journals *The Public Historian* and *The Journal of American History* (both available online via the library catalog). Use these professional reviews as models for your own work (but cite all your sources!). Try to make your review as thoughtful, careful, and comprehensive as these.

Issues to consider: (You don't have to address absolutely all of these, but the best reviews will address most if not all!)

* What is the historical context of the presentation, i.e., the background facts? (Don't go into this "cold" and unprepared.)

* Who is responsible for conceiving, arranging, interpreting, presenting, and financing the exhibit, site, or presentation?

* What is the explicit purpose of the presentation? How do we know that?

* What is on display? I.e., simply put, what are the subjects and objects of the presentation? What topics are covered?

* Beyond the simple facts of what is included – i.e., what's on display – what has arguably been omitted or even excluded from the presentation? What's missing? Is there reason to think that the omissions are intentional? Why or why not? To make an argument about this, you need to do some historical, social, and/or cultural research about the issues that surround the presentation, and think hard about what else could have been offered up to viewers, but was not.

* Beyond those simple "facts" of what's on display, what are the messages of the presentation? How do we determine what those messages are?

* How would the messages of the presentation have been different if other material had been included?

* What techniques are used to communicate the topics and messages of the presentation?
* What is the presumed audience for the presentation? Who are the exhibitors trying to reach? How much background knowledge of the historical, social, and cultural facts on display do the exhibitors assume that the audience will have?

* When was the presentation constructed? In what was does it reflect and or challenge the "spirit of the time" in which it came together? How do you come to that conclusion?

* What agendas do those behind the presentation have? How do we know that?

* Can we fairly say that the presentation reflects a political, social, or cultural point of view (or many)? Why or why not?

* How effective is the presentation in achieving its stated purposes, i.e., on its own explicit terms? How effective is it in fulfilling any agendas that you believe are not made explicit but are nonetheless present?

**Format:** The paper needs to be at least 8 pages, double-spaced (not including the Works Cited page) with one-inch margins on all sides. Use 12 point Times New Roman for the entire body of the paper and the Works Cited page. Except as stated here, follow the MMW Program Style Sheet. Use scholarly secondary sources only, except with my approval. Cite all the sources used, when they are used in your paper. Observe all UCSD rules on Academic Integrity! If the fact, idea, argument, conclusion, words, etc., come from some other person's work, you must give credit; borrowed words must be in quotation marks. Submission to turnitin.com will be required; instructions regarding that will be made available.