

**History 1112**  
**Survey of World History/Civilization II, 1500 to the Present**  
**Fall Semester, 2015 M/W 2:00---3:15 pm**  
**Dr. Elaine MacKinnon**

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PLEASE NOTE: MY PREFERRED EMAIL ADDRESS IS [emcclarn@westga.edu](mailto:emcclarn@westga.edu);

PLEASE DO NOT USE COURSE DEN EMAIL TO CONTACT ME. EMAIL ME AT MY WESTGA.EDU ADDRESS

**Required Texts:**

Elizabeth Pollard, Clifford Rosenberg, and Robert Tignor, et al, *Worlds Together Worlds Apart*. Concise Edition. Volume Two. From 1000 CE to the Present (W.W. Norton & Company, 2015). Abbreviated in syllabus as **Text**.

Filip Müller, *Eyewitness Auschwitz: Three Years in the Gas Chambers* (Ivan R. Dee, 1979)

Along with purchasing your textbook, *Worlds Together Worlds Apart*, you are required to gain access to InQuizitive. If you buy the E-book, you will have access automatically. If you purchase a new copy of the textbook, you should receive on the inside of your front cover a registration code for gaining access to InQuizitive. If you have purchased a used copy of the textbook, then you will need to buy access separately. All that you need to do either to register your code or purchase access is to click on the InQuizitive link in Course Den (look in the InQuizitive Exercises course module) and follow the directions. You may also go directly to <https://digital.wwnorton.com/worldsconv2> and either register your code or purchase access to InQuizitive.

**Additional readings have been placed in Course Den or will be accessed from the Internet.**

**Note: You are expected to bring your assigned readings to every class.**

**Purpose of the Course:**

The course is designed to introduce students to the history and heritage of World Civilizations and to the profession of history. It will survey major political, economic, social, and intellectual developments in world history from 1500 to the present. Students will gain a chronological sense of major historical events and movements as well as an understanding of why and how they took place. The course will examine the histories of specific civilizations, cultures, and world regions, but also study the interactions of these peoples and societies over time, wherein lie the roots of today's global interdependence. Students will compare ways of life, cultural expression, and forms of basic institutions in separate cultures, and try to understand the factors which have produced both commonalities and differences in human societies. There will be an emphasis on the achievements and impact of Western civilization, from which our own American society is derived, but we will be examining it in a global context, seeking interconnections and exchanges between the West and the rest of the world. Due to the enormous expanse of time and events to be covered, the course represents only a selection of topics, cultures, and regions.

Class discussions and your assigned textbook readings will give you a general chronological framework. The supplemental book, *Eyewitness Auschwitz: Three Years in the Gas Chambers*, along with assigned primary documents, films and documentaries shown in class or watched online, will provide deeper insight into the human experience of world history, as well as different methodologies for studying the past.

**Learning Outcomes:**

- 1) Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history.

- 2) Students will demonstrate an understanding of the commonalities and differences among two or more societies, nations, or cultures outside of the United States in regard to any of the following: language, literature, aesthetics, politics, economics, or social and cultural practices.
- 3) Students will demonstrate the ability to think historically through a comprehension of causal relationships and patterns of change and continuity over time; and through awareness of the social significance of ethnicity, gender, race, and class in historical events and study.

**This course will have online components; it is considered a hybrid course.** The course format is designed to be a combination of face to face lecture and discussions, and online learning activities, organized around specific themes. There will be three dates (September 28, October 19, and November 18) during this semester when we will not have a scheduled face to face class; for these dates you are expected to download online materials as indicated in the syllabus and in Course Den. You will be reading materials online, looking at slides, websites, online documentaries, and will complete specific assignments connected with them. Therefore you will need to have a computer with internet access in order to log into Course Den, as well as for viewing Youtube video clips and assigned documentaries. You will also need to complete three Online Quizzes in Course Den for selected primary source readings on specific dates as noted in the syllabus.

**Grading:**

Exam #1	25%
Exam #2	25%
Exam # 3	25%
Holocaust Essay	10%
Quizzes/Writing Assignments/Debate	10%
Class Participation	5%

**The learning outcomes will be assessed through a combination of examinations, outside writing assignments, quizzes, and in-class assignments and discussions:**

**Examinations:**

You will have three in-class examinations. Exams will consist of a variety of questions, which may include map identification, multiple choice, fill-in-the-blank, matching, term identification, short answer, or essay/discussion questions. The exam questions will be drawn from lectures, the textbook, powerpoint slides, assigned document readings, class discussions, and films and documentaries shown in class. The final will not be cumulative.

**\*\*\*Please Note: You must bring to class on each scheduled examination day the Exam System II General Purpose NCS Answer Sheet (General Purpose Answer Sheet No. 229633, 200 questions) and a No. 2 pencil. If you come to class without these items, then you will have to go immediately and purchase them (and lose time better spent taking the exam).**

**Holocaust Essay—Due Monday November 30 by 2pm:**

For this writing assignment, you must analyze comparatively your assigned supplementary reading-- the memoir entitled *Eyewitness Auschwitz* by Filip Müller—plus at least two to three additional firsthand accounts by Holocaust Survivors selected from the United States Holocaust Memorial Museum website (go to [http://www.ushmm.org/outreach/en/media\\_list.php?MediaType=OH](http://www.ushmm.org/outreach/en/media_list.php?MediaType=OH) and click on the individual oral histories recorded there by survivors) and a film you select and watch about the Nazi Holocaust. You will choose a film from the list given at the end of the syllabus and watch it. Then, you are to write a 750 to 1000 word essay analyzing and comparing these various sources on the Holocaust. **THIS ASSIGNMENT MUST BE TYPED OR IT WILL NOT BE ACCEPTED (SINGLE OR DOUBLE-SPACED, ONE-INCH MARGINS).**

The point is to discuss what you learn about the period of the Nazi Holocaust from these alternate historical sources—a personal memoir, oral history accounts, and a feature film (try to find out whether the film you watch was based on a true story or whether it is purely fictional). One point of the assignment is to convey through your writing a sense of what you learn from these sources that you might not learn from simply reading a textbook. For details see the end of the syllabus.

**Quizzes/Writing Assignments/Debate: Each of these grades will be averaged to produce one grade for this category of assessment**

**In-class Quiz/Writing Assignment on *Eyewitness Auschwitz*:** On the date indicated in the syllabus (Monday, November 16) , you will take an in-class quiz/writing assignment on the assigned supplemental reading, *Eyewitness Auschwitz*.

**Online Class Assignments:** For two of the three online classes this semester (September 28 and October 19) you must complete a writing assignment or a quiz as described in the syllabus and in Course Den. The writing assignment for September 28 must be typed and submitted through the Dropbox feature in Course Den. The quiz for October 19 will be taken in Course Den. These assignments have specific due dates as noted in the syllabus.

**Online Quizzes:** You will take three online quizzes in Course Den on primary sources assigned in your textbook and in Course Den. To help you prepare, you should be able to answer the questions that follow the primary and visual sources found at the end of each of your textbook chapters. Throughout the semester you may be asked to turn in your answers to the questions given in your textbook, or to write an analytical response to assigned primary sources. The online quizzes will have specific time frames within which you can take them, as noted in the syllabus and in Course Den.

Throughout the course of the semester there will also be additional unannounced quizzes, as well as in-class and homework-based quizzes and writing assignments based on your textbook readings, supplemental books, and assigned primary documents.

**Class Debates: You must sign up to participate in one of four scheduled class debates. See the end of the syllabus for details.** Each debate will have two sides of up to ten students each. You must come to class that day with a typed statement (minimum of 350 words) outlining your argument, with at least one reference to an historical fact or event drawn from assigned readings to back up your points, which you will underline. Be prepared to either read aloud or summarize your position in class, and then offer rebuttals and responses to the statements of the other side. The more times you speak up, the more potential points you will receive.

For each of the three debates you do not participate directly in, you will fill out and turn in an evaluation sheet. You will indicate which side “won” the debate and why. This will be considered part of your class participation grade and points will be based on the thoroughness and clarity of the responses.

**No make-ups will be given for missed quizzes and writing assignments. If you miss the debate that you signed up for, you must show a valid written excuse from a physician or from a school supervisor or professor. If you have such an excuse you will be allowed to sign up for one of the remaining debates.**

**Class Participation**

**During the semester you will accrue points towards your class participation grade:**

**1) Class Debates:** For each of the three debates you do not participate directly in, you will fill out and turn in an evaluation sheet. You will indicate which side “won” the debate and why. Points will be based on the thoroughness and clarity of the responses.

**3 points each for evaluation sheet of three debates you do not participate in**

**2) InQuizitive interactive exercises:** You are to complete the InQuizitive online exercises for each

assigned chapter in your textbook. You should have received a registration code for InQuizitive when you purchased your textbook, or you can purchase access at to <https://digital.wwnorton.com/worldsconv2>. The InQuizitive questions for each chapter can be accessed through Course Den. In order for you to receive credit for these exercises, they are to be completed before the dates and times indicated in the Syllabus. I will also post these deadlines in Course Den. **IN ORDER TO GET POINTS FOR THE EXERCISE, YOU MUST COMPLETE THE INQUIZITIVE QUESTIONS BY THE DEADLINE GIVEN.** After the given deadlines, you may still do the questions (and I urge you to use them to help you review for the exams), but you will not receive points for their completion. No partial credit is given once the deadline has passed.

**10 pts per chapter for completing the exercise, bonus points if you score 1800 and above**

3) You are to participate in class discussions and complete all in-class assignments and exercises connected with assigned course materials. Assignments that are collected will be worth a varying amount of points.

4) For each chapter there are a variety of study materials found in Course Den. **To earn additional points for class participation, you may take the online Chapter Review Quizzes or the Map Quizzes, which are found in Course Den.**

**You can also turn in typed answers to the following sets of questions:**

The Guided Reading Exercises for each chapter found in Course Den

Questions found in the closing sections of each textbook chapter, "Competing Perspectives" or "Interpreting Visual Evidence"

These responses must be typed (handwritten responses will not be accepted) and turned in no later than one week after the date the chapter is discussed in class. **From 3 to 10 points will be awarded for completion of up to two of these activities per chapter.**

**NOTE:** I highly recommend that you do as many of the study exercises per chapter as you can, regardless of whether you earn class participation points for them. These exercises will help you prepare for exams.

#### **Attendance:**

**STUDENTS ARE EXPECTED TO ATTEND EVERY CLASS.** Make every effort to be in class and on time. You are responsible for all materials and announcements presented in class. If you must be absent, be sure to get the notes from a classmate. **More than two unexcused absences will lower your final grade.**

#### **Make-up Exams:**

Under no circumstances will you be allowed to make up a missed exam without notifying me in advance and without bringing a note from a physician or an approved excuse from the Dean's office. Students missing an exam **who do not have a valid excuse** or **who did not contact me in advance** will receive a zero, no makeup allowed.

#### **Student Rights and Responsibilities:**

Students, please carefully review the following information at this

link [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

It contains important material pertaining to your rights and responsibilities in this class, and to your rights and responsibilities as a student of the University of West Georgia. It contains information on ADA (see below), UWG Email Policy, Credit Hour Policy, and the Honor Code. **Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.**

#### **DISABILITY SERVICES AND ADA** (Americans with Disabilities Act):

The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me at my West Georgia email address by the end of the second full week of class and attach a

PDF copy of your SAR (Available from the Office of Disability Services).

### **Cheating Policy and Plagiarism:**

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They and other policies important to you as a student may be found in the Student Handbook, on the web at the URL given above; the Honor Code is to be found specifically at <http://www.westga.edu/handbook/59.php>. **Anyone caught cheating or helping someone to cheat will be asked to leave the class and will receive a course grade of "F." Plagiarism, or claiming someone else's work as your own, will result in failure. This rule is in effect for all assignments, examinations, quizzes, and extra credit work. Even if you work together with someone in a group assignment or you and a classmate meet to discuss a homework question or an assignment, you must write your own response/paper individually.**

**Note:** Please show courtesy to your fellow students. Disruptive behavior (read: eating and drinking, smoking, carrying on conversations, reading the newspaper, etc.) will not be tolerated and will count as an unexcused absence. Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. I will confiscate any that I hear going off. During exams, if you have an electronic device that goes off or that you bring out for any reason, you will receive an automatic failure for the exam and you will be asked to leave.

**Let me Repeat: Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. The instructor will confiscate such items. The instructor reserves the right to ban laptop computers if students use these for any purpose other than to type notes.**

**ADDITIONAL NOTE: I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME DURING THE COURSE OF THE TERM, PARTICULARLY REGARDING THE COURSE READINGS, ASSIGNMENT, AND EXAM SCHEDULES. IF I NEED TO MAKE MAJOR CHANGES THEN I WILL ISSUE A NEW OR REVISED SYLLABUS.**

### **Office Hours:**

My office is Room 3222 in the Technology Learning Center. I will be available in my office on Mondays and Wednesdays, 10:00 am to 10:30 am, and again from 3:30 to 4:00 pm. or by appointment. I will be available for online office hours (conducted via email or Google groups) Tuesdays and Thursdays, 11 am to 1:00 pm (these hours may vary from week to week—I will provide announcements through Course DenL if the hours will be different for a particular week). My office phone number is 678-839-6048 ; my e-mail address is [emccclarn@westga.edu](mailto:emccclarn@westga.edu). If my office hours are not convenient for you, then make an appointment with me for a different time.

### **How to do well in this course**

1. Attend class consistently—be a regular!

If you miss a class, do not ask the professor for her notes!!!! Get the notes from a fellow classmate. It is important to identify that person early in the semester (the first week for example).

2. Keep up with the reading assignments!

In my experience, if students keep up with the readings and thereby have a basic understanding of the daily topics, they do well in the course.

3. Form or find a study group! Work together and keep each other motivated!

### **Tentative Course Outline and Readings Assignments**

**Mon August 24:** Introduction: What is Global History?/The World in 1500

**Suggested Readings:** Text, Preface, xxix—xxvi/Skim Chapters 10 and 11

### **Wednesday August 26: Transoceanic Expansion and Encounters**

**Required Readings:** Text, Ch. 12, pp. 418-436

**Questions to Consider:** What is the significance of the voyages undertaken by Vasco da Gama and Christopher Columbus, and the conquests of European conquistadores? How did they lead to the creation of the “Atlantic System”? How did the Columbian Exchange influence different regions of the world?

## **COMPLETE INQUIZITIVE QUESTIONS FOR CHAPTER 12 BY NOON ON MONDAY AUGUST 31**

### **Monday August 31: Transformation of Europe**

**Required Readings:** Text, Ch. 12, pp. 436-451 /Special focus on “Competing Perspectives,” Primary Sources, “Cultural Contact in the Age of Exploration” on pages 448-449—be able to answer the questions following the primary sources

### **\*\*\*Wednesday September 2: Class Debate #1**

**Sign up with the instructor to take part in this debate.** Those who sign up either for the Pro or Con side must bring to class a typed statement (minimum of 350 words) outlining your argument, with at least one reference to an historical fact or event drawn from assigned readings to back up your points, which you must underline. Be prepared to either read aloud or summarize your position in class, and then offer rebuttals and responses to the statements of the other side.

#### **Debate #1: Debate for or against the following:**

- The explorers and the conquistadores of the era 1400 to 1800 were not heroes. We should not be teaching children that Columbus, da Gama, Cortez, and Pizarro were great men when their actions led to consequences that were so devastating for entire peoples and civilizations, such as the Aztecs and the Incans.

### **Monday September 7: Labor Day No Class!!!**

### **Wednesday September 9: Global Commerce and the Atlantic Slave Trade**

**Required Readings:** Text, Ch. 13, pp. 452-469/ Special focus on “Competing Perspectives,” Primary Sources, “Slavery in the Atlantic World,” pp. 490-493”—be able to answer the questions following the primary sources

**Questions:** What were the commodities that transformed world trade, and what were their significance? How did the slave trade change African societies both in social and political terms? What roles did European traders and African rulers play?

**\*\*\*Online Quiz #1 on assigned primary sources, pp. 490-493, and the Atlantic slave Trade.**

**The quiz will be open in Course Den from 4pm Sept 9 until noon on Friday, September 11**

### **Monday September 14: European Economic and Political Developments**

**Required Readings:** Text, Ch. 13, 482-487

**Questions to Consider:** How did chartered companies, the enclosure movement, and the Seven Years' War influence European economic growth? What was mercantilism, and whose interests did it serve? What differences existed between the monarchies of France and England?

## **COMPLETE INQUIZITIVE QUESTIONS FOR CHAPTER 13 BY NOON ON WEDNESDAY SEPT 16**

### **Wednesday September 16: Cultures of Splendor and Power—Asia and Africa**

**Required Readings:** Text, Ch. 13, pp. 469-482 and Ch. 14, pp. 496-510

**Questions to Consider:** How did Asian leaders respond to foreign influences and challenges to their efforts to centralize authority? How did the Tokugawa Shogunate treat foreign influences and how did this

compare to Ottoman rulers' relationship to the Mamluks and the Manchus relationship to the Han Chinese? How did wealth and trade shape cultural traditions in Asia and Africa?

### **Monday September 21: Europe in the Age of Science and Reason**

**Required Readings:** Text, Ch. 14, pp. 510-523/Special focus on "Competing Perspectives," Primary Sources, "What is Enlightenment?", pp. 526-529-- be able to answer the questions following the primary sources

**Be prepared for in-class quiz or writing assignment on the primary sources**

### **\*\*\*Wednesday September 23: Class Debate #2**

**Sign up with the instructor to take part in this debate.** Those who sign up either for the Pro or Con side must bring to class a typed statement (minimum of 350 words) outlining your argument, with at least one reference to an historical fact or event drawn from assigned readings to back up your points, which you must underline. Be prepared to either read aloud or summarize your position in class, and then offer rebuttals and responses to the statements of the other side.

**See end of syllabus for debate description**

### **COMPLETE INQUIZITIVE QUESTIONS FOR CHAPTER 14 BY NOON ON MONDAY SEPTEMBER 28**

#### **\*\*\*Monday September 28: No face to Face—Online Class Assignment on Monumental Architecture**

**Required Readings:** Text, Ch. 14, all

**Instructions:** Choose three of the following examples of monumental architecture and take virtual tours of each of them. Then complete the questions for the writing assignment found in the Course Den Dropbox asking you to compare them as instruments of rule and culture.

**1) Palace of Versailles: For Virtual tour of the palace of Versailles, go to**

<http://www.stockholm360.net/list.php?id=versailles> or examine the slide shows at

<http://en.chateauversailles.fr/the-palace->

**2)The Suleymaniye Mosque: Virtual Walking Tour of the Suleymaniye Mosque in Istanbul, found on the website entitled Saudi Aramco World: Arab and Islamic Cultures and Connections, at**

<http://www.saudiaramcoworld.com/issue/200605/suleymaniye/default.htm>.

**3) The Forbidden City of Beijing: Virtual Guide with videos of the Forbidden City at**

<http://www.travelchinaguide.com/attraction/beijing/forbidden-city/>

**4) the Taj Mahal: Virtual Tour at Explore the Taj Mahal, at [http://www.taj-](http://www.taj-mahal.net/augEng/main_screen.htm)**

[mahal.net/augEng/main screen.htm](http://www.taj-mahal.net/augEng/main_screen.htm)

**Required Writing Assignment:** From the information given in your textbook, and the virtual tour websites you choose, you will answer the questions given for this Online Class Assignment. You will find the questions in Course Den.

**You will submit your responses through the Dropbox in Course Den. Deadline for completing this assignment is Friday, October 2 by 5 pm**

### **Wednesday September 30: Test One (Chapters 12-14)**

#### **Monday October 5: The Atlantic Revolutions**

**Required Readings:** Text, Ch. 15, pp. 530-546

**Questions to consider:** Describe the political and social revolutions that occurred in the Atlantic world between 1750 and 1850. What factors and ideas inspired these changes? Who was included and who was excluded from revolutionary measures?

### **Wednesday October 7: Analyzing Historical Sources on the Atlantic Revolutions: Revolution for Whom?**

**Required Readings:** Text, Ch. 15, "Competing Perspectives," Primary Sources Revolution for Whom?, pp 564-566

plus *The Declaration of the Rights of Man*, accessible through the following website address, The Avalon Project, [http://avalon.law.yale.edu/18th\\_century/rightsof.asp](http://avalon.law.yale.edu/18th_century/rightsof.asp)

and the *Declaration of the Rights of Woman*, accessible through the following website address, <http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html>

**Questions to Consider:** Be able to answer the questions at the end of the primary sources in your textbook. Think about the ways in which the Enlightenment inspired the different texts, and how they relate to the basic ideals of the Atlantic Revolutions as spelled out in documents such as the *Declaration of the Rights of Man* and the *Declaration of Independence*.

**\*\*\*In-class writing assignment on the above Assigned Primary sources from the text, 564-566 and the Declaration of Rights of Man and the Declaration of the Rights of Woman**

### **COMPLETE INQUIZITIVE QUESTIONS FOR CHAPTER 15 BY NOON ON MONDAY OCTOBER 12**

#### **Monday Oct 12: Industrialization and its Consequences/Afro-Eurasian Developments**

**Required Readings:** Text, Ch. 15, pp. 553-561/**Primary sources on Industrialization** (see Course Den)

**Questions to Consider:** What was the "industrious revolution" and how did it lay the ground for the industrial revolution of the 18<sup>th</sup> and 19<sup>th</sup> centuries? How did the industrial revolution alter the societies that began to industrialize during the 18<sup>th</sup> and 19<sup>th</sup> centuries? What impact did this process have on the environment? How were gender roles and family relationships altered?

#### **Wednesday October 14: Alternative Visions of the 19<sup>th</sup> Century: Asian Movements of Protest and the Challenge of Marxism and Socialism**

**Required Readings:** Text, Ch. 16, pp. 570-587

**\*\*\*Additional Primary Source Reading:** Karl Marx and Friedrich Engels: *The Communist Manifesto* (1848), accessible in Course Den and at the following website,

[http://www.wsu.edu:8080/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/marx.html](http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/marx.html)

**Questions to Consider:** What was the global order that emerged in the 19<sup>th</sup> century and what were its core values? How did various movements challenge that order? What was the relationship between liberalism, utopian socialism, and Marxism? What were the goals of Marx and Engels?

#### **\*\*\*Monday October 19: No Face to Face Class—Online Class Assignments**

**Required Reading:** Finish reading Chapter 16/Examine Powerpoint slides for Chapter 16 in Course Den

#### **1) COMPLETE INQUIZITIVE QUESTIONS FOR CHAPTER 16 BY 2 pm ON MONDAY OCTOBER 19**

**2) Watch online the following** video documentary entitled *Karl Marx and Marxism* accessible through Youtube at <https://www.youtube.com/watch?v=m8bdndigRA8>

**You are required to watch only the first thirty minutes of this documentary; the remaining segment is optional.**

**Note:** This is a documentary made in 1983, when the Soviet Union represented the main model of a Communist state, meaning that it was founded on Marxist principles. The documentary therefore refers to the Soviet Union as a country still in existence, which hopefully you know is no longer the case. The first thirty minutes are what you are required to watch; the remaining segments deal primarily with a critical overview of the Soviet Union in the 20<sup>th</sup> century and its distortion of Marxism, which is the view of the documentary's producers.

**3) Take Online Quiz #2 on Primary Sources for Industrialization (see Course Den), The Communist Manifesto, and the first thirty minutes of Karl Marx and Marxism; the Quiz will be open in Course Den from 4 pm October 19 until 11:30 pm on Tuesday October 20**

**\*\*\*Wednesday October 21:**

**Class Debate #3**

**Sign up with the instructor to take part in this debate.** Those who sign up either for the Pro or Con side must bring to class a typed statement (minimum of 350 words) outlining your argument, with at least one reference to an historical fact or event drawn from assigned readings to back up your points, which you must underline. Be prepared to either read aloud or summarize your position in class, and then offer rebuttals and responses to the statements of the other side.

**See end of syllabus for debate description**

**COMPLETE INQUIZITIVE QUESTIONS FOR CHAPTER 17 BY NOON ON MONDAY OCTOBER 26**

**Monday October 26: Nations and Empires**

**Required Readings:** Text, Chapter 17, Nations and Empires, 1850-1914, with particular focus on pages 619-635 and 638-640

**\*\*\*Read the additional assigned primary source, the speech by Jules Ferry (found in Course Den) and on the web at the Modern History Sourcebook,**

<http://legacy.fordham.edu/halsall/mod/1884ferry.asp>

**Questions to Consider:** Compare Manifest Destiny in the United States with European imperialism in Africa? What common influences shaped both kinds of expansion? How did they differ? What motivations for European imperialism are expressed in the speech of Jules Ferry? How did notions of race and ethnicity shape the colonial mentality of Europeans, Americans, and Japanese?

**Wednesday October 28: Test Two (Chapters 15-17)**

**COMPLETE INQUIZITIVE QUESTIONS FOR CHAPTER 18 BY NOON ON MONDAY NOVEMBER 2**

**Monday November 2: World War I and the Russian Revolution**

**Required Readings:** Text, Chapter 18, 656-667 and 676-678; Ch. 19, 683-692

**Questions to Consider:** What is the meaning of "total war"? What was the relationship between war and progress in the early twentieth century? What new political, social, and cultural movements grew out of the Great War?

**Wednesday November 4: Mass Society and the Impact of WWI**

**Required Readings:** Text, Ch. 19, 692-698/ "Competing Perspectives," Primary Sources "Technology, Religion, and the Meaning of Progress, 714-716 and the Visual Sources found on pages 718-719

**Questions to Consider:** What is meant by the terms mass culture, mass production, and mass consumption? How, where, and why did they spread? What was the relationship between the Great War and the Great Depression?

**\*\*\*Online Quiz #3 on Primary and Visual sources from Text, 714-719; the quiz will be open in Course Den from 4 pm November 4 until noon on Friday, November 6**

**COMPLETE INQUIZITIVE QUESTIONS FOR CHAPTER 19 BY NOON ON MONDAY NOVEMBER 9**

**Monday November 9: Authoritarianism and Mass Mobilization in Germany, Italy and the Soviet Union/Anti-colonialism and Nationalism in Asia and Africa**

**Required Readings:** Text, Ch. 19, 698-715

**Questions to Consider:** Distinguish fascism from traditional conservatism. Compare it to other political movements discussed in this chapter, especially Bolshevism. Explain how authoritarian leaders such as Stalin, Mussolini, and Hitler defined progress. What did it mean to them? What elements did they share with liberal democracy, and in what terms did they reject that tradition? How did their visions of progress

compare with those espoused by anticolonial leaders such as Gandhi, Ataturk, and Chiang Kai-shek?

### **Wednesday November 11: World War II**

**Required Readings:** Text, Ch. 20, 720-727

**Question to Consider:** In what ways can we compare World War II to the Great War (WWI)?

### **Monday November 16: The Holocaust**

**Required Readings:** Filip Müller, *Eyewitness Auschwitz*, all

**\*\*\*In-class quiz and writing assignment**

**Question to Consider:** Explain the relationship between the Holocaust and the Enlightenment tradition. In what sense were Nazi atrocities the result of modern technology, bureaucratic rationalization, and universalizing theories? To what extent did they violate the notions of tolerance, humanity, and justice that the philosophes promoted?

**\*\*\*Wednesday November 18: NO FACE TO FACE CLASS**

**COMPLETE INQUIZITIVE QUESTIONS FOR CHAPTER 20 BY 2 pm ON WEDNESDAY  
NOVEMBER 18**

**Instructions:** Use this class period to work on your Holocaust Essay. Go to the United States Holocaust Memorial Museum Website, The Holocaust: A Learning Site for Students, and browse the Oral Histories, at [http://www.ushmm.org/outreach/en/media\\_list.php?MediaType=OH](http://www.ushmm.org/outreach/en/media_list.php?MediaType=OH) This Learning Site for Students contains needed information and background on the Holocaust for writing your essay and I strongly recommend that you spend time looking at the different links it contains in addition to reading the oral histories. You should also begin watching the film you are going to compare with Müller's account.

**Nov 23 – Nov 27: THANKSGIVING BREAK NO CLASSES!!!!**

**Holocaust Essay is Due by 2 pm on Monday November 30. Papers turned in after class has begun will have points deducted!!!!**

### **Monday November 30: The Cold War and Decolonization**

**Required Readings:** Text, Ch. 20, 727-753; 756-761

**Questions to Consider:** Analyze Third World revolutionaries' ability to alter the dynamic of the Cold War. To what degree did Washington and Moscow determine the course of world affairs and to what degree did politicians in places such as North Vietnam, Cuba and Egypt play the superpowers off against one another? Assess the impact of nuclear weapons on state rivalries and superpower relations during the Cold War.

**\*\*\*Wednesday December 2: Class Debate #4**

**Sign up with the instructor to take part in this debate.** Those who sign up either for the Pro or Con side must bring to class a typed statement (minimum of 350 words) outlining your argument, with at least one reference to an historical fact or event drawn from assigned readings to back up your points, which you must underline. Be prepared to either read aloud or summarize your position in class, and then offer rebuttals and responses to the statements of the other side.

**See end of syllabus for debate description.**

**THIRD AND FINAL EXAM: Monday December 7 2:00—4:30 pm**

## Class Debates

This semester we will have four Class Debates:

You must sign up for at least one class debate. Each will have two sides of up to ten students each. You must come to class that day with a typed statement (minimum of 300 words) outlining your argument, with at least one reference to an historical fact or event drawn from assigned readings to back up your points. You must underline the point drawn from your reading, and in parentheses, provide the name of the source and the page number for the information.

Be prepared to either read aloud or summarize your position in class, and then offer rebuttals and responses to the statements of the other side. The more times you speak up, the more potential points you will receive.

### **Debate #1: Debate for or against the following:**

- The explorers and the conquistadores of the era 1400 to 1800 were not heroes. We should not be teaching children that Columbus, da Gama, Cortez, and Pizarro were great men when their actions led to consequences that were so devastating for entire peoples and civilizations, such as the Aztecs and the Incans.

### **Debate #2: Debate for or against the following:**

- With the emergence of modern science (during the so-called Scientific Revolution, 1400-1700) the conflict that arose between science and religion was inevitable. One cannot be both a scientist, one who believes in the necessity of material proof and the application of reason, and a person of faith. A religion cannot tolerate someone who questions matters of faith.

### **Debate #3: Debate for or against the following:**

- The impact of industrialization has been more negative than positive, if you measure the degree of destruction to the environment and the human lives damaged and destroyed by exploitation, by industrially-made weapons and technologies of mass destruction, and by the diseases spawned in urban congestion. More harm than good has been done by the switch to machine production.

### **Debate #4: Debate for or against the following:**

- The study of world history forces us to question the notion of human progress. World history has demonstrated that human beings have made little progress towards eliminating social inequality or injustice, or learning non-violent ways to resolve conflicts. Technology and industrialization have greatly improved some peoples' lives, primarily those in the Western hemisphere, and those who are wealthy, but have also caused irreparable damage to the environment worldwide. Technology has improved the quality of life, but has also provided people with increasing capacity to destroy one another.

**History 1112: Holocaust History Essay**

**Writing Assignment on *Eyewitness Auschwitz* and Other Sources on the Holocaust**

**Due November 30 by 2:00 pm (papers turned in after class has begun will lose points)**

**THIS ESSAY MUST BE TYPED**

For this writing assignment, you must complete your assigned supplementary reading, the memoir entitled *Eyewitness Auschwitz* by Filip Müller; read two to three additional firsthand accounts by Holocaust Survivors found on the United States Holocaust Memorial Museum website ( go to [http://www.ushmm.org/outreach/en/media\\_list.php?MediaType=OH](http://www.ushmm.org/outreach/en/media_list.php?MediaType=OH) and click on the individual oral histories recorded there by survivors); and you must select a film about the Nazi Holocaust from the list given below and watch it. Then, you are to write a 750 to 1000 word essay following the format given below. **THIS ASSIGNMENT MUST BE TYPED OR IT WILL NOT BE ACCEPTED (SINGLE OR DOUBLE-SPACED, ONE-INCH MARGINS).**

The point is to discuss what you learn about the period of the Nazi Holocaust from these alternate historical sources—a personal memoir, oral history accounts, and a feature film from the list given below. One point of the assignment is to convey through your writing a sense of what you learn from these sources that you might not learn from simply reading a textbook.

**In your essay, be sure to include the following three sections and address the given questions. Do not copy the questions into your essay. Answer in essay format.**

**Introduction:** Introduce the sources you are analyzing. Briefly summarize the accounts of Filip Müller, the oral histories you selected, and provide the basic story or plot of the film you have selected. Be sure to explain the setting (specific camp, for example, or region and the chronological framework) for each. Be sure to note the director of the film in your summary, as well as the year when the film was released for public viewing. Try to find out whether the film you watch was based on a true story or whether it is purely fictional.

Identify the main points of comparison that you will make in the essay among these different sources. Describe the main personages: Filip Müller, the survivors you selected from the website, and the main characters depicted in the film. Again, it is important for you to know whether or not the characters in the film were real persons or fictional characters.

**Body:** Compare what you learn about the Holocaust from the firsthand accounts of Müller and the other selected survivors, and the film you have watched. In your discussion, address at least two of the following questions:

- a. What do you learn from each of these sources about methods of survival in the Nazi camps? What moral choices faced prisoners as they struggled to survive? Could you have done what Filip Müller did to survive? How does his account of death and survival compare with that given by other survivors? Does the film provide any insight into survival, and if so, how do the methods depicted compare to that described by Müller and by the survivors whose oral histories you read?
- b. Do you see any evidence of morality in the Nazi Camps depicted in either the book, the testimonies, or the film? Are there instances of prisoners helping one another to survive, or of guards helping prisoners? What happened to conventional morality in the camps, according to these sources? What evidence do you see of religious beliefs shaping behavior of either prisoners or guards?
- c. Compare Filip Müller's experiences in the camps to what happens to the main character in the film. Is the film also about a prisoner, and if so, how do their experiences compare? If not, then discuss the different perspective into the Holocaust that the film offers in contrast to that of *Eyewitness Auschwitz*. How did the experiences of prisoners described in the oral histories compare to that of Müller and of the characters in the film?
- d. What are the limitations to each of these sources? Is one more valid historically than the other? Do any of these sources offer true insight into how such a horrific system of human exploitation and extermination could emerge, and how it was that people could do to fellow human beings what is depicted in these sources?

**Conclusion:** Answer the following questions: Do you find one source more meaningful than the other as a means for studying the Holocaust?; did one move you more or less than the others? Which do you think is the most effective for teaching about the Holocaust? Are visual sources more effective than firsthand testimonies? What do you learn from each of these sources that you might not have learned had you only read the textbook?

**CHOOSE ONE OF THE FOLLOWING FILMS ON THE HOLOCAUST TO WATCH AND WRITE ABOUT IN YOUR PAPER (you must seek approval for any film not on this list)**

*Schindler's List*

*Life is Beautiful*

*The Grey Zone*

*The Boy in the Striped Pajamas*

*Night and Fog*