

History 1112
Survey of World History/Civilization II, 1500 to the Present
Spring 2017 M/W 2:00---3:15 pm
Dr. Elaine MacKinnon

Office: 3222 TLC/678-839-6048;
e-mail: emcclarn@westga.edu

PLEASE NOTE: MY PREFERRED EMAIL ADDRESS IS
emcclarn@westga.edu;

DO NOT USE COURSE DEN EMAIL TO CONTACT ME. EMAIL ME AT MY
WESTGA.EDU ADDRESS—emcclarn@westga.edu

Office Hours:

My office is Room 3222 in the Technology Learning Center. I will be available in my office on Mondays and Wednesdays, 11:00 am to 12 noon, 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 Den if the hours will be different for a particular week). My office phone number is 678-839-6048 ; my e-mail address is emcclarn@westga.edu. If my office hours are not convenient for you, then make an appointment with me for a different time.

Required Texts: Available for purchase at the bookstore or through online vendors.

McKay, Ebrey, et al. ***A History of World Societies*** Vol. 2/Since 1450. Tenth Edition. Value Edition (Bedford St. Martin's 2013) ISBN **978-1-4576-8533-0. Abbreviated in syllabus as TEXT.**

Patricia McCormick, *Sold* (Hyperion Paperback 2006) ISBN 978-078685172-0

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, *Sold*, 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 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 four dates (January 25, February 20, April 5, and April 17) 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. You will also need to view Youtube video clips and assigned documentaries, and you will take 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%
Online Writing Assignments and Quizzes	15%
Debate Paper and Participation	5%
Class Participation/Attendance	5%

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

I. 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 primary source document readings, class discussions, and films and documentaries shown in class and watched online. **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).**

II. Writing Assignments and Quizzes

Each of these grades will be averaged to produce one grade for this category of assessment

1) Supplemental Reading In-class Quiz/Writing Assignment on the novel *Sold* : On the date indicated in the syllabus (Wednesday April 26) , you will take an in-class quiz/writing assignment on the assigned supplemental novel, *Sold*.

2) Online Class Assignments: During the semester you will have four writing assignments that

are to be completed as described in the syllabus and in Course Den. These four writing assignments must be typed and submitted through the Assignment feature in Course Den.

3) Online Quizzes on Primary Sources: You will take three online quizzes based on assigned primary sources. The quizzes will be taken in Course Den. These assignments have specific due dates as noted in the syllabus. You may retake the quizzes one time within the given time frame with the highest score counting.

III. Class Debates:

You must sign up to participate in one of three scheduled class debates (January 23, March 13, May 1). Each debate will have two sides of up to fifteen students each. You must come to class the day of your debate with a typed statement (minimum of 400 words) outlining your argument, with at least three references to an historical fact or event drawn from assigned readings to back up your points, which you will underline. You must underline the points drawn from your reading, and in parentheses, provide the name of the source (if your textbook, give full bibliographical citation and if an outside source, including a website, provide full bibliographical citation) and the page number where you found 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. Your grade for the debate will be based on your written argument (80%) and on your participation in the debate itself (20%). If you volunteer to be a speaker, then you will receive additional points. The more times you speak up, the more potential points you will receive.

For each of the two 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 (see below) and points will be based on the thoroughness and clarity of the responses.

IV. Class Participation

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

1) Participation in the three debates; for the two you do not participate directly in, you will fill out and turn in evaluation sheets for up to ten points each. In order to receive the full ten points, you must thoroughly explain why you think one side “won” the debate, and cite specific examples to substantiate your evaluation.

2) Class discussions, activities, writing assignments and pop quizzes: Throughout the course of the semester there will in-class and homework-based activities and writing assignments based on your textbook readings, supplemental book, and assigned primary documents. Attendance is also factored into your class participation grade.

Please note the following:

- **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.**

Extra Credit Participation Points:

- You have the option of using the Online Learning System connected with your textbook, Launch Pad. I will set up a site for our class, and I recommend that you do as many activities as you can to help you understand your readings better and study for exams. Instructions are given below for registering for

Launch Pad. If you have bought a new version of your textbook, or purchased the E-book, then you get Launch Pad for free.

- For each chapter there is the Learning Curve exercise and Summative Quizzes which you can take for extra credit points. Any points you score will be added, and there is no penalty for low grades on these. Doing these Learning Curve exercises and quizzes can help you prepare for the tests.
- For each chapter there are a variety of study materials found in Launch Pad. **To earn additional points for class participation, you may take online quizzes, answer questions on documents, complete the Guided Reading Exercises, respond to the questions categorized as comparative viewpoints, etc.** Quizzes are taken online. Written answers to questions should be typed (handwritten responses will not be accepted) and emailed to the instructor (emcclarn@westga.edu) no later than one week after the date the chapter is discussed in class. **From 3 to 15 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. In particular, I recommend doing the **Guided Reading Exercises**. For each chapter there is a guided reading exercise that will help you to organize points to answer a study question. You are not required to complete these but you are recommended to do them, and you may receive extra participation points if you turn in these papers to the instructor or email them no later than 11:59 pm on the day prior to the test covering the chapter. Some may be done in class for a participation grade.

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. Makeup exams are essay-based exams and if not made up within a week of the originally scheduled exam, must be taken at the end of the semester.

Student Rights and Responsibilities:

All Students Please Note!

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation

at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Additions and updates are made as institution, state, and federal standards change, so please review it 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.**

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!

Study Tips:

Read! Read! READ! Expect to spend at least three hours outside of class for every hour in the classroom. Take written notes as you read the textbook and supplemental readings. Do not just highlight. Writing down information in your own words helps you to learn it better! Write out definitions of the terms listed at the end of each chapter. After you have completed your assigned readings and taken written notes, do the following:

Take notes in class!!! You do not need to write down everything the instructor says, but you should note down key terms, events, and persons discussed. Then after class you can go back to the textbook and try to determine their meaning and their significance for world history. Try to write in your own words what is most important about them and how they connect to the key themes in the chapter. In particular, note down the terms, concepts, and individuals discussed in class, and go back to the textbook and try to write a paragraph in your own words about the meaning and significance of the term, based on both the textbook and the class discussion. Class discussions help you to identify what are the most important themes, events and persons from the assigned chapter, and thereby help you to narrow down what you need to concentrate on when studying for the exams. If you need help in learning how to take notes, please speak with me. The Excel Center offers helpful seminars as well as tutors who can work with you to build better study skills and improve your note taking abilities.

ASK QUESTIONS IF YOU DO NOT UNDERSTAND!!! IF YOU ARE TOO SHY TO

ASK IN CLASS, THEN EMAIL ME YOUR QUESTIONS OR CATCH ME AFTER CLASS. COME TO MY OFFICE HOURS FOR HELP!!!

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.

Tentative Course Outline and Readings Assignments

Mon Jan 9: Introduction/The World in 1500

Required Readings: Text, Introduction: The Origins of World Societies, pp. xxxv—lv/Begin reading Chapter 16

Wed Jan 11 Age of European Exploration, Colonization and Conquest

Required Readings: Text, Chap 16, 457-471

Required Primary Source Reading:

Christopher Columbus, “Letter to King Ferdinand of Spain,” describing the results of the first voyage, accessible in Course Den (look in the module entitled “Primary Source Readings”) and at <http://xroads.virginia.edu/~hyper/hns/garden/columbus.html>

Questions for Class Discussion: What factors led Europeans to engage in oceanic exploration beginning in the 1400s? What range of attitudes towards new and unknown peoples do you encounter in this chapter? What accounts for the different attitudes?

Questions for analysis of primary sources: (always answer these questions for assigned primary sources)

Who is the author of the document (source) and when was it created?

What was the purpose for the document (source)?

With what historical topic or question is the document (source) connected? What unique insight does it give you into this topic or question?

Is this document (source) credible?

Mon Jan 16: NO CLASS: MLK Jr. Holiday!

Wed Jan 18: Consequences of Conquest/Emergence of Global Trade Networks

Required Readings: Text, Chap 16, 471-488/Be sure to read the excerpt “Individuals in Society: Dona Marina/Malintzin, 472-473 and be able to answer the questions

Required Primary Sources:

An excerpt from Bartolomé de Las Casas’s 1542 account of Spanish conquest of native peoples of the Americas, translated and accessible at <https://dp.la/primary-source-sets/sources/408> and in Course Den (“Primary Source Readings”)

Questions for Class Discussion: What does Las Casas’s perspective reveal about the consequences of New World exploration? What makes this source important for studying European exploration and colonization?

Mon Jan 23: Class Debate #1

Required Readings for Everyone, Not Just Debate Participants:

“Columbus Controversy,” accessible at <http://www.history.com/topics/exploration/columbus-controversy> and available in Course Den in module “Readings for Debate #1”

Alan Yuhas, “Junipero Serra’s Road to Sainthood is Controversial for Native Americans,” article from *The Guardian*, January 25, 2015, available in Course Den in module “Readings for Debate #1”

Review from last week: An excerpt from Bartolomé de Las Casas’s 1542 account of Spanish conquest of native peoples of the Americas, translated and accessible at <https://dp.la/primary-source-sets/sources/408> and in Course Den

Debate #1: Debate for (Pro) or against (Con) the following:

- The European explorers, conquistadores, and missionaries of the era 1400 to 1800 were genuine heroes. We should continue teaching children that Columbus, da Gama, Cortez,

and Pizarro were great men even if their actions led to consequences that were so devastating for entire peoples and civilizations, such as the Aztecs and the Incans.

Teams for Debate #1

Pro: Arguing that the European explorers, conquistadores, and missionaries of the era 1400 to 1800 were genuine heroes.

Con: Arguing that the European explorers, conquistadores, and missionaries should not be considered heroic because of the destructive consequences of their actions and policies.

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 400 words) outlining your argument, with at least three reference to historical facts or events 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.

Wed Jan 25: NO FACE TO FACE CLASS: Online Assignment

The Islamic World Powers: 1300-1800

Required Readings: Text, Chap 17, all

ONLINE CLASS: Examining Islamic Culture and Power

A. Take virtual tours of Islamic architecture :

a) 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>.

b) Fatehpur Sikri, Agra, India, at <http://www.airpano.com/360Degree-VirtualTour.php?3D=Fatehpur-Sikri-India>

c) the Taj Mahal: Virtual Tour at Explore the Taj Mahal, at http://www.taj-mahal.net/index_assets.htm

Key figures to take notes on and identify: Suleiman the Magnificent, Akbar, Shah Jahan (Islamic leaders who had these structures built)

Then complete the following:

B. Writing Assignment: Based on both your reading and these virtual tours, write paragraph responses to each of the following questions. Minimum word count for each response is 300 words.

Submit your responses to the Course Den Dropbox labeled "Online Writing Assignment for Chapter 17."

1) Briefly explain what each of the three Islamic structures are (a, b, and c above). How do each of these three examples of Islamic architecture convey a sense of power and/or spirituality? For each, identify at least two distinctive features of Islamic architecture found in these structures.

2) Compare the style of Islamic architecture visible in these three structures to that of the European palace such as Louis XIV's Versailles (view at <http://www.stockholm360.net/list.php?id=versailles> (or examine the slide shows at <http://en.chateauversailles.fr/the-palace->) or Buckingham Palace, view at http://www.panoramicearth.com/66/London/Buckingham_Palace. What similarities and differences do you see in these structures? Why do you think rulers across the globe and across the centuries have sought to build such monumental structures? What purposes do they serve?

3) If you were teaching a class on the Islamic empires, what would you emphasize as the three most important factors that led to the decline and eventual fall of these empires?

Submit your responses to these questions (minimum 300 words for each) to the Assignment Folder in Course Den labeled "Online Writing Assignment for Chapter 17." Deadline is Sunday, January 29 by 6 pm.

Mon Jan 30: Review of Islamic Empires /European Reformation and the Politics of Absolutism

and Constitutionalism

Required Readings: Text, Chap 17, all and Chap 18, pp. 518-540

Questions for Class Discussion: What were the consequences for Europe of the Protestant Reformation? How did the Protestant and Catholic Reformations change power structures in Europe and shape European colonial expansion? What were the major differences between absolutist and constitutional governments in 17th and 18th century Europe?

Wed Feb 1 European Empire Building and The Rise of Russia

Required Readings: Text, Chap 18, pp. 540-554

Required Primary Source Readings:

Modern History Sourcebook: *Duc de Saint-Simon: The Court of Louis XIV*

<http://www.fordham.edu/Halsall/mod/17stsimon.asp> and in Course Den (“Primary Source Readings”)

Modern History Sourcebook: *Peter the Great and the Rise of Russia, 1682-1725*

Accessible through <http://www.fordham.edu/Halsall/mod/petergreat.asp> and in Course Den (“Primary Source Readings”)

Questions for Class Discussion: How did Russian rulers build a distinctive absolutist monarchy and expand into a vast and powerful empire?

What do these sources reveal to us about the goals and methods of absolute monarchs?

What were Peter the Great’s main goals as an absolute monarch? How does he differ from Louis XIV in his goals and methods?

Online Quiz #1 on Primary Sources on Absolutism in France and Russia.

ONLINE QUIZ #1 WILL BE OPEN IN COURSE DEN FROM 4 PM ON WEDNESDAY FEBRUARY 1 UNTIL 6 PM FRIDAY FEBRUARY 3.

Mon Feb 6: New Ways of Understanding the World and Human Society

Required Readings: Text, Chap 19, all/ Be sure to read the excerpt “Individuals in Society: Moses Mendelssohn and the Jewish Enlightenment, p. 578 and be able to answer the questions

Questions to Consider: What was the relationship between the Scientific Revolution and the Enlightenment? How did new ways of understanding the natural world influence thinking about human society? What new ideas about society and human relations emerged in the Enlightenment period?

Wed Feb 8 Africa and the World, 1400-1800

Required Readings: Text, Chapter 20, 590-603

Mon Feb 13 The Atlantic Slave Trade and Its Consequences

Required Readings: Text, Chap 20, 603-619/Be sure to read the excerpt “Individuals in Society: Olaudah Equiano, 607 and be able to answer the questions

Required Primary source Readings:

Excerpt from the autobiography of former slave Olaudah Equiano, *The Narrative of the Interesting Life of Olaudah Equiano*, his recollections of the Middle Passage, available in Course Den (module labeled “Primary Source Readings”) and on the web at <http://www.historytools.org/sources/equiano.pdf>

Excerpt from Thomas Phillips, “A Journal of a Voyage Made in the Hannibal of London in 1694,” available in Course Den (see module labeled “Primary Source Readings”)

Questions for Class Discussion:

What was the human experience of slavery, and how do the assigned primary sources illuminate this question?

How did the slave trade change African societies both in social and political terms?

Wed Feb 15: EXAM #1 (Chapters 16-20)

Mon Feb 20: NO FACE TO FACE CLASS: ONLINE ASSIGNMENT

Continuity and Change in East Asia

Required Readings: Text, Chap 21, all/ Be sure to read the excerpt "Individuals in Society" Tan Yunxian, Woman Doctor, p. 626 and be able to answer the questions

ONLINE CLASS: China and Japan in the Early Modern Period

A. Watch two documentaries on Japan and China from 1500 to 1800:

a) *The Way of the Samurai*, which is about Tokugawa Ieyasu and the founding of the Tokugawa Shogunate, available at <https://www.youtube.com/watch?v=9l-xmIokFgg>

b) Watch the first 30 minutes of the documentary, *The Forbidden City*, available at https://www.youtube.com/watch?v=6QvsCr_xK3c

Key figures to take notes on and identify: Nobunaga, Hideyoshi, Tokugawa Ieyasu, Kangxi, Qianlung

Then complete the following:

B. Writing Assignment: Based on both your reading and documentary assignments, write paragraph responses to each of the following questions. Minimum word count for each response is 250 words. Submit your responses to the Course Den Dropbox labeled "Online Writing Assignment for Chapter 21."

- 1) Who were the samurai in Japan, and what was the meaning of *Kendo*? What distinguished them from other social groups in Japan?
- 2) How did Tokugawa Ieyasu come to power in Japan? What was his greatest accomplishment?
- 3) What was the Forbidden City? What does it reveal to you about the nature and structure of Chinese imperial rule under the Ming and Qing Dynasties?
- 4) What impact did Europeans have on Japan and China? How did the Japanese and the Chinese relate to the Europeans during the period 1500 to 1800?

Submit your responses to these questions (minimum 250 words for each) to the Assignment Folder in Course Den, "Online Writing Assignment for Chapter 21." Deadline is Friday, February 24 by 6 pm.

Wed Feb 22 Revolutions in the Atlantic World—Revolutionary France and the Napoleonic Empire

Required Readings: Text, Chap 22, 653-673

Questions for Class Discussion: What were the factors behind the age of revolution in the Atlantic world? What were the major similarities and differences among the British North American and the French Revolutions?

Required Primary Source Readings:

The Declaration of Independence, available in Course Den (Primary Sources Module) and online at http://www.archives.gov/exhibits/charters/declaration_transcript.html

The Declaration of the Rights of Man, available in Course Den (Primary Sources Module) and online through the following website address, The Avalon Project,

http://avalon.law.yale.edu/18th_century/rightsof.asp

The Declaration of the Rights of Woman, available in Course Den (Primary Sources Module) and online through the following website address,

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html>

Mon Feb 27 The Haitian Revolution and Beyond

Required Readings: Text, Chap 22, 673-689/Be sure to read Individuals in Society: Toussaint L'Ouverture, 674 and be able to answer the questions

Questions for Class Discussion: How did the slave revolt on colonial Saint-Domingue lead to the creation of the independent state of Haiti in 1804?

Wed March 1: The Revolution of Industrialization

Required Readings: Text, Chap 23, 690-709/ Be sure to read the excerpt "Individuals in Society Josiah Wedgwood, 698 and be able to answer the questions

Questions for Class Discussion: What was involved in the process of "industrialization," and how did it change the production of goods? Why is this considered revolutionary?

Mon March 6 Impact of the Industrial Revolution

Required Readings: Text, Chap 23, 709-721

Required Primary Source Readings:

Sadler Committee Report, available in Course Den (see the module labeled Primary Source Readings")

"The Laments of Japanese Silk Workers," available in Course Den (see the module labeled Primary Source Readings")

Factory Rules, available in Course Den, in "Primary Source Readings"

Questions for Class Discussion: How did work life evolve during the Industrial Revolution, and how did daily life change for working people? What were conditions like for workers as depicted in the primary source readings?

How would you compare the political revolutions of the late 18th century with the Industrial Revolution? Which seems to you to have created the most important change and why?

Wed March 8: Ideologies of Change in Europe—Socialism and Marxism

Required Readings: Text, Chap 24, all

Primary Source Readings:

Excerpts from Karl Marx and Friedrich Engels: *The Communist Manifesto* (1848), accessible through Course Den (see module entitled "Primary Source Readings")

Questions to Discuss: What social problems did industrialization spawn? How did proponents of socialism propose to resolve these social problems?

What is the *Communist Manifesto* calling for and how will it come about? How does the bourgeoisie produce "its own grave diggers"? What role will the proletariat play in the demise of the bourgeoisie? How does the *Manifesto* define Communism, and how will it break with traditional "ideas" or structures of society?

What do the authors see as the primary driving force in history?

How would you respond to the arguments of Marx and Engels regarding revolution as the best way to resolve the problems of the working class?

ONLINE QUIZ #2 ON PRIMARY SOURCES ON INDUSTRIALIZATION AND ON THE COMMUNIST MANIFESTO. THE QUIZ WILL BE OPEN IN COURSE DEN FROM 4 PM WEDNESDAY MARCH 8 TO 6 PM ON FRIDAY MARCH 10

Mon March 13 Class Debate #2

Required reading: Packet of Readings on the impact of industrialization available in Course Den in module "Readings for Debate #2"

Argue either for or against the following:

- **Resolved:** Industrialization has done more harm than good; it has damaged the environment, led to abusive exploitation of human laborers, and

produced weapons of mass destruction that threaten the very future of civilization and life itself.

Teams for Debate #2

Pro: Arguing that Industrialization overall has had a positive impact on human societies.

Con: Arguing that Industrialization overall has had a negative impact on human societies.

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 400 words) outlining your argument, with at least three reference to historical facts or events 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.

Wed March 15: EXAM #2 (Chapters 21-24)

Mon March 20-24: SPRING BREAK—NO CLASSES!!!!

Mon March 27: The Scramble for Africa/New Imperialism

Required Readings: Text, Chap 25, 763-780

Primary Sources on Imperialism, available in Course Den (Primary Source Readings Module)

- 1) Jules Ferry: "A French Leader Defends Imperialism"
- 2) Edgar Canisius, "Rubber Collecting in the Congo,"

Questions for Class Discussion:

Why did European countries not colonize Africa until the second half of the 19th century? What factors and forces drove the renewed imperialist drive after 1850?

What does Jules Ferry emphasize in his speech regarding the necessity of French colonial expansion?

What are the three most important reasons, according to Ferry, that France must engage in colonial expansion?

What does the source by Edgar Canisius reveal to us about the process of extracting rubber from the Congo region? What was the relationship between the European businessmen and the people of the Congo? What does the fact that rubber collectors were paid a penny per pound of rubber tell us about the economic relationship between Europe and the Congo?

Europeans claimed that they had a "civilizing mission" in Africa. What does the evidence presented in these sources about European rule suggest about the substance of this civilizing mission?

Online Quiz #3 on Primary Sources on Imperialism.

ONLINE QUIZ #3 WILL BE OPEN IN COURSE DEN FROM 4:00 PM ON MONDAY MARCH 27 UNTIL 12 NOON ON WEDNESDAY MARCH 29

Wed March 29 Global Impact of Imperialism

Required Readings: Text, Chap 25, 780-795

Mon April 3 World War I

Required Readings: Text, Chap 28, 860-874/ Be sure to read the excerpt "Individuals in Society, Vera Brittain, 872 and be able to answer the questions

Questions for Class Discussion: What were the immediate and long-term causes of World War I, and how did the conflict become a global war? What role did nationalism, militarism and imperialism play in the war's expansion into a global conflict?

Wed April 5: NO FACE TO FACE CLASS--ONLINE ASSIGNMENT

Required Readings: World War I Poetry, found in Course Den ("Primary Source Readings")

ONLINE CLASS: Examining WWI through the lens of poetry and film

A. After reading the poems by Sassoon, Owen, Hodgson, and Gibson, watch the film *The Lost Battalion*, available in Course Den and on Youtube at <https://www.youtube.com/watch?v=PyJwtC8kwJM>

Then, complete the following:

B. Writing Assignment: Based on both your readings and the film, write paragraph responses to each of the following questions. Minimum word count for each response is 250 words. Submit your typed responses to the Course Den Dropbox labeled "Online Class Assignment for Chapter 28."

1. Compare/contrast the way in which the war experience is portrayed by the four poets to the film's depiction of WWI. Is one source more positive than the other in its portrayal of WWI? How do you think Wilfred Owen or Siegfried Sassoon would have felt about the film's portrayal of the war—would they think it was realistic, or that it romanticized the war too much?
2. Which of the poems do you consider to be the most anti-war and which is the most patriotic? Explain your choices. How do you think Major Whittlesby, the leader of the American squadron depicted in the film, would have felt about the poems? What is his attitude towards the war?
3. What do these sources reveal about the experience of warfare in WWI? Identify at least three characteristic or distinctive features of World War I (see Chapter 28) that are depicted in the film and/or the poems.
4. What did men fight for in World War, as depicted in these sources? How did soldiers endure the conditions in the trenches?

Submit your responses to the Course Den Assignment Folder labeled "Online Class Assignment for Chapter 28."

The deadline is Sunday, April 9 by 6 pm.

Mon April 10: The Russian Revolutions and the Search for Peace and Stability After WWI

Required Readings: Text, Chap 28, 874-895

Questions for Class discussion: What is the significance for world history of the revolutions in Russia in 1917? In what ways were the anxieties of the post-World War world expressed or heightened by revolutionary ideas in modern thought, art, and science?

In what three ways might a person transported in time from 1900 to 1925 have been shocked and surprised at the changes that occurred in that short time?

Wed April 12 The Great Depression/Authoritarianism in Europe

Required Readings: Text, Chap 30, 928-950

Questions for Class Discussion: How did Stalin and the Communist Party build a "totalitarian" order in the Soviet Union? Why were Hitler and his Nazi regime initially so popular? What conclusions can we draw from the photograph on page 934?

WORD TO THE WISE: BEGIN READING SOLD NOW—YOU NEED TO FINISH IT BY APRIL 26!!!

Mon April 17: NO FACE TO FACE CLASS ONLINE ASSIGNMENT

ONLINE CLASS: Comparing Nazi and Soviet visual propaganda, and the use of film:

A. Watch at least sixty minutes of the famous Nazi propaganda film, directed by Leni Riefenstahl, *Triumph of the Will*, which covers the 1936 annual Nazi party rally held at

Nuremburg, available in Course Den and accessible at

<https://www.youtube.com/watch?v=GHS2coAzLJ8>

Then watch the Soviet film, *Victory Parade*, which depicts moments from the 1945 victory parade held in Red Square to mark the Soviet victory over Nazi Germany in WWII, available in Course Den and at <https://www.youtube.com/watch?v=hITzVSw6t18>

Then complete the following:

B. Writing Assignment: Based on both your readings and these films, write paragraph responses to each of the following questions. **Minimum word count for each response is 250 words.** Submit your typed responses to the Course Den Dropbox labeled "Online Class Assignment for Chapter 30."

- 1) Both of these films are examples of how the Nazi and Soviet regimes used visual propaganda to mobilize popular support, to convey a sense of power and accomplishment, and inculcate official values. What specific examples of each of these goals are found in *Triumph of the Will* and *Victory Parade*?
- 2) What are three similarities you can see between Nazi and Soviet propaganda as portrayed in these two films, and what are three differences?
- 3) What evidence of a cult of personal leadership centered around Hitler and Stalin do you see in these two films?
- 4) How effective are these films as propaganda? Can you think of any modern examples of propaganda similar to these films?

**Submit your written responses to the Course Den Assignment folder "Online Class Assignment for Chapter 30."
The deadline is Friday, April 21 at 6 pm.**

Wed April 19 Nationalism in Asia, 1914-1939/ World War II and the Holocaust

Required Readings: Text, Chap 29, 913-927; Chap 30, 950-965/ Be sure to read the excerpt "Individuals in Society" Primo Levy, 954 and be able to answer the questions

Questions for Class Discussion: What comparisons can we make between WWI and WWII? Did the horrors of total war in WWI somehow make the greater scale of mass killing and devastation more acceptable in WWII? How are the horrors of Auschwitz part of World War II?

Mon April 24 Decolonization and the Cold War

Required Readings: Text, Chap 29, 897-913/Chap 31, all

Questions for Class Discussion: How did de-colonization and the Cold War shape the post-World War II world? How did the processes of de-colonization and the Cold War intersect, and what was the impact?

Wed April 26: Globalization/Modern Forms of Slavery

Required Readings: *Sold*, all

In-Class Quiz on *Sold*

Mon May 1: DEBATE #3

The Conflicted Legacies of Globalization

Required Reading: Text, Chap 32, all

Argue either for or against the following:

- **Resolved:** The process of world history and especially globalization as we have studied it this semester has been a progressive force and has made the world a better place. I see a better world taking shape when I compare life today to that of the 16th century.

Teams for Debate #3

Pro: Arguing that the process of globalization has been a progressive force and has made the world a better place. World history shows us that humans are progressing.

Con: Arguing that the process of globalization has been a negative force and is not making the world a better place. It has created new problems. World history shows that humans are not progressing.

THIRD EXAM (Chapters 25, 28-32) MONDAY MAY 8 2:00—4:30 PM