

History 1112
Survey of World History/Civilization II, 1500 to the Present
Spring 2018 M/W 3:30—6:00 pm
Dr. Elaine MacKinnon

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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, 11:30 am to 1:30 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. This is an accelerated 8-week version of HIST 1112, which means that the course represents only a limited selection of topics, cultures, and regions. Our class periods will be a mixture of face-to-face and online engagement with course materials.

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. This is an accelerated 8-week course with longer class meetings than during the normal 15-week course. Thus, for many of our regular class periods, the last hour will be set aside for online assignments or quizzes based upon the day's readings and lecture. There will also be dates (March 28, April 4) 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.

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

Grading:

Exam #1	20%
Exam #2	25%
Exam # 3	25%
Quiz/Writing Assignment on <i>Sold</i>	5%
Group Project Current Global Issues	10%
Class Participation: Discussion Threads/Online Assignments/Quizzes/In-class work	15%

Grade Scale

A = 90% and above

B = 80-89 %

C = 70-79%

D = 60-69%

F = below 60%

I. Examinations:

You will have three 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.** Exams may be administered through Course Den or in class; sections of the exam may be open-book meaning that you can use your textbook and assigned readings. For in-class exams, you may not use computer or phone-accessed internet sources with the exception of an electronic version of your text and assigned sources.

II. In-class Quiz/Writing Assignment on the novel *Sold*

On the date indicated in the syllabus (Wednesday April 25), you will complete an in-class quiz/writing assignment on the assigned supplemental novel, *Sold*.

III. Group Project Current Global Issues

The last two classes of the semester will be devoted to the topic of Current Global Issues, and this will include the reading and discussion of *Sold*, which is about modern human trafficking and its transnational dimensions. In addition to reading and taking a quiz on *Sold*, each student will complete a group assignment on a specific contemporary global issue, such as terrorism, global warming, immigration and migrant labor, public health and epidemic disease, child labor, etc. The group will carry out research on this issue and construct a presentation that covers its history, its geographic framework and transnational context, and current efforts to resolve it. How does this issue affect multiple parts of the globe? How does it affect us in the United States?

Each group will present in class a powerpoint or Prezi presentation of a minimum of ten slides that provide an overview of the problem, its transnational extent, current efforts to resolve it, and future prognosis of what will come if not resolved. The slides must contain the source for the information given on the slide following the format of the Chicago Manual of Style or MLA guidelines. Each group will also submit to Course Den a summary (500 words) of your findings regarding the global problem and what you see as the most important consequences for world history of this issue. The names of those students directly involved in its writing should be listed and all sources of information used must be cited following the format of the Chicago Manual of Style or MLA guidelines.

IV. Class Participation:

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

A. Online Discussion Threads (15 pts each)

During the semester you are required to participate in four online discussion threads. Each is connected to an online assignment or class. The discussion threads are set up in Course Den, and for each there is a specific deadline by which you are to post an initial statement of your own, and then do one additional posting commenting on classmates' postings (see below for guidelines).

Guidelines for Online Discussion Threads

Discussion threads allow the class members to meet virtually online by posting comments or questions about an assigned topic, reading or video clip to Course Den. Your initial posting must be at least 200 words in length, and then you need to respond to one other student's posts with at least 50 words. For every discussion you are required to submit an initial posting, and then respond with at least a paragraph of commentary to another student's posting. You must first make your initial posting before you will be able to view other students' postings and comment on them.

Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or films by bringing in a related example or experience. Address the questions as much as possible (don't let the discussion stray). Use quotes from your readings or examples from the films that support your postings. Include page numbers when you do that. Build on others responses to create threads. Bring in related prior knowledge (work experience, prior coursework, readings, etc.) **The more facts and examples you cite from your readings or assigned documentaries, the more points you will receive.**

Etiquette:

While you probably know how to be professional and polite in a face-to-face discussion, there are certain guidelines for online interaction that you might not be aware of. Here are some tips regarding online etiquette or "netiquette" when interacting with your instructor and fellow students online.

- Spell check your writing and consider your tone before posting. In some cases, you will not be able to modify your comments after you post.
- Add your comment in the right place. If you're responding to Jane Doe's comment, make sure her comment is the one you see when you click the "reply" button.
- Change the subject line of your post to something that reflects your specific contribution. This will make it easier for people to follow up on discussions that are of the most interest to them.
- Add something new and justify your position. When responding to others' comments, don't just say, "Yeah, I agree." Instead, say, "Yes, but we also need to consider..." Or, "I don't agree because..."
- Don't use capital letters to emphasize text. This is equivalent to shouting in person and it can make text difficult to read. To emphasize a word, phrase, or idea, use italics, bolding, or place an asterisk before and after the text.
- Avoid offensive language, off-color jokes, and personal attacks. Make comments about ideas, not people.

B. Online Writing Assignments (varying points)

During the semester you are required to participate in online assignments that require you to complete reading and visual assignments, then write responses to questions. For each there is a specific deadline.

Online Writing Assignments for Chapters 23, 28 and 30—you will respond to a set of questions for each and either submit responses to Course Den or bring a hard copy to the following class. See syllabus below for specific directions.

C. In-Class activities, writing assignments and pop quizzes (varying points):

Throughout the course of the semester there will in-class and homework-based activities such as debates and writing assignments based on your textbook readings, supplemental book, and assigned primary documents. Attendance is also factored into your class 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 one unexcused absence 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.

Please note the following policy:

- **No make-ups will be given for missed in-class 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.

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.**

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 Student Success 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.

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!

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 March 5: Introduction to Course/The World in 1500—context for European Maritime Expansion, Exploration and Conquest, 1500-1700

Wed March 7: The Atlantic World: From Discovery to the Middle Passage of the Atlantic Slave Trade

Required Readings:

Text, chapter 16, all, and Chapter 20, pp. 603-619

Required Primary Source Readings:

1) 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>

2) 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”)

3) 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”)

These questions for class discussion relate to the assigned primary sources listed above.

- 1) Identify for each of the above primary sources the date and purpose of the source. Briefly summarize the contents of each of the three sources.
- 2) What do each of these three sources show us about the consequences of European exploration and conquest of the Americas?
- 3) How does Captain Phillips obtain slaves? What is the role of Africans in the trade as described by Phillips?
- 4) How is the Atlantic Slave Trade described by Captain Phillips connected with the European exploration and conquest of the Americas? How did the conquest lead to the importation of slaves from Africa?

March 7 Online Assignment—Discussion Thread #1:

Watch the video documentary *Guns Germs and Steel*, Episode 2, *Conquest* at

https://www.youtube.com/watch?v=iR8OaVDB3_E&list=PL_nrHz6GKmMcwX-whW3LerFYeMBQ-6BHq

Discussion Thread #1—After reading Chapter 16, and watching the documentary, Post to Course Den your response to the following questions. Make an initial posting of at least 200 words and then respond to at least one other student’s posting. Cite examples from your reading and from the documentary:

How should we evaluate the actions of the European explorers, conquistadors and missionaries? Should we teach 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? Were these explorers and conquistadors heroes or destroyers? Explain your answer **and cite at least three examples drawn from your readings and the Documentary to back up your argument.**

Deadline for Discussion Thread #1 is Friday March 9 by 6 pm

Mon March 12: Politics and Religion in Europe

Required Readings: Text, chapter 18

Required Primary Source Readings:

- 1) Martin Luther, “Letter to the Archbishop of Mainz, 1517,” accessible online at Fordham University Medieval Sourcebook, at <https://sourcebooks.fordham.edu/source/lutherltr-indulgences.asp> and in Course Den (module “Primary Source Readings”)
- 2) 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”)
- 3) 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:

- 1) What does Martin Luther's letter reveal to us about his goals and methods as a reformer?
- 2) What were the consequences for Europe of the Protestant Reformation?
- 3) What were the major differences between absolutist and constitutional governments in 17th and 18th century Europe?
- 4) What do the primary sources on Louis XIV and Peter the Great reveal to us about the goals and methods of absolute monarchs?
- 5) What were Peter the Great's main goals as an absolute monarch? How does he differ from Louis XIV in his goals and methods?

Wed March 14: Revolutions of Science and Enlightenment

Required Readings: Text, chapter 19

Required Primary Source Readings:

- 1) Modern History Sourcebook: Galileo Galilei: *Letter to the Grand Duchess Christina of Tuscany, 1615*, accessible online at <https://sourcebooks.fordham.edu/Halsall/mod/galileo-tuscany.asp> and in Course Den (module "Primary Source Readings")
- 2) Documents related to the Trial of Galileo, available in Course Den (module "Primary Source Readings")
- 3) Voltaire, "On Tolerance," available in Course Den (module "Primary Source Readings")

March 14 Online Assignment: Discussion Thread #2

Required Documentary Source: "Galileo on Trial," available on Youtube at

https://www.youtube.com/watch?v=D_eTz_Tm3oc and in Course Den (see Module "Online Documentary Assignments")

Discussion Thread #2 Science vs. Faith—After completing the assigned readings and watching the documentary clips, Post to Discussion Thread Science vs. Faith in Course Den a response to the following questions; be sure to make reference to readings and the documentaries to back up your main points. Make an initial posting of at least 200 words and then respond to at least one other student's posting.

- With the emergence of modern science (during the so-called Scientific Revolution, 1400-1700), was the conflict that arose between science and religion inevitable? Was the Catholic Church justified in persecuting Galileo for going against Church teachings in his support of the Copernican theory? How can someone be both a scientist, one who believes in the necessity of material proof and the application of reason, and a person of faith? Can religion tolerate those who question matters of faith?

Deadline for this Discussion Thread is Thursday March 15 by 6 pm

TEST ONE—AT THE END OF CLASS ON MARCH 14, I will distribute your TAKE HOME TEST ONE. YOU WILL HAVE UNTIL SUNDAY MARCH 18 TO COMPLETE THE EXAM. YOU MUST SUBMIT YOUR RESPONSES TO THE EXAM QUESTIONS TO THE COURSE DEN ASSIGNMENT FOLDER "TEST ONE" BY SUNDAY MARCH 18 AT 11 PM

Mon March 19-23: SPRING BREAK—No classes, but Prepare for Class Debate on Atlantic Revolutions

Mon March 26 Atlantic Revolutions

Required Readings: Text, Chapter 22, all

Required Primary Source Readings:

- 1) *The Declaration of Independence*, available in Course Den (Primary Sources Module)
- 2) *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
- 3) The Haitian Constitution of 1801, written by Toussaint L'Ouverture, available online at [http://thelouvertureproject.org/index.php?title=Haitian_Constitution_of_1801_\(English\)](http://thelouvertureproject.org/index.php?title=Haitian_Constitution_of_1801_(English)) and in Course Den (Primary Sources Module)

*****In-Class Debate: Which Atlantic Revolution was the most significant for world history—the American, the French, or the Haitian?**

We will divide our class into three teams. One team will argue for the American Revolution as being the most significant, one will argue for the French Revolution, and one will argue for the Haitian Revolution. You must cite evidence proving the greater impact of your revolution on the course of history.

You will bring to class written points of argument (at least five), with references to facts or events proving your points, drawn from assigned readings. You are to provide a correct citation of the textbook or other source the points are drawn from: **Provide the authors, the name of the source, publisher, year of publication, page number where you found the information. If you use outside sources, including websites, you must provide full citation for the source and a URL address if an internet site.**

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 outline of points (60%) and on your participation in the debate itself (40%). The more times you speak up, the more potential points you will receive.

Wed March 28: NO FACE TO FACE CLASS—ONLINE ASSIGNMENTS For Chapter 23: The Industrial Revolution

Online Assignment for Chapter 23—Complete the following readings and view the assigned documentary. Then you are to complete two written assignments, Discussion Thread #3 and the Creative Writing Assignment explained below.

Required Readings: Text, Chap 23, all

Required Primary Source Readings:

Sadler Committee Report, available in Course Den (see the module labeled Primary Source Readings”); *Rules for Workers in the Factory of Benck and Co. 1842* (see the module labeled Primary Source Readings”); “The Laments of Japanese Silk Workers,” available in Course Den (see the module labeled Primary Source Readings”)

Required Documentary Source:

- 1) View the following documentary exploring why the Industrial Revolution began in Great Britain, at <https://www.youtube.com/watch?v=UM2Aw4kmA0s&t=194s> and in Course Den Module “Online Documentary Assignments”)

Then complete the following writing assignments:

I. Discussion Thread #3:

Contribute to the discussion below; be sure to make reference to readings and the documentary to back up your main points. Make an initial posting of at least 200 words and respond to at least one other student's posting.

- Is the legacy of industrialization negative or positive? Industrialization, arguably more than any other historical movement or event, has changed human life and its landscape. Do you view this change to be positive or negative—has it advanced and enhanced life on Earth, or has it done irreparable damage to the earth's environment and provided humankind with the means to destroy all human life as well as the planet itself?

Deadline for this Discussion Thread is Sunday April 1 by 6 pm

II. Creative Writing Based on Primary Sources

Prepare the following assignment on the basis of the Primary Sources Assigned for Industrialization (*Sadler Committee Report, Rules for Workers in the Factory of Benck and Co. 1842*; "The Laments of Japanese Silk Workers") **The minimum length is one page.** Please type your paper.

Engage in role playing. You are a factory worker in Manchester, England during the **first half** of the 19th century (1800-1850). You work in the textile mills, after having previously worked in the countryside as a rural laborer. You are learning to read and write, and have been asked to describe a typical day in your life and how life for you has changed since coming to the city. Write an autobiographical sketch of one day in your life to illustrate how your life has changed, and whether you see it as better or worse than your life in the countryside. (Alternatively, you could be a young girl spinning silk in Japan, and write a letter to your parents describing your new life, based on the laments you read).

BRING YOUR TYPED CREATIVE WRITING ASSIGNMENT TO CLASS ON MONDAY APRIL 2

Mon April 2 Imperialism and World War I

Required Readings: Text Chapters 25 and 28, pp. 860-874

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,"
- 3) "The Austro-Hungarian Ultimatum to Serbia" (English Translation), accessible at WWI Documents Archive at [https://wwi.lib.byu.edu/index.php/The_Austro-Hungarian_Ultimatum_to_Serbia_\(English_Translation\)](https://wwi.lib.byu.edu/index.php/The_Austro-Hungarian_Ultimatum_to_Serbia_(English_Translation))

In-Class Discussion Questions:

- Europeans claimed that they had a "civilizing mission" in Africa. Does the evidence presented in the Ferry and Canisius sources affirm or contradict the validity of this civilizing mission? What other motives are revealed in the speech by Jules Ferry and in Canisius' account of rubber extraction in the Congo?
- What is the legacy of imperialism—were its consequences for Africa, the Ottoman Empire, and Asia positive or negative? To what extent was the so-called "civilizing mission" of European imperialist powers a genuine goal, and to what extent was it simply a sham to justify greed and exploitation of natural resources, mineral wealth and manpower of less developed regions of the globe? Were these regions better off because of European colonialism and the work of missionaries?
- Why did the assassination of the heir to the Austrian throne on July 28, 1914 lead to World War I? Why was it not handled as a dispute between Austria-Hungary and Serbia?

Wed April 4: NO FACE TO FACE CLASS—ONLINE ASSIGNMENT For Chapter 28

Examining WWI through the lens of poetry and film

ONLINE ASSIGNMENT: Complete the following reading and viewing assignments. Then complete the writing assignment by responding to the questions given below. Your responses should be based entirely on your own understanding of the poems and the film. No outside sources are to be used.

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

Required Video/Visual Source:

After reading the poems by Sassoon, Owen, Hodgson, and Gibson, view the film *The Lost Battalion*, available in Course Den (see Module “Online Documentary Assignments”)

and on Youtube at <https://www.youtube.com/watch?v=PyJwC8kwJM> Then, complete the following:

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? What did men fight for in World War I, as depicted in these sources? How did soldiers endure the conditions in the trenches?
4. In your view, is war truly a suitable theme for poetry or film? Be sure to explain your response.

Submit your responses to the Course Den Dropbox labeled “Online Class Assignment for Chapter 28.”

DEADLINE FOR “ONLINE CLASS ASSIGNMENT FOR CHAPTER 28” IS SUNDAY APRIL 8 BY 6 PM

Mon April 9: Russian Revolutions of 1917 and the Age of Anxiety/Review of Chapters 22, 23, 25, 28,

Required Readings: Chapter 28, pp. 874-895

Required Primary Source Readings:

1) The First Provisional Government,” declaration issued March 3, 1917, accessible at <http://community.dur.ac.uk/a.k.harrington/provgov1.html> and in **Course Den** (see the module labeled Primary Source Readings”)

2) Lenin, “Call to Power,” October 24, 1917, accessible at Modern History Sourcebook, <https://sourcebooks.fordham.edu/mod/1917lenin1.asp> and in **Course Den** (see the module labeled Primary Source Readings”)

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 11 TEST TWO ADMINISTERED IN CLASS/Asia and Africa 1890-1940

Required Readings: Chapter 29

Question for Class discussion: How does the emergence of nationalism shape developments in Asia and Africa in the first half of the twentieth century?

WORD TO THE WISE: BEGIN READING *SOLD* NOW—YOU NEED TO FINISH IT BY APRIL 25!!!

Mon April 16: Dictatorships Between the World Wars

Required Readings: Text, Chap 30, 928-950

Required Primary Source Readings:

1) "Oath to Adolf Hitler," Speech by Rudolf Hess on February 25, 1934, available in Course Den ("Primary Sources" module) and online at <http://research.calvin.edu/german-propaganda-archive/hess1.htm>

2) Joseph Stalin, Speech Delivered to Industrial Managers, 1931, accessible in Course Den and at http://academic.shu.edu/russianhistory/index.php/Stalin_on_Rapid_Industrialization

Questions for Class Discussion: How did Stalin and the Communist Party build a "totalitarian" order in the Soviet Union? What were Stalin's main goals? Why were Hitler and his Nazi regime initially so popular?

Online Assignment Connected with Chapter 30

Comparing Nazi and Soviet visual propaganda:

A. Watch at least thirty 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 Nuremberg, 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 200 words.

- 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. Give three specific examples of propaganda imagery from each documentary. For example, what is the symbolic meaning in *Triumph of the Will* of Hitler's entry into the city of Nuremberg, depicted at the beginning of the film?
- 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) How effective are these films as propaganda? Can you think of any modern examples of propaganda similar to these films?

BRING IN YOUR TYPED RESPONSES TO THESE QUESTIONS TO CLASS ON WEDNESDAY APRIL 18

Wed April 18 World War II/Holocaust

Required Readings: Text, Chap 30, 950-965

Required Primary Sources:

Explore the video collection of almost five hundred personal accounts of the Holocaust included in

the [United States Holocaust Memorial Museum Holocaust Encyclopedia](#).

Choose three to serve as a starting point for your own personal reflections on the meaning and nature of the Holocaust.

Questions for Class Discussion:

- 1) 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?
- 2) How are the horrors of Auschwitz part of World War II?
- 3) 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 Enlightenment philosophes promoted?

Online Assignment--Discussion Thread #4: Understanding the Holocaust

After reading Text Chapter 30 and personal accounts of survivors, post to this Discussion Thread #4 your response to the following questions. Be sure to make reference to readings and to specific survivor stories from the above website to back up your main points. Make an initial posting of at least 200 words and respond to at least one other students.

- How do we make sense of the Holocaust and the capacity of human beings to not only support but actively participate in acts of genocide and torture? In the case of Germany in the 1930s and 1940s, how could people living in an advanced, highly educated and cultured society such as Germany support someone such as Adolf Hitler and accept his condemnation of Jews and other peoples? How do you think you would have responded had you lived in Nazi Germany? Do you see any parallels between attitudes of Germans towards Jews during the 1930s and 1940s and attitudes after 9/11 in the United States and other western countries towards Muslims?

DEADLINE FOR DISCUSSION THREAD #4 IS SUNDAY APRIL 22 BY 6 PM

Mon April 23 Cold War and Decolonization

Required Readings: Text, Chap 31, all

Primary Source Readings:

- 1) Winston Churchill, "The Sinews of Peace (also known as the Iron Curtain Speech)," delivered March 5, 1946, accessible in Course Den and at <https://www.winstonchurchill.org/resources/speeches/1946-1963-elder-statesman/the-sinews-of-peace>
- 2) Joseph Stalin's response to Churchill's Iron Curtain Speech, interview with *Pravda*, March 14, 1946, accessible in Course Den and at <http://soviethistory.msu.edu/1947-2/cold-war/cold-war-texts/stalin-on-churchills-iron-curtain-speech/>

Questions for Class Discussion:

- 1) What were the main points of Churchill's speech with regard to how Western nations should respond to the post-WWII actions of the Soviet Union? What did he mean by his reference to an "Iron Curtain" existing in the heart of Europe? How does Stalin rebut his main points?
- 2) How did the processes of de-colonization and the Cold War intersect, and what was the impact?

Wed April 25: Globalization/Modern Forms of Slavery

Required Readings: *Sold*, all/Course Den Readings on Globalization

In-Class Quiz on *Sold*

Mon April 30: Presentations on Current Global Issues/Review for Test Three

TEST THREE WILL BE ADMINISTERED IN CLASS
ON WEDNESDAY MAY 2 from 3:30-6:00 PM
TEST THREE WILL COVER Chapters 25, 28, 30, 31, *Sold*