

History 1112
Survey of World History/Civilization II, 1500 to the Present
Fall 2018 M/W 12:30 to 1:45 pm TLC 1203

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, 2:00 pm 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 12:00 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. Both of these texts are also on reserve at the Ingram Library. You may check them out for library use for up to three hours

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

Abbreviated in syllabus as TEXT.

Ishmael Beah. *A Long Way Gone: Memoirs of a Boy Soldier.* Sarah Crichton Books

Additional readings have been placed in Course Den or can 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, *A Long Way Gone*, 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. On at least three dates this semester (September 24, October 8, October 17) we will not meet Face to Face but you will have online assignments that you will access through Course Den or the web. 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 be taking quizzes in Course Den and turning into Course Den typed responses to questions on specific dates as noted in the syllabus.

Have questions about getting into CourseDen? Contact the helpdesk:

UWG | Online HelpDesk (M-F 8-5pm) Phone: 678-839-6248

Their Email: online@westga.edu

24/7 HelpDesk <https://D2LHelp.view.usg.edu>

Grading:

Exam #1	25%
Exam #2	25%
Exam # 3	25%
Quiz and Assignment on Beah's <i>A Long Way Gone</i>	10%
Writing to Learn Document Analysis Papers	5%
Class Participation: Writing Assignments and Primary Source Quizzes	10%

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, power point 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. Quiz and Writing Assignment on A Long Way Gone

On the date indicated in the syllabus (Monday, December 3) , you will take an in-class quiz and writing

assignment on the assigned supplemental reading, Ishmael Beah's *A Long Way Gone*. Closer to this date a study guide will be posted in Course Den.

III. Writing to learn Primary Source Response Papers:

Over the course of the semester students must submit five typed source analysis papers focusing on the assigned primary sources. Students should bring to class two copies of a typed three paragraph response to focus questions about that day's assigned primary sources and submit one copy to the instructor at the beginning of class. Each paper will be graded on a pass/fail basis, with pass representing what the instructor determines is a good-faith effort at understanding and analyzing the assigned primary sources.

Consult Course Den module "Writing to Learn Primary Source Response Papers: Instructions and Focus Questions" for paper writing guidelines and a list of all assigned primary sources and focus questions

TAKE NOTE If for a particular day there are more than one source assigned, your paper must analyze each of them, and should involve comparing and contrasting the sources in response to the focus questions. Papers that do not analyze all of the assigned primary sources will not receive a passing check mark.

Each writing-to-learn exercise is due at the beginning of the class period in which we discuss the material addressed in it. No late writing-to-learn exercises will be accepted.

Each piece will be graded on a pass/fail basis, with pass representing what the instructor determines is a good-faith effort at understanding and analyzing the primary source.

NO LATE PAPERS WILL BE ACCEPTED. IF YOU ARE NOT IN CLASS THE DAY THE SOURCES ARE DISCUSSED, YOU MAY NOT TURN IN A PAPER FOR THAT DAY'S SOURCES. ANY PAPER TURNED IN ON A DAY YOU WERE NOT IN CLASS WILL NOT BE GRADED.

ALL WRITING TO LEARN PRIMARY SOURCE PAPERS ARE TO BE DONE INDIVIDUALLY WITH NO COLLABORATION OR PLAGIARISM. YOU ARE TO WORK INDIVIDUALLY ON EACH OF THESE ASSIGNMENTS. DO NOT COPY AND PASTE FROM THE INTERNET. DO NOT USE OUTSIDE SOURCES FOR YOUR ANALYSIS OF THE SOURCES. I WANT THESE SOURCES ANALYZED IN YOUR OWN WORDS, BASED ON YOUR UNDERSTANDING OF THE SOURCES.

GRADING

A paper that is deemed to be a good faith effort and thereby is a "pass" will receive a check.

A paper that is not deemed a good faith effort, that makes little or no attempt to answer the focus questions, that has not been proofread, or is not of suitable length will be a "fail" and will receive a zero.

A paper that shows a student is trying but either did not understand the source or the question, or is clearly struggling to write coherently may receive a "check-minus" which is a warning that if the next paper is submitted and has similar problems, the student will receive a zero on that next paper. A "check-minus" should signal to the student a need to speak with me about your paper and how to improve it.

For each assigned set of primary sources, you will find in the syllabus narrowly focused response questions to guide your analysis of the assigned primary source reading. That narrowly focused questions should be answered in writing. **Papers that do not address the given questions will not receive a passing mark. You should also provide an introduction to the assigned document or documents, explaining for each source the author, the date, country or region of origin, the type of source (letter, decree, woodcut, poster, etc.), and the historical context in which the document was created.**

NO LATE PAPERS WILL BE ACCEPTED.

The checks or zeros will translate into the following grades:

A	5 or more checks	100
B	4 checks	89
C	3 checks	79
D	2 checks	69
F	1 check	59
F	0 checks	0

TAKE NOTE : Two check minuses will equal one check. So be aware that in order to earn an A for this assignment, you should not have more than one check minus, and if you have more than one, then you may need to do an extra paper to try and earn another check to make it to the A level by the end of the semester.

CREATIVE WRITING TO LEARN PAPER:

As an online assignment for October 17, based upon the primary sources assigned for the Industrial Revolution (Chapter 23), you will submit to Course Den a required writing-to-learn exercise that will involve creative, historically-informed imagination instead of close analysis of a primary source. As with the source analysis exercises, the goal of this assignment is to lead students to engage with, and to understand, the material in the course more deeply. In this assignment, though, the imagination is freed from traditionally close grounding on evidence that historians demand of traditional historical accounts of the past. Students should imagine themselves in the shoes of some historical actor, and create something from that person's point of view. This creative assignment is explained in the syllabus and will be associated with the primary sources assigned for the Industrial Revolution. The grade for this paper will be factored into your class participation grade.

Class Participation:

Class Participation is important! During the semester there will be in class and online activities and homework assignments based on your textbook readings, supplemental books, and assigned primary documents. You are expected to participate in these.

Take part in class discussions and debates, and keep up with your readings—if it seems that you are not doing the readings, then you may expect quizzes and additional writing assignments. This component of your grade can make the difference in borderline grading situations.

Online Assignments and Quizzes:

On three dates this semester (September 24, October 8, October 17) we will not meet Face to Face but you will have online assignments that you will access through Course Den or the web. For the first two, you will complete reading assignments and watch video documentaries, then take in Course Den a quiz over the assigned materials. The two quizzes will consist of multiple choice, true-false and short response questions. For the third online class, you will have a Creative Writing to Learn Analysis Paper that is discussed in the section above and that you will submit to Course Den. These assignments have specific due dates as noted in the syllabus.

ALL ONLINE ASSIGNMENTS ARE TO BE DONE INDIVIDUALLY WITH NO COLLABORATION OR PLAGIARISM. YOU ARE TO WORK INDIVIDUALLY ON EACH OF THESE ASSIGNMENTS.

Class Participation: In-Class Writing Assignments and Primary Source Quizzes:

Throughout the semester I may assign you worksheets with questions to answer based on reading materials and assigned documentaries watched in class. I may throw a question out to be

answered and brought back in written form for the next class.
For some of the assigned primary sources this semester, you will have in class quizzes testing your understanding of the document and its content.

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 <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

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

I. 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 Center for Student Success 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, texting, engaging in social media, 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 and cell phones if students use these for any purpose other than to type notes or carry out class assignments.

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

Wednesday August 15: Introduction: What is Global History?/The World in 1500

Class Assignments: Read in your text Introduction: The Origins of Modern World Societies, pp. xxiii-xliii

Begin reading Chapter 16 in your textbook.

Consult Course Den module "Writing to Learn Primary Source Response Papers:

Instructions and Focus Questions" for paper writing guidelines and a list of all assigned primary sources and focus questions

Monday August 20: Studying History in the 21st Century/What is a Primary Source?

Required Readings: *How to Read Primary Sources*, available at this link

<https://docs.google.com/document/d/1XxEQYNVOO3cCDvG20RrMLyw3jiFwqEhd0Fz3TI8DTUY/edit> and in Course Den in the module entitled "Primary Source Readings"

Read the following Example of a Primary Source Reading:

Michele da Cuneo, "News of the Islands of the Hesperian Ocean (1495)," available in Course Den (look in the module entitled "Primary Source Readings")

Wednesday August 22: Transoceanic Expansion and Encounters

Required Readings: Text, Chap 16, 384-400

Primary Source Reading: Two Views of the Conquest of Mexico

- 1) Nahua Elders of Tlatelolco, "Account of the Conquest of Mexico (1540s), accessible in Course Den (look in the module entitled "Primary Source Readings")
- 2) Bernal Diaz del Castillo, A Foot Soldier Recalls the March to Tenochtitlan," (1560), accessible in Course Den (look in the module entitled "Primary Source Readings")

Focus Questions for Writing to Learn Primary Source Analysis Paper

Are there differences in how the writers describe the Spanish and their allies' entrance to Tenochtitlan and the first encounter between Moctezuma and Cortés?

What do you learn from these accounts about the factors that enabled the Spanish to conquer the Aztecs? What role did the regional rivalries between the Aztecs and other native peoples such as the Tlaxcalans and Cholulans play in this?

What role does the interpreter Dona Marina (Malintzin or La Malinche) play in these accounts?

Monday August 27: Consequences of European Exploration and Conquest/Emergence of Global Trade Networks

Required Readings: Text, Chap 16, 395-410

Primary Source Readings: Two Portraits of the Consequences of European Expansion across the Globe

- 1) 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 (see module "Primary Source Readings")
- 2) Antonio de Morga, "Account of the Philippine Islands," available in Course Den (see module labeled "Primary Source Readings")

Focus Questions for Writing to Learn Primary Source Analysis Paper

How do each of these sources reveal significant aspects of the impact which the European maritime expansion, conquest and colonization had upon the Americas and Asia?

How does de Las Casas portray the Spanish conquest and colonization? Is he a reliable source?

How does the global trade described by de Morga centered in the Philippines compare to modern commercial exchanges? How would you compare the role in world commerce of China then and now?

Wednesday August 29: The Islamic World Powers: 1300-1800

Required Readings: Text, Chap 17, all

Monday September 3: Labor Day No Class!!!

Wednesday Sept 5: Transformation of Europe: The Reformation and the Rise of Nation-States

Required Readings: Chap 18, pp. 436-446

Primary Sources:

- 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) **Visual Primary Source: Reformation Woodcuts**—available in in Course Den (module "Primary Source Readings")

Focus Questions for Writing to Learn Primary Source Analysis Paper

What do these two types of sources (written and visual) tell us about the views of Martin Luther, the man who set in motion the Protestant Reformation? Why did he write this letter? Why did he have these woodcuts prepared and published? Were they intended for different audiences? What main principles of the Reformation come through in each of these sources?

Monday Sept 10: Absolutism and Constitutionalism in Europe

Required Readings: Chap 18, pp. 446-457

Primary Source Readings:

- 1) A Portrait of the Sun King From the Writings of Louis de Saint-Simon, Giovanni Battista Primi Visconti, and Ezechiel von Spanheim, available in Course Den ("Primary Source Readings")

Focus Questions for Writing to Learn Primary Source Analysis Paper

How do these sources bring out key ways in which the French monarch Louis XIV exercised his power as an absolute monarch? What insights do they offer into how Louis XIV controlled the nobility? What role did Versailles play in Louis' building and maintaining absolute power? What differences do you see the accounts by Saint Simon and the two foreign observers (Visconti and von Spanheim)? Why must these sources be read "with caution" by historians?

Wednesday Sept 12: European Empire Building and the Rise of Russia

Required Readings: Text, Chap 18, pp. 457-470

Primary Source Readings:

Modern History Sourcebook: *Peter the Great and the Rise of Russia, 1682-1725*
Accessible through <http://www1.udel.edu/History-old/figal/Hist104/assets/pdf/readings/03peter.pdf>
and in Course Den ("Primary Source Readings")

Focus Questions Writing to Learn Primary Source Analysis Paper:

What were Peter the Great's main goals as a ruler? What specific reforms do these sources illuminate? How do they characterize Peter's personality and accomplishments as a ruler? Which author was the most positive about Peter? The most negative? What might account for their different perspectives?

Monday Sept 17: New Ways of Understanding the World and Human Society:

Revolution of Science and the Enlightenment

Required Readings: Text, Chap 19, all

Primary Source Readings:

Excerpts from three Enlightenment philosophes: John Locke, Jean Jacques Rousseau and Mary Wollstonecraft, available in Course Den (Primary Sources Module)

Focus Questions Writing to Learn Primary Source Analysis Paper:

In your paper, first compare the views of John Locke and Rousseau—how would you compare the ideas of John Locke about government with Rousseau's? What common principles of the Enlightenment do both advocate? How do they differ?

Second, consider the following. Jean-Jacques Rousseau believed that a woman's education should primarily teach her to become a better wife and mother. How do you think Wollstonecraft would have reacted to his views? What arguments would she have made?

Wednesday September 19: Africa and the World, 1400-1800

Required Readings: Text, Chapter 20, 501-513

Monday September 24 NO FACE TO FACE CLASS: ONLINE ASSIGNMENT

The Atlantic Slave Trade and Its Consequences

Required Readings: Text, Chap 20, 513-526

Online Assignment:

- 1) After doing the assigned reading in your textbook, go to the *Children of the Slave Trade* website. You can access the link in Course Den (look in the module “Readings for Online Assignment: The Atlantic Slave Trade and its Consequences) or go directly to <http://chnm.gmu.edu/cyh/case-studies/141?section=primarysources&source=150> Read the introduction and Click on the listing of sources on the right side of the introductory page. **Read the following sources by clicking on each link.**

Four Excerpts from *The Narrative of the Interesting Life of Olaudah Equiano*, his recollections of the Middle Passage

Slave Coffle, Central Africa, 1861 [Image]

Thoughts and Sentiments on the Evil of Slavery: Slave Coffle

Children in the Slave Trade [Table]

- 2) Read the Excerpt from Thomas Phillips, “A Journal of a Voyage Made in the Hannibal of London in 1694,” available in Course Den (see module labeled “Readings for Online Assignment: The Atlantic Slave Trade and its Consequences)
- 3) **After reading your textbook and these sources, take the Atlantic Slave Trade Quiz found in Course Den in the Quizzes section. The Quiz will be open in Course Den from Monday, September 24 at noon until Wednesday September 26 at 12:00 pm**

Wednesday September 26: Continuity and Change in East Asia

Required Readings: Text, Chap 21, all

Primary Source Readings:

1. “Selections from the Twenty-four Exemplars of Filial Piety,” available in Course Den (see module labeled “Primary Source Readings)

2. Song Ruozhao, Excerpts from Analects for Women (Tang Dynasty document), available in Course Den (see module labeled “Primary Source Readings)

Focus Questions Writing to Learn Primary Source Analysis Paper: What do these two sources tell us about Chinese values, and particularly about the influence of Confucianism? How do the views towards parents and towards women as expressed in these sources compare to gender attitudes and values found in Europe and the United States prior to the 20th century? How do they compare to those in your own family? In our modern society?

Monday October 1: EXAM #1 (Chapters 16-21)

Wednesday October 3: Introduction/Overview of the Atlantic Revolutions

Required Readings: Text, Chapter 22, 554-573

Primary Source Readings:

- 1) *The Declaration of Independence*, available in Course Den (Primary Sources Module) and at https://www.constitutionfacts.com/content/declaration/files/Declaration_ReadTheDeclaration.pdf
- 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

Focus Questions for Writing to Learn Primary Source Analysis Paper:

Practice the skills of an historian. What do you learn from each of these declarations about the main goals, accomplishments, or limitations of the revolution that produced it? What rights are listed in the *Declaration of the Rights of Man*, and how would you compare this to the American *Declaration of Independence*? Which do you think had the greater impact upon world history?

Monday October 8: NO FACE TO FACE CLASS: ONLINE ASSIGNMENT

The Momentum of Revolution: Women in the French Revolution /The Haitian Revolution

Required Readings: Text, Chap 22, 573-586

Primary Source Readings:

- 1) Review *The Declaration of Independence*, and *The Declaration of the Rights of Man*
- 2) *The Declaration of the Rights of Woman*, available in Course Den (look in module “Readings and Videos for Online Assignment: The Momentum of Revolution: Women in the French Revolution/The Haitian Revolution”)
- 3) *Excerpts from The Haitian Constitution of 1801*, available in Course Den (look in module “Readings and Videos for Online Assignment: The Momentum of Revolution: Women in the French Revolution/The Haitian Revolution”)

Online Assignment:

After completing the above reading assignments, watch the following documentary and YouTube clips:

Egalite for All: Touissant Louverture and the Haitian Revolution, accessible in Course Den look in module “Readings and Videos for Online Assignment: The Momentum of Revolution: Women in the French Revolution/The Haitian Revolution”)

and on the web at <https://www.youtube.com/watch?v=IOGVgQYX6SU&t=287s>

Tom Richey, *Declaration of the Rights of Man and the Citizen*, accessible in Course Den look in module “Readings and Videos for Online Assignment: The Momentum of Revolution: Women in the French Revolution/The Haitian Revolution”)

and on the web at <https://www.youtube.com/watch?v=dtZVyhonjn8&t=72s>

Tom Richey, *Olympe de Gouges and the Rights of Woman*, accessible in Course Den look in module “Readings and Videos for Online Assignment: The Momentum of Revolution: Women in the French Revolution/The Haitian Revolution”)

and on the web at <https://www.youtube.com/watch?v=QG3Zg12YcUQ&t=565s>

After completing the readings and watching these assigned documentary clips, take the Atlantic Revolutions Sources Quiz found in Course Den in the Quizzes section. The Quiz will cover all four of the primary sources for the Atlantic Revolutions and the assigned documentaries. The Quiz will be open in Course Den from Monday, October 8 at 12 noon until Wednesday October 10 at 12 noon.

Wednesday October 10: The Revolution of Industrialization

Required Readings: Text, Chap 23, 587-602

Monday October 15: Impact of the Industrial Revolution

Required Readings: Text, Chap 23, 602-613

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”)

Wednesday October 17: NO FACE TO FACE CLASS: ONLINE ASSIGNMENT

Online Writing Assignment on the Primary Sources Assigned for Industrialization and the Hardships of the Working Class in Europe and in the World

I. Creative Writing to Learn Assignment:

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 750 words.

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).

You are to submit the creative response paper to the folder set up in Course Den, "Online Writing Assignment for Chapter 23 Impact of Industrialization".

The deadline for this writing assignment is Friday, October 19 by 11:30 pm

Monday October 22: Ideologies of Change—Nationalism, Socialism and Marxism

Required Readings: Text, Ch. 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")

Focus Questions for Writing to Learn Primary Source Analysis Paper:

What is the *Communist Manifesto* calling for and how will it come about? 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 and of the poor in general?

Wednesday October 24: New Imperialism and Colonialism

Required Readings: Text, Chap 25, 648-649 and 659-675

Monday Oct 29: The Scramble for Africa

Required Readings: Text, Chap 25, 648-659

Primary Source Readings, available in Course Den (Primary Source Readings Module)

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

Focus Questions for Writing to Learn Primary Source Analysis Paper: 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? Give two examples from the Ferry and Canisius primary sources to back up your response. What other motives are revealed in the speech by Jules Ferry and in Canisius' account of rubber extraction in the Congo?

Wednesday October 31: EXAM #2 (Chapters 22-25)

Monday November 5: World War I/Causes and Character of First Modern Total War

Required Readings: Text, Chap 28, 730-741

Primary Source Readings: World War I poetry, available in Course Den (see the module labeled Primary Source Readings")

Focus Questions for Writing to Learn Primary Source Analysis Paper: What do these poems 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 poems. Are any of these poems "patriotic"? Which poem do you find most insightful into the experiences of soldiers in WWI? Is war truly a suitable theme for poetry? Why or why not?

Wednesday November 7: The Russian Revolutions and the Search for Peace and Stability After WWI

Required Readings: Text, Chap 28, 741-761

Primary Source Readings:

Vladimir Ilyich Lenin, *The April Theses*, accessible through Course Den (see module entitled “Primary Source Readings”)

Focus Questions for Writing to Learn Primary Source Analysis Paper: What elements of Marxism can you find in Lenin’s program? What is his attitude towards World War I? towards the Provisional Government? What would the Russian people find appealing in this program? How does it help us to understand why there was a second revolution in Russia in 1917?

Monday November 12: Nationalism in Asia, 1914-1939

Required Readings: Text, Chap 29, all

Primary Source Readings: Each of the following documents are in a single file in Course Den entitled The Balfour Declaration and the Resolution of the General Syrian Congress

The Balfour Declaration (1917), accessible through Course Den (see module entitled “Primary Source Readings”)

Resolution of the General Syrian Congress at Damascus (1919), accessible through Course Den (see module entitled “Primary Source Readings”)

Focus Questions for Writing to Learn Primary Source Analysis Paper: According to these documents, in what ways were the Allied (Great Britain, France, US) positions and promises to various groups about post World War I treatment contradictory? What did Britain and France promise the Arabs, and what happened to these promises? How do they help us to understand some of the roots for the tensions in the Middle East today?

Wednesday November 14: The Great Depression/Authoritarianism in Europe

Required Readings: Text, Chap 30, 790-813

Primary Source Readings: You are to analyze visual primary sources. Go to Course Den and click on the module “Comparing Nazi and Soviet Propaganda”. There are sets of propaganda posters from Nazi Germany and the Soviet Union. Examine each of these and note down points of difference and points of similarity. Think about the role that propaganda played in each of these authoritarian, often termed “totalitarian” regimes. Why was mobilizing people so important for these regimes?

Focus Questions for Writing to Learn Primary Source Analysis Paper: Compare and contrast the posters from Nazi Germany and the Soviet Union. What are the main messages being conveyed? What do these posters tell us about the nature of these two regimes? Despite being very different ideologically (Nazi Germany was fascist and by definition anti-communist, while the Soviet Union was communist and until the Nazi-Soviet Pact of 1939 anti-fascist), there are many common elements—identify at least three. Why was propaganda considered so important by Nazi Germany and Soviet Russia?

Nov 19 – Nov 23: THANKSGIVING BREAK NO CLASSES!!!!

Monday November 26: World War II/The Holocaust and its Impact

Required Readings: Text, Chap 30, 813-823

Wednesday November 28: 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/>

Focus Questions For Writing to Learn Primary Source Analysis Paper:

Discuss Churchill's main criticisms of the Soviet Union and Stalin's response to that criticism. How did Churchill want the US to 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? Why did his phrase, "iron curtain," become so memorable? How does Stalin rebut his main points?

Monday December 3: Modern Issues: Colonial Legacies, Conflict and Child Soldiers

Required Readings: Ishmael Beah, *A Long Way Gone*, all

***In-class quiz

Wednesday December 5: Class Debate/Discussion on Globalization and the Lessons of World History

Required Readings: Text, Chapter 32, all

WRITTEN ASSIGNMENT: Bring to class a written statement of your response to the statement below. Be prepared to present/debate your points in class. Provide at least three concrete examples to show that globalization is a positive or negative historical development.

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. Human beings have learned from their past mistakes and have made the world a better place. I see a better world (greater justice, equality, and tolerance) when I compare life today to that of the 16th century.

FINAL EXAM #3 (covering Chapters 28-32, and Beah's *A Long Way Gone*) IS SCHEDULED FOR MONDAY DECEMBER 10 FROM 11:00 AM TO 1:30 PM