

**History 1112**  
**Survey of World History/Civilization II HONORS**  
**fall Semester, 2018 M/W 11: 00 to 12:15 pm TLC 3205**

Dr. Elaine MacKinnon

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**PLEASE NOTE: MY PREFERRED EMAIL ADDRESS IS [emclarn@westga.edu](mailto:emclarn@westga.edu);  
PLEASE DO NOT USE COURSE DEN EMAIL TO CONTACT ME. EMAIL ME AT MY  
WESTGA.EDU ADDRESS**

***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 [emclarn@westga.edu](mailto:emclarn@westga.edu). If my office hours are not convenient for you, then make an appointment with me for a different time.

***Required Texts:***

*The following titles are available for purchase at the bookstore or online from vendors such as Amazon, Barnes and Noble, etc.*

*All of these texts are also on reserve at the library and can be checked out for three hours at a time but must stay inside the library.*

*The Life of Olaudah Equiano; or Gustavus Vassa, the African. Written by Himself, accessible in Course Den and online at*

[https://books.google.com/books/about/The\\_Interesting\\_Narrative\\_of\\_the\\_Life\\_of.html?id=JEnsF5GokqMC&printsec=frontcover&source=kp\\_read\\_button#v=onepage&q&f=false](https://books.google.com/books/about/The_Interesting_Narrative_of_the_Life_of.html?id=JEnsF5GokqMC&printsec=frontcover&source=kp_read_button#v=onepage&q&f=false)

Trevor R. Getz and Liz Clarke. *Abina and the Important Men: A Graphic History* Second Edition (Oxford University Press, 2015)

Sayo Masuda, *Autobiography of a Geisha* (New York: Columbia University Press, 2003)

Ishmael Beah, *A Long Way Gone: Memoirs of a Boy Soldier*, Sarah Crichton Books, 2008, ISBN-13: 978-0374531263

**Additional readings are listed in the syllabus and are accessible through Course Den**

**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 readings (we are not using a single textbook but I have posted to Course Den various textbook chapters and articles from news outlets and libraries) will give you a general chronological framework. The supplemental readings--the autobiography of former slave Olaudah Equiano, the graphic source, *Abina and the Important Men*, the memoirs *Autobiography of a Geisha*, and *A Long Way Gone*—along with assigned primary documents, films and documentaries will provide deeper insight into particular problems and periods. The format this semester will be to cover fewer topics than in a regular survey, but to explore the selected themes in greater depth through a variety of sources.

Our basic theme is the emergence of modernity, and the struggle of human beings, both individually and collectively, to cope with the challenges of modernity. We want to explore history not just through the “great men” and “great women” of the past, the kings and the queens, but through the lives of ordinary persons and their interaction with the movements and momentum of history. Much of human history has been a struggle for security, equity and justice in the face of these larger forces, as well as a striving to achieve power, or at least some measure of control over the natural and human environment. We will ask ourselves as we move through the course, what does it mean to be modern, and is it appreciably better to be modern? Has modernity improved life, or has it made human life more complicated and in danger of annihilation (weapons of mass destruction) or environmental degradation (global warming, toxic waste)?

### **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.

### **Online Expectations:**

**This course has online components; it is considered a hybrid course.** There will be at least three dates 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 may be reading materials online, looking at slides, websites, online documentaries, taking quizzes online, and will complete specific assignments that will then be posted to Course Den. Therefore you will need to have a computer with internet access in order to log into Course Den, as well as for viewing Youtube video clips and assigned documentaries.

### **Grading:**

Midterm Exam	30%
Final Exam	30%
Quizzes on Supplemental Readings	20%

Project on Modern Global Issues	10%
Class Participation (Class Activities, Writing Assignments and Quizzes):	10%

### **Grade Scale**

A = 90% and above

B = 80-89 %

C = 70-79%

D = 60-69%

F = below 60%

### **A. Examinations:**

You will have two take home examinations. Exams may consist of term identification/comparison, short answer, document analysis, and essay questions. The exam questions will be drawn from lectures, the textbook, supplemental readings, assigned document readings, class discussions, and films and documentaries assigned online or shown in class. The final will not be cumulative.

### **B. Readings Quizzes**

You will have readings quizzes and/or writing assignments on the assigned supplemental readings: the autobiography of Olaudah Equiano, *Abina and the Important Men*, *Autobiography of a Geisha* and *A Long Way Gone*. More details will be given in class.

### **C. Project on Current Global Issues**

The last three classes of the semester will be devoted to the topic of Current Global Issues, and this will include the reading and discussion of *A Long Way Gone* which is about child soldiers in global conflict zones and the efforts of transnational organizations such as the UN to bring an end to such practices. For this project, 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? What does it mean for the future if this problem is not improved or resolved?

Each group will present in class a power point 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 individual will also submit to Course Den an analysis (500 words) of your findings regarding the global problem and what you see as the most important consequences for world history of this issue. See additional handout for details. All sources of information used must be cited following the format of the Chicago Manual of Style or MLA guidelines. This analysis is to be written individually, but the class presentation is done as a group.

Each group must use a minimum of three outside sources, meaning sources other than the textbook and assigned Course Den readings, and this must not include encyclopedias or dictionaries, or Wikipedia. The sources are to be cited for each slide in which information is used and then included in a separate bibliography.

### **D. Class Participation:**

Your class participation grade will be based on your attendance and participation in class activities as well as on scores accumulated from a variety of assignments.

a) In class activities and “homework” assignments. Throughout the semester we will have in-class assignments such as panel discussions, debates, etc. and work may be collected for a participation grade. You will also write responses to assigned primary sources either in or out of class that will also be counted for class participation.

b). assignments completed for online classes and in-class or online quizzes on primary sources

c). throughout the course of the semester there may unannounced quizzes and written responses to readings

**Note:** No make-ups will be given for missed quizzes and writing assignments.

### **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.

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

Students, please carefully review the following information at this link: <http://tinyurl.com/UWGSyllabusPolicies>

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

### **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 may 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.

### **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 using the course email system 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).

**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.

### ***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 notetaking 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!!!**

### ***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!

**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**

**Wednesday August 15:** Introduction: What is Global History?/History and the Human Experience

**Required Reading:** “Introduction: The Origins of Modern World Societies,” in John McKay, et al, *A History of World Societies*, Vol. II (MacMillan, 2015), xviii-xxxviii, available in Course Den in module (Secondary Source Readings”)

**Class Assignments:** Introduce Yourself to your classmates—what are three of the most important facts someone needs to know in order to understand who you are, or how you identify yourself? Look up definitions of “history,” and write down which one you find most in line with your own understanding of this concept. Bring this to class on Monday August 20.

**Monday August 20:** Studying History in the 21<sup>st</sup> Century/What is a Primary Source and how does it differ from a secondary source?

### **Required Readings:**

*How to Read Primary Sources*, available at this link

<https://docs.google.com/document/d/1XxEQYNVOO3cCDvG20RrMLyw3jiFwqEhd0Fz3TI8DTUY/edit>

### **Read the following Example of a Primary Source Reading:**

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

**Questions for analysis of the above primary source and all such sources assigned this semester:**

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

What was the purpose for the document (source)?

How does the purpose affect how we as modern students should read this?

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? Is it surprising to you in any way?

**Wednesday August 22 and Monday August 27:** Empires and Encounters in the Early Modern Period

### **Required Reading:**

Molly Greene, “The Ottoman Experience,” *Daedalus* (Spring 2005), 88-99, available in Course Den in module (Secondary Source Readings”)

“Empires and Encounters in the Early Modern Period,” Chapter 7 from Kevin Reilly, *The Human Journey, A Concise Introduction to World History* (Rowman and Littlefield, 2019), 219-240, available in Course Den in module (Secondary Source Readings”)

### **Primary Source Readings:**

- 1) “From the Letters of Ottoman Sultan Selim I and Savafid Shah Ismail I,” available in Course Den (“Primary Source Readings”) (for Wed Aug 22)
- 2) Documents related to the Voyages of Zhen He and the factors that led to the Ming emperors terminating China’s naval engagement (for Monday Aug 27)

**Wednesday August 29:** Russia and Peter the Great/Parallel Worlds

**Required Reading:** “Empires and Encounters in the Early Modern Period,” Chapter 7 from Kevin Reilly, *The Human Journey, A Concise Introduction to World History* (Rowman and Littlefield, 2019), 240-252 available in Course Den in module (Secondary Source Readings”)

**Primary Source Reading:** 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”)

**Monday September 3: Labor Day No Class!!!**

### **Wednesday Sept 5: European Transoceanic Expansion and Encounters**

**Required Reading:** “Contact, Commerce and Colonization,” in Elizabeth Pollard, et al, *Worlds Together, Worlds Apart*, Vol. 2 (WW. Norton and Company, 2014), 418-435, available in Course Den in module (Secondary Source Readings”)

**Class Assignment:** Come to class prepared to discuss how the lives and actions of Ferdinand Magellan, Christopher Columbus and Hernan Cortez offer insight into key aspects of European maritime expansion and its consequences.

### **Monday Sept 10: Evaluating the Consequences of European Colonization and Conquest**

**Required Readings:**

- 1) Review “Contact, Commerce and Colonization,” 418-435, available in Course Den in module (Secondary Source Readings”)
- 2) “Columbus Controversy,” accessible at <http://www.history.com/topics/exploration/columbus-controversy> and available in Course Den in module (Secondary Source Readings”)

**Primary Source Readings**

- 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) Bernardo de Vargas Machuca, “Defense of the Western Conquests, 1618”, translated and accessible in Course Den (see module “Primary Source Readings”)

**Class Assignment: Come to class prepared to discuss: Heroes or Destroyers?** 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? **Bring to class a list of points to back up your response to these questions. Cite at least three examples drawn from your readings to back up your argument.**

### **Wednesday Sept 12: Movement and Change in European Culture and Society**

**Required Readings:**

- 1) “Contact, Commerce and Colonization,” in Elizabeth Pollard, et al, *Worlds Together, Worlds Apart*, Vol. 2 (WW. Norton and Company, 2014), 436-445, available in Course Den in module (Secondary Source Readings”)
- 2) “The Night the Scientific Revolution Began,” *Discover Magazine*, June 17, 2011, accessible through Course Den (Secondary Source Readings”)

and on the web at <http://discovermagazine.com/2011/jun/17-the-night-scientific-revolution-began>

**Primary Source Readings:** Galileo Galilei, “The Discovery of Jupiter’s Moons and Alvaro Alonso Barba, “On the Number of Metals,” available in Course Den (module “Primary Source Readings”)

## **Monday Sept 17: Emergence of Global Trade/the Atlantic Slave Trade**

### **Required Readings:**

“Africa and the Atlantic World,” Chapter 22 in Jerry Bentley, et al, *Traditions and Encounters*, 2014, 408-427 available in Course Den in module (Secondary Source Readings”)

### **Primary Source Readings:**

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

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? What does Captain Phillips’ journal reveal to us about the role of African elites in the transatlantic slave trade?

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

## **Wednesday September 19: The Human Experience of Slavery/Autobiography as History**

**Required Readings:** *The Life of Olaudah Equiano; or Gustavus Vassa, the African*. Written by Himself, Chapters I—IX (1-9). accessible in Course Den (Primary Source Readings) and online at

[https://books.google.com/books/about/The\\_Interesting\\_Narrative\\_of\\_the\\_Life\\_of.html?id=JEnsF5GokqMC&printsec=frontcover&source=kp\\_read\\_button#v=onepage&q&f=false](https://books.google.com/books/about/The_Interesting_Narrative_of_the_Life_of.html?id=JEnsF5GokqMC&printsec=frontcover&source=kp_read_button#v=onepage&q&f=false)

### **Readings Quiz on *The Life of Olaudah Equiano, Chapters I-IX***

Focus Question: What was the human experience of slavery, as brought out by Equiano’s memoir? What is the major purpose of his memoir?

## **Monday September 24 NO FACE TO FACE CLASS Online Assignment: Equiano and Other Children in the Slave Trade**

Required Readings: *Children in the Slave Trade* website, <http://chnm.gmu.edu/cyh/teaching-modules/141>

*The Life of Olaudah Equiano; or Gustavus Vassa, the African*. Written by Himself, Chapters I-IX accessible in Course Den (Primary Source Readings) and online at

[https://books.google.com/books/about/The\\_Interesting\\_Narrative\\_of\\_the\\_Life\\_of.html?id=JEnsF5GokqMC&printsec=frontcover&source=kp\\_read\\_button#v=onepage&q&f=false](https://books.google.com/books/about/The_Interesting_Narrative_of_the_Life_of.html?id=JEnsF5GokqMC&printsec=frontcover&source=kp_read_button#v=onepage&q&f=false)

See separate handout and/or Course Den for Writing Assignment Details



## **Wednesday September 26: Absolutism and Constitutionalism in Europe/The Enlightenment**

### **Required Readings:**

“Absolutism and Enlightenment in Europe, 1600-1763,” in Edward H. Judge and John W. Langdon, *Connections: A World History, Volume Two* (Vantage Books, 2009), 581-605, accessible through Course Den (Secondary Source Readings”)

## **Monday October 1: Revolutions Across the Atlantic World**

**Required Readings:** “Atlantic Revolutions and Their Echoes, 1750-1914,” Chapter Seventeen in Robert Strayer, *Ways of the World: A Brief Global History, Vol. II, Second Edition* (Bedford/St. Martin’s, 2013), 779-804

### 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](http://avalon.law.yale.edu/18th_century/rightsof.asp)
- 3) *The Declaration of the Rights of Woman*, available in Course Den (Primary Sources Module) and online through the following website address, <https://chnm.gmu.edu/revolution/d/293/>
- 4) Excerpts from *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)

## **Wednesday October 3: Which Atlantic Revolution was the most significant for world history—the American, the French, or the Haitian?**

**\*\*\*In-Class Discussion:** 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 concrete facts or events proving your points, drawn from assigned readings and documents.

**\*\*\*MIDTERM EXAM--**At the end of class on Wednesday, October 3, I will hand out your midterm exam. You will have from this point until Tuesday, October 9 to complete the exam. The Midterm exam is due in Course Den, in the Assignment Folder marked “Midterm Exam” no later than Tuesday, October 9 at 12 noon.

## **Monday October 8: NO CLASS/WORK ON TAKEHOME MIDTERM EXAMINATION**

**MIDTERM EXAM IS DUE IN COURSE DEN NO LATER THAN TUESDAY OCTOBER 9 BY 12 NOON. SUBMIT THE EXAM TO THE ASSIGNMENT FOLDER “MIDTERM EXAM”. ALLOW YOURSELF ENOUGH TIME TO COMPLETE THE EXAM AND DO THE READINGS FOR WEDNESDAY’S CLASS ON CHINA AND JAPAN**

### **Wednesday October 10: East Asian Societies: Qing China and Tokugawa Japan**

**Required Readings:** “Continuity and Change in East Asia, 1400-1800,” Chapter 21 in Merry E. Wiesner-Hanks, et al, *A History of World Societies*, Value Edition, 11<sup>th</sup> Edition, pp. 535—552, available in Course Den in module (Secondary Source Readings”)

Required Primary Source Readings:

- 1) Engelbert Kaempfer, “People You Meet on the Road in Japan and The Prostitutes’ Quarter of Nagasaki (1691), in Course Den (Primary Sources Module)
- 2) Sugita Gempaku, “A Dutch Anatomy Lesson in Japan (1771),” available in Course Den (Primary Sources Module)

Focus Questions: 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?

### **Monday October 15: The Revolution of Industrialization**

**Required Readings:** Cynthia Stokes-Brown, “The Industrial Revolution: Fossil Fuels, Steam Power and the Rise of Manufacturing,” Khan Academy, available in Course Den in module (Secondary Source Readings”) and on the web at <https://www.khanacademy.org/partner-content/big-history-project/acceleration/bhp-acceleration/a/the-industrial-revolution>

**Focus Questions:** What was involved in the process of “industrialization,” and how did it change the production of goods? Why is this considered revolutionary?

### **Wednesday October 17: Impact of the Industrial Revolution: Positive or Negative**

**Required Readings:** “Great Debates in American History—Has Industrialization Produced More Benefits or More Problems for the Nation?”; available in Course Den in module (Secondary Source Readings”)

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”)

### **Monday October 22: Ideologies of Change: New Identities, New Conflicts of Nationalism, Socialism, and Feminism**

**Required Readings:** “New Identities, New Conflicts,” from Chapter 9 in Kevin Reilly, *The Human Journey, A Concise Introduction to World History* (Rowman and Littlefield, 2019), 300-311, available in Course Den in module (Secondary Source Readings”)

**Primary Source Readings:**

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

### **Wednesday October 24: Impact of Industrialization--New Imperialism and Colonialism**

**Required Readings:** “Letter to the Reader” and Parts III and IV, Historical Context in. Getz and Clarke. *Abina and the Important Men*, Xv-xvi and 115-157

### **Monday Oct 29: Abina’s Story**

**Required Readings:** “Part I The Graphic History, Part II The Transcript, and Part V, Engaging Abina, in Getz and Clarke, *Abina and the Important Men*

\*\*\*Readings Quiz or assignment

## Wednesday October 31: World War I

### Required Readings:

David Stevenson, "Europe before 1914," British Library, World War One, Articles, available in Course Den in module (Secondary Source Readings") and at <https://www.bl.uk/world-war-one/articles/europe-before-1914>

Overview of World War I, History.com, 2009, available in Course Den in module (Secondary Source Readings") and at <https://www.history.com/topics/world-war-i/world-war-i-history>

Vanda Wilcox, "Combat and the Soldier's Experience in the First World War, British Library, World War One, available in Course Den in module (Secondary Source Readings") and at <https://www.bl.uk/world-war-one/articles/combat-and-soldiers-experiences>

**Primary Source Readings:** E.P.F. Lynch, *War Memoir* (1916-1919), available in Course Den (see the module labeled Primary Source Readings")

**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 imperialism play in the war's expansion into a global conflict? What was the war like for the soldiers who fought in it?

## Monday November 5: Panel Discussion--Russian Revolutions of 1917: Why Did the Russian Government not Commemorate their centennial in 2017?

### Required Readings:

- 1) Elaine MacKinnon, "St. Petersburg: The Russian Revolution and the Making of the Twentieth Century," *Places of Encounter*, Chapter 11, 177-193; available in Course Den in module (Secondary Source Readings")
- 2) Neil MacFarquhar, "'Revolution? What Revolution?' Russia Asks 100 Years Later," *New York Times*, March 10, 2017, available in Course Den in module (Secondary Source Readings") and at <https://www.nytimes.com/2017/03/10/world/europe/russian-revolution-100-years-putin.html>
- 3) Serge Schmemmann, "The Russian Revolution: Then and Now," *The New York Times*, March 16, 2017, available in Course Den in module (Secondary Source Readings") and at <https://www.nytimes.com/2017/03/16/opinion/the-russian-revolution-then-and-now.html>

### Questions:

- Should the Russian government have commemorated the centennial of the Russian Revolution? Why would it not make a big deal of the anniversary, as it consistently does for World War II?
  - If a "revolution" merely replaces one authoritarian system with another, is it still a revolution? Is it still a turning point in history?
- What does the phrase, "We live in historical schizophrenia," mean? Do you agree with that characterization of Russia? Do other countries, such as the United States, also live in "historical schizophrenia?" In what ways?

## Wednesday November 7: Authoritarianism in Asia and Europe Between the World Wars

**Required Readings:** "Global Depression and the Challenge of Totalitarianism," Chapter 7 in Michael Adas, et al, *Turbulent Passage: A Global History of the Twentieth Century*, Third Edition (Pierson Education, 2006), available in Course Den in module (Secondary Source Readings")

**Monday November 12: Class, Gender and Patriarchy in Japan—the Story of a Japanese Geisha**

**Required Readings:** Sayo Masuda, *Autobiography of a Geisha*, all

\*\*\*Readings Quiz or assignment

**Wednesday November 14: World War II: Exploring war through historical artifacts**  
(Meet in the Ingram Library Special Collections Research Room for a special assignment)

**Required Reading:** “A Second Global Conflict and the End of the European World Order,” Chapter 8 in Michael Adas, et al, *Turbulent Passage: A Global History of the Twentieth Century* (Longman, 2005), pp. 194-208, available in Course Den in module (Secondary Source Readings”)

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

**Monday November 26: Cold War and Decolonization**

**Required Readings:** “A Second Global Conflict and the End of the European World Order,” Chapter 8 in Michael Adas, et al, *Turbulent Passage: A Global History of the Twentieth Century*, 208-221, available in Course Den in module (Secondary Source Readings”)

**Primary Source Readings:**

Documents on the Bandung Conference of 1955 and the struggle of newly independent Asian and African nations to steer a road independent of either superpower camp in the Cold War:

- 1) President Sukarno of Indonesia, Speech at the Opening of the Bandung Conference” available in Course Den (see the module labeled Primary Source Readings”)
- 2) Richard Wright, “The Color Curtain: A Report on the Bandung Conference, available in Course Den (see the module labeled Primary Source Readings”)

**Wednesday November 28: Presentations on Global Issues and World History**

**Monday December 3: Presentations on Global Issues and World History**

**Wednesday December 5: Triumphs and Tragedies of Modernity through the Eyes of a Child Soldier**

**Required Readings:** Ishmael Beah, *A Long Way Gone: Memoirs of a Boy Soldier*, all

\*\*\*Readings Quiz or assignment

**TAKEHOME FINAL EXAM DUE: Submit to Course Den Wednesday  
December 12 by 11:30 pm**