

History 1112 Survey of World History/Civilization II Spring Semester, 2019

M/W 2:00—3:15 pm TLC 1301

Instructor Information

Dr. Elaine MacKinnon

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**PLEASE NOTE: MY PREFERRED EMAIL ADDRESS IS 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, 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, 2:00 to 4:00 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. 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.

Both 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.

Weisner-Hanks, 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.**

NOTE: The text on sale in the bookstore should have printed at the top of the outside cover, right below the words VALUE EDITION, The University of West Georgia HIST 1112. This should be the best priced version because it only has the chapters we will be using this semester. Do not buy anything other than the 11th edition of this textbook.

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 that 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, analyzing interconnections and exchanges between the West and the rest of the world. Due to the enormous expanse of time and events to be covered, the course represents only a selection of topics, cultures, and regions.

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

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, along with, particularly since 1500, a persistent drive 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)? I hope that you will come away from this course with an enhanced appreciation of the value of history for understanding our modern world and for developing the analytical and communication skills that will help you be a better global citizen and to achieve success in whatever career path you choose.

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 four dates (January 23, February 11, March 4 and April 15) 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.

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](#)

[Grading:](#)

Grading Assignment	Weight
Exam #1	25
Exam #2	25
Exam #3	25
Quizzes and Assignments	10
Paper on Sold and Assigned Film	5
Class Participation/ Discussion Threads	10

Grade Scale

A = 90% and above

B = 80-89 %

C = 70-79%

D = 60-69%

F = below 60%

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 Scantron Form 882-E-LOVAS. 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. Quizzes and Assignments In Class and Online

- 1) For some of the assigned textbook and primary sources this semester, you may have in class quizzes testing your understanding of the chapter or assigned document and its content.
- 2) **Supplemental Reading In-class Quiz** on the novel *Sold*: On the date indicated in the syllabus (April 22), you will take an in-class quiz on the assigned supplemental novel, *Sold*.
- 3) **Online Class Quizzes and Assignments**: During the semester you will have four online classes. On these dates we will not meet face to face; you will have reading assignments and video documentary assignments, and then on the basis of these you will participate in two discussion threads, one quiz, and complete one writing assignment as described in the syllabus and in Course Den. The two discussion threads, the quiz, and the online writing assignment will all be done in Course Den and each has specific due dates as noted in the syllabus.

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

III. Response Paper on the novel *Sold* and *Beasts of No Nation*: During the last three classes of the semester we will read and discuss the novel *Sold* which deals with the theme of modern sexual slavery, the exploitation of children and human trafficking, and then we will watch a film about child soldiers in resource conflict zones in western Africa. You will take a quiz on *Sold* on April 22, and then you will write a response paper comparing the plight of the main characters in the novel and the film, and comparing the factors that shape the problems they face—poverty, exploitation, human trafficking and violent civil conflict. There will be a list of questions that will be provided to you and you will choose at least two to respond to with a minimum of 500 words each; the questions and requirements will be given to you later in the semester and in Course Den. You will submit your paper electronically to the Course

Den Assignment Folder set up for it and you will bring a hard copy to the last scheduled class period. The due date is Monday April 29 by 2:00 pm.

IV. Class Participation

- 4) Class Participation is important! During the semester there will be in class activities and homework assignments based on your textbook readings and assigned primary documents. Throughout the semester I may assign you worksheets with questions to answer based on reading materials, assigned primary sources, 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. You are expected to engage with these assignments and you will accrue points for them that at the end of the semester will be totaled and a grade assessed based on that total.

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 pop quizzes and additional writing assignments. This component of your grade can make the difference in borderline grading situations.

Attendance is also factored into your class participation grade.

Policies

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. PLEASE TAKE NOTE--**More than two unexcused absences WILL lower your final grade.**

I strongly encourage students to attend class. Students who attend class tend to learn more and get better grades than those who do not. Class discussion sometimes affords new insights that cannot be planned or even predicted. In case of absence, it is the responsibility of the student to obtain notes from a classmate covering what was missed. A student who does not take a quiz or test in class with the rest of the class receives a zero. I do not permit students to take any test, quiz, or other graded work at any time other than in class as administered except in rare cases of prior approval by the instructor or with a physician's note.

Being absent, arriving late, or leaving early will earn you 0 participation points for the day. So, too, will sleeping in class.

Ten percent of your final grade rests on your participation—that is the difference between an A and a B, a C and a D, and between passing and failing this class.

Late assignments will be penalized by deducting one letter grade for each day the assignment is late.

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.

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 may be found in the [Student Handbook](#).

Academic honesty prohibits taking credit for someone else's work. ANY ACT of plagiarism (the use of someone else's words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas

that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Justice requires that punishment fit the infraction. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

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:

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 [Common Language for Course Syllabi](#). 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 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 Student Success 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. Take written notes during class and when you are reading.
Do not just highlight in your text or just sit and stare at the instructor in class. Write down key concepts, names of historical figures who are discussed, key questions that are asked and how they can be answered.
4. Form or find a study group! Work together and keep each other motivated!

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

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

Tentative Course Outline and Readings Assignments

Mon Jan 7: Introduction/The World in 1500

Required Readings: Text, Introduction: The Origins of Modern World Societies, pp. xxiii--xliii

Wed Jan 9: Studying History in the 21st Century/What is a Primary Source?

Required Readings: Text, 384-400

How to Read Primary Sources also available in Course Den in the module entitled “Primary Source Readings”

CLASS PARTICIPATION ASSIGNMENT FOR WED JAN 9--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”)

ANSWER THE FOLLOWING QUESTIONS ABOUT THE CUNEO SOURCE—These are the questions you should always answer for assigned primary sources

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

What was the purpose for the document (source)?

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

Is this document (source) credible?

Mon Jan 14: Age of European Exploration, Colonization and Conquest

Required Readings: Text, Chap 16, 384-400

Required Primary Source Reading:

- 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”)
- 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”)

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

Wed Jan 16: Consequences of Conquest/Emergence of Global Trade Networks

Required Readings: Text, Chap 16, 395-410

Required Primary Sources:

- 1) An excerpt from Bartolomé de Las Casas’s 1542 account of Spanish conquest of native peoples of the Americas, translated and accessible in Course Den (“Primary Source Readings”)
- 2) Nahua Elders of Tlatelolco, “Account of the Conquest of Mexico (1540s), accessible in Course Den (look in the module entitled “Primary Source Readings”)

Questions for Class Discussion: What do the accounts by Las Casas and the Nahua elders reveal about the consequences of New World exploration? What impact did the European exploration and conquest have upon indigenous populations in the Americas?

Mon Jan 21: NO CLASS: MLK Jr. Holiday!

Wed Jan 23: NO FACE TO FACE CLASS/ONLINE ASSIGNMENTS

ONLINE ASSIGNMENT:

- 1) Read online [Columbus Controversy](#) “_ also available in Course Den in module “Readings and Video Links for Discussion Thread #1 Online Class for January 23
- 2) Watch the video documentary [Guns Germs and Steel Episode 2 Conquest](#), *also available in Course Den (see Module “Readings and Video Links for Discussion Thread #1 Online Class for January 23”)*
- 3) **TAKE PART IN Course Den Discussion Thread #1—After reading Chapter 16, “The Columbus Controversy” 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 two other students’ posting. Cite at least 2-3 examples in your postings from your reading and from the documentary:

How should we evaluate the actions of the European explorers, conquistadors and missionaries? Were they heroes or destroyers? Should we teach children that Columbus, da Gama, Cortez, and Pizarro were great men if their actions led to consequences that were so devastating for entire peoples and civilizations, such as the Aztecs and the Incans?

Also consider the following questions in your responses: Is it appropriate for us to “judge” the past and its events? What is to be gained from evaluating history from a moral standpoint? What are the problems inherent in this? How do you define “a hero”?

Explain your answer **and cite at least two to three examples drawn from your readings and the Documentary to back up your argument.**

Deadline for Discussion Thread #1 is Friday January 25 by 6 pm

Mon Jan 28: The Islamic World Powers: 1300-1800

Required Readings: Text, Chap 17, all

Take virtual tours of Islamic architecture :

- a) [The Suleymaniye Mosque Virtual Tour](#).
- b) [Explore the Taj Mahal](#)

Question for Class Discussion: What characteristic features of Islamic architecture can you identify in these two structures? What kind of structures are they—why were they built? How do they compare to Western or American structures built for similar purposes?

Wed Jan 30: European Reformation and the Politics of Absolutism and Constitutionalism

Required Readings: Text, Chapter 18, 436-457

Required Primary Source Readings:

- 1) [Martin Luther: Letter to the Archbishop of Mainz](#), also available in Course Den (module “Primary Source Readings”)
- 2) [Visual Primary Source: Reformation Woodcuts](#)—available in in Course Den (module “Primary Source Readings”)

Discussion Questions

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 do each of these sources reveal?

Mon Feb 4: French Absolutism and The Rise of Russia

Required Readings: Text, Chap 18, pp. 449-470

Required Primary Source Readings:

Modern History Sourcebook: *Duc de Saint-Simon: The Court of Louis XIV* available in Course Den (“Primary Source Readings”)

Modern History Sourcebook: *Peter the Great and the Rise of Russia, 1682-1725* Accessible through Course Den (“Primary Source Readings”)

Questions for Class Discussion:

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

What factors shaped the historical development of Russia as state and empire? What were Peter the Great’s main goals as an absolute monarch?

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

Required Readings: Text, Chap 19, all

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

Mon Feb 11: NO FACE TO FACE CLASS

ONLINE ASSIGNMENT:

A. Read the following primary sources:

- 1) Documents related to the Trial of Galileo, available in Course Den (module “Readings and Documentary Clip for Discussion Thread #2 Science vs. Faith”)
- 2) Voltaire, “On Tolerance,” available in Course Den (module “Readings and Documentary Clip for Discussion Thread #2 Science vs. Faith”)

B. Watch the following documentary:

“[Galileo on Trial](#)” also available in Course Den (see Module ““Readings and Documentary Clip for Discussion Thread #2 Science vs. Faith””)

C. Take Part in Course Den Discussion Thread #2 Science vs.

Faith—After completing the assigned readings and watching the documentary clip, 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 two 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 a religion tolerate those who question matters of faith?

Deadline for this Discussion Thread is Friday February 10 by 6 pm

Wed Feb 13: Africa and the World, 1400-1800

Required Readings: Text, Chapter 20, 501-513

Mon Feb 18: The Atlantic Slave Trade and Its Consequences

Required Readings: Text, Chap 20, 513-526

Required Primary source Readings:

- 1) Excerpt from the autobiography of former slave Olaudah Equiano, *The Narrative of the Interesting Life of Olaudah Equiano*, his recollections of the Middle Passage, available in Course Den (module labeled “Primary Source Readings”)
- 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:

What was the human experience of slavery, and how do the assigned primary sources illuminate this experience?
How did the slave trade change African societies in demographic, economic, social and political terms?

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

Mon Feb 25: Continuity and Change in East Asia

Required Readings: Text, Chap 21, all

Required 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)

Discussion Questions: 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 our modern society? In your own family?

Wed Feb 27: Revolutions in the Atlantic World—Revolutionary France and the Napoleonic Empire

Required Readings: Text, Chapter 22, 554-573

Required Primary Source Readings:

- 1) [*Declaration of Independence*](#), available in Course Den (Primary Sources Module)
- 2) [*Declaration of the Rights of Man and the Citizen*](#), available in Course Den (Primary Sources Module)

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

Monday March 4: NO FACE TO FACE CLASS

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

Online Assignment: Complete the following reading and viewing assignments

Required Readings: Text, Chap 22, 573-586

Required 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 “Primary Source Readings”)

After completing the above reading assignments, watch the following You tube clip and documentary:

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

[*Egalite for All: Toussaint Louverture and the Haitian Revolution*](#), also 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”)

After completing the readings and watching these video assignments, take the Atlantic Revolutions Quiz found in Course Den in the Quizzes section. The Quiz

will cover Chapter 22 in your textbook, all three of the primary sources for the Atlantic Revolutions and the assigned documentaries. The Quiz will be open in Course Den from Monday, March 4 at 12 noon until Wednesday March 6 at 12 noon. Give yourself at least one hour to complete the quiz.

Wed March 6: The Revolution of Industrialization

Required Readings: Text, Chap 23, 587-602

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

Mon March 11: Impact of the Industrial Revolution

Required Readings: Text, Chap 23, 602-613

Required Primary Source Readings:

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

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

Wed March 13: EXAM #2 (Chapters 21-23)

Mon March 18--22: SPRING BREAK—NO CLASSES!!!!

Mon March 25 Ideologies of Change in Europe—Socialism and Marxism

Required Readings: Text, Chap 24, all

Required Primary Source Readings:

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

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

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

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

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

Wed March 27: New Imperialism and Colonialism/Scramble for Africa

Required Readings: Text, Chap 25, all

Required Primary Source Readings: (both available in Course Den module "Primary Source Readings")

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

Questions for Class Discussion:

What factors and forces drove the renewed imperialist drive after 1850?

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

What does the source by Edgar Canisius reveal to us about the process of extracting rubber from the Congo region? What was the relationship between the European businessmen and the people of the Congo?

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

Mon April 1: World War I

Required Readings: Text, Chap 28, 730-741

Required Primary Source Readings: (both available in Course Den “Primary Source Readings”)

- 1) E.P.F. Lynch, *War Memoir* (1916-1919),
- 2) Wilfred Owen, “Dulce et Decorum est”

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

What was the war like for those who fought in the trenches?

Wed April 3: The Russian Revolutions and the Search for Peace and Stability After WWI

Required Readings: Text, Chap 28, 742-761

Primary Source Readings:

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

Questions for Class discussion: What is the significance for world history of the revolutions in Russia in 1917? 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?

Mon April 8: Nationalism in Asia, 1914-1939

Required Readings: Text, Chap 29, all

WORD TO THE WISE: BEGIN READING *SOLD* NOW—YOU NEED TO FINISH IT BY APRIL 22!!!

Wed April 10: The Great Depression/Authoritarianism in Europe

Required Readings: Text, Chap 30, 790-813

Required Primary Source Readings: both are available in Course Den

1. [Modern History Sourcebook: Hymn to Stalin](#)
2. [The Song of the Faithful. Verses by unknown Members of the Hitler Youth in Austria](#)

Questions for Class Discussion: What do historians mean by a “cult of the leader” in societies such as the Soviet Union and Nazi Germany? How could two of history’s worst tyrants be virtually worshipped by their populations?

Mon April 15: NO FACE TO FACE CLASS

The Holocaust and World War II

ONLINE ASSIGNMENTS:

- 1) Read in your Text, Chap 30, 813-823
- 2) Read about the Holocaust on the website of the United States Holocaust

Memorial Museum. First go to the section [Learn about the Holocaust](#), click on the different topics to learn more about the connection between World War II and the Holocaust. Then go to the section "[Behind Every Name A Story](#)."

Written Assignment: Click on the names of at least three survivors and read about their experiences in the Holocaust. Then write a response to the following question and make specific reference to the three or more survivors whose testimony you read when answering the question about survival:

- How do the three individual survivors account for their survival? Did their experiences and what they had to do in order to survive affect them in their later lives?

Watch the following documentary, [World War II: Blitzkrieg The Lightning War](#), available in Course Den

Written Assignment: Engage in role-playing, and in comparative analysis of the two world wars. First, take on the role of a World War I soldier and write a letter home from the Western Front in 1916. Second, take on the role of a World War II soldier and write a letter home from either the European, Soviet, or Pacific fronts. In each letter make at least three references to specific historical events, battles, new weapons, personages, etc. Lastly, as a conclusion, analyze the differences in the two letters—what is different about the battle experience in the two wars and what is the same? How might soldiers who fought in these two wars differ in terms of their understanding of the war and its causes? Bring in information from your textbook chapters 28 and 30

Submit your written responses to the question on Holocaust survivors and your creative response to the WWI and WWII role playing question to the Course Den Assignment Folder "Writing Assignment on the Holocaust and World War II".

The deadline for your written response the Holocaust and World War II questions is Wednesday April 17 at noon.

[Wed April 17: Decolonization and the Cold War](#)

Required Readings: Text, Chap 31, all

Primary Source Readings:

- 1) Winston Churchill, [The Sinews of Peace \(Iron Curtain Speech\)](#) "delivered March 5, 1946, also accessible in Course Den
- 2) [Joseph Stalin's Response to Churchill's Iron Curtain Speech](#), interview with *Pravda*, March 14, 1946, also accessible in Course Den

Questions for Class Discussion:

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

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?

[Mon April 22: Globalization/Human Trafficking](#)

Required Readings: *Sold*, all

In-Class Quiz on *Sold*

Wed April 24: Modern Global Problems: Child Soldiers

Required Readings: Articles in Course Den Module “Readings on Child Soldiers”

In-class viewing of *Beasts of No Nation*

BEGIN WORKING ON RESPONSE PAPER—SEE COURSE DEN ASSIGNMENT FOLDER FOR INSTRUCTIONS AND QUESTIONS

Mon April 29: Class Debate/Discussion on Globalization and the Lessons of World History

Required Readings: See readings and documentary assignments in Course Den Module “Debates over Globalization”

CLASS PARTICIPATION ASSIGNMENT: Be prepared to present/debate the following issue. 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.

RESPONSE PAPER DUE MONDAY APRIL 29 ON *SOLD* AND *BEASTS OF NO NATION*—You must submit your response paper electronically to Course Den and bring a hard copy to class. Both the electronic and paper copy are due by the beginning of class on MONDAY APRIL 29

FINAL EXAM NOTE THE DATE—MAY 6

(Chapters 25, 28-31, *Sold*, *Beasts of No Nation*) MONDAY MAY 6 2:00—4:30 PM