

## **Foundational Studies: Global Perspectives and Cultural Diversity Narrative for HIST 102: Studies in World Civilization since 1500**

HIST 102 introduces students to the diversity of human experience from its the dawn of the modern era to recent decades. Casting a wide net, this course chronicles the cultural, political, religious, and economic interactions of a diverse range of civilizations in a half-millennium in which the world has grown increasingly interconnected. It thus provides a starting point for understanding contemporary global issues as well as more focused historical studies. While presented from an historical perspective, this course fulfills the learning objectives of the Global Perspectives and Cultural Diversity category, as detailed below. Multiple sections (several often online) are taught every semester by History faculty; attached syllabus is annotated to emphasize the ways in which class activities address and meet the goals set forth in this category and in the Foundational Studies Program as a whole. In the course students particularly develop skills in critical reading, thinking, and evaluation, as well as effective expression in oral and written form.

**Introducing students to diverse cultures and worldviews** is the foundational concept of this course. In order to understand the nature and outcomes of the increased interconnection among the world's major civilizations during this period, students must grapple with the diverse cultures and worldviews which shaped these interactions. Students learn about the major civilizations of the Middle East, Africa, Europe, Asia, and the Americas through comprehensive readings, lectures, and discussions of primary sources that provide entrée into the mentality of each distinct world culture. Comparative analysis is encouraged as civilizations are considered with regard to both similarities and differences.

In so doing, the course **identifies social, economic, political, and environmental inter-relationships between cultures and worldviews**. Lectures, readings, and class discussions approach each civilization thematically, discussing the dominant environmental, geographical, social, economic, cultural, and religious structures at play. AS the course progresses, it also takes a thematic approach to understand how global developments such industrialization, imperialism, or the world wars impacted and often fundamental reshaped communities throughout the world.

The thematic approach to the structures and values of global civilizations also yields fertile material for **presenting multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one's culture in comparison to those studied**. Race and ethnicity is particularly germane to the study of civilizations and empires that were multiethnic in composition. Gender and social class likewise inform discussions of each civilization's social characteristics. Regional culture is explored vis-à-vis writing systems, art, and architecture. This is a period that witnessed immense interaction among the world's cultures: students thus learn how global exploration, trade, warfare, and intellectual exchange reshaped – often violently, sometimes in unanticipated ways – world religions, social and gender relations, ethnic tensions, and often the environment.

At its core, this course can help students grasp the origins of the world in which we live and gain perspective on many of challenges posed in contemporary era. With this in mind, the course continually calls attention to the myriad connections between historical developments and today's world, which serves to highlight **how the social construction of culture and worldviews shapes contemporary social and political issues**. This goal is achieved through discussions that go beyond the assigned textbook and sources, inviting consideration of current events, contemporary expressions of culture in movies, music, religion, art, and more, and by asking students to view these issues through their increasingly enhanced understanding of world civilizations.

**World Civilization since 1500  
History 102 (Sections 301 and 302)  
Semester XXXX (3 credit hours)**

**Professor XXXXX**

**Office:** Stalker XXX

**Email:** XXX.XXX@indstate.edu

**Tel:** (812) 237-XXXX

**Office Hours:** XXXXX

**This course meets the Foundational Studies requirement for Global Perspectives and cultural diversity.**

**Course Overview:**

In this course, we will examine the broad trends of world history since 1500. Our primary goal will be to explore the increasingly interconnected nature of the global community created in the centuries since 1500. Along the way, we will look at the impact of technology, disease, political philosophies and scientific theories as they spread around the world, and we will explore how different societies reacted to outside influences. Globalization, of course, was not always peaceful, and we will therefore concern ourselves with the clashes and conflicts among the world's myriad civilizations. Finally, we will pause along the way to discuss how ordinary people lived their lives, and how larger shifts in social organization, political structure, and technological advances shaped and redefined daily life around the globe.

**Foundational Studies Learning Objectives:** This course will meet the following learning objectives from the Foundational Studies Program.

1. Locate, critically read, and evaluate information to solve problems.
2. Critically evaluate the ideas of others.
4. Demonstrate an appreciation of human expression through literature and fine and performing arts.
5. Demonstrate the skills for effective citizenship and stewardship.
6. Demonstrate an understanding of diverse cultures within and across societies.
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.
8. Demonstrate an understanding of the ethical implications of decisions and actions.
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

In addition, this course meets the **Global Perspectives and Cultural Diversity Learning Objectives:**

1. Demonstrate knowledge of cultures and worldviews.
2. Identify social, economic, political, and environmental inter-relationships between cultures and worldviews.
3. Use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one's culture in comparison to those studied, and
4. Articulate how the social construction of culture and worldviews shapes contemporary social and political issues.

This course also fulfills the **Global Perspectives and Cultural Diversity Skill Applied Learning requirements:**

## SKILL APPLIED LEARNING REQUIREMENTS

1. Explicitly demonstrate how the curriculum will develop critical thinking skills.
2. Explicitly demonstrate how the curriculum will develop information literacy skills.
3. Include a graded writing component, which whenever possible is developmental.

**Contacting the Instructor:** If you have any concerns with your performance in class, follow-up questions about items of interest, etc., please come by my office to see me. I will be available to meet during the office hours listed above. I would encourage everyone to stop by at some point in the semester. If office hour times conflict with your schedule (e.g. you have another class or work), I will be happy to meet you at a mutually agreeable time; just drop me an email so we can set up an appointment. You may also call my office, but I am more likely to be available by email. I try to answer all emails in a quick and timely fashion (Please note, you must contact your professors from your official ISU accounts if you want a response).

**Blackboard:** All assignments for the class, as well as lecture outlines, discussion boards, etc. will be handled through Blackboard. Please log-on and look around the site ([blackboard.indstate.edu](http://blackboard.indstate.edu)) in case you have problems or questions.

**Readings:** The textbook, Bentley and Ziegler, *Traditions and Encounters, Volume II* (Fifth edition) is available at the student bookstore or can be purchased on-line. I have placed copies of both this and the older version (fourth edition) of the textbook on reserve in the library. If you want to purchase the older version, I can also provide you with the equivalent readings (pages, etc) so that you can follow along.

There will also be readings placed on Blackboard. You are expected to print these out (or bring your laptop – see below) and bring them with you to class (and of course to read them.)

### Class Elements:

**Assignments:** The textbook will be, along with the lectures, the backbone of the course. Reading the assignments *before* each class will help make the lectures clearer. In addition to the textbook, you will also have a number of primary readings that highlight various themes in the course. It is your responsibility to have these read before each class day on which they are assigned (see schedule below). We will be discussing them in class, and I expect you to be prepared and ready to participate.

- 1) **Participation:** You need to come class prepared to participate. Be here. Bring the readings (which you will have read). Ask questions, or jump into the conversation on days when it is appropriate. Your level of participation will be used to adjust your participation/attendance grade.
  - a. **Attendance:** Some people can do well in classes without attending, most cannot. I will take attendance every day. Each day that you attend, you will receive points toward your attendance grade. Every day, I will assign 1-5 points to the value for attending on a given day. The more people absent, the greater the value. (For example, if a bunch of people skip the Monday before Thanksgiving, those who come will be rewarded).
  - b. **Skips:** Everybody in the class receives three skips, no questions asked. There are no excused or unexcused absences, either you are here or not. Athletes or others missing for university approved reasons (e.g. class field trips or military duties) still have to file the proper paperwork, but other than that I do not want to see medical notes or hear about broken-down cars. **DO NOT BRING IN EXCUSES, NOTES, OR OTHER PAPERWORK.** This also means that you should be careful using your

skips for important matters and save some for later in the semester. (If you have to miss significant time due to military duty, please come and talk to me.) If you have a MAJOR emergency or illness, please contact me if it will necessitate being out of class for a prolonged period.

- c. **Attendance/participation grade:** Perfect attendance (with drops) will equal an 80 (or a B-). To improve beyond that, *you will need to participate*. Also, good participation may help to move your grade up if your absences exceed the number of excused days.
- 2) **Quizzes:** There will be a number of short, multiple choice quizzes throughout the semester. The quizzes will be taken on-line through Blackboard. Each quiz will include ten multiple choice or True-False questions. The quizzes will become available at 12 am (usually on Wednesdays. See the schedule below). You can take the quiz at any time during the following 96 hours. Once you start, you will have one hour to complete the quiz. I advise taking the quiz on a computer with a good internet connection. Failure to complete the quiz without contacting me will result in a "zero" for that week's quiz. You may take the quizzes "open book", but may not work with other students. You will also be able to take the quiz twice, but be warned, there is a good chance that you will not see the same exact questions the second time through. I suggest you read in advance, as you will probably not be able to find all the answers if you have not familiarized yourself with the material. During the quiz, once you have answered a question and moved on, you will not be able backtrack. I will try to be available via email should there be any problems with Blackboard.
- 3) **Short Paper:** There will be one, five to six page paper. The guidelines and questions will be posted to Blackboard several weeks before it is due. The paper always comes due at a busy time of the semester, so please allot time to complete this assignment. The due date on the paper is on the schedule below.

NB: For the paper, you may use endnotes, footnotes, or parenthetical citation (Saddler, 23). You should also have a works cited page. There is a full citation guide on BB under Assignments/Papers/Suggestions. You may use MLA, CMS, or APA styles as long as you are consistent.

- 4) **Exams:** You will have three exams over the course of the semester. The exams will require that you demonstrate a detailed knowledge of world history as well as of broader themes and concepts. A study guide will be provided in advance of the exams.

### **Plagiarism/Cheating and the Honor Code:**

Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "standard" for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002

**Any student caught cheating or plagiarizing will automatically receive a failing grade for the assignment and may be subject to further sanctions.** The evidence and a note of the incident will be forwarded to the Dean's Office in the College of Arts and Sciences. The definition of plagiarism at ISU is fairly broad and may be found in the University Standards (See especially Section I A.1-7 at <http://www.indstate.edu/sjp/docs/code.pdf>). Simply stated, don't cheat, any work turned in must be done by you, if you use someone else's work you properly cite it, and when you use outside sources you represent them fairly and accurately.

Especially on papers, please ask if you are having problems or doubts!!!! Don't assume, and don't panic. If you are caught between turning something in late, or turning in something plagiarized, email me and we can chat about turning in something late. Remember, the late penalty is small, the cheating penalty costly. And more importantly, the work is about you developing your writing and argumentation skills, not about your ability to find bad info on the web.

**Grading:** The final semester grade will be determined by weighing the papers, exams, and participation grade as follows:

Participation/attendance	20%
Quizzes	20%
Paper	15%
Midterm 1	15%
Midterm 2	15%
Final	15%

If you have any questions concerning your grades, whether due to mathematical errors in calculating the grade or more substantive concerns, I am more than willing to discuss the matter. As I do try to read your materials carefully, please consider comments thoughtfully beforehand so that we might have a common basis for discussion.

<b>Grade Scale:</b>	93-100	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	70-72	C-
	67-69	D+
	63-66	D
	60-62	D-
	Below 60	F

**American with Disabilities Act Statement:** Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive the additional help that Indiana State offers.

**Courtesy and Respect:**

Please treat the classroom as a professional environment. For my part, I promise to end class on time as I realize you have other commitments. I will also try to respond to all questions/emails/etc. in a timely fashion. Finally, I will return assignments to you in a prompt manner (i.e. 10-14 days so I can thoroughly read your work).

You, too need to be professional. Arrive on time. Come to class prepared. Listen and respond with respect for others. If you want to sleep, read the newspaper, or have conversations with your friends, wait until after class.

A few special notes:

1) Cell phones: The use of cell phones in class is prohibited. Basically, act like you are getting in a plane for takeoff; cell phone should be turned off. Please do not text message. It is distracting to your fellow students, your instructor, and yourself. If you are caught text messaging, you will be asked to stop, or if you persist, to leave the classroom.

2) *Computers: Laptop Required for Course: Irregular Usage:* For the purposes of this course it will be assumed that you are in compliance with the mandatory laptop policy of the University. You will be expected to bring your laptop and be ready to use it for those class periods noted (below/above). Usage of the laptop must conform to the provisions of this course as laid out in this syllabus as well as the Code of Student Conduct.

What does this mean? Basically, the days that we have on-line readings, you may bring and use your computers instead of printing items out. If you use it for anything else (facebook, World of Warcraft, Hulu, etc.), then your laptop is permanently banned, and you'll be bringing paper copies for the rest of the semester.

Finally, you should be professional in your exchanges via email, Blackboard, and other electronic media. This means adhering to proper modes of address, double checking for spelling; make sure that you are clear and polite. Remember, habits of clear communication and proper form will help you well into the future.

### Academic Freedom

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

**Schedule: Please have all materials read for the class day on which they are assigned** (e.g. BZ 357-74 is due on 25 August.)

N.B. BB=Blackboard, LT=Laptop allowed on these days only

Date	Topic	Assignment	FS Annotations
<b>Week 1: Themes and Definitions</b>			
23 Aug.	Introduction		
25 Aug.	Problems/Themes History What is a civilization?		FSLO-6,7 GCPD-LO 1,3

	Gender, race, religion, class and other categories of historical analysis		
27 Aug.	Reading Primary Sources (LT)	(BB) Ibn al-Athir, “The Franks Conquer Jerusalem” Raymond d'Aguiliers, “The Frankish Victory” <sup>1</sup>	FSLO-2,4,7 GCPD-SALR--1
<b>Week 2/3: The World Gets Smaller: Exploration and Encounter</b>			
30 Aug.	Pax Mongolica	(BB)Rashid al-Din, “Mongol Government” Henry Knighton, “The Impact of the Black Death”	FSLO– 1,6,7,8,10 GCPDLO–2,3
1 Sept.	The “Age” of “Exploration” (LT):Commerce, Exploration, and the Columbian Exchange	Read BZ 464-491 <b>Quiz #1</b>	
3 Sept.	Encounters in the New World	Journal of Christopher Columbus (BZ) (BB) Diaz “Cities of Mexico” <i>Broken Spears</i> <sup>2</sup>	FSLO– 1,6,7,8,10 GCPDLO–2,3
6 Sept.	<b>Labor Day – NO CLASS</b>		
8 Sept.	The Creation of a Transatlantic World	Read BZ 522-569 <b>Quiz #2</b>	FSLO– GCPDLO- 1,2,3,4
10 Sept.	<b>DISCUSSION: SLAVERY (LT)</b>	(BB) Mbemba, Appeal to the King of Portugal Bosman, Slave Trader Equiano, Selections <sup>3</sup>	FSLO– 1,6,7,8,10 GCPDLO–2,3
<b>Week 4 – The Transformation of Europe</b>			
13 Sept.	The Transformation of Europe (I) -- Spirit	Read BZ 492-521	FSLO 2,6,7,8 GCPDLO 1,2,4
15 Sept.	The Transformation of Europe (II) -- Mind (LT)	(BB) Galileo and Witch Trials	FSLO 2,6,7 GCPDLO 1,2,3,4 GCPDSALR 1
17 Sept.	The Transformation of Europe III -- Body		FSLO 2,6,7,8 GCPDLO 1,2,4

<sup>1</sup> These two readings serve two purposes. They introduce the students to a basic element of historical practice, i.e. we must try to understand events from multiple perspectives, while also highlighting to different cultural takes on the meaning and nature of the conquest of Jerusalem during the Crusades.

<sup>2</sup> These readings explore first Columbus initial impressions of the Taino people he encountered at his first landing, then both Spanish and Aztec perspectives of the meeting of Cortes’s expedition and the Aztecs, and then the subsequent destruction of Tenochtitlan.

<sup>3</sup> The readings explore slavery both from a diversity of perspectives (African king, slave trader, enslaved and later manumitted slave) and from a different set of periods (initial slave trade, developed, late slave trade).

<b>Week 5 – Asian States</b>			
20 Sept.	The Ottoman Empire between East and West (LT)	(BB) Tursun Beg, <i>Tarih Abu al-Fath</i> : The Ottoman conquest of Constantinople (1453) Quran (excerpt)	FSLO 2,6,7 GCPDLO 1,2,3,4 GCPDSALR 1
22 Sept.	Japan: Unified and Isolated	<b>Quiz #3</b>	FSLO 2,6,7,8 GCPDLO 1,2,4
24 Sept.	Imperial China and the West (LT)	(BB) Confucius, “Analects” [excerpts] - Matteo Ricci, “Trying to Change China” The Qianlong Emperor, “China Rejects the West”	FSLO 2,6,7 GCPDLO 1,2,3,4 GCPDSALR 1
<b>Week 7 – Gender/Midterm</b>			
27 Sept.	Gender and Challenges to Patrimonialism	Margaret Cavendish, “Letters Critiquing Women’s Lack of Power within the Family and State” Sor Juana Ines de la Cruz, “The Answer”	FSLO 2,6,7 GCPDLO 1,2,3,4 GCPDSALR 1
29 Sept.	<b>Midterm 1</b>		FSLO 10 GCPDSALR 1,3
1 Oct.	No class (Instructor at conference)		
<b>Week 7 – Revolutions (Part I)</b>			
4 Oct.	Age of Revolution I		FSLO 2,6,7,8 GCPDLO 1,2,4
6 Oct.	<b>Discussion: Age of Revolution (LT)</b>	Readings on the Revolution (BB) <sup>4</sup>	FSLO 2,6,7 GCPDLO 1,2,3,4 GCPDSALR 1
8 Oct.	Age of Revolution II		FSLO 2,6,7,8 GCPDLO 1,2,4
<b>Week 8 – Revolutions (Part II)</b>			
11 Oct.	Industrialization I	Read BZ 650-675 <b>Quiz #4</b>	FSLO 2,6,7,8 GCPDLO 1,2,4 GCPDSALR 1
13 Oct.	Discussion: Industrialization II (LT)	(BB) Sadler Report, Excerpts Bondfield, A Women Worker Engels, Working Class	FSLO 2,6,7 GCPDLO 1,2,3,4 GCPDSALR 1

<sup>4</sup> The selection for this reading includes the Declaration of Independence, the Bill of Rights, and the French Declaration of Rights of Man (taken together, the students can understand the American Revolution and its values in a larger context) as well as a brief selection of the debates in the French National Assembly about who counted, and who did not, as citizens in the original revolutionary constitution.

		Manchester (excerpts) Berlin Factory Rules	
15 Oct.	Nationalism		FSLO 2,6,7,8 GCPDLO 1,2,4
<b>Week 9 – The Challenge of Empire</b>			
18 Oct.	Creation of Empire (LT)	Read BZ 705-755	FSLO 2,6,7 GCPDLO 1,2,3 GCPDSALR 1
20 Oct.	Latin America	<b>Quiz #5</b>	FSLO 2,6,7,8 GCPDLO 1,2,4
22 Oct.	Old Empires, New Challenges (LT)	(BB) Selections, Japan and the Meiji Reforms <sup>5</sup>	FSLO 2,6,7,8 GCPDLO 1,2,3,4 GCPDSALR 1
<b>Week 10 – Modern Societies</b>			
25 Oct.	Modernism and Discontent in Europe (LT)	(BB) Charles Darwin, “Natural Selection” Mary Shelley, “The Monster Meets Its Maker”	FSLO 2,6,7 GCPDLO 1,2,3 GCPDSALR 1
27 Oct.	<b>Discussion: Changing Place of Women (LT)</b>	Pankhurst, “Why We are militant” Romanes, “ <i>Brain Weight of a Woman</i> ” Wright, “The Unexpurgated Case against woman suffrage” Ward, “An appeal against women’s suffrage” <sup>6</sup>	FSLO 2,6,7 GCPDLO 1,2,3,4 GCPDSALR 1
29 Oct.	<b>Midterm II</b>		FSLO 10 GCPDSALR 1,3
<b>Week 11 – A World in Conflict</b>			
1 Nov.	World War I – Outbreak and Nature	Read BZ 760-787 World War I Propaganda Posters <sup>7</sup>	FSLO 2,6,7 GCPDLO 1,2,3 GCPDSALR 1
3 Nov.	World War I – Consequences	<b>Quiz #6</b>	FSLO 2,6,7,8

<sup>5</sup> These readings demonstrate the challenge that Western imperialism and industrialization posed for the Japanese (Japan had been closed to outsiders since the mid 1600s). In particular, the documents show a) the debates about whether to open to outsiders, b) how to adapt Western ideas while still remaining Japanese, and c) how the Japanese who went abroad to learn modern industry and engineering understood foreign cultures (for example, the place of women in American culture or the strange American habit of placing bibles in hotels).

<sup>6</sup> These readings allow the students to understand the debates surrounding female suffrage. In particular, the readings explore both pseudo-scientific arguments against (Romanes) as well as claims about female nature (Ward and Wright), before turning a strong suffrage argument in favor of the vote.

<sup>7</sup> These posters invite students to understand how the various sides motivated their citizens to sacrifice at home and abroad, as well as point to how the belligerents tried to frame the true “nature” of their enemies.

			GCPDLO 1,2,4
5 Nov.	World War I -- A World Unsettled		FSLO 2,6,7,8 GCPDLO 1,2,4
<b>Week 12 – A World at Arms</b>			
8 Nov.	Ideological Conflicts	(BB) Nazi Propaganda <sup>8</sup>	FSLO 2,4,6,7 GCPDLO 1,2,3 GCPDSALR 1,2
10 Nov.	World War II	Read BZ 833-853	FSLO 2,6,7,8 GCPDLO 1,2,4
12 Nov.	The Holocaust (LT)	(BB) Selections from Hochstadt, <i>Sources of the Holocaust</i> <sup>9</sup>	FSLO 2,6,7 GCPDLO 1,2,3 GCPDSALR 1
<b>Week 13 – New World Order I</b>			
15 Nov.	Cold War (LT)	Read BZ 853-861 (BB) Clips of Cold War video (BB) NSC 68 (BB) Formation of the Comintern <sup>10</sup>	FSLO 2,6,7,8 GCPDLO 1,2,4 GCPDSALR 1
17 Nov.	The Spread of Communism: Czechoslovakia, China, and Cuba	<b>Quiz #7</b>	FSLO 2,6,7,8 GCPDLO 1,2,4
19 Nov.	The End of Empire	Read BZ 865-889	FSLO 2,6,7,8 GCPDLO 1,2,4
22-26 Nov. -- <b>THANKSGIVING BREAK -- NO CLASS</b>			
<b>Week 14 – New World Order II</b>			
29 Nov.	Empire and Terrorism: The Case of Algeria	(BB) Battle of Algiers, <i>Remembering History</i> <sup>11</sup>	FSLO 2,6,7,8 GCPDLO 2,3,4 GCPDSALR 1,2,4

<sup>8</sup> These selections, which include video clips from *Triumph of the Will*, as well as posters and short documents, explore how the Nazis perceived and the values they were pursuing.

<sup>9</sup> These documents detail the process of persecution and execution of Jews during the Holocaust. They include an SS officer's diary about rounding up Jews, a German official's (and later secret report on the nature of killing

<sup>10</sup> The video clips capture responses to the early threat of nuclear annihilation, including the classic civil defense video "Duck and Cover." The documents offer contrasting views of American and Soviet assessments of each other as existential threats.

<sup>11</sup> This hour-long documentary looks at the history behind the classic 1960s film *Battle of Algiers*. Through interviews with both historians and contemporaries, it details the Algerian fight for independence, but also tangles with the harsh nature of the conflict; French soldiers are interviewed about the use of torture to stop Algerian bombings in Algiers, whereas surviving leaders of the FLN seek to justify the use of terrorism as a legitimate tool to gain independence.

1 Dec.	The Developing World after Decolonization (LT)	(BB) Nnamdi Azikiwe, “Address . . . African Continental Bank” Kwame Nkrumah, “Continental Government for Africa” <sup>12</sup>	FSLO 2,6, 7,8 GCPDLO 2,3,4 GCPDSALR 1
3 Dec.	The Postwar Middle East	<b>Paper Due</b>	FSLO 2,4,7 ,8 GCPDLO 1,4 GCPDSALR 1,3
<b>Week 15 – The End of a Bi-Polar World and Increased Globalization</b>			
6 Dec.	End of the Cold War (LT)	Read BZ 891-923 (BB) Video selections on Cold War in the 1980s <sup>13</sup>	FSLO 2,4, 7 GCPDLO 1,4 GCPDSALR 1,2
8 Dec.	Post imperial migration and in/exclusion	(BB) For class: Watch <i>Le Haine</i> <sup>14</sup> <b>Quiz #8</b>	FSLO 1,2,4,6,7 GCPD-LO 1,2,3,4 GCPDSALR 1
10 Dec.	Global Cultures?	(BB) Readings on McDonalds around the world	FSLO 2,4, 7 GCPDLO 1,4 GCPDSALR 1,2
<b>Final</b>	<b>Week of Dec. December 13-17</b> <b>See Registrar's schedule for times</b>		

<sup>12</sup> These readings deal with the creation, or attempted creation of, a new order in Africa, on in light of the troubles remaining from the era of imperial rule.

<sup>13</sup> These clips detail changing views toward communism and the fear of war during the 1980s, including selections from *The Day After*, *War Games*, Ronald Reagan at the Berlin Wall, *Red Dawn*, *Rocky IV*, *Red Heat*, and an anti-Communist Wendy’s commercial.

<sup>14</sup> This film deals with immigration, race, poverty, and violence in the Parisian banlieue (suburb, but in the case of France, somewhat akin to a US notion of a ghetto). While set against the backdrop of the mid 1990s riots in France, it has resonance not only for subsequent riots in Europe (France, 2005/Britain 2011), but will likely have students draw analogies to recent events in the US (one thinks here of Ferguson).

## History 102 Paper – Instructions

1. There are multiple topics to write on (see below). Please choose ONE on which to focus your paper.
2. The paper should be 5-6 pages, double spaced. Note: *A title page does not count as a page.*
3. **YOU MUST USE YOUR PRIMARY DOCUMENTS ON THE ASSIGNMENT** (e.g. Saddler report, Pankhurst, etc). **Only** using the textbook, lectures, or random other on-line resources will result in a poor grade.
4. Sources should be properly cited. You can use endnotes, footnotes, or parenthetical citation (Saddler, 23), as long as you have a works cited. There is a full citation guide on BB under Assignments/Papers/Suggestions. You may use MLA, CMS, or APA styles as long as you are consistent. In short, you should cite something if you A) directly quote from a source; B) paraphrase or refer indirectly to a source (“The Saddler report notes many cases of children being abused by their employers” (Saddler, 23)); C) introduce information that is not common knowledge or that you had to look up (say, number of Aztecs killed as laid out in the textbook). See the citation guide for proper formatting of footnotes/endnotes/works cited pages.
5. **YOU MUST SUBMIT YOUR PAPER TO TURN IT IN.COM.** See instructions and link on BB in the paper assignment folder.
6. Essays should be well written. There should be a clear introduction with a clear thesis, supporting paragraphs of evidence, and a conclusion. Please see the writing guide below as a starting point for any of these issues. To understand what I am looking for, what to avoid, please see the checklist (handed out in class and on-line) and the rubric that I have placed on line.
7. You have a number of resources around campus . . . the Writing Center, etc. Feel free to avail yourself of them.
8. If you have questions or things you want to discuss, set up an appointment to see me after Thanksgiving. Don’t wait until 2 am the night before due to try to figure things out. I won’t be on-line.

### Essay Topics:

#### Essay Topic #1

We read several pieces by Diaz, as well as a large excerpt with Aztec accounts in *Broken Spears*. Use those readings, as well as the textbook, to address the following:

Montezuma and the Spanish viewed their encounters in ways that both show a common narrative, but also different interpretations on events. In using the "Broken Spears" selections and Spanish accounts from Diaz, how would you analyze the differences? What factors and beliefs (or actions) do the documents suggest gave rise to conflict?

### **Essay Topic #2**

Between 1853 and 1914, the Japanese struggled with the need to modernize in the face of European and American power. Using your documents on Japanese modernization/industrialization, lectures, and the textbook, what would you argue were the main internal challenges that the Japanese had to overcome on the path to modernization, and how successful were the Japanese at adopting Western technology while maintain a sense of their own culture?

(Suggestion: Look at the various debates among the authors that we have read, and look at how the Japanese tried to reconcile their culture with Western culture. The following link, not originally part of the readings, provides a short but useful additional primary source: <http://www.fordham.edu/halsall/mod/1908okuma.html>).

### **Essay Topic #3**

We read a number of pieces commenting on the place of European women in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Using the textbook, the readings (Pankhurst, Romanes, Ellis, Wright, Ward, and with the industrialization reading, Bondfield, etc.), address the following:

Women slowly sought to greater rights in Europe, but largely failed to do so before World War I. Why did the movement for liberation run into so many problems?

Issues to think about: What role did society see for women? What role(s) did women see for women? How did men justify barring female suffrage?

### **Essay Topic #4**

We read a number of pieces on the French Revolution (Declaration of Rights of Man, Declaration of Rights of Women, French National Assembly debates, Haiti revolt excerpts). Using those readings and the textbook, address the following:

The Declaration of the Rights of Man called for equality among French citizens. Yet the French National Assembly debated whether to include or exclude a wide variety of groups, and a variety of groups had to strive (usually unsuccessfully) for recognition as equals: How did French leaders define "citizenship" and how did they justify their definitions of citizens, and how did excluded groups seek to gain inclusion in the new French republic?