

**History 1112**  
**Survey of World History/Civilization II**  
**Spring Semester, 2008 T/Th: 9:30 am–10:45 am**

Dr. Elaine MacKinnon

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This syllabus can also be accessed online through the website of the history department, <http://www.westga.edu/~history>. Go to the faculty web pages, click on my name, then on syllabi, then on History 1112, Spring 2008 (**BE SURE TO CLICK ON SPRING 2008, NOT ON PREVIOUS SEMESTERS' SYLLABI!!!**).

**Required Texts:**

William J. Duiker and Jackson J. Spielvogel. *The Essential World History*, Volume II, Third Edition. Thomson Wadsworth, 2008. Abbreviated in syllabus as **Text**.

Olaudah Equiano. *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself*. Edited with an Introduction by Robert J. Allison. Second Edition. Bedford/St. Martins, 2007.

Art Spiegelman, *Maus I: A Survivor's Tale*. Pantheon, 1991.

**Note: You are expected to bring your assigned readings to every class. You should buy all of the books as soon as possible. Do not wait until later in the semester because the book store will return books not sold after a certain date, usually halfway through the semester.**

**NOTE: IT IS REQUIRED THAT YOU BUY A NEW COPY OF THE DUIKER AND SPIELVOGEL TEXTBOOK in order to get the necessary access codes for the World History Resource Center linked to your textbook.** Your document reading assignments are found in the Resource Center, as are numerous study aides, including on-line readings, maps, simulation exercises, etc. You will need access to these materials in order to prepare for examinations, quizzes, and writing assignments.

**Purpose of the Course and Learning Outcomes:**

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 textbook readings will give you a general chronological framework. Supplemental materials--including the memoirs *The Interesting Narrative of the Life of Olaudah Equiano* and *Maus I*, primary documents from your textbook and from the Thomson Wadsworth World History Resource Center, on-line readings from the Resource Center, films and

documentaries shown in class--will provide deeper insight into particular problems and periods. They will also introduce you to the process of historical study and the variety of ways in which historians attempt to understand and depict the past. You will learn to identify and distinguish between primary and secondary sources of historical knowledge and understanding. In addition to studying history, you will develop critical thinking and communication skills, and learn to effectively interpret, compare, criticize, and question important issues of both past and present. You will learn to differentiate between fact and interpretation in historical analysis and discussion. You will improve basic verbal and written skills by taking part in class discussions and by constructing essay arguments based on historical evidence. You will be learning how to read comprehensively, take notes, and derive meaning from texts. You will learn about the variety of ways in which one can study history and experience different types of historical sources, including film and novels. The idea is not just to memorize the "facts" of history, but to be able to think about them, synthesize them, and formulate your own interpretations. These are skills that will be invaluable to you in other courses as well as in your future career path.

**Format:** The course format is designed to be a combination of lecture and discussion, organized around specific themes. You are expected to take part in the discussion, ask questions, and contribute commentary. The purpose of class is to help you to understand the movement of history and the factors which shape it, not simply give out facts. Lectures and discussions are intended as a supplement to, not a replacement for the textbook; they will cover material contained in the readings but will also provide additional information and insight.

**Grading:**

Midterm Exam #1	30%
Midterm Exam #2	30%
Final Exam	30%
Quizzes/Writing Assignments/Class Participation and Attendance	10%

1) You will have three in-class examinations. Exams will consist of a variety of questions, including map identification, multiple choice, fill-in-the-blank, matching, identification, document analysis, and short answer/discussion. The exam questions will be drawn from lectures, the textbook, the supplemental readings, assigned document readings, class discussions, and films and videos shown in class. The final will not be cumulative.

**Please Note:**

**FOR EACH OF THE THREE EXAMS, YOU WILL NEED TO PURCHASE A SCANTRON SHEET: Exam System II General Purpose NCS Answer Sheet, NO. 229633 (200 QUESTIONS).**

**YOU MAY PURCHASE THESE AT THE CAMPUS BOOKSTORE OR AT VARIOUS KIOSKS ACROSS CAMPUS. YOU MUST BRING ONE TO CLASS FOR EACH EXAM, ALONG WITH A NUMBER 2 PENCIL. IF YOU FAIL TO BRING ONE TO CLASS THE DAY OF THE EXAM, YOU WILL HAVE TO GO AND PURCHASE ONE BEFORE BEGINNING THE EXAM. IF THIS OCCURS, YOU WILL NOT BE GIVEN EXTRA TIME TO COMPLETE THE EXAM. PLEASE DO NOT FOLD, TEAR OR CREASE THESE SHEETS—FOLDED, TORN OR CREASED SCANTRON SHEETS CANNOT BE GRADED.**

2). During the course of the semester, you will have at least eight quizzes and/or writing assignments based on your textbook readings, the two memoirs as well as additional supplemental reading materials, and **assigned primary documents**. The quizzes will be multiple choice, matching, or short answer, and they may or may not be announced. From time to time you will do writing assignments of various types, both in class and outside of class, based on the assigned readings, particularly the document readings. Despite the large class size, class participation is important. The more you take part in discussions and ask questions, the more engaged you are with the material, the easier it is to learn and retain information. You will gain points by taking part in class.

Please note that for selected class periods a critical thinking/discussion question is listed. This may become the basis for in-class writing assignments and discussions. You may also be asked to turn in a typed response to the question in advance.

### **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. All make-ups are essay exams and will be given at a special time at the end of the semester after the last class meeting. There will be no other make-up exams. 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. There will be no make-ups given for quizzes, nor will there be a make-up for in-class writing assignments.

### **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! 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. 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. There are seminars and tutors in the Excel Center as well who can work with you to improve your notetaking abilities.

- 1) It is required that you buy a new copy of the Duiker and Spielvogel textbook in order to get the necessary access codes for the World History Resource Center linked to your textbook. Your document reading assignments are found in the Resource Center, as are numerous study aides, including on-line readings, maps, simulation exercises, etc. You will need access to these materials in order to prepare for examinations, quizzes, and writing assignments. **THERE WILL BE A TUTORIAL ON ACCESSING THIS WORLD HISTORY RESOURCE CENTER IN CLASS ON TUESDAY, JANUARY 15. IF YOU MISS THIS, THEN IT IS YOUR RESPONSIBILITY TO CONTACT THE INSTRUCTOR AND MAKE ARRANGEMENTS FOR A MAKE-UP.**

There is also a Book Companion Website for the textbook which has study aides such as term lists, maps, critical thinking study questions, quizzes; the address for this website is [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9780495097297&discipline\\_number=21](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495097297&discipline_number=21)

At this site you will need to register for access.

- 2) You are responsible for knowing the definition and significance of each term given in the glossary (found at the Companion Website for the textbook, see above), as well as terms that are listed on the screen in class. As we go along, note down the terms and for each, write a paragraph in which you define what the term is, give the approximate date, the country or region in which it is situated, and then explain its significance for world history. Ask yourself, why is this term important, why has it been selected as a key term for this chapter? What impact did it have on world history? What does it show us about particular movements or developments in history? Use these terms to help you identify which sections in the chapter are most important, and focus more attention on these sections. Do not just try to memorize the terms in isolation: Relate the terms to the main themes in the chapter. Be able to explain the connection of a term to the larger movement or event with which it is connected.
- 3) You will receive in class a list of map assignments and geographic locations you should be able to identify on a blank map. The maps are found in the World History Resource Center. For each assigned map and list of geographic locations, you should try to determine its significance for world history, particularly in relation to the themes being studied. Be able to plot these locations on a blank world map, and to answer questions about them.
- 4) Form study groups and work on the terms, geographic locations and study questions together. Meet regularly throughout the semester.

**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!!!**

#### **Assignments:**

Students are expected to have completed the assigned readings prior to each session and be able to discuss them. Remember--Class participation not only enhances your learning experience but it counts up to 10% of your final grade. You may expect quizzes on the assigned readings. Some of the readings are lengthy, so plan ahead and budget your time accordingly. Try not to fall behind! All written assignments are due on the specified date.

#### **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, on the web at <http://www.westga.edu/documents/catalogs.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.

### **Attendance:**

**STUDENTS ARE EXPECTED TO ATTEND EVERY CLASS.** Make every effort to be in class and on time. You are responsible for all materials and announcements presented in class. If you must be absent, be sure to get the notes from a classmate. **More than two unexcused absences will lower your final grade.** For every unexcused absence beyond two, I will deduct a percentage point from your final average. More than four may lead to a W/F. Absences due to illness or school business will be excused only if you have a written note signed by a physician or a supervising coach or faculty member. **Being late to class or leaving class early will also lower your grade. Two tardies will count as one unexcused absence, and the same for leaving early.** You are counted as tardy if you come into class after roll has been taken. If you are tardy, it is your responsibility to inform me of your presence at the end of class. **Students who need to leave early must provide an excuse before the class begins. Anyone who leaves class without providing an excuse will be marked absent and will receive a grade of zero on any assignment given that day, even if the student completed that assignment.** Be aware: besides helping you to learn more, regular attendance and punctuality can work in your favor in borderline grading situations and conversely, poor records in either can work against you.

Class attendance is vital if you wish to do well in the course. **DOCUMENTARIES AND FILMS SHOWN IN CLASS AS WELL AS QUIZZES AND WRITING ASSIGNMENTS WILL NOT BE MADE UP.** Exams come from both the textbook and from lectures, so you must be able to study both the text and your classroom notes.

**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.

**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.**

### **Office Hours:**

My office is Room 3222 in the Technology Learning Center. I will hold office hours Tuesdays and Thursdays, 11:00 am to 2:00 pm, or by appointment. 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.

### **Extra Credit Policy**

I do offer limited extra credit options. Follow the directions given above to access the syllabus on the website of the history department. Scroll down to the section entitled "Tentative Course Outline and Readings Assignments," and just before this, click on the link "Extra Credit Options" for an explanation of the possible extra credit projects. The extra points accrued through such assignments, as well as through extra credit options announced in class, are applied to your **class participation grade**.

Extra Credit points do not get applied to exams or to final grades, only to the class participation grade. Remember that the main part of your grade comes from your three exams; do not neglect preparation for the examinations in order to do extra credit assignments.

[Extra Credit Options in Word Format](#)

[Extra Credit Options in PDF Format](#)

[Geographic Locations and Maps for Chapters 13-16](#)

[Geographic Locations and Maps for Chapters 17-20](#)

[Geographic Locations and Maps for Chapters 21-28](#)

### **Maps:**

[Map of Africa](#)

[Map of Europe](#)

[Map of the World](#)

[Map Link Download Instructions](#)

### **Study Guides and Questions:**

[Study Questions for The Interesting Narrative of the Life of Olaudah Equiano](#)

[Study Guide and Questions for Maus I](#)

[Study Guide: Exam 1](#)

[Study Guide: Exam 2](#)

[Study Guide for Final Exam](#) in PDF format

[Study Guide for Final Exam](#) in Word format

### **Tentative Course Outline and Readings Assignments**

#### **Jan 10: Introduction: What is Global History?/The World in 1500**

Text, Preface, pp. xi–xix; 286-287

#### **Jan 15: An Age of Exploration and Expansion**

Text, Ch. 13, pp. 288-296

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Exploration (do not do this by chapter number, but click directly on “Exploration”); then click on the arrow to expand Documents and Online Readings (“click here to expand”). Then click on the following links for the assigned documents:**

- 1) Christopher Columbus, Selections from the Journal—First**
- 2) Christopher Columbus, Selections from the Journal—Second**

**\*\*\*Question for Analysis and Discussion: What do you learn from Columbus' journal entries about the motives and assumptions of European explorers?**

**Jan 17: Impact of Expansion**

Text, Ch. 13, pp. 296-299 and 303-308

**\*\*\* Question for Analysis and Discussion: Was the Columbian Exchange positive or negative for world history? Should European explorers such as Columbus be evaluated as heroes or as destroyers?**

**Jan 22: Europe Transformed: The Reformation**

Text, Ch. 14, pp. 311-318

**Document Assignments: Go to the World History Resource Center. Scroll down the column on the left and click on Renaissance Reformation & Absolutism; then click on the arrow to expand Documents and Online Readings. Then click on the following links for the assigned documents:**

- 1) John Calvin, Institutes of the Christian Religion--Book 3, Ch. 23, Sections 12-14
- 2) Ignatius Loyola, Spiritual Exercises

**\*\*\* Question for Analysis and Discussion: How did the Reformation transform Europe politically, religiously, and socially? How might the exercises of Loyola and the goals of the Jesuits be seen as a response to the challenges of Luther and Calvin?**

**Jan 24: Europe in Crisis: Absolutism and Constitutionalism**

Text, Ch. 14, pp. 318-330

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Renaissance Reformation & Absolutism; click on the arrow to expand Documents and Online Readings. Then click on the following links for the assigned documents:**

- 1) Saint-Simone, the daily ritual of the King and his courtiers
- 2) Jean Rousset de Missy, describing Russians in Western dress

**\*\*\* Questions for Analysis and Discussion: What were the basic differences between absolutism and constitutionalism? Why did England not take the path of absolutism? How did absolutism in Eastern Europe differ from absolutism in Western Europe?**

**Jan 29: Africa, the Slave Trade, and the Atlantic World**

Text, Ch. 13, pp. 299-303

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Exploration; click on the arrow to expand Documents and Online Readings. Scroll down to Online Readings for the following assignment:**

- 1) Slave Trade Statistics

**\*\*\* Questions for Analysis and Discussion: What differentiated the Atlantic Slave Trade from other slave trading networks in Africa? What was the impact of the slave trade on Africa and Africans?**

**Jan 31: The Atlantic Slave Trade: The Human Experience**

*The Interesting Narrative of the Life of Olaudah Equiano, all*

**\*\*\*IN-CLASS QUIZ ON *The Interesting Narrative of the Life of Olaudah Equiano***

**\*\*\* Question for Analysis and Discussion: How can historians use this memoir of Equiano to study slavery and the slave trade? What historical significance does it have?**

**Feb 5: The Muslim Empires**

Text, Ch. 15, all (333-353)

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Muslim Empires; click on the arrow to expand Documents and Online Readings. Then click on the following links for the assigned documents:**

- 1) Lady Mary Wortley Montagu: Smallpox Vaccination in Turkey
- 2) Ogier Ghiselin de Busbecq: The Turkish Letters, 1555-1562

**\*\*\* Questions for Analysis and Discussion: What were the basic similarities and differences among the Ottoman, Safavid, and Mughal Empires? How did they differ from their European counterparts?**

**Feb 7: Ming and Qing China**

Text, Ch. 16, pp. 355-366

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on China—Ming to Qing; click on the arrow to expand Documents and Online Readings. Then click on the following link for the assigned document:**

- 1) The Reception of the First English Ambassador to China

**\*\*\* Questions for Analysis and Discussion: How did China and Japan respond to the coming of the Europeans, and what explains the differences? What impact did European contacts have through the end of the 18<sup>th</sup> century?**

**Feb 12: Tokugawa Japan and Korea**

Text, Ch. 16, 366-375

**FEBRUARY 14: FIRST MIDTERM EXAMINATION---BRING NO. 2 PENCIL & SCANTRON SHEET NO. 229633—200 QUESTIONS**

**Feb 19: 17<sup>th</sup> and 18<sup>th</sup> Century Europe: A Revolution in Science, Culture, and Society**

Text, Ch. 17, pp. 377-388

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Enlightenment and French Rev; click on the arrow to expand Documents and Online Readings. Then click on the following links for the assigned documents:**

- 1) Isaac Newton, Principia
- 2) Voltaire entries from Philosophical Dictionary—"Religion"

**Feb 21: The French Revolution and Napoleon**

Text, Ch. 17, pp. 388-398

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Enlightenment and French Rev; click on the arrow to expand Documents and Online Readings. Scroll down to Online Readings, then click on the following links for the assigned documents:**

- 1) The Levee en Masse
- 2) Maximilien Robespierre, Justification of the Terror

**\*\*\* Questions for Analysis and Discussion: What were the causes, main events, and results of the French Revolution? What was Napoleon's relationship to the French Revolution? Did he fulfill or betray revolutionary ideals and goals?**

**Feb 26: Industrialization and the Making of Industrial Society**

Text, Ch. 18, pp. 404-410

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Industrialism and Nationalism; click on the arrow to expand Documents and Online Readings. Then click on the following link for the assigned document:**

**1) Robert Owen and Robert Peel, Testimony regarding Child Labor**

**Scroll down to Online Readings, then click on the following link for the assigned document:**

**2) Women Miners in the English Coal Pits**

**\*\*\* Question for Analysis and Discussion: What impact did industrialization have on urban life, social classes, family life and standards of living?**

**Feb 28: Reaction, Revolution, and the Growth of Nationalism, 1815-1871**

Text, Ch. 18, pp. 410-423

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Enlightenment and French Rev; click on the arrow to expand Documents and Online Readings. Then click on the following link for the assigned document:**

**1) Preliminary Protocol of Troppau**

**For this document, scroll down the column on the left and click on Industrialism and Nationalism; click on the arrow to expand Documents and Online Readings. Scroll down to Online Readings and then click on the following link:**

**2) Documents on Italian Unification**

**\*\*\* Question for Analysis and Discussion: What role did the emerging ideologies of conservatism, liberalism and nationalism play in Europe and the world between 1815 and 1870?**

**Mar 4: The Emergence of Mass Society and "Modern Consciousness"**

Text, Ch. 19, all (425-444)

**Mar 6: New Imperialism and Colonialism in Asia and Africa**

Text, Ch. 20, 446-462

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Imperialism; click on the arrow to expand Documents and Online Readings. Scroll down to Online Readings, then click on the following links for the assigned documents:**

**1) Earl of Cromer. Why Britain Acquired Egypt**

**2) Wilfred Blunt, Britain's Imperial Destiny**

**\*\*\* Questions for Analysis and Discussion: What were the main motives for imperialism and colonialism in the late nineteenth century? How do the accounts of the Earl of Cromer and Wilfred Blunt differ regarding the motives of imperialism?**

**Mar 11: Impact of Imperialism**

Text, Ch. 20, 462-466

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Imperialism; click on the arrow to expand Documents and Online Readings. Then click on the following links for the assigned documents:**

**1) King Leopold II of Belgium, letter to the Minister of the Congo**

**2) E.D. Morel, The Black Man's Burden**

**\*\*\*Questions for Analysis and Discussion: What does Morel's account tell us about the impact of New Imperialism on Africans? How does his account contradict or challenge the assumptions of Leopold II?**

**Mar 13: SECOND EXAM--BRING NO. 2 PENCIL & SCANTRON SHEET NO. 229633—200 QUESTIONS**

**MARCH 18 and MARCH 20: SPRING BREAK, NO CLASSES!**

**Mar 25: An Industrialized West Meets East: East Asia Under Challenge**  
Text, Ch. 21, all (468-489)

**Mar 27: The Great War**

Text, Ch. 22, pp. 490-499

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on World War I; click on the arrow to expand Documents and Online Readings. Scroll down to Online Readings, then click on the following link for the assigned document:**

**1) World War I Poetry**

**\*\*\* Questions for Analysis and Discussion: Why is World War I considered to be the first "modern" war? What impact does it have on world history?**

**April 1: Crisis and Revolutions in Russia/End of the War**

Text, Ch. 22, pp. 499-505

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on World War I; click on the arrow to expand Documents and Online Readings. Click on the following link:**

**1) Versailles Treaty**

**Scroll down to Online Readings, then click on the following link:**

**2) Lenin, On His April Thesis**

**\*\*\* Question for Analysis and Discussion: What was the relationship between World War I and the revolutions in Russia in 1917?**

**April 3: Soviet Socialism/Postwar Anxiety and Economic Depression**

Text, Ch. 22, pp. 505-511

**April 8: Asia and the Middle East**

Text, Ch. 23, pp. 512-529

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Between the Wars; click on the arrow to expand Documents and Online Readings. Scroll down to Online Readings, then click on the following links for the assigned documents:**

**1) Mohandas Gandhi, Indian Home Rule**

**2) Balfour Declaration**

**\*\*\*Questions for Analysis and Discussion: How did societies in Asia and the Middle East deal with the political, social, and economic challenges that they faced after World War I? What impact did World War I have on the emerging nationalisms in these regions?**

**April 10: Dictatorship, Fascism and the Road to World War II**

Text, Ch. 24, pp. 535-542

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on World War II; click on the arrow to expand Documents and Online Readings. Scroll down to Documents, then click on the following link for the assigned document:**

**1) Adolf Hitler, Proclamation to the German Nation**

**For this document, scroll down to Online Readings, then click on the following link:**

**2) Molotov--Ribbentrop Pact**

**\*\*\* Question for Analysis and Discussion: What were the characteristics of the dictatorial regimes that arose in Italy, Germany, the Soviet Union and Japan?**

**April 15: World War II and the Horrors of Total War**

Text, Ch. 24, pp. 542-553

**\*\*\* Question for Analysis and Discussion: How did WWII differ from WWI?**

**April 17: *Maus I* and the Holocaust**

***Maus I*, all**

**\*\*\* Be prepared for a Quiz/writing assignment based on the book and the study questions, the link to which can be found on the syllabus posted on my page on the history department website**

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on World War II; click on the arrow to expand Documents and Online Readings. Scroll down to Online Readings, then click on the following link for the assigned document:**

- 1) Hermann Friedrich Graebe, Account of Holocaust Mass Shooting**
- 2) Rudolf Hoess, Commandant of Auschwitz**

**April 22: Cold War: Origins and Evolution**

Text, Ch. 24, pp. 553-555 and Ch. 25, pp. all (562-582)

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Cold War; click on the arrow to expand Documents and Online Readings. Scroll down to Online Readings, then click on the following links for the assigned documents:**

- 1) Winston Churchill, Iron Curtain Speech**
- 2) Joseph Stalin, Reply to Churchill**

**\*\*\* Question for Analysis and Discussion: Who is to blame for the Cold War, the United States or the Soviet Union? How have historians sought to answer this question?**

**April 24: Communist Experiments in the Soviet Union and China**

Text, Ch. 26, all (584-605)

**\*\*\* Question for Analysis and Discussion: Why has communism survived in China, when it failed in the Soviet Union and in Eastern Europe?**

**April 29: Nation Building in Africa and the Middle East**

Text, Ch. 28, all (630-652)

**Document Assignment: Go to the World History Resource Center. Scroll down the column on the left and click on Postwar Latin America and Postwar Africa; click on Documents and Online Readings. Scroll down to Online Readings for the following links:**

- 1) All-African People's Conference Resolution on Imperialism and Colonialism**
- 2) Nelson Mandela, Inaugural Address**

**\*\*\* Question for Analysis and Discussion: What factors explain the chronic instability and internal conflict that have plagued Africa and the Middle East since World War II?**

**FINAL EXAMINATION: THURSDAY, MAY 8 8:00 AM TO 10:00 AM  
BRING NO. 2 PENCIL & SCANTRON SHEET NO. 229633—200 QUESTIONS**