History 1112  
Survey of World History/Civilization II  
Spring Semester, 2015  
M/W 2:00—3:15 pm  
Dr. Elaine MacKinnon/3222 TLC/678-839-6048; e-mail: emcclarn@westga.edu

**Required Texts:**

**Note:** You are expected to bring your assigned readings to every class.

**Purpose of the Course:**
The course is designed to introduce students to the history and heritage of World Civilizations and to the profession of history. It will survey major political, economic, social, and intellectual developments in world history from 1500 to the present. Students will gain a chronological sense of major historical events and movements as well as an understanding of why and how they took place. The course will examine the histories of specific civilizations, cultures, and world regions, but also study the interactions of these peoples and societies over time, wherein lie the roots of today’s global interdependence. Students will compare ways of life, cultural expression, and forms of basic institutions in separate cultures, and try to understand the factors which have produced both commonalities and differences in human societies. There will be an emphasis on the achievements and impact of Western civilization, from which our own American society is derived, but we will be examining it in a global context, seeking interconnections and exchanges between the West and the rest of the world. Due to the enormous expanse of time and events to be covered, the course represents only a selection of topics, cultures, and regions.

Class discussions and your assigned textbook readings will give you a general chronological framework. The supplemental books, *Abina and the Important Men and Nectar in a Sieve*, along with assigned primary documents, films and documentaries shown in class or watched online, will provide deeper insight into particular regions, cultures, time periods, and patterns of human interaction, as well as different methodologies for studying the past.

**Learning Outcomes:**
1) Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history.
2) Students will demonstrate an understanding of the commonalities and differences among two or more societies, nations, or cultures outside of the United States in regard to any of the following: language, literature, aesthetics, politics, economics, or social and cultural practices.
3) Students will demonstrate the ability to think historically through a comprehension of causal relationships and patterns of change and continuity over time; and through awareness of the social significance of ethnicity, gender, race, and class in historical events and study.

This course will have online components; it is considered a hybrid course. The course format is designed to be a combination of face to face lecture and discussions, and online learning activities, organized around specific themes. There will be two dates (Monday February 16 and Wednesday March 11) during this semester when we will not have a scheduled face to face class; for these dates you are expected to download online power point presentations found in specified Learning Modules in Course Den/D2L (referred to in the syllabus as Course Den), look through the slides, watch online documentaries, and take the Learning Module online quiz found in Course Den/ D2L. Therefore you will need to have a computer with internet access in order to log into D2L, as well as for viewing Youtube video clips and assigned documentaries. You will
also need to complete Online Quizzes in Course Den for selected primary source readings throughout the semester.

**Grading:**

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The learning outcomes will be assessed through a combination of examinations, outside writing assignments, quizzes, and in-class assignments and discussions:

**Examinations:**

1) 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 textbooks, assigned document readings, class discussions, and films and documentaries shown in class. The final will not be cumulative.

**History Essay:**

You will write and turn in an essay, WHICH MUST TYPED, DOUBLE-SPACED WITH ONE-INCH MARGINS, with due date given here and in the syllabus below. This paper is due on Monday, April 13, 2015, by the beginning of class (points will be deducted for every fifteen minutes that the paper is late). AFTER THE END OF CLASS ON THE DUE DATE NO LATE PAPERS WILL BE ACCEPTED. For details see the end of the syllabus.

This paper will be graded on a pass/fail basis.

**Quizzes/Writing Assignments**

On the dates indicated in the syllabus (March 25 and April 8), you will take two scheduled in-class readings quizzes/writing assignments on the assigned supplemental readings, *Abina and the Important Men* and *Nectar in a Sieve*. In addition, throughout the course of the semester there will also be unannounced quizzes, plus in-class and possibly homework on-line writing assignments based on your textbook readings, supplemental books, and assigned primary documents.

You will also take online quizzes administered through Course Den on the two online learning modules and on selected assigned primary documents. Take note of the “Questions to Consider” that are given for some of the lectures in the syllabus below. These may become the basis for quiz questions or assignments; use them as study questions.

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

**Class Participation**

During the semester you will accrue points towards your class participation grade.

1) You are required to participate in the Personal Biography Online Discussion Thread set up in Course Den. This assignment is worth 10 points.

2) You will participate in discussion sections in class and complete all written assignments connected with these discussions. For some you will be focusing on primary source documents, and you will also be reading and analyzing sources contained in special sections identified in your Bentley and Ziegler textbook, *Traditions and Encounters*, as “Connecting the Sources.” You may be asked to turn in your answers to the questions given either in the syllabus or in your textbook, or to write an analytical response to the sources.

3) You must participate in at least TWO of the four Analytical Online Discussion Threads set up in D2L and listed in
the syllabus; see below for guidelines for participation. Take note that each of these discussions has a specific
deadline for participation, the dates for which are given in the syllabus and in Course Den. You may receive up to 10
points for participation in each of these discussions. You may participate in all four to earn extra class participation
points, but only two are required.

Guidelines and Etiquette for Online Discussions/Class participation

Discussion Postings should be a minimum of one substantive paragraph and a maximum of two
paragraphs. For every discussion you are required to submit an initial posting, and then respond with
at least a paragraph of commentary to at least two other students. Avoid postings that are limited to
'i agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by
supporting your statement with concepts from the readings by bringing in a related example or
experience. Address the questions as much as possible (don't let the discussion stray). Try to use
quotes from your readings or examples that support your postings. Include page numbers when you
do that. Build on others responses to create threads. Bring in related prior knowledge (work
experience, prior coursework, readings, etc.) You will receive more points for substantive and
thoughtful postings—give examples and evidence to back up your statements.

Use proper etiquette (do not use popular slang or abbreviations, use formal language, use correct
spelling, typing, etc.). Please use language that is respectful of others and their views.

Attendance:

STUDENTS ARE EXPECTED TO ATTEND EVERY CLASS. Make every effort to be in class and on time. You are responsible
for all materials and announcements presented in class. If you must be absent, be sure to get the notes from a
classmate. More than two unexcused absences will lower your final grade.

Make-up Exams:

Under no circumstances will you be allowed to make up a missed exam without notifying me in advance and
without bringing a note from a physician or an approved excuse from the Dean's office. Students missing an exam
who do not have a valid excuse or who did not contact me in advance will receive a zero, no makeup allowed.

Student Rights and Responsibilities:

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

It contains important material pertaining to your rights and responsibilities in this class, and to
your rights and responsibilities as a student of the University of West Georgia. It contains
information on ADA (see below), UWG Email Policy, Credit Hour Policy, and the Honor
Code. Because these statements are updated as federal, state, university, and accreditation
standards change, you should review the information each semester.

DISABILITY SERVICES AND ADA (Americans with Disabilities Act):

The Office of Disability Services will help you understand your rights and responsibilities under
the Americans with Disabilities Act and provide you further assistance with requesting and
arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic
illness, or if you need to make special arrangements in case the building must be evacuated, please notify me at my
West Georgia email address by the end of the second full week of class and attach a PDF copy of your SAR
(Available from the Office of Disability Services).

Cheating Policy and Plagiarism:

I expect each student to understand and to comply with the University of West Georgia’s policies on Academic
Honor and Academic Dishonesty. They and other policies important to you as a student may be found in the Student
Handbook, on the web at the URL given above; the Honor Code is to be found specifically at http://www.westga.edu/handbook/59.php. Anyone caught cheating or helping someone to cheat will be asked to leave the class and will receive a course grade of "F." Plagiarism, or claiming someone else's work as your own, will result in failure. This rule is in effect for all assignments, examinations, quizzes, and extra credit work.

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.

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

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

Office Hours:
My office is Room 3222 in the Technology Learning Center. I will be available in my office on Mondays and Wednesdays, 10:30 am to 12 noon, and again from 3:30 to 4:00 pm. or by appointment. I will be available for online office hours (conducted via email or Google groups) Tuesdays, 11 am to 1:00 pm (these hours may vary from week to week—I will provide announcements through D2L if the hours will be different for a particular week). My office phone number is 678-839-6048; my e-mail address is emcclarn@westga.edu. If my office hours are not convenient for you, then make an appointment with me for a different time.

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 thus come to class with a basic understanding of the daily topic, they do well in the course.
3. Be an Active Learner! Take written notes as you read and in class. Do not simply highlight text. Write out answers to questions and the meaning of terms in your own words.
4. Find a group with whom to study! Work together and keep each other motivated!

Tentative Course Outline and Readings Assignments
Mon January 5: Introduction: What is Global History?/The World in 1500
Required Readings: Bentley and Ziegler, Traditions and Encounters (hereafter abbreviated as Text), Part 5: The Origins of Global Interdependence, 1500-1800, 346-347/Begin reading Chapter 19, Transoceanic Encounters and Global Connections, 348-369

Online Personal Biography Discussion Thread: Required Participation
Write an initial posting offering brief historical analysis of your own life. When we study history we focus on cause and effect; we break issues, events, and problems down into the factors that have shaped them, the pieces
that have gone into the “puzzle” of historical events and developments. In your initial posting identify at least three key turning points, events, persons, or experiences that you believe have shaped who you are today. Is there an individual who has influenced or inspired you more than anyone else? Or can you point to a particular experience that has had a major impact on the direction you have taken in your life? After your initial posting, you are required to read and respond to at least two of your classmates’ postings.

**Deadline for posting to this Discussion Thread is Wednesday January 14 by 2 pm**

**Wednesday Jan 7: European Oceanic Expansion and Encounters**  
*Required Readings: Text, Ch. 19, pp. 348-69*  
*Questions to Consider: What were the motives and means for the oceanic voyages undertaken by the Europeans in the late 15th century?*

**Monday Jan 12: Consequences of European Oceanic Expansion**  
*Required Readings: Review Text, Ch. 19, pp. 348-69. Focus on the Following Primary Sources:*

1) “Christopher Columbus’s First Impressions of American Peoples,” Text, p. 355  
3) Two sources on the Spanish king, Phillip II, “The Gold of the Indies,” and “Revenues of the King of Spain”  
Accessible on the web at [http://www.thenagain.info/Classes/Sources/PhilipII.html](http://www.thenagain.info/Classes/Sources/PhilipII.html)

***Questions to Consider: How do these primary sources illuminate the consequences of these voyages and European expansionism into the Americas? How did the motives expressed by Columbus lead to the inhumanity and exploitation depicted in the other sources? What is the significance for world history of the voyages undertaken by Vasco da Gama and Christopher Columbus, among others?***

**Online Quiz Due on Exploration Primary Sources: See Course Den**

***Analytical Discussion Thread #1: Evaluating the Age of the Explorers***  
See end of syllabus and Course Den for description of assignment  
**Deadline for Posting to this Thread is Monday January 19 by 2 pm**

**Wednesday Jan 14: Transformation of Europe: Overview of Political, Social, Cultural Changes**  
*Required Readings: Text, Ch. 20, pp. 370-389*  
***Questions to Consider: How did the countries of Europe change politically, religiously, and socially as a result of the Reformation, the rise of absolutist and constitutional monarchies, the Scientific Revolution, the Enlightenment, and the emergence of a capitalist economic system?***

**Monday Jan 19: Martin Luther King’s Birthday—No Class**

**Wednesday Jan 21: Absolutism and Constitutionalism**  
*Required Readings: Review Text, Ch. 20, 375-385*  
***Primary source readings:***

Jacques Benigne Bousset, excerpts from his *Political Treatise* [On the theory of absolutism],  
Accessible through [http://history.hanover.edu/texts/bossuet.html](http://history.hanover.edu/texts/bossuet.html)  

Modern History Sourcebook, *The Bill of Rights*, 1689, accessible through
http://legacy.fordham.edu/Halsall/mod/1689billofrights.asp

***Questions to Consider: How do these primary sources reveal differences between the theory and practice of absolutism and of constitutionalism? How did constitutionalism in England differ from absolutist monarchy in France and Russia? What is the significance of Peter the Great for the history of Russia?

Online Quiz Due on Absolutism and Constitutionalism Primary Sources: See Course Den

Monday Jan 26: Early Modern Societies and Intellectual Transformations of Science and Reason
Required Readings: Text, Ch. 20, 382-389, with focus on Sources from the Past, “Galileo Galilei, Letter to the Grand Duchess Christina,” p. 386

***Analytical Online Discussion Thread #2: The Conflict between Science and Faith
The tension between religious “faith” and scientific methodology: See end of syllabus and Course Den for description of assignment

Deadline for posting to this Discussion Thread is Friday January 30 by 2 pm

Wednesday Jan 28: Empire Building in the New World of the Americas
Required Readings: Text, Ch. 21, 391-407

***Questions to Consider: What various patterns of settlement and interaction with native peoples developed in North and South America as a result of European colonization? How did the new societies emerging in the Americas blend features from both the Old and New Worlds?

Monday February 2: Africa and the World: State Formation and the Gold Trade
Required Readings: Text, Ch. 22, pp. 408-416

Wednesday February 4: Africa and the Atlantic Slave Trade
Required Readings: Text, Ch. 22, pp. 416-427, with special focus on Connecting the Sources, pp. 420-421

***Questions to Consider: What factors and trends contributed to the emergence of the Atlantic slave trade? What impact did it have upon the Americas? Upon Africa? Upon European nations engaged in it?

Monday Feb 9: First Examination

Wednesday Feb 11: East Asian Societies: Overview of Qing China and Tokugawa Japan
Required Readings: Text, Ch. 23, 428-445

Monday Feb 16: No face to Face—Online Learning Module One: Muslim Empires
Required Readings: Text, Ch. 24, 446-461
Directions: After reading Chapter 24 in your textbook, you are to:
   1) examine slides in Online Learning Module One: The Muslim Empires
   2) Watch the documentary on the Mughal Empire: Warrior Empire: The Mughals of India, available through Youtube at https://www.youtube.com/watch?v=WX1ZWVuY84Q
   3) Take the online quiz for Learning Module One and be prepared to answer questions in class on the Mughal Empire and other Islamic empires

Wednesday Feb 18: Review of Islamic Empires/Upheaval in the Atlantic World
Required Readings: Text, Ch. 25, pp. 464-478

***Questions to Consider: What do the Atlantic Revolutions have in common? What are the differences? How did the revolutions influence each other?
Monday Feb 23: Exploring the Atlantic Revolutions through Primary and Visual Sources


***Primary Source Readings:*** *The Declaration of the Rights of Man,* available on page 473 of your textbook
*The Declaration of the Rights of Woman,* accessible through the following website address, https://chnm.gmu.edu/revolution/d/293/

***Questions to Consider:***
What specific challenges do the two Declarations pose to the traditional, hierarchical structure of French society during the Old Regime?
How would you compare these two declarations? In what way does the *Declaration of the Rights of Woman* challenge the Constitution drafted by the National Assembly?
What rights are listed in the *Declaration of the Rights of Man,* and how would you compare this to the American Declaration of Independence?
How does *The Declaration of the Rights of Woman,* in its very conception and in its ultimate fate (and the fate of its author) reflect the powerful impact of French Revolutionary ideals but also the limits and ambiguities of their application?
Is the Law of Suspects a contradiction of the Declaration of the Rights of Man, or does it protect these rights? How do you think a single revolution could produce these two different statements?

**Online Quiz Due on French Revolution Primary Sources: See Course Den**

Wednesday Feb 25: Impact of the Atlantic Revolutions—New Ideologies and Social Movements

***Required Readings:*** Text, Ch. 25, pp. 476-489

***Question to Consider:*** Which Atlantic Revolution do you consider to be the most significant in terms of its global impact?

Monday March 2: The Revolution of Industrialization

***Required Readings:*** Text, Ch. 26, pp. 490-509

***Questions to Consider:*** What transformations occurred once factories organized life and work? Did these changes equally affect men, women, and children?

Wednesday March 4: Industrial Society, Global Patterns of Industrialization, and the Problem of Poverty/Discussion of Primary Source Readings

***Required Readings:*** Text, Ch. 26, pp. 497-509/ focus in particular on Sources from the Past: “Testimony for the Factory Act of 1833,” p. 499

***Primary Source Readings:***
“Testimony for the Factory Act of 1833,” Text, p. 499
Excerpts from Karl Marx and Friedrich Engels: *The Communist Manifesto* (1848), accessible through Course Den (see section entitled “Primary Source Readings”)
Excerpt from Samuel Smiles’, *Self-Help,* published in 1859, accessible through Course Den (see section entitled “Primary Source Readings”)

***Questions to Consider:***
What social problems did industrialization spawn?
What is the 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?
What solution does the Scottish author Samuel Smiles offer as to the problem of poverty?
How would you think Samuel Smiles would respond to the arguments of Marx and Engels regarding revolution as the best way to resolve the problems of the working class as described in the in “Testimony for the Factory Act of 1833”?

***Analytical Online Discussion Thread #3: Is the legacy of industrialization negative or positive? See end of syllabus and Course Den for description of assignment
Deadline for posting to this Discussion Thread #3 is Wednesday March 11 at 2 pm

Monday March 9: Second Examination

Wednesday March 11: No Face to Face Class Online Learning Module Two: The Theory and Practice of 19th Century Imperialism and Colonialism
Required Readings: Text, Ch. 28, 528-539
Directions: After reading Chapter 28, pp. 528-539 in your textbook, you are to:
1) examine slides in Online Learning Module Two: The Theory and Practice of 19th Century Imperialism and Colonialism
2) Watch the documentary Empire: Episode I—A Taste of Power, available through Youtube at https://www.youtube.com/watch?v=T3_NICOofzTM.
3) Take the online quiz for Learning Module Two and be prepared to answer questions in class on the nature of “New Imperialism” and the practices of British imperialism in India, Egypt and Palestine

Monday – Friday March 16-20: Spring Break---No classes!!!

Monday March 23: The Building of Global Empires: Informal Imperialism and The Scramble for Africa
Required Readings: Text, Ch. 28, 539-551
***Questions to Consider: Europeans claimed that they had a “civilizing mission” in Africa and Asia. What does the evidence suggest about the substance of this civilizing mission?

Wednesday March 25: Gender and Imperialism--Quiz/Discussion of Abina and the Important Men
Required Reading: Getz and Clarke, Abina and the Important Men, all
***In-class quiz and discussion

Monday March 30: World War I and the Russian Revolutions of 1917
Required Readings: Text, Ch. 29, 556-575
Primary Source Readings:
WWI Letter of Lt. B.J. Green, “A Letter from Ypres—1915”, accessible at the following web address, http://www.exchangeboard.co.uk/WW1/ypres.htm
Abdication Manifesto of Tsar Nicholas II, following the uprisings in Petrograd in February 1917, accessible through the WWI Document Archive, at http://wwi.lib.byu.edu/index.php/The_Abdication_of_Nicholas_II
***Questions to Consider: What do we learn from Lt. Green’s letter about the lived experience of soldiers on the Western front in WWI? How does his experience differ illuminate the nature of modern, total war?
What is the significance of Tsar Nicholas’ abdication? What do we learn about the situation in Russia from reading this document?
Online Quiz Due on WWI and Russian Revolution Primary Sources: See Course Den

**Wednesday April 1:** Anxiety, Authoritarianism and Dictatorship Between the World Wars: Italy, Germany, Japan, and the Soviet Union
**Required Readings:** Text. Chapter 30, 576-591
**Visual Sources to Examine:** Look up on the internet different examples of visual propaganda from Fascist Italy, Nazi Germany and the Soviet Union (you can look through Google Images, or I provide suggested sites below which you can try)
Fascist and anti-fascist propaganda: https://blogs.warwick.ac.uk/fascismblog/gallery/fascist_and_anti-fascist_propaganda/
Soviet Propaganda: http://www.sovietposters.com/
http://all-that-is-interesting.com/amazing-soviet-propaganda-posters-stalin-world-war-2

***Questions to Consider:***
What similarities can you identify among these different propaganda styles? What differences do you see? What did these various states emphasize the most?

**Monday April 6:** Asia and Africa Between the World Wars
**Required Readings:** Text. Chapter 31, 592-602

**Wednesday April 8:** Gender and the Struggle for Modernity in India/Quiz and Discussion of *Nectar in a Sieve*
**Required Readings:** *Nectar in a Sieve*, all

***In-class quiz and discussion***

*** **Analytical Online Discussion Thread #4** See end of syllabus and Course Den for description of assignment
**Deadline for posting to this Discussion Thread is Wednesday April 15 by 2pm**

**Monday April 13:** World War II and the Holocaust/Focus on *Connecting the Sources*, 622-623
**Required Reading:** Text, Chapter 32, 608-627

***HISTORY PAPER IS DUE, TYPED AND DOUBLE-SPACED, 10 OR 12 INCH FONT, BY THE BEGINNING OF CLASS ON MONDAY APRIL 13***

**Wednesday April 15:** The Cold War and Decolonization
**Required Readings:** Text, Ch. 33, 628-651

**THIRD AND FINAL EXAM: Monday APRIL 20 2:00—-4:30**
World History Essay  
Personal Family History, Museum Analysis or Place-Based Historical Analysis Essay  
Due Monday, April 13, 2015, by the beginning of class (points will be deducted for every fifteen minutes that the paper is late).

This writing assignment must be typed (ten or twelve-inch fonts, one-inch margins), double-spaced and a minimum of 750-1000 words (ten or twelve-inch font, one-inch margins and double-spaced).

The papers will be graded on a pass/fail basis but extra points will be given if the quality of the paper would merit an A if graded on a regular scale.

For this assignment you have three choices:
1. First, you may write a personal history of your family, based upon your own research into that history, personal interviews with family members, etc. Questions to examine include: Do you have a family history that connects with world history on some level? Is there any member of your family who participated in wars outside of the United States, and what impact did that war experience have on him or her? Does your family trace its ancestry outside of the United States, and to an earlier era? You must provide a works cited page at the end of the paper listing the sources of your information regarding your family history.
2. Second, you may go and visit a local museum of history or of art, and write a paper discussing what you learned from the experience about the particular history covered in the museum and the process of learning about this history. Submit proof of having toured the museum (ticket stub or credit card receipt) and in your paper highlight what you learned from the exhibits and the experience of seeing and reading about the artifacts contained. Think about what you can gain from visiting a museum that you cannot gain from other sources of history. But also consider the more problematic aspects of museum displays— is something lost when an object is taken out of its historical context? Is it wrong to take items and put them on display somewhere else, if that object did not originally belong to you? Is there any way that you can connect this museum to world history?
3. The Third Option is to do go somewhere, a location such as a cemetery, a battlefield, an historic building or home, a town square, etc. which had significance at some point in the past, and write a paper following the above guidelines discussing what you can learn about that significance by being in this particular place. When you walk about the place, what perspective do you get from being there in the cemetery, as opposed to the perspective you would get from simply reading about this location? When you stand in the square of your town, do you ever imagine what it must have been like to have lived and worked there thirty or fifty or one-hundred years earlier? Within recent memory (the last two years), have you visited a location that is connected with important historical events, and what impact did being there have on your understanding of the history that occurred there?

Suggested Museums in the West Georgia area:
West Georgia Textile HeritageTrail (see for information [http://westgatextiletrail.wordpress.com/]), Berman Museum of World History in Anniston, Alabama; Gold Dust Museum in Villa Rica, the Atlanta History Center; Martin Luther King Center in Atlanta; High Museum of Art; Carlos Museum at Emory University, William Bremen Jewish Heritage Museum; local museums in Tallapoosa and Bremen and Newnan; Berry College in Rome
History 1112 Class Participation Online Analytical Discussion Threads

EACH STUDENT MUST PARTICIPATE IN AT LEAST TWO OF THE FOLLOWING FOUR ANALYTICAL DISCUSSION THREADS IN COURSE DEN. YOU MAY PARTICIPATE IN ALL FOUR TO EARN A MAXIMUM OF 40 CLASS PARTICIPATION POINTS:

You will access these discussion threads through Course Den (D2L); you must make an initial posting of at least one paragraph, and then respond (offering new points or questions) to at least two other students’ postings in order to earn the full ten points possible for each thread.

1) Analytical Discussion Thread #1: Evaluating the Age of the Explorers
How should we seek to evaluate this period of European expansionism across the Atlantic and Pacific Oceans? Were the European explorers heroes or destroyers? How can we celebrate the feats of men like Columbus and Cortes when their actions led to the deaths of millions and the enslavement of over ten million Amerindian and African peoples? Who gained and who lost when Europeans began venturing across the seas?

Deadline for Posting to Discussion Thread #1 is Monday January 19 by 2 pm

2) Analytical Online Discussion Thread #2: The Conflict Between Science and Faith
The tension between religious “faith” and scientific methodology: Why during the emergence of modern science (during the so-called Scientific Revolution, 1400-1700) was there a conflict between science and religion? Can one be both a scientist, one who believes in the necessity of material proof and the application of reason, and a person of faith?

Deadline for posting to Discussion Thread #2 is Friday January 30 by 2 pm

3) Analytical Online Discussion Thread #3: The Legacy of Industrialization
Is the legacy of industrialization negative or positive? Industrialization, arguably more than any other historical movement or event, has changed human life and its landscape. Do you this change as positive or negative—is the legacy of industrialization that it has advanced and enhanced life on Earth, or is it that it has done irreparable damage to the earth’s environment and provided humankind with the means to destroy all human life as well as the planet itself?

Deadline for posting to Discussion Thread #3 is Wednesday March 11 at 2 pm

4) Analytical Online Discussion Thread #4: Evaluating History through Individual Experiences
You have read a graphic history about Abina and a novel based on the story of a Indian peasant woman, Rukmani. Are their stories truly significant—should an entire book be devoted to persons who did not play a major or important role in history? Normally we think of graphic biographies and novels as being about figures such as Nelson Mandela, Leonard da Vinci, or superheroes. What is the value to be gained, if any, from studying the life of either Abina Mansah or Rukmani? Think as well about the following question—gender significantly affected the life and fate of both of these women. Does gender still matter as a force shaping the lives of women and men, or has modernity erased the meaning of gender? Are your life choices or experiences shaped by your gender?

Deadline for posting to Discussion Thread #4 is Wednesday April 15 by 2 pm