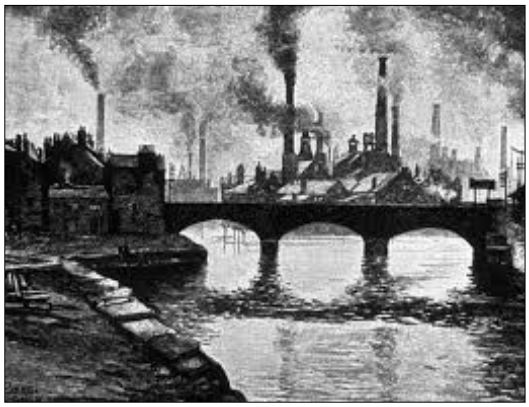
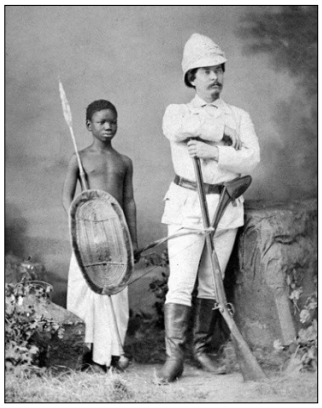
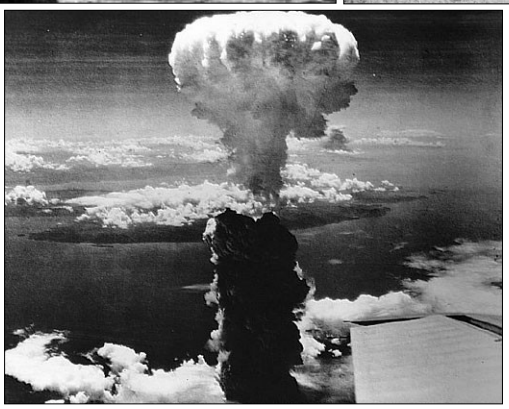
HIST 1003 CMWA: Themes in Global History Since 1500

Fall 2025



Time and Location: Mondays and Wednesdays, 10:45 AM - 12:00 PM, VC 5-160

Instructor: Dr. Martina T. Nguyen
E-mail: martina.nguyen@baruch.cuny.edu

Office Hours: Please email for appointment, VC 5-248

(Syllabus subject to change)

Course Description:

History is the study of the human past and change over time. This course explores the history of the world from about 1700 to the present, from the Age of Enlightenment to the Digital Era. We will cover over 300 years of human development in this hybrid course. We'll be discussing BIG ideas in this class, focusing on systemic forces that continue to transform the world, such as colonialism, capitalism, democracy, modernity, globalization, and climate change. Using a combination of discussions, podcasts, readings, primary sources and multimedia, we will examine how these major forces influenced the economic, political and cultural experience of societies across the globe, and how the ongoing legacies of history continue to shape our modern world. As we will discover, who we are and where we are in the world is the result of events and processes that occurred long before our time.

Learning Goals and Objectives:

After completion of this course, students will be able to achieve the following CUNY Common Core learning goals:

1. Identify and apply the fundamental concepts and methods of history to explore world cultures or global issues.
2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
3. Analyze the historical development of one or more non-U.S. societies.
4. Analyze the significance of one or more major movements that have shaped the world's societies.
5. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

Towards attaining these goals, this course aims to develop the following four skills:

- **Critical Thinking**

  Thinking critically is not about passively accepting everything you see and hear. It is about thinking actively. A critical thinker asks questions about what he/she encounters, then evaluates, categorizes, and finds relationships. Critical thinking is the essence of university learning – in this class, you will learn how to analyze historical evidence, question conventional narratives of history (i.e. the textbook), and draw connections between the past and the present.

- **Effective Writing**

  Businesses repeatedly cite "communication skills" as the single most desirable trait in new employees. Writing is perhaps the best activity that encapsulates such skills. Writing helps makes us better explainers, better persuaders, and better thinkers. It allows us to "sell" our ideas effectively, whether in preparing a business proposal or plan, pitching a new project to management, or implementing a new policy to employees. In this class, we will focus on how to put together a persuasive argument using evidence and how to synthesize ideas and data from multiple sources into something that takes those ideas one step further.

- **Analytical Reading**

  Many students believe that reading is a passive activity and take a superficial or cursory approach to reading. The reality is that many college students lack academic reading skills – reading at the university level greatly differs from that at the high school level. A major part of this course will focus on how to read primary and secondary sources like a historian.

- **Professionalism**

  I know there are some aspirant businesspeople and professionals among you. Employers

look for people who have demonstrated a strong professional work ethic and initiative. There is no better place to cultivate these skills and attitudes than in the classroom. For more information, please see the "Handout on Professional Behavior" in the "Contents" tab.

Students will be graded and evaluated on their performance in these four areas.

Course Format and Guidelines:

PLEASE MANAGE YOUR TIME AND WORKLOAD APPROPRIATELY. This class was designed to be a challenging university-level history course, requiring diligence and a self-start attitude on the part of students. You should not leave tasks to the last minute – count on doing some work for this class almost every single day. Between the reading, writing, and discussion, you should expect to spend at least 7-10 hours a week for this class.

Success in college requires discipline, focus, organization and self-motivation. Students are responsible for keeping up with the class as well as maintaining consistent communication. Trying to catch up after falling behind is very difficult, not to mention detrimental to your grade, so plan your schedule in advance to avoid this. I am always here to help, but the ultimate responsibility lies with you to seek help and commit the time necessary to succeed in this course.

(Professor Nguyen's tip for organization and time-management: start a Google calendar or even an old-fashioned paper agenda and input ALL your online class meetings, due dates, and exam dates from your class syllabi and check your tasks every day.)

PLEASE MASTER READING BEFORE BEGINNING THE ONLINE QUIZZES AND BEFORE COMING TO CLASS DISCUSSION. Class meetings will supplement (and not duplicate) the textbook/outside reading; students are responsible for learning from both. The textbook will ground you in the basic "facts and dates," while class discussion will provide interpretations and themes – in other words, the "big picture."

PLEASE CHECK BRIGHTSPACE FREQUENTLY. This course will use Brightspace, so please make sure that you are familiar with its various functions. I will send out a weekly announcement via Brightspace every Thursday or Friday afternoon for the following week. The announcement will include reminders such as deadlines, extra credit opportunities or syllabus changes. From time to time, I will also send out information about job or internship opportunities that may be of interest to students.

PLEASE PARTICIPATE ACTIVELY IN DISCUSSIONS. This course will be most engaging and intellectually fulfilling if students participate enthusiastically in discussions. The main discussion will revolve around primary source readings.

PLEASE REFRAIN FROM USING CELL PHONES IN CLASS. Laptops and notetaking tablets are permissible as long as they are being used responsibly. Even when students have the best intentions, cell phones are a distraction during discussion – it's just impossible not to check them while you're supposed to be listening and taking notes. Learning requires thinking, which is often hard and uncomfortable. Studies have shown that convenient technology robs people of the ability or willingness to use the one thing that's supposed to be smarter than any smartphone - the analog **HUMAN BRAIN**.

PLEASE REFRAIN FROM RECORDING CLASS SESSIONS. To protect privacy and intellectual property as well as encourage students to freely speak their minds, class sessions will not be recorded. Students who miss class discussions should do what they normally do when they miss class: ask a trusted classmate for their notes, or email me and I will put you in touch with a classmate. Students DO NOT have permission to record or reproduce any lectures, and doing so would violate the Family Educational Rights and Privacy Act (FERPA) designed to protect you and your classmates. Those who are caught will face consequences similar to plagiarism.

CONTACTING PROFESSOR NGUYEN. For all course-related questions, please post to the Q&A board for the benefit of your classmates who may have similar queries. Email should only be used for matters pertaining specifically to you. Please be advised that I will only answer emails and online questions from the hours of 9 AM to 5 PM on business days only. You should not expect a response outside of these hours. Students are free to email or post questions at any time, but please be advised that messages during the evenings, holidays and weekends will not be answered till the following business day. As I have over 100 students during any given semester, I endeavor to respond to all queries within 24-36 hours during the workweek (often sooner). Please manage your time accordingly.

Required Materials:

As this class will be conducted partially online, students will need access to a computer and a reliable internet connection. For students who have problems with accessibility, help is available at the following links:

- Laptops and iPads are available for semester loan via the Technology Loan Program:
  - https://www.baruch.cuny.edu/techdistribution/
- Free Internet Service: A number of internet providers are offering free service for up to 60 days. Please see:
  - https://www1.nyc.gov/site/mopd/resources/list-of-providers-offering-free-wifi.page

This course will use two tech platforms. Please make sure that you are familiar with both of them:

- Brightspace
- Perusall (embedded in Brightspace)

These books are all available for purchase or rent (in hard copy or eBook) or online.

- Textbook: *Traditions and Encounters: A Brief Global History*, Volume 2, by Jerry H. Bentley, Herbert F. Ziegler, and Heather E. Streets-Salter (McGraw Hill, 2023, 5th Edition)
- *Things Fall Apart*, by Chinua Achebe

For the textbook, students should make sure they purchase the brief edition. They are also welcome to buy the longer, more detailed original edition, if they so choose.

In addition to the textbook reading, students will also be responsible for 2-3 primary source readings on Perusall. These readings will be posted on the Perusall platform divided by weekly assignments.

The syllabus also includes "Recommended Films" for each week, which can be found on online sources such as YouTube or Netflix. These are not required, merely suggestions to help make the history come alive.

Course Requirements (100 points total):

Reading Quizzes (2 points each, 12 in total, 10 highest scores counted, for a total of 20 points)

Most weeks, students will have two assignments, a quiz and a Perusall assignment. The weekly reading quizzes are usually due on Monday by end of day. They will cover the previous week's materials (both reading and lecture) and test how well you have mastered them. Quizzes can include identification, multiple choice, true/false and short answer questions, and will cover the entire week. 12 quizzes (worth 2 points each) will be given throughout the semester; the highest 10 quiz scores will be counted. A running tally of your current quiz points can be found in the Grades tab on Brightspace. Quizzes can be found in the Contents tab for the relevant period. Quizzes are timed, so students should make sure that they have mastered the material before starting them. Quizzes will be released on Wednesdays and will be available until the Monday deadline.

Please ensure that you take the quiz well before the deadline using a reliable internet connection (Baruch Computing recommends taking Brightspace quizzes using Mozilla Firefox or Google Chrome and a plug-in internet connection). Students using wifi or their cell phones to take quizzes do so at their own risk. On occasion, Brightspace will be under maintenance and won't be available. These dates/times can be found on the main Brightspace page as well as the BCTC website. It is your responsibility to work around these shutout dates/times and manage your time to finish the quizzes and assignments by the due date. Save for a complete shutdown of Brightspace, extensions or makeups will not be given. This is what the extra quiz grades are for!

Professionalism (10 points attendance, 5 points participation)

As per Baruch policy, attendance is mandatory. Too many absences prohibit learning and the instructor from offering a valid assessment of student progress. Attendance will be taken at every class meeting. Arriving late counts as half an absence, as does leaving class for whatever reason (class is only 75 minutes long, please make sure you use the restroom beforehand). If you are having trouble consistently attending the class, please email me to discuss.

Gradewise, attendance will be calculated as follows. Please note that students get the first absence with minimal penalty (e.g. you can still get an A in attendance with 1 absence), but after that the grade drops by 1 point per absence. Please note that all absences also include religious observances and emergencies, so please use them wisely and plan ahead.

Number of Absences	Attendance Grade
0	10 (A+)

1	9.5 (A)
2	8.5 (B)
3	7.5 (C)
4	6.5 (D)
5 or more absences	5.5, minus 1 point per absence until 0

There is not really a policy for excused or unexcused absences in this class—you are either here or not. It is not necessary to notify me if you are sick, have a doctor's appointment, have a job interview etc., as it does not change the fact that you were absent. Don't forget that students can still get an A for attendance with one absence, as shown above. This gives students some flexibility to manage unexpected situations. If you are concerned about your attendance grade, the extra credit is always available to you.

The only times I can excuse an absence is 1) religious observances as outlined by Baruch policy, and 2) when I have been notified by the Dean of Students office. Students who are experiencing situations such as medical leave, family emergencies, and jury duty must contact the Dean of Students office and provide documentation. The Dean of Students office will then notify me, and I will excuse the absence. This actually helps students, as the Dean of Students Office can help you coordinate with your professors so you don't have to email them individually. Please see the following link for more information:

https://studentaffairs.baruch.cuny.edu/dean-of-students/notice-of-absence/

During class meetings, we will have discussions about the readings; students who participate will be noted. A positive attitude, enthusiasm, and effort are important, and can help you in borderline grading situations. Please keep in mind that absences can also affect your participation score, as it is impossible to participate in discussion when you are not here.

During class meetings, we will have discussions about the week's topic; students who participate will be noted. A positive attitude, enthusiasm, and effort are important, and can help you in borderline grading situations.

Weekly Primary Source Reading Exercise on Perusall (3 points each, 12 in total, 10 highest scores counted, for a total of 30 points)

Students will complete a series of weekly reading exercises of primary sources on Perusall. This program is a "social reading" platform that allows students to highlight, comment, and discuss based on a text.

Every week, students will find the readings posted on Perusall. Embedded in the readings will be questions asked by me as well as any questions or comments generated by your classmates. To complete the Reading Exercise for the week, you must:

- Read the assigned materials and annotate the reading (make comments, ask questions, answer classmates' questions, upvote useful comments, etc.) as you go along.

Perusall exercises will be graded by Perusall's grading algorithm and double-checked by Professor Nguyen. For more information about Perusall, please see the Perusall folder in

Brightspace under the Contents tab. Exercises will usually be due by end of day on Mondays, unless otherwise stated. I will use the exercise to drive discussion in our weekly meetings. Don't be surprised if I call on you to explain something you wrote!

Midterm Exam (15 points)

The midterm exam will be taken in-person in class on Wednesday, October 15, and will cover everything up to the end of the 19th century. More information will be circulated later in the semester.

Final Project (20 points):

There is no final exam in this class. Instead, students will turn in a final project. Projects are due at the end of semester on Wednesday, December 17, by end of day. More guidance will be provided on Brightspace later in the semester.

Extra Credit:

There will be one opportunity for students to obtain extra credit, which will be announced at the appropriate time. Extra credit can only be used to replace a missed quiz, absence and/or bolster the Professionalism grade. How the extra credit is used will be at the discretion of the instructor.

Academic Integrity and Late Assignments:

I take the issue of academic integrity very seriously, and believe that absolute honesty is essential to fostering intellectual and professional growth. All work done in this course must abide by Baruch's code on academic honesty, which can be found here: http://www.baruch.cuny.edu/academic/academic_honesty.html

There will be a ZERO TOLERANCE POLICY in regards to academic integrity. It is tempting to cut and paste from any variety of internet sources. DO NOT DO THIS. YOU WILL GET CAUGHT. Students found to be in violation of this code will be immediately reported to the Dean of Students and receive a grade of 0 for the assignment in question and a citation on your permanent student record.

To help maintain academic honesty, **all written assignments** will be verified through plagiarism checker on both Brightspace and Perusall.

Please note that **all late assignments** will be automatically docked a full letter grade for every day late. Late assignments turned in more than 3 days after the due date will not be accepted. In addition, there will be no extensions on Online Quizzes.

Grade Appeal Policy: All assignments will be graded by an external grader. Grades are usually not changed unless in case of mathematical error. If a student would like to request a regrade by Professor Nguyen, please 1) wait 24 hours to read carefully and reflect on the comments, then 2) make an appointment to see Professor Nguyen face to face. In the case of a regrade, please be

advised that there is a chance that the new grade could be lower than the original. That said, I do not want to discourage students from coming to me for help; I am very happy to answer and questions and give more detailed feedback on an assignment without discussing its grade.

Please feel free to ask me if you have particular concerns. If you are struggling with keeping up with class assignments, please make an appointment to speak with me as soon as possible. DO NOT WAIT TO THE END OF THE SEMESTER TO DISCUSS YOUR CLASS PERFORMANCE, BY THEN IT WILL BE TOO LATE.

Policy on Generative Artificial Intelligence (GAI)

Over the past several years, generative AI tools have become enormously popular. When used critically, they can enable you to be more efficient and creative. They can also provide immediate feedback that can individualize your learning process.

However, GAI raises a host of concerns, including:

- Inaccurate information (hallucination)
- Over-reliance on AI may prevent us from developing our own skills and achieving learning goals
- Intellectual property
- Data sharing and individual privacy
- Sustainability of environmental resources
- Labor exploitation
- Equity (replication and amplification of biases present in human society)

A goal for this course is to enable you to determine whether and how to engage with generative AI. If you use GAI, you will need to determine how to do so in a way that fosters your own learning and skills development.

Students may use GAI programs e.g. ChatGPT when appropriate to help generate ideas and brainstorm. However, please be aware that overuse may also stifle your own independent thinking and creativity. GAI is a machine which is adept at recognizing patterns and reflecting those patterns back at us. It cannot think for itself. And it cannot, and should not, think for you.

Students may not submit any work generated by an AI program as your own. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; you bear the final responsibility. Your use of GAI must be explicitly acknowledged by completing a disclosure checklist at the end of major assignments, specifying whether and how you used GAI for the assignment. If you include material generated by an AI program, it should be cited like any other reference material. Violations of this policy will be considered academic misconduct.

Students with Disabilities:

Students with disabilities may be eligible for a reasonable accommodation to enable them to participate fully in courses at Baruch. If you feel you may be in need of an accommodation, please contact the Office of Services for Students with Disabilities at (646) 312-4590.

Baruch Writing Center:

The Baruch Writing Center is a fantastic resource for students who need help with writing. The Center is staffed with college-level writing teachers and professional writers, who are well-trained to assist all students at all levels in all majors with their English language skills. For more information, see the center's website: http://www.baruch.cuny.edu/writingcenter/index.htm

Unit I: Introduction to the Course

Week 1: Introduction to the Course

Wed, Aug 27: Introduction to Course, Syllabus review

Required Reading:

1. Class Syllabus (Brightspace > Content)
2. Handout on Professional Behavior and Netiquette (Brightspace > Content)

Online Tasks (due the following Monday, Sep 1 by end of day):

1. Acquire the required textbook and materials
2. Familiarize yourself with Brightspace and its features
    a. Upload your Avatar to Brightspace, if you have not done so yet. Avatars must be 150 x150 pixels, and must be a photo of yourself (no cartoons, drawings or emojis please – we want to see your gorgeous mugshot!). To do this:
        i. From your Brightspace Home page, click on your Name > Profile > Change Picture
        ii. This will be part of your participation grade.
2. Familiarize yourself with Perusall and its features
    a. Students will need to create a Perusall account. You can do this simply by going to Brightspace > Content tab and clicking on the first assignment.
    b. Do the Optional Assignment: Making the Most of Learning with Perusall
    c. Professor Nguyen's suggestion: I strongly suggest using this first Perusall assignment to get to know the platform and see how the algorithm works. This assignment will be graded, but not recorded. Use this opportunity to familiarize yourself with Perusall!
3. Take online quiz on Syllabus, Handout on Professional Behavior and Netiquette (Brightspace > Quizzes)

Week 2: What is History? What do historians actually DO?

Mon, Sep 1: NO CLASS – Labor Day
Wed, Sep 3: What is History? What are primary and secondary sources?

Required Reading/Listening:

1. Video on Primary and Secondary Sources
2. Video on Reliability of Sources
3. Bentley and Ziegler, Chapter 20: The Transformation of Europe

Online Tasks (due the following Monday, September 8 by end of day):

1. Take quiz for Bentley and Ziegler, Chapter 20 and Primary and Secondary Sources and class lecture
2. Perusall Reading Exercise
    - Selections from Adam Smith, *The Wealth of Nations*

For this reading, please familiarize yourself with Perusall by doing the following:

1. Ask questions within the text
2. Answer classmate questions or make comments

Unit 2:
The Long Nineteenth Century: Liberalism, Revolution, Industrialization and Empire, 1750-1914

WEEK 3: Political Revolutions in Europe and America

Mon, Sep 8: The Enlightenment and Revolutionary Thought

Wed, Sep 10: Comparing the French and American Revolutions

Required Reading/Listening:

1. Bentley and Ziegler, Chapter 25: Revolutions and National States in the Atlantic World
2. Bentley and Ziegler, Chapter 27: The Americas in the Age of Independence

Online Assignments (due the following Monday, Sep 15 by end of day):

3. Take online quiz for Bentley and Ziegler, Chapter 25 and 27, and class lecture
4. Perusall Reading Exercise
    - *Declaration of the Rights of Man and Citizen*
    - *Declaration of the Rights of Woman and Citizen*

Recommended Film: *La Marsaillaise (1938)*, directed by Jean Renoir

WEEK 4: The Industrial Revolution

Mon, Sep 15: Workers and Masters: Life in the Factories, Mills, and Mines

Wed, Sep 17: Karl Marx and the Critique of Industrial Capital

Required Reading/Listening:

1. Bentley and Ziegler, Chapter 26: The Making of Industrial Society
2. Begin reading Chinua Achebe, *Things Fall Apart*

Online Assignments (due the following Monday, September 22 by end of day):

3. Take online quiz for Bentley and Ziegler, Chapter 26, and class lecture
4. Perusall Reading Exercise
    - *The Report of Sadler's Committee,*
    - *Rules of a Berlin Factory*
    - Excerpts from Karl Marx and Friedrich Engels, *The Communist Manifesto*

Recommended Film: *Germinal (1993)*, starring Gerard Depardieu

WEEK 5: Nations and Empire

Mon, Sep 22: NO CLASS – Rosh Hashanah
Wed, Sep 24: NO CLASS – Rosh Hashanah

Required Reading/Listening:

1. Online Lecture: Nations and Empire (On Brightspace)
2. Bentley and Ziegler, Chapter 28: The Building of Global Empires
3. Excerpt from Benedict Anderson, *Imagined Communities*
4. Continue reading Chinua Achebe, *Things Fall Apart*

Online Assignments (due the following Monday, September 29 by end of day):

5. Take online quiz for Bentley and Ziegler, Chapter 28 and Anderson reading
6. Perusall Reading Exercise
    - Excerpt from Benedict Anderson, *Imagined Communities*
    - Documents relating to the Exhibition, TBD

WEEK 6: Fashion, Nationalism and War

Mon, Sep 29: Virtual Exhibition Tour: The Vietnamese Áo Dài in a Time of War: Fashion, Citizenship and Nationalism (1954-1975)
Wed, Oct 1: NO CLASS – Yom Kippur

Required Reading/Listening:

1. Finish reading Chinua Achebe, *Things Fall Apart*

Online Assignments (due the following Monday, October 6 by end of day):

1. Take online quiz for Chinua Achebe, *Things Fall Apart*
2. Perusall Reading Exercise
    a. Rudyard Kipling, *The White Man's Burden*
    b. H.T. Johnson, *The Black Man's Burden*

WEEK 7: Colonialism and Imperialism

Mon, Oct 6: National Consolidation in Europe and America
Wed, Oct 8: Discussion of Chinua Achebe, *Things Fall Apart,* Unit Wrap-up

Online Assignments (due the following Monday, October 13 by end of day):

i. Study for Midterm Exam

Recommended Film: *The Leopard (1963),* starring Burt Lancaster and Alain Delon

WEEK 8: MIDTERM

Mon, Oct 13: NO CLASS – Columbus/Indigenous People's Day
Wed, Oct 15: MIDTERM

Online Assignments:
1. None – Take a breather!

Unit 3:
The Twentieth Century: Disillusionment, War and Ideology, 1914-1989

WEEK 9: The Great War and the Search for Modernity, Part I

*****PLEASE BE AWARE THAT WE ARE MEETING ON FRIDAY THIS WEEK, NOT OUR USUAL MONDAY*****

Mon, Oct 20: NO CLASS
Wed, Oct 22: The Great War and Modern Memory
Fri, Oct 24: Exploring World War I primary sources

Required Reading:
1. Bentley and Ziegler, Chapter 29: The Great War: The World in Upheaval

Online Assignments (due the following Monday, October 27 by end of day):
2. Take online quiz for Bentley and Ziegler, Chapter 29, and class lecture
3. Perusall Reading Exercise
    - Examples of *the Poetry of World War I*

Recommended Film: *La Grande Illusion (1937),* Directed by Jean Renoir

WEEK 10: Aftermath of the Great War: Modernism and Disillusionment

Mon, Oct 27: Upheavals, Discontentment and Modernism
Wed, Oct 29: Exploring Modernism through Primary Sources

Required Reading/Listening:
1. Bentley and Ziegler, Chapter 30: An Age of Anxiety

Online Assignments (due the following Monday, November 3 end of day):

1. Take online quiz for Bentley and Ziegler, Chapter 30, and class lecture
2. Perusall Reading Exercise
    a. Selection from Sigmund Freud, *Interpretation of Dreams*
    b. Selection from Friedrich Nietzsche, *The Gay Science*, "Parable of the Madman"

Recommended Film: *La Grande Illusion (1937),* Directed by Jean Renoir

WEEK 11: The Aftermath of World War I: The Interwar Years

Mon, Nov 3: Emergent Nationalism in the Colonies

Wed, Nov 5: Flappers, Fashion and Feminism

Required Reading/Listening:

1. Bentley and Ziegler, Chapter 31: Nationalism and Political Identities in Asia, Africa, and Latin America

Online Assignments (due the following Monday, November 10 end of day):

2. Take online quiz for Bentley and Ziegler, Chapter 31, and class lecture
3. Perusall Reading Exercise
    - Excerpt from Mohandas Ghandi, *Hind Swaraj*

Recommended Film: *Metropolis* (1927), Directed by Fritz Lang

WEEK 12: Interwar Critiques of Liberal Democracy

Mon, Nov 10: The Russian Revolution and Soviet Communism

Wed, Nov 12: Fascism and Nazism in Italy and Germany

Required Reading/Watching:

1. Clip from *Triumph of the Will (1935)*, Directed by Leni Riefenstahl
2. Clip from *Battleship Potemkin* (1925), Directed by Sergei Eisenstein

Online Assignments (due the following Monday, November 17 by end of day):

1. Perusall Reading Exercise
    1. Selections from the political writings of Hitler, Mussolini and Lenin

Recommended Film: *October: Ten Days that Shook the World* (1928), Directed by Sergei Eisenstein

WEEK 13: Total War Returns: World War II

Mon, Nov 17: World War II in Global Context

Wed, Nov 19: Exploring the Primary Sources of World War II

Required Reading:

1. Bentley and Ziegler, Chapter 32: New Conflagrations: World War II

Online Assignments (due the following Monday, Nov 24 by end of day):

1. Take online quiz for Bentley and Ziegler Chapter 32, and class lecture
2. Perusall Reading Exercise
    - Speeches by Winston Churchill and Vyacheslav Molotov

Recommended Film: *Mrs. Miniver (1942)*, Directed by William Wyler

WEEK 14: The Holocaust and its Legacies

Mon, Nov 24: The Holocaust: Historiography and Human Rights
Wed, Nov 26: The Holocaust in Modern Memory

Required Reading:

1. NONE - Happy Thanksgiving!

Online Assignments:

1. NONE - Happy Thanksgiving!

Recommended Film: *Hannah Arendt (2012),* starring Margarethe von Trotta

WEEK 15: Establishing a New Postwar Order

Mon, Dec 1: Decolonization and the Cold War
Wed, Dec 3: The Vietnam War

Required Reading/Listening:

1. Bentley and Ziegler Chapter 33: The Cold War and Decolonization

Online Assignments (due the following Monday, December 8 end of day):

1. Take online quiz for Bentley and Ziegler, Chapter 33, and class lecture
2. Perusall Reading Exercise
    a. Ho Chi Minh, *Vietnamese Declaration of Independence (1945)*
    b. Jawaharlal Nehru, *The Importance of the National Idea*

Recommended Film: *The Battle of Algiers (1966),* directed by Gillo Pontecorvo

Unit 4:
Globalization: A New World Order? 1989-present

WEEK 16: End of the Cold War, Rise of the Digital Age

Mon, Dec 8: Fall of the Soviet Union and the End of the Cold War

Wed, Dec 10: Digital Technologies and a New World Order

Required Reading/Listening:

1. Bentley and Ziegler Chapter 33: The Cold War and Decolonization
2. Bentley and Ziegler, Chapter 34: A World Without Borders

Online Assignments (due the following Monday, December 15 end of day):

3. Take online quiz for Bentley and Ziegler, Chapters 33 and 34, and class lecture
4. Perusall Reading Exercise
    - Letter from Osama Bin Laden to America
    - Overview of 9/11 Commission Report

WEEK 17: Global World, Global Problems

Mon, Dec 15: Brexit and Trumpism as Rejection of Globalization; Course Wrap-up

Recommended Films: *In the Year of the Pig (1968)*, Directed by Emile de Antonio, and *Dr. Strangelove, or: How I Stopped Worrying and Learned to Love the Bomb (1964)*, Directed by Stanley Kubrick

*****Final Projects due on Brightspace by END OF DAY on Wednesday, December 17*****