

Semester at Sea Course Syllabus

Discipline: History

Fall 2008

HIST 202Z: 20th Century World History

Lower Division

Faculty Name: Patricia O'Neill

Suggested Pre-requisites: None

COURSE DESCRIPTION

This course will examine the 20th century world as a unit of analysis from the 1st First World War to the end of the 20th century. We will selectively examine historical developments of various regions of the world within that period, tailored to the ports and field sites we will be visiting. The main themes will be:

- global interrelatedness
- identity and difference
- the rise of mass society
- technology versus nature

Our approach will be comparative and thematic, taking advantage of the unique opportunities provided by the Semester at Sea voyage. Students will critically assess global historical developments, individuals and events of the 20th century to gain a better understanding of the factors which have shaped our increasingly interconnected world.

The course will only partly be taught through lectures; it will also include discussion assignments, field study and response papers to involve students in small group and individual learning.

COURSE OBJECTIVES

1. Exhibit knowledge of the chronological flow of human history by ordering a series of significant events in human history within and across the 20th century
2. Identify major themes of historical change within and across the 20th century such as changes in forms from agrarian to pre-industrial economies, or changes in forms of migration [immigration/emigration].
3. Employ historical thinking and inquiry to understand and to interpret events, issues, developments, relationships and perspectives of history within and across the 20th century.
4. Identify, analyze, develop and defend particular thematic interpretations of historical change within and across the 20th century. Explain how and why historical interpretations differ and how they are affected by time [i.e., historical context].
5. Utilize evidence from primary and secondary sources to understand and describe events, issues, developments, relationships, and perspectives within and across the 20th century.
6. Recognize change and continuity within broad concept themes such as the interaction of peoples, cultures and ideas or economic and technological developments and their impact on society within and across the 20th century.
7. Use formal and informal writing to develop and to express historical interpretations and analysis.
8. Demonstrate an understanding of multicultural and international components in course content.

OUTLINE OF COURSE:

Day 1: Introduction and short student biographical essay in class

Reading: Findley, Chapter 1: The 20th Century in World History, pp 2-24

Day 2: Origins of the New Century, Social Darwinism & Imperialism

Reading: Findley, Chapter 2: Origins of a New Century, pp. 26-33

Karl Pearson, "Social Darwinism: Imperialism Justified by Nature" in Marvin Perry, *Sources of 20th Century Europe*, Houghton Mifflin: New York, 2000, pp. 25-27

Joseph Chamberlain, "The British Empire: Colonial Commerce and 'The White Man's Burden'," in Marvin Perry, *Sources of 20th Century Europe*, Houghton Mifflin: New York, 2000, pp. 23-25

Cecil Rhodes, "The Superior Anglo-Saxon Race" in Marvin Perry, *Sources of 20th Century Europe*, Houghton Mifflin: New York, 2000, pp. 22-23

- **Class Discussion 1: Social Darwinism and Imperialism**

Day 3: The Creation of the African-American World

Reading: Findley, Chapter 7: Latin America, Africa, and Asia: The Struggle Against Colonialism, pp. 147-164

Herbert Klein, *The Atlantic Slave Trade (New Approaches to the Americas)*, Cambridge University: New York, 1999,
Chapter 7: "The Social and Cultural Impact of the Slave Trade", pp. 103-129

John, Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*, Cambridge University: New York, 1992, pp. 183-229

- **Class Discussion 2: The Creation of the African-American World**

Brazil for 5 days [September 7 – 11th]

Day 4: The Outburst of Imperialism: Africa

Reading: Findley, Chapter 2: The Outburst of Imperialism, pp. 35-40

Friedrich Fabri, “Does Germany Need Colonies?” in Richard Lim, *The West in the Wider World: Sources and Perspectives*, Volume 2, Bedford St. Martins: New York, 2003, pp. 244-246

“Cotton Growing and Rebellion in German East Africa” in James Overfield, *Sources of 20th Century Global History*, Houghton Mifflin: New York, 2002, pp. 14-17

Ruth Simms Hamilton, “African Resistance to German Colonialism And Its Legacies, 1884-1913” in *Routes of Passage: Rethinking the African Diaspora*, Michigan State University: Ann Arbor, 2007, Volume I, Part I, 2007, pp. 259-280

Day 5: Sub-Saharan Africa under European Sway

Reading: Findley, Chapter 8: Sub-Saharan Africa under European Sway, pp. 167-181

Marcus Colchester, from “Slave and Enclave: Towards a Political Ecology of Equatorial Africa” *The Ecologist*, September/October, 1993, in William Moseley, ed., *Taking Sides: Clashing Views on African Issues*, McGraw Hill: New York, 2007, pp. 54-69

Robin Grier, from “Colonial Legacies and Economic Growth” *Public Choice*, March 1999, in William Moseley, ed., *Taking Sides: Clashing Views on African Issues*, McGraw Hill: New York, 2007, pp. 54-69

- **Class Discussion 3: Did Colonialism Distort Contemporary African Development:**
- Students will have viewed *The Africans video* on this topic beforehand

Day 6: Sub-Saharan African Identity and Difference

Reading: Charlotte Maxeke, “Social Conditions among Bantu Women and Girls” in James Overfield, *Sources of 20th Century Global History*, Houghton Mifflin: New York, 2002, pp. 181-184

Lamin Sanneh, “New Gods” in Ali Mazrui, *The Africans: A Reader*, Praeger: New York, 1986, pp. 82-96

- **Class Discussion 4: Sub-Saharan African Identity and Difference**

Namibia for 5 days [September 19 – 23rd]

Day 7: South Africa: A History of Two Struggles

Reading: Findley, Chapter 8: Sub-Saharan Africa, pp. 182-188

Hendrik Verwoerd, “On Apartheid” in Kevin Reilly’s *Worlds of History*, Bedford-St. Martins: New York, 2002, Volume II, pp. 432- 435

Nelson Mandela, “The Rivonia Trial Speech to the Court, 1964” in James Overfield, *Sources of 20th Century Global History*, Houghton Mifflin: New York, 2002, pp. 360-364

Desmond Tutu, “The Question of South Africa” in Philip Riley, *The Global Experience: Readings in World History since 1500*, Volume II, Prentice Hall: Englewood Cliffs, 1992, pp. 276-278

- **Class Discussion 5: Apartheid in South Africa**

- **Response paper 1 due:** In a two page paper, summarize and characterize the developments in one region of Sub-Saharan Africa since 1945.

South Africa for 7 days [September 26 – October 2nd]

Day 8: Restructuring the Social and Political Order: India under the British

Reading: Findley, Chapter 4: Restructuring the Social and Political Order, pp. 96-102

Robert Clive, "A Letter to William Pitt, 1759" in Alfred Andrea, *The Human Record: Sources of Global History*, Houghton Mifflin: New York, 2005, Volume II, pp. 221-224

Rammohun Roy, "Letter to Lord Amherst, A Plea for Western Schools" in Alfred Andrea, *The Human Record: Sources of Global History*, Houghton Mifflin: New York, 2005, Volume II, pp. 331-333

G. V. Joshi, "The Economic Results of Free Trade and Railway Extension: Indian Railroads and the People's Welfare" in James Overfield, *Sources of 20th Century Global History*, Houghton Mifflin: New York, 2002, pp. 17-20

Day 9: Decolonization in India

Reading: Findley, Chapter 16: Asian Resurgence, pp. 420-425

"A Call to Expel the British: the Azamgarh Proclamation, 1957" in Alfred Andrea, *The Human Record: Sources of Global History*, Houghton Mifflin: New York, 2005, Volume II, pp. 334-336

Mohandas Gandhi, "Indian Home Rule: Gandhi's Vision for India" in Alfred Andrea, *The Human Record: Sources of Global History*, Houghton Mifflin: New York, 2005, Volume II, pp. 440-445

"Great Britain Lets Go of India: Debate in the House of Commons, 1947" in Alfred Andrea, *The Human Record: Sources of Global History*, Houghton Mifflin: New York, 2005, Volume II, pp. 478-479

- **Class Discussion 6: Gandhi's Global Legacy**

Day 10: Role of Racism in the British Empire

Reading: "British Imperial Advertisements, 1885 and 1891" in Richard Lim, *The West in the Wider World: Sources and Perspectives*, Bedford-St Martins: New York, 2003, pp. 257-259

- **Class Discussion 7: Role of Racism in Queen Victoria's Empire**
- Students will have watched **video: *Queen Victoria's Empire*** beforehand

Day 11: Unity and Diversity in India

Reading: Findley, Chapter 17: The World Since 1990, pp. 445-466

“Editorial Against Indian Dowry” in James Overfield, *Sources of 20th Century Global History*, Houghton Mifflin: New York, 2002, pp. 409-410

Lucy Ash, “India’s Dowry Deaths”, *BBC News*, July 16, 2003
http://news.bbc.co.uk/2/hi/programmes/crossing_continents/3071963.stm

“Gendecide Watch: Case Study: Kashmir / Punjab / The Delhi Massacre, 1984, *Gendecide Organization website*
http://www.gendecide.org/case_kashmir_punjab.html

- **Response paper 2 due:** In a two page paper, summarize and characterize the developments in India since 1945.

Day 12: The Cold War to 1953

Reading: Findley, Chapter 11, pp. 246-268

T.A. Heppenheimer, “Heating up the Cold War”, *American Heritage of Invention and Technology*, Fall, 1992 in Annual Editions: World History, Volume II: 1500-Present, Dushkin-McGraw Hill: New York, 1998, pp. 152-160

Raymond Garthoff, “Looking Back: The Cold War in Retrospect”, *The Brookings Review*, Summer, 1994, Volume 12: 3, pp. 10-13

- **Class Discussion 8: The Cold War**

India for 5 days [October 14 – 18th]

Day 13: The Dissolution of the Soviet Union

Reading: Findley, Chapter 12: Uncertain Progress, pp. 285-314

Mikhail Gorbachev, “Perestroika” in Marvin Perry, *Sources of 20th Century Europe*, Houghton Mifflin: New York, 2002, pp. 439-443

Timothy Ash, “Berlin: Wall’s End” in Marvin Perry, *Sources of 20th Century Europe*, Houghton Mifflin: New York, 2002, pp. 453-457

Day 14: Midterm Examination

Penang for 5 days [October 22 – 26th]

Day 15: Southeast Asia: From Colonization to Reassertion

Reading: Findley, Chapter 16: Asian Resurgence, pp. 414-439

Ho Chi Minh, “The Vietnamese Declaration of Independence” in Kevin Reilly, *Worlds of History*, Bedford-St Martins: New York, 2000, Volume II, pp. 453-456

Robert McNamara, “In Retrospect: The Tragedy and Lessons of Vietnam” in Kevin Reilly, *Worlds of History*, Bedford-St Martins: New York, 2000 Volume II, pp. 457-461

Nguyen Long, “After Saigon Fell: Daily Life Under the Vietnamese Communists” in Roger Schlesinger, *Global Passages: Sources of World History*, Volume II: Since 1500, Houghton Mifflin: New York, 2005, pp. 313-316

“M.K. Gandhi and Ho Chi Minh: Paths to Independence” from Kenneth Wolf, *Personalities and Problems: Interpretations In World Civilizations*, Volume 2, McGraw Hill, 2001, pp. 127-139

- **Class Discussion 9: The Vietnamese Independence Movement**

Viet Nam for 6 days [October 30th – November 4th]

Day 16: China from Dependence to Communist Independence

Reading: Findley, Chapter 16, pp. 426-430

Cao Ming, “A Native of Yan’an: A Story of a Revolutionary Heroine” in Alfred Andrea, *The Human Record: Sources of Global History*, Houghton Mifflin: New York, 2005, Volume II, pp. 461-465

Fox Butterfield, “Lihua: A Young Woman’s Experience with China’s Cultural Revolution” in Lynn Nelson, ed., *The Human Perspective: Readings in World Civilization*, Volume II: The Modern World through the 20th Century, pp. 384-397

Deng Xiaoping, “Speeches and Writings: China’s New Course, 1979” in Alfred Andrea, *The Human Record: Sources of Global History*, Houghton Mifflin: New York, 2005, Volume II, pp. 506-511

- **Class Discussion 10: The Legacy of the Cultural Revolution in China**

Hong Kong for 2 day [November 6 – 7th]

Shanghai for 2 days [October 10 – 11th]

Day 17: Japan's Re-emergence and Pre-eminence

Reading: Findley, Chapter 16, 433-438

William Lanouette, "Why We Dropped the Bomb" *Civilization*,
Volume II: 1, January/Feb 1994, pp. 28-41

Akio Morita, "Made in Japan: Japan's Economic Miracle" in James
Overfield, *Sources of 20th Century Global History*, Houghton Mifflin:
New York, 2002, pp. 379-383

- **Class Discussion 11: Hiroshima and Nagasaki and Beyond**

Kobe for 2 days [November 14 – 15th]

Yokohama for 2 days [November 17 – 18th]

Day 18: Globalization

Reading: Findley, Chapter 18, pp. 492-497

Philippe Legrain, "Cultural Globalization Is Not Americanization" in
Kevin Reilly, *Worlds of History*, Volume II, Bedford-St Martins: New
York, 2007, pp. 513-516

George Soros, "The Crisis of Global Capitalism" from Kevin Reilly's
Worlds of History, Bedford-St Martins: New York, 2000, Volume 2,
pp. 541-543

- **Class Discussion 12: Global Capitalism**

Day 19: Identity and Politics

Reading: Findley, Chapter 18, pp. 500-502

Lanny Fields, “Ethnicity and Politics” in *The Global Past*, Bedford- St. Martins: New York, 1998, Volume II, pp. 1061-1067

Amy Chua, “Free Market Democracy Breeds Ethnic Hatred and Global Instability” in Marvin Perry, *Sources of Western Tradition*, Volume II, Houghton Mifflin: New York, 2008, pp. 488-491

- **Class Discussion 13: Multiple Levels of Identity**

Day 20: Demographic Transition

Reading: Findley, Chapter 18, pp. 504-506

Charles Jacobs, “Slavery: Worldwide Evil” *The World and I*, April, 1996, pp. 1-6

Cleo Odzer, “Patpong Sisters: An American Woman’s View of the Bangkok Sex Trade” in Roger Schlesinger, *Global Passages: Sources of World History*, Houghton Mifflin: New York, 2004, Volume II, pp. 317-321

Day 21: Global Health Issues

Reading: Findley, Chapter 18, pp. 506-507

“An African Perspective on Female Circumcision: A Statement on Genital Mutilation” Association of African Women for Research and Development in Alfred Andrea, *The Human Record: Sources of Global History*, Houghton Mifflin: New York, 2005, Volume II, pp. 494-495

Tony Thomas, “Sub-Saharan Africa: So Little Done, So Much to Do” in *The Economist*, September 7, 1996 in Annual Editions: World History, Volume II: 1500-Present, Dushkin-McGraw Hill: New York, 1998, pp. 166-180

Tom Masland and Rod Nordland “10 Million Orphans” *Newsweek*, January 17, 2000

- **Class Discussion 14: Global Impact of AIDS**

Honolulu for 1 day [November 27th]

Day 22: Ecological Transition

Reading: Findley, Chapter 18, pp. 510-511

Nancy Shute “The Weather Turns Wild” *U.S. News and World Report*, February 5, 2001, pp. 44-52

“Global Snapshots” in Kevin Reilly, *Worlds of History*, Bedford-St Martins: New York, 2007, Volume II, pp. 527-531

- **Class Discussion 15: Global Climate Change**

Day 23: The Global Energy Crisis

Reading: “Larry Rohter, “With Big Boost from Sugar Cane, Brazil is Satisfying Its Fuel Needs” in Kevin Reilly, *Worlds of History*, Bedford-St Martins: New York, 2002, Volume II, pp. 538-541

- Students will have seen **video : Energy Crossroads: A Burning Need to Change Course Beforehand**

Final Paper: Current Events Paper Due Thursday, December 4th

FIELD COMPONENT: 20% of the contact hours for the course is provided by field work. Students will be required to hand in **two field reports** based on their own shore experiences. These reports may come from a faculty directed field trip or from their own personal experiences in port. These reports should draw on knowledge obtained in the classroom, and from readings, focused on the 20th Century World.

The **first field report** must be related to the **Atlantic World Encounters of Europeans, Americans, and Africans**, so the field experience must be completed in Brazil, Namibia or South Africa. The **second field report** must be related to **Indian and Asian World Encounters**, so the field experience must be completed in India, Malaysia, Viet Nam, China or Japan.

Afro-Brazilian Museum & Candomblé House [FDP: O’Neill] (900-1200 Thurs, 11 September)

- *Candomblé* is an Afro-Brazilian religion based primarily on the beliefs of the Yoruba and other peoples of West Africa. In colonial times, slaves were prohibited from practicing their religion for fear that it would serve to reinforce their group identity. To avoid persecution the slaves gave Catholic names and figures to their African gods (*orixás*). At the Afro-Brazilian Museum, you will see the different costumes of the major *orixás* and will be given a detailed explanation of the characteristics and significance of these deities in the *Candomblé* faith. The museum also houses a major work by Salvador’s greatest artist, *Carybé*, portraying the breadth and scope of the *Candomblé* faith. Following the museum visit, we will proceed to a *terreiro*, or *Candomblé* house.
- In this practicum, participants will have an opportunity to focus on the course theme: “the aggravation of racial and ethnic tensions”. The aim of this FDP is to relate the historical information about the connections between Bahia and West Africa to the broader concept of “the aggravation of racial and ethnic tensions”.

Cape Town, Apartheid & Robben Island [FDP: O’NEILL] (800-1800 Sat, 27 September)

- This trip provides historical insight into the social injustices of Cape Town’s past. Begin the day’s journey with a stop at the Bo-Kaap Museum, a typical example of a Malay Quarter residence. Experience the unique culture, lifestyle and personality of this Cape Muslim community and their role in Cape Town’s development. Then visit the District Six Museum and learn how 60,000 families were forcibly removed from that once vibrant suburb. Next, a visit to the townships and Cape Flats shows how sprawling satellite camps of seemingly endless shanties provide little more than a roof and some shelter. This journey through history continues with a visit to *Langa*, the oldest existing township on the Western Cape. Local community workers host you in this vibrant community as numerous squatters set about building their own brick homes, with the help of state grants. Then sample traditional African sorghum beer at a local tavern, or *shebeen*, before enjoying a lunch of traditional South African dishes. Afterwards, continue to Robben Island by ferry. This former leper colony was a political prison during Apartheid. View Nelson Mandela’s prison cell while ex-political prisoners give a detailed commentary. Also visit the quarry, where the former President’s eyes were damaged permanently, and where personalities in the struggle were put to back-breaking labor. Now operating as a living museum, Robben Island also hosts about 23 mammals and 132 bird species including the African penguin. Return to the ship after this fulfilling, thought-provoking day.
- In this practicum, participants will have an opportunity to focus on the course theme: “the aggravation of racial and ethnic tensions”. The aim of this FDP is to relate the historical information about *apartheid* and South Africa to the broader concept of “the aggravation of racial and ethnic tensions”.

Ethnic Communities in Malaysia [FDP: O'NEILL] (1000-1500 Wed, 22 October)

- Malaysia is a country of great ethnic, linguistic, cultural and religious diversity. Malays comprise approximately 60% of the population, about 30% are ethnic Chinese and nearly 10% are ethnic Indian. The three major ethnic dialects are Hokkien, which is of Chinese origin and only spoken in Penang; Tamil, which is of Indian origin; and Malay or Bahasa Melayu but spoken in a regional dialect, known commonly as *mamak*. This trip will visit communities of these three major ethnic groups in order to compare their similarities and differences. Lunch will be prepared by one of the local communities. A stop to the State History Museum will also be made.
- In this practicum, participants will have an opportunity to focus on the course theme: “the aggravation of racial and ethnic tensions”. The aim of this FDP is to relate the historical information about Malaysia to the broader concept of “the aggravation of racial and ethnic tensions”.

Cu Chi Tunnels & Cao Dai Temple [FDP: O'NEILL] [800-1900 Friday, 31 October]

- Located approximately two hours from Ho Chi Minh City, Cu Chi is famous for its 200-kilometer network of underground tunnels. These tunnels were created and used by the Viet Cong forces during wars with both the French and Americans. Before visiting the tunnel system, you will be shown a video explaining their history and construction. From the mid-1940s onward, the tunnels were used as a base from which the Viet Cong could launch strategic attacks and then seemingly disappear into thin air. The tunnels had well-hidden entrances and thick roofs which were capable of withstanding the weight of tanks and the impact of bombs. Unknowingly, the Americans even built a base camp on top of an existing tunnel network and suffered extensive casualties before they discovered their mistake. Most of the tunnels were only about two feet wide and five feet high. However, some of the passageways and tunnel rooms [*e.g.*, meeting room, kitchen, dining room and hospital), while still small, have been enlarged for easier access. If you decide to visit the lower levels of the tunnels which have not been enlarged, you will most likely get dirty while crawling through the narrow passageways. You may wish to bring a flashlight to assist in navigating these lower levels.
- Tay Ninh (a drive of about three hours from Ho Chi Minh City) serves as headquarters for one of Viet Nam’s most interesting indigenous religions, Caodaism. Caodaism is the product of an attempt to create the ideal religion through the fusion of the secular and religious philosophies of the East and West. The result is a colorful potpourri that includes elements of Buddhism, Confucianism, Taoism, Hinduism, native Viet Nameese spiritism, Christianity and Islam. The main tenets of Caodaism include believing in one God, the existence of the soul, and the use of mediums to communicate with the spiritual world. The Holy See of the Cao Dai includes the Great temple, offices, residences for officials and a hospital of traditional Viet Nameese herb al medicine to which people from all over the south travel for treatment. The Great temple is one of the most striking structures in all of Asia, with its rococo extravagance and many architectural idiosyncrasies. Services are held daily at 0600, 1200, 1800 and 2400. In this practicum, participants will have an opportunity to focus on the course theme: “the aggravation of racial and ethnic tensions”.
- The aim of this FDP is to relate the historical information about Viet Nam to the broader concept of “the aggravation of racial and ethnic tensions”.

YOKOHAMA CITY ORIENTATION (1300-1800 Monday, 17 November)

- Although originally a small fishing village, Yokohama is a major commercial hub and remains a prominent port city within Japan. Many Western influences were first introduced in this prefecture. Japan's first English language newspaper, the *Japan Herald*, was first published in Yokohama in 1861. Japan's first gas-powered street lamps were built in 1872 as well as the country's first railway that stretched from Yokohama to Tokyo's Shinagawa and Shimbashi. On this trip, visit some of the many highlights found in Japan's second largest city.
- Begin the orientation by stopping at the Yokohama Foreign Cemeteries, the former site of the Zotokuin Temple and the official cemetery for foreign residents, many of which have significantly contributed to Japanese culture. Among those buried here are cartoonist Charles Wirgman who penned *Japan Punch*, British journalist Edmund Morel who led the British pacifist movement during World War I and unknown foreign soldiers and civilians killed at the Namamugi Incident – a samurai attack on foreign nationals in 1862. Continue to Harbor View Park. Once there, visit Landmark Tower, which is the tallest building in Japan and enjoy a panoramic view from its observation deck, referred to as 'Sky Garden'. Continue to the Sankeien Garden before returning to the ship. Originally built by silk trader Tomitaro Hara as his private residence, this authentic Japanese garden sprawls 175,000-square meters and features a three-story pagoda, a Buddhist sanctum, and several tea ceremony houses.
- In this practicum, participants will have an opportunity to focus on the course theme: “the aggravation of racial and ethnic tensions”. The aim of this FDP is to relate the historical information about the Japan to the broader concept of “the aggravation of racial and ethnic tensions”.

METHODS OF EVALUATION:

There will be an essay-based midterm exam and a final current events paper, class discussions based on the topical readings, 2 response papers based on the topical readings, and two reports based on field experiences.

Percentages:

Final project: current events paper	= 20%
Midterm exam	= 20%
Combination of 2 written field reports	= 20%
Class discussion participation	= 20%
Combination of 2 response papers	= 20%

REQUIRED TEXTBOOK

AUTHOR Carter Findley and John Rothney,
TITLE: Twentieth Century World , 6th edition
PUBLISHER: Houghton Mifflin Press

ELECTRONIC COURSE MATERIALS

Karl Pearson, "Social Darwinism: Imperialism Justified by Nature" in Marvin Perry, *Sources of 20th Century Europe*, Houghton Mifflin: New York, 2000, pp. 25-27

Joseph Chamberlain, "The British Empire: Colonial Commerce and 'The White Man's Burden'," in Marvin Perry, *Sources of 20th Century Europe*, Houghton Mifflin: New York, 2000, pp. 23-25

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- Rammohun Roy, "Letter to Lord Amherst, A Plea for Western Schools" in Alfred Andrea, *The Human Record: Sources of Global History*, Houghton Mifflin: New York, 2005, Volume II, pp. 331-333
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- Lucy Ash, "India's Dowry Deaths", *BBC News*, July 16, 2003
http://news.bbc.co.uk/2/hi/programmes/crossing_continents/3071963.stm
- "Gendercide Watch: Case Study: Kashmir / Punjab / The Delhi Massacre, 1984, *Gendercide Organization website* http://www.gendercide.org/case_kashmir_punjab.html
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- "M.K. Gandhi and Ho Chi Minh: Paths to Independence" from Kenneth Wolf, *Personalities and Problems: Interpretations In World Civilizations*, Volume 2, McGraw Hill, 2001, pp. 127-139
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Final Current Events Project:

Choose one of the countries we will be stopping at during our voyage compile a historical analysis of the current events of that country during 2008.

Then submit a 1,000-1,500 word summary of the major news events that have affected the country that you have been studying.

Your paper should have a short introduction in which you identify the two-three main issues that your paper will examine and explain in greater detail. This is an assignment that requires historical analysis of current events, not just a summary of the events.

In order to cite specific information or use direct quotations, students should use parenthesis, such as (USA Today, 7 May 1997) or (www.washingtonpost.com, 7 May 2005). There should be many such citations, from different sources, in the body of the paper. These citations can be to website sources.

Field Component Paper Choice

**** This is a preliminary idea of what I'm thinking about for field experiences.**

However, the idea is to have one paper focused on an influential person and another paper focused on a seminal event.

1st paper:

Write a two page biographical paper of either:

a. **Nelson Mandela** which addresses the question:

What combination of policies and events caused the previously non-violent Mandela to reverse his position in order to gain multi-racial democracy for South Africa.

Use material from the course as well as information you obtain from field experiences such as visiting museums, etc. in South Africa.

b. **Mahatma Gandhi** which addresses the question:

What has been the impact of Gandhi's methods of non-violence and civil disobedience on other national liberation or protest movements?

Use material from the course as well as information you obtain from field experiences such as visiting museums, etc. in India.

c. **Mao Zedong** which addresses the question:

According to Mao, what were the characteristics of revolution that the Chinese society needed to embrace to move the society forward?

Use material from the course as well as information you obtain from field experiences such as visiting museums, etc. in China.

2nd paper:

Write a two page paper focused on either:

a. **Dien Bien Phu** which addresses the question:

What factors enabled the Vietminh forces to triumph over the French at Dien Bien Phu?

Use material from the course as well as information you obtain from field experiences such as visiting museums, etc. in Vietnam.

b. **Hiroshima** which addresses the question:

Did the U.S. have other viable options for ending the war with Japan in 1945?

Use material from the course as well as information you obtain from field experiences such as visiting museums, etc. in Japan.