



*"Who I am and where I belong, I first learned from the mirror of history."  
Philosopher Karl Jaspers*

**Morehead State University  
History 201: Global Studies  
Department of History, Philosophy, Religious and Legal Studies  
Cross listed with IST 201**

**Dr. Kris DuRocher**

**Face to Face W 3:15-5:55**

**Fall 2010**

**312 Rader Hall**

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**Office hours: T/Th 12-1:30; W 12-3**

**Required Field Experience Hours: 0**

#### **COURSE DESCRIPTION:**

This course will introduce students to the study of world cultures and provide an understanding of contemporary global issues. Using historical and literary texts, technology and a multimedia approach, students will examine selected social, political, economic, and cultural phenomena in the context of world history. *This course satisfies the area studies-humanities for general education.*

**Required Field Experience Hours: not applicable**

#### **COURSE DESCRIPTION:**

This course will introduce students to the study of world cultures and provide an understanding of contemporary global issues. Using historical and literary texts, technology and a multimedia approach, students will examine selected social, political, economic, and cultural phenomena in the context of world history. *This course satisfies the area studies-humanities for general education.*

#### ***"Community Engagement: A Light to and from the Mountains"***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

#### **Conceptual Frame work Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions

- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**STUDENT OUTCOMES AND METHODS:**

History is not just the past, but also an ongoing interpretation of the past. Students will become familiar with historical sources and methods through writing and thinking critically about the past. Students in the course will:

- 1) Demonstrate and evaluate content knowledge through three examinations, including essay questions.
- 2) Strengthen their analytical skills in an exercise with primary historical sources
- 3) Demonstrate their ability to create and support a historical argument based on their reading of a historical narrative book
- 4) Critically consider film and multimedia sources for bias and historical importance
- 5) Improve their writing skills through written examinations, papers, and the primary source exercise.

<b>Program: [Social Studies] HIS 201 Global Studies</b>				
<b>Aligned with→ Assessment→ (point values)</b>	<b>Kentucky Teacher Standards (KTS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>National Council for the Social Studies (NCSS)</b>
<b>Class participation and attendance 15% of grade CFO: 1, 3, 4 SLO: 1</b>	1.1, 1.3 1.4, 1.5 2.1- 2.5 3.1-3.5 4.5; 6.1-6.5 7.1-7.2 9.4	2 6	Diversity	I, II, III, VI, V, VI, VIII, IX, X
<b>Examinations 45% of grade CFO: 1, 3 SLO: 1, 4, 5</b>	1.1-1.5 2.1- 2.5 4.1-4.5 6.1-6.5 9.4	2 6	Diversity	I, II, III, VI, V, VI, VIII, IX, X
<b>Primary Source Exercise: 5% of grade</b>	1.4 2.1- 2.5 4.5 5.4-5.5 6.1-6.5	2 6	Diversity	I, II, III, VI, IX

<b>CFO: 1, 2, 3, 4</b> <b>SLO: 1, 3, 4, 5</b>				
<i>Comfort Women</i> <i>Questions and</i> <i>Essayr:</i> <b>15% of grade</b> <b>CFO: 1, 2, 3, 4</b> <b>SLO: 1, 3, 4, 5</b>	1.4, 1.2, 2.1- 2.5 4.5 5.4-5.5 6.1-6.5	2 6	Diversity Literacy / Reading	I, II, III, VI, IX
<i>Invasion essay</i> <b>5% of grade</b>  <b>CFO: 1, 2, 3, 5</b> <b>SLO: 1, 3, 4, 5</b>	1.4, 1.2, 1.3 2.1- 2.5 3.3 4.5 5.4-5.5 6.1-6.5	2 6	Diversity	I, II, III, IV, V, VI, IX, X
Movie Analysis of <i>Dr. Zhivago</i> <i>10% of grade</i>  <i>CFO: 1, 2, 3, 5</i> <i>SLO: 1, 3, 4, 5</i>	1.4, 1.2, 1.3 2.1- 2.5 3.3 4.5 5.4-5.5 6.1-6.5	2 6	Diversity	I, II, III, IV, V, VI, IX, X

**GRADING:**

Primary Source Exercise	5%
<i>Invasion essay</i>	5%
<i>Comfort Women</i> questions and essays	20%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Movie Analysis of <i>Dr. Zhivago</i> ,	10%
Participation and attendance	15%

**Assignment Descriptions:**

<b>Program: Masters in Social Science</b>	
<b>Assessment (percentage)</b>	<b>Description</b>
Class participation and attendance 15% of grade	If you are not physically (or mentally!) present at class, then you are not participating. If you miss class, you are responsible for getting any handouts or assignments. Class participation is worth 15% of your grade. That grade will consist of attendance, quizzes, in-class discussion, and short writing assignments. In addition, this grade will also include general preparedness for the course.
Examinations 45% of grade	<i>Examinations:</i> You will have three exams, as marked on the syllabus. They are

	not cumulative. Tests may include multiple choice, matching, short answer identifications, and essay questions.
Primary Source Exercise: 5% of grade	After reading both a Spanish and Aztec account of the conquest of Mexico in the provided PDF, students will consider these sources critically for their agenda, bias, and audience in short answer questions.
Comfort Women Questions and Essay: 15% of grade	After reading this book, students will complete a series of short answer reading questions over the text and answer essay questions based on the reading.
Movie Analysis 10% of grade	After viewing <i>Doctor Zhivago</i> , students will write a critical, intellectual evaluation of the film. This will require a brief synopsis of the plot, an analysis of the approaches the film utilized to engage the viewer, and a discussion of the purpose and significance of the film, both culturally, socially, and historically.
Invasion of the Body Snatcher Essay 5% of grade	After viewing this 1956 film, in an <u>in-class only</u> writing assignment, students will consider the film as a reflection of American Cold War fears.

**Grading Scale:**

- 90% - 100 % A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D
- 0% - 59% E

I will round up grades if they are .5 or above, for example, an 89.5 is an A, but 79.2 is a C.

**ASSIGNMENTS:**

*Course Participation:*

If you are not physically (or mentally!) present at class, then you are not participating. If you miss class, you are responsible for getting any handouts or assignments. Class participation is worth 15% of your grade. That grade will consist of attendance, quizzes, in-class discussion, and short writing assignments. In addition, this grade will also include general preparedness for the course.

*Examinations:*

You will have three exams, as marked on the syllabus. They are not cumulative. Tests may include multiple choice, matching, short answer identifications, and essay questions.

*Primary Source Exercise:*

After reading both a Spanish and Aztec account of the conquest of Mexico in the provided PDF, students will consider these sources critically for their agenda, bias, and audience in short answer questions.

*Comfort Women Questions and Paper:*

After reading this book, students will complete a series of short answer reading questions over the text and answer essay questions based on the reading.

*Movie Analysis:*

After viewing *Doctor Zhivago*, students will write a critical, intellectual evaluation of the film. This will require a brief synopsis of the plot, an analysis of the approaches the film utilized to engage the viewer, and a discussion of the purpose and significance of the film, both culturally, socially, and historically.

*Invasion of the Body Snatchers:*

After viewing this 1956 film, in an in-class only writing assignment, students will consider the film as a reflection of American Cold War fears.

*Formatting:* All papers and assignments must have your name at the top. Double space all assignments and use 12 point Times New Roman Font. Use standard margins. Assignments that do not meet the formatting requirements will receive point deductions depending on the severity of the formatting issue.

*"Veni, vidi, vici" (I came, I saw, I conquered) - Julius Caesar*

**UNIVERSITY POLICIES:**

Americans with Disabilities Act (ADA): In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/).

*Campus Safety Statement:* Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event that evacuation becomes necessary. You should notify your instructor at the beginning of the semester of you have special needs or will require assistance during an emergency evaluation. Students should familiarize themselves with emergency response protocols at [www.moreheadstate.edu/emergency](http://www.moreheadstate.edu/emergency).

**ACADEMIC POLICIES:**

**Students are required to check their Morehead State University email account regularly. If you do not use your university account, you need to arrange to have emails from that account forwarded.** I will respond to most emails within 24 hours, except for holidays and weekends. Please plan accordingly.

**Students are required use their Morehead State University email account for course correspondence.** There are several reasons for this. 1) The spam filters on many popular email accounts are incompatible with MSU emails accounts. This means that I may not receive emails sent from non-MSU accounts. Additionally, my emails from MSU will be caught by many of the spam filters (hotmail is especially bad at blocking MSU emails). 2) It insures your privacy and prevents FERPA violations. I do not know who lovedogs99@yahoo is and cannot send information regarding your classes or grades to unsecure emails. Additionally, emails to the professor should be considered

professional correspondence and be in proper English and follow standard grammar rules. I reserve the right to not respond to inappropriate or unprofessional emails until they are legible and appropriate.

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**Late assignments cannot expect to receive the same grade or consideration as those turned in on time.** I will deduct a letter grade from the assignment's final grade for each day that it is late, unless you provide documentation for illness or emergencies. Late assignments cannot be accepted after the graded items are returned to the class. In class assignments cannot be made up.

I am here to be a resource to you; *I, however, will not read papers/ answer questions sent 24 hours before a paper or test is due, you must plan ahead!*

### **Ethics and Plagiarism:**

Students are expected to uphold an ethic of integrity as per the honor code of Morehead State University. All coursework should be your own. **Plagiarism** is using the words, sentences, or even ideas of another person without specific acknowledgment. Plagiarism includes: 1) copying the work of another student with or without the other student's knowledge; 2) collaborating with another student and submitting work that is identical, nearly identical, or inordinately similar; 3) changing a few words but copying the sentence structure without giving credit; 4) copying words and/or passages directly from books, articles, course readings, or internet sites, and failing to use quotation marks and/or offering appropriate citation. If there are any doubts about what constitutes plagiarism it is the **student's responsibility** to clarify any questions with the instructor. If you are not sure what constitutes academic dishonesty, read The Eagle: Student Handbook or ask your instructor. The policy is located at <http://www.morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>. **ALL WORK** submitted for this class must be your own – not copied, borrowed, downloaded, or otherwise taken and passed off as your own. All answers should be based on the course materials assigned and your own analysis. Activities such as, but not exclusively, giving other students in the course questions or answers to any test or quiz, plagiarizing, or pretending to be another student are violations of academic ethics. **Plagiarism and cheating are unacceptable, and a serious academic offense that will result in failure of the assignment, failure of the course, and reports filed with the Chair of the department and the Dean of Students.** In signing the Honor Statement, you state your awareness of these policies. You **MUST** return the honor statement in order to pass this class.

### **READINGS:**

Bulliet, Richard *The Earth and Its Peoples, A Global History Vol. II, Brief Edition* (Houghton Mifflin 4<sup>th</sup> edition 2009) ISBN: 9780618992409 Hereafter [Peoples]

Maria Rosa Henson, *Comfort Women*, any edition.

## **COURSE SCHEDULE:**

### **Week One: Introduction and Overview**

**W Aug 25:** Syllabus Introduction, Honor Statement  
Overview before 1517, The Reformation, part 1

You MUST turn in the honor statement in order to pass this class.

### **Week Two: Transformations in Europe, 1500-1600**

**Readings:** Peoples: Introduction, 337-357

**W Sept 1:** *Movie: Luther*

The Reformation part 2

### **Week Three: Transformations in Europe, 1600-1750**

**Readings:** Chapter 15

**W Sept 8:** Witch-hunts in Europe and The Scientific Revolution  
Changing Social Patterns: the Creation of Nation States

#### **Handout and Discussion of Primary Source Exercise**

**Learning Objectives:** After reading chapter 15, students should understand the motives behind the Reformation, the new ideas and religions it set in motion, and how this led to the conflicts that occurred throughout Europe. Students should also understand the nature of the Scientific Revolution and the causes for the witch-hunts of Europe.

### **Week Four: The Americas, The Atlantic, and Africa, 1530–1770**

**W Sept 15:** Latin America and Racial Hierarchies, North America and the Columbian Exchange and the Atlantic Economy and the Slave Trade

**Readings:** Chapter 16 and Primary Source Reading from Kevin Reilly, *Worlds of History: A Comparative Reader, Volume 2: Since 1400* (Bedford/St. Martins 2007), p. 45-61 provided online in PDF format on Blackboard

#### **Primary Source Exercise due at the start of class**

**Learning Objectives:** After reading chapter 16, students should understand the major elements of the Columbian Exchange. They should be able to compare and contrast the British, French, and Spanish colonization of the New World. Students should understand the Atlantic Slave Trade and the role of slavery in the New World.

### **Week Five: Southwest Asia and the Indian Ocean, 1500–1750, Northern Eurasia, 1500–1800**

<b>W Sept 22: Southwest Asia and the Indian Ocean and Northern Eurasia: Japan, China, and Russia</b>
<b>Readings:</b> Chapter 17 and Chapter 18
<b>Learning Objectives:</b> After reading chapter 17, students should be able to name and describe the religion, lifestyle, and relationship with Europe of each Islamic empire. Students should be able to compare and contrast the reasons for the decline of the Ottoman, Safavid, and Mughal Empires. After reading chapter 18, students should understand the different approaches to imperial rule in Japan, China, and Russia between 1500 and 1800. They should be able to explain how the Tokugawa Shogunate fell into decline and crisis, how the European relationship with China changed from admiration to frustration, and how the Russian Empire emerged to be one of the major powers.

<b>Week Six: EXAM 1</b>
<b>W Sept 29: EXAM 1</b>

<b>Week Seven: The Enlightenment and the French Revolution</b>
<b>T Oct. 5: The Enlightenment and The French Revolution</b>
<b>Readings:</b> Chapter 19
<b>Learning Objectives:</b> After reading Chapter 19, students should be able to trace the roots of the Enlightenment and explain why it led to revolutions. Students should understand the triggers, events, and consequences of the French Revolution, and know the impetus behind other revolutions such as the Haitian Revolution.

<b>Week Eight: Industrialism</b>
<b>W Oct 13: The Industrial Revolution</b>
<b>Readings:</b> Chapter 20 Chapter 21
<b>Learning Objectives:</b> After Reading Chapter 20, students should be able to explain why the Industrial Revolution happened first in Britain, and the environmental effects of the Industrial Revolution, especially on women. After reading Chapter 21 students should understand the affects of Napoleon's invasion of Egypt. Students should be able to compare and contrast the various issues faced by land and sea empires such as the Ottoman and Qing Empires, including the long term outcomes of the Opium and Crimean wars and the impact of European influences.

<b>Week Nine: New Imperialism: Land Empires and New Imperialism in Africa and Asia</b>
<b>W Oct 20: New Imperialism</b>
<b>Readings:</b> Chapter 22 and 24
<b>Learning Objectives:</b> Upon finishing chapter 22, students should understand the impact industrialization had on the process of colonization in Africa and Asia, especially upon the native peoples. Students should understand the goals and process of Britain's empire creation, including the British raj policy in India and the Sepoy Rebellion and its effects. In Chapter 24, students should understand the political, cultural, and economic reasons for the New Imperialism and how technology helped them accomplish their goals. Students should be able to compare New Imperialism with the

colonization of the New World including the role of technology, religion, impacts on native peoples, and political and economic goals.

**Week 10: EXAM 2**

**W Oct 27: EXAM 2**

**Week Eleven: The Crisis of the Imperial Order, 1900–1929, World War I and the Russian Revolution**

**W Nov 3:** World War I, The Russian Revolution

**Readings:** Chapter 25 Begin reading *Comfort Women*

**Learning Objectives:** After reading Chapter 25, students should understand how “The Great War” was a global conflict, and the implications of the peace treaties that ended World War I including its effects on the economy, Europe, and the Middle East. Students should understand the revolution(s) in Russia and the drastic changes it underwent.

**Week Twelve: Dr. Zhivago**

**Readings:** Continue reading *Comfort Women*

**W Nov 10:** Movie: *Dr. Zhivago*

**Week Thirteen: The Interwar Period and World War II**

**W Nov 17:** The Interwar Period, World War II and The Holocaust

**Readings:** Chapter 26, Chapter 27 Finish *Comfort Women*

Movie: *Night and Fog*

**Movie Analysis Due at the Start of Class**

**Learning Objectives:** After reading Chapter 26, students should understand the international economic and political consequences of the Depression in the 1930s. Students should be able to compare and contrast the three dictators that rose to power: Hitler, Stalin, and Mussolini, including their political ideologies and how they were enforced. Students should be able to discuss how World War II differed from World War I. After reading Chapter 27, students should understand both the positive and negative changes European rule brought to Africa. Students need to understand the factors that led to the growth of movements for African independence. Students should also be able to describe the process the problems former African colonies had. Students should consider the impetus behind India’s independence and Mohandas Gandhi's role in the Indian independence movement.

**Week Fourteen: No Class. Thanksgiving Break**

**Week Fifteen: Comfort Women and the Cold War**

**W Dec 1:** Class discussion of *Comfort Women*, The Cold War

**Readings:** Chapter 28

**Comfort Women Paper Due at the Start of Class**

**Learning Objectives:** After reading Chapter 28, students should be able to understand the Cold War’s political ideology and its impact on major events such as the Korean Conflict, Cuban Missile Crisis, Vietnam War, and the Nuclear Arms race. Students should understand the origins, process, and consequences of the Vietnam War. Students should understand the political situation in the Middle East after World War II and its consequences.

**Week Sixteen: Movie: *Invasion of the Body Snatchers* and Dawn of the Post–Cold War World**

Readings: **Chapter 29**

**T Nov 30:** Movie *Invasion of the Body Snatchers* and the Dawn of the Post–Cold War World  
**Invasion in class writing assignment**

**Learning Objectives:** After reading Chapter 29, students should understand the conditions that led to the end of the Cold War and the breaking up of the USSR and how imperialism in the Middle East lead to Islamic revolutions in Iran and Afghanistan.

**Exam 3: Wednesday December 15, 6:30-9pm**