

H-412: Modern World History for Teachers
Office: Arts & Letters 538
Spring 2016 T, Th. 2:00-3:15pm
Classroom: Engineering 423

Professor: Dr. Kate Edgerton-Tarpley
Office Hrs: T. 11am-12pm; Th. 12-1:45pm
E-mail: edgerton@mail.sdsu.edu
Office Phone: (619) 594-6985

Modern World History for Teachers

COURSE DESCRIPTION: This upper division undergraduate course explores topics in world history from 1450 to the present. It approaches the human story both chronologically and thematically. This course is not a survey, but instead addresses questions about important patterns of change in the recent global past, and traces the emergence of nationalism, imperialism, colonialism, communism, feminism, and other important “isms” that have marked the last several centuries of world history. The class also considers problems related to defining, conceptualizing, and teaching world history. It emphasizes issues that prospective teachers are likely to face in teaching history and social studies at the K-12 level in California public schools.

STUDENT LEARNING OUTCOMES:

1. Future teachers will evaluate different scholarly perspectives on how best to define and teach World History.
2. Future teachers will familiarize themselves with California’s History-Social Science Content Standards and Common Core State Standards, and will draw on these standards in class assignments.
3. Future teachers will analyze seminal questions in the field of modern World History orally, in short papers based on assigned readings, and in a formal research essay based on out-of-class scholarly sources.
4. Future teachers will design and present teaching activities that introduce interactive ways to bring a selected theme in World History to life for the class.
5. Future teachers will weave together a story of human history from 1450 to the present that emphasizes pattern and context rather than isolated facts.
6. Both individually and as a class, future teachers will strengthen their ability to:
 - a. Chart how societies have changed and interacted over time.
 - b. Recognize and explain cause and effect relationships.
 - c. Make informed comparisons and contrasts.
 - d. Employ historical empathy as a tool to interpret the actions of women and men in the past in the context of their particular time period and culture.
 - e. Write thoughtful and well-organized lesson plans.
 - f. Conduct historical research using both primary and secondary sources.

COURSE FORMAT:

In this course we will engage in several different types of activities each week. I will give one longer lecture or two “mini-lectures” most weeks, but significant portions of each class will be devoted to group-led teaching activities and to group discussions and debates. I will also show several relevant video clips during the semester. *Students are expected to bring the assigned course readings to class for discussion*, and to take notes not only during my lectures, but also during student-led activities and presentations.

COURSE REQUIREMENTS:

- Attendance and Participation	10%	- Classroom Observ. Report	10%
- Weekly Discussion Papers & Questions	30%	- Research Essay	20%
- Lesson Plan and Teaching Activity	10%	- Teachable Unit	20%

1. Class Participation - 10% of total grade

Regular attendance: Your active participation is welcomed in this class.

Discussion is a vital part of H-412, and you cannot engage in course discussions if you are not present. ***Thus your class participation grade will drop by one full grade for every class that you miss after your third unexcused absence.*** This means that 4 unexcused absences will lower your class participation grade to an 80%, 5 to a 70%, and so on. I will accept written proof for legitimate reasons for missing class.

Active Participation: Participation means more than simply showing up; it means coming to class prepared. Being prepared includes the following:

- Coming on time and not leaving early.
- Taking notes during lectures, videos, and student presentations.
- Completing the assigned readings each week and *bringing the readings to class for discussions.*
- Making thoughtful contributions to class discussions and debates.

2. Weekly Discussion Papers and Discussion Questions – 30% of total grade

To ensure that you complete course readings prior to the day for which they are assigned and arrive in class ready to discuss those readings, most weeks you will turn in either a typed discussion paper or five typed discussion questions. For example, on week 2 group A, or students from the first half of the class roster, will hand in discussion papers based on questions concerning the primary source or analytical readings for that week, while group B, or students from the second half of the class roster, will hand in their own typed discussion questions based on the same readings. The following week group A will hand in discussion questions, and group B will hand in discussion papers, and so on. I will grade your discussion papers and questions on a 10-point scale.

a. Five Discussion Papers: (4% each; 20% total)

- The questions for each discussion paper will be posted on blackboard the week before the paper is due. Answers to each week's reading questions should be roughly 3 pages in length, double-spaced, and **typed** in 11 or 12 size font with standard margins.
- Discussion papers are due at the beginning of class. You will write a total of 5 papers.
- Your typed answers should be thoughtful, based on the readings, and written in full sentences. I will grade on both grammar and content. I will not accept hand-written answers, answers with excessive grammatical errors, answers that do not directly engage the readings, or answers that have been copied or paraphrased from the reading.
- Since a primary goal of these discussion papers is to help you prepare for class discussions, ***late papers will NOT be accepted.***
- You must cite your sources. Use parenthetical citations. Example: (Marks, 57).

b. Five Sets of Discussion Questions: (10% of grade)

- On those weeks your half of the class is not required to turn in discussion papers, you will instead write and turn in **five thoughtful, analytical and even controversial questions that will initiate and provoke discussion**. Your questions must be typed, they must be based on issues raised in the assigned reading, and they must cover each of the major readings assigned that

week. Each week several of you will start our discussion by asking the questions you prepared. You will turn in a total of five sets of discussion questions.

3. Small-group Lesson Plan and Teaching Activity – 10% of total grade

The first 30 minutes of ten of our class sessions will be reserved for a Teaching Activity prepared and presented by groups of 2 to 3 students. You will sign up for a small group on the second week of class. Teaching activities serve as a valuable review of one aspect of the previous week's content and provide you, as future teachers, with the opportunity to think about how best to teach a given topic.

GUIDELINES:

- **a.** Your group is required to meet with me the week before your teaching exercise to discuss your planned activity. Please plan to meet with me during my office hours if possible.

- **b.** Search the World History For Us All website for examples of objectives and activities.

<http://worldhistoryforusall.sdsu.edu/>

- **c.** Your Teaching Activity should be **no more than 30 minutes in length**. It should introduce the class to a creative and hands-on way to introduce 7th or 10th grade students to concepts or content covered in H-412. Each group will prepare a Teaching Activity that is based on one aspect of the material covered the previous week. It is up to your group which part of the previous week's content to focus on. While my lectures and reading assignments are designed for college students, your teaching activity should aim to introduce concepts or content covered in our class on a level appropriate for 7th or 10th grade students in a public school. With that in mind, do not try to cover too much information in your short 30 minute lesson, and do not lecture for more than 10 of your 30 minutes. Instead, select one important concept or piece of information you want students to grasp, and prepare a memorable, hands-on method of getting that idea across to junior high or high school students. You may find it helpful to think about what activities – debates, role-playing, building projects, art, poetry, historical games, mapping, etc. – you found most helpful when you were in junior high or high school. Be creative!

- **d.** Your group must turn in a typed copy of your **Lesson Plan** for your teaching exercise on the day of your presentation. Make a copy of the lesson plan to show to the class that day.

- The Lesson Plan must include the following components:

1. The names of all group members.

2. The title of your lesson.

3. The topic of your lesson.

4. Which grade level your lesson is prepared for.

5. Student Learning Outcomes: What content or concepts do you want students to learn during this particular lesson? (Be precise and focused).

6. Connection to History-Social Science Content Standards and Common Core Standards.

Identify which Content and Common Core standards your lesson relates to. Be specific – type out the relevant standards. *If your lesson does not relate to any of the Content Standards, explain why you think it *should* be included in the next round of content standards.

7. Your Sources: What primary source documents or other written sources will you use in this particular lesson? (List sources in alphabetical order and include full publication data).

8. Learning Aides: What audio-visual aids will you use during this 30 minute lesson? (Video clips, music, maps, scissors, glue, tape, construction paper, sugar cubes, toothpicks, note cards, markers, etc.)

9. Activities: What specific activities will you utilize (role-playing, games, debates, etc.) to bring this day's lesson to life for your students?

- Rather than simply telling the class about your methodology and activities, put them into practice. Pretend that your classmates are 7th or 10th grade students, and have the class act out all or part of whatever activity you have designed.

4. Classroom Observation Report – 10% of total grade

All students must spend at least two hours during the semester observing an instructor teach a seventh or tenth grade world history course in a San Diego public school. Students must then submit a 3 page typed report on their observation experience. Students should directly contact a school and teacher to arrange for this observation, which may take place any time during the semester before **Thursday, March 17**, the day the report is due. Guidelines will be provided for observation procedures and the report.

5. Research Essay and Related Teachable Unit – 20% for essay; 20% for TU

a. **PROPOSAL (5%) AND RESEARCH ESSAY (15%)**: Each of you will select a topic to conduct outside research on and transform into a teachable unit. After deciding which theme you want to research, you will select a historical question related to that topic. You will then write a 7-8 page research paper exploring your question. *Please consult with me about your topic before you begin your research.* You must turn in a proposal (5%) outlining your selected topic and possible historical question on **Tuesday, March 1st**. Your research essay (15%) should be based partly on course readings, but you are also required to make use of at least **four** additional out-of-class sources. You may use one reputable website, but the other three outside sources must be books or journal articles. Chicago-Style Footnotes are required, as is a complete Bibliography.

****For detailed guidance on how to write a history paper and for specific examples of the proper use of Chicago style footnotes, please see the Writing Guides listed on the SDSU History Department's website, found at: <http://www-rohan.sdsu.edu/dept/histweb/index.htm>**

- Your Research Essay is due at the beginning of class on **Tuesday, April 12th**. *Late papers will not be accepted without written documentation of a verifiable emergency.*

b. **TEACHABLE UNIT (20% total --5% for oral presentation; 15% for unit)**: After completing your research essay, you will then decide how to make what you have learned about your selected theme into a week-long unit that you could teach in a 7th or 10th grade World History course. Your teachable unit should include: Student learning outcomes for your unit; how your unit fits with California's Content and Common Core standards; a list of the sources (primary and secondary) to be used; where your unit fits into a broader historical timeline; lesson plans for one week of classes; and a bibliography. Additional guidelines will be provided at a later date. (See <http://worldhistoryforall.sdsu.edu/> for ideas).

- **A hard copy** of your Teachable Unit is due in class on **Thursday May 5th**, the last day of class.

- **You are also required to scan your complete TU (including all maps, images, cartoons, and primary source readings) and send an electronic copy (PDF format) of it to me via e-mail attachment.** Please get your scanned copy to me by 6:00pm on May 5th. I will then upload everyone's Teachable Unit on our Blackboard site so that you can view each other's units and gain ideas for your future classrooms. *Late TUs will not be accepted without written documentation of a verifiable emergency.*

- Each of you will give a **short oral presentation (5%)** of your TU in our classroom between **1:00 and 3:00pm on Tuesday May 10th**, the final exam time slot for H412.

A NOTE ON PLAGIARISM: *Students who cheat or plagiarize on any paper or class assignment will receive a zero on that assignment, and I will formally document the incident in an Academic Dishonesty Incident Report.* Academic integrity is expected of every student. Students must not plagiarize the work of others. This means that if you quote from any work (including internet sites), you must put quotation marks around that material, and you must cite it in a footnote or endnote. Plagiarism also includes using someone else's phrases, strings of words, special terms, or ideas and interpretations without citing your source, even if you have not quoted directly from that source. In short, you must give credit where it is due. If you have doubts, please come and ask me, or check the SDSU General Catalogue for more information. I also recommend that you take the 30 minute online plagiarism tutorial titled "*SDSU Plagiarism: The crime of intellectual property*" by SDSU librarian Pamela Jackson, at <http://infotutor.sdsu.edu/plagiarism/index.cfm>

STUDENT USE OF ELECTRONIC DEVICES IN THE CLASSROOM:

Laptop use for note-taking is permitted, but students who are using laptops must sit within the first 2 rows. This will help ensure that you use your laptop for class rather than for checking facebook, playing games, or surfing the web. **The use of all other electronic devices in the classroom is prohibited.** *Please turn off your cell phones and do not text during class.* This will help remove distractions from other students and create a better learning environment.

STUDENTS WITH DISABILITIES: If you are a student with a disability and believe you will need accommodations for this class, please contact Student Disability Services at [\(619\) 594-6473](tel:6195946473) as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. I look forward to working with you.

A NOTE TO STUDENTS PLANNING ON K-8 TEACHER

CERTIFICATION: This course is designed to help all students master the fundamental ideas, issues, and complexities of modern world history, regardless of the level at which they expect to teach. While the topics introduced in this class are most closely related to the California History-Social Science Content Standards for world history courses taught in grades 7 and 10, they will also help those who plan to teach at any grade level. I expect all students to participate in the course fully, even if there is no obvious relevance to the courses you expect to teach. Going beyond the state curriculum guidelines is important for all future teachers for three major reasons: 1) curriculum standards change frequently, so you can never be certain what you will be expected to teach five years from now; 2) many teachers change grades and even subjects over the course of their careers, so material that seems irrelevant to your career now may well come in handy in the future; 3) you will teach even the youngest students better if you have a richer, more complex understanding of history.

NOTE CONCERNING POSSIBLE STRIKE: The California Faculty Association is in the midst of a difficult contract dispute with management. It is possible that the faculty union will call a strike or other work stoppage this term. I will inform the class as soon as possible of any disruption to our class meeting schedule.

Course Readings:

Required Books: The following books have been ordered from KB Books at 5187 College Avenue (Tel. 619-287-2665). I strongly encourage you to purchase all of these books because it will be very useful to have your own copies to refer to for course assignments and class discussions. If you are unable to purchase all of them, however, you will find at least one copy of each book on reserve at Love Library.

1. Alfred Andrea and James Overfield. *The Human Record: Sources of Global History*, vol. 2, Seventh Edition. (**7th edition only**). (HR).
2. Jerry Bentley and Herbert Ziegler. *Traditions and Encounters*, vol. 2, 5th or 6th edition. (KBs has sufficient copies of the 5th edition). (T&E)
3. Paul Edwards, ed. *Equiano's Travels*. Heinemann, 1996. (E)
4. Blackboard: Additional required readings will be posted on Blackboard (BB).

Recommended Sources:

1. **World History For Us All** – a comprehensive model curriculum for teaching world history from early times to the present. This website offers middle school and high school teachers a new, integrative approach to teaching world history. I strongly recommend that you make use of it in planning your Teaching Activity and your Teachable Unit. <http://worldhistoryforusall.sdsu.edu/>
2. Ross Dunn and David Vigilante, editors. *Bring History Alive: A Sourcebook for Teaching World History*. This book is organized around the National Standards for World History and will provide you with numerous approaches and practical suggestions for your Teaching Activities and Teachable Units.
3. The National Standards for World History. The Teaching Units section of this site has practical suggestions useful for future teachers. <http://www.sscnet.ucla.edu/nchs/>
4. The *Hammond Concise Atlas of World History* (6th edition).

Course Outline:

Week 1: Introduction

Thurs. Jan. 21 Mapping World History; Telling Stories

UNIT I: THE EMERGENCE OF THE FIRST GLOBAL AGE, 1450-1750

Week 2: A New World History; Starting with Asia

Tues. Jan. 26 Toward a New World History; The Ming Voyages

***Discussion:** COME PREPARED TO DISCUSS THE FOLLOWING

READINGS: Blackboard (BB): Selections from *The New World History* (NWH);
BB: History-Social Science Content Standards, Grades 7 and 10; BB: California
Common Core Standards, Introduction and History/Social Studies 6-12 standards,
pp. 1-8, 80-82, 85-89.

Thurs. Jan. 28 Lecture: ReOrient? Discussion: "Starting with China."

READING: BB – Robert Marks ch. 2, "Starting with China," pp. 42-65.

(For Reference – T&E chapter 26 (East Asia).)

Due: Group A Discussion Papers 1; Group B Discussion Questions 1

Week 3: Sixteenth-Century Superpowers: Islam in World History

Feb. 2 Discussion: The Appeal and Expansion of Islam

READING: BB - Marshall Hodgson, "The Role of Islam in World History" and "The Expansion of Islam," pp. 97-104, 532-574.
(For Reference – T&E chapter 27 – The Islamic Empires).

- Due: Group B Discussion Papers 1; Group A Questions 1

Feb. 4 Lecture: The Islamic Empires and Islam in Early Modern World History

READING: BB – Voll, "Islam as a Special World-System;" Clancy-Smith, "The Middle East in World History," pp. 276-285, 293-300.

Video Clip: *Islam, Empire of Faith*.

Week 4: "Nothing Succeeds Like Failure": Europe's Inner Transformation and Emergence on the World Scene

Feb. 9 Discussion: Diamond - Geography and Technological Invention

READING: BB - Jared Diamond, "Necessity's Mother" pp. 239-264;
T&E chapter 23.

- Teaching Activity 1

- Due: Group A Discussion Papers 2; Group B Questions 2

Feb. 11 Lecture: Early-Modern Europe - Crisis and Creativity

READING: *Human Record* (HR) pp. 16-24, 25-29, 41-43.

Week 5: The "Columbian Exchange" and its Global Consequences

Feb. 16 Discussion: Why did the Spanish conquer the Aztec and Inca empires rather than vice-versa?

READING: BB - Jared Diamond, "Collision at Cajamarca" pp. 67-81;

BB – Sater, "Integrating Latin America," pp. 301-307; HR 92-97;

T&E: Chapter 22 beginning to "Voyages of Exploration" and "Ecological Exchanges" through end of chapter, and Ch. 24, begin. through "Settler Colonies in North America, and "Mining and Agriculture in Spanish Empire" section.

Teaching Activity 2

Due: Group B Discussion Papers 2; Group A Questions 2

Feb. 18 Lecture – Regional and Global Impact of the "Columbian Exchange" and its Aftermath

READING: HR pp. 100-109 (Land & Labor in Spanish America).

Week 6: The Atlantic Slave Trade and its Impact on Africa, Europe, and the Americas

Feb. 23 Discussion: Equiano and Manning, regional & global impact of slave trade.

READING: *Equiano's Travels*, all; BB – Manning, "Migrations," pp. 206-219.

Teaching Activity 3

Due: Group A Discussion Papers 3; Group B Questions 3

Feb. 25 Lecture: Origins and Global Implications of the Atlantic Slave Trade

READING: T&E chapter 25 (Africa and Atlantic World).

UNIT 2: THE AGE OF REVOLUTIONS, 1750-1914

Week 7: Enlightenment and Political Revolutions in the Atlantic World

***March 1 Research Essay/Teachable Unit proposals due**

Lecture: Origins of Revolution

READING: T&E Chapter 28, beginning to “Consolidation of National States in Europe” section (read all of Popular Sovereignty & Influence of Rev. sections).

March 3 Lecture: Radical Revolutions; Limits of Revolution

Discussion: Comparative Revolutions (U.S., France, Haiti, Latin America)

READING: HR pp. 159-161, 174-180, 184-191, 283-289 (Voltaire, French Rev., Paine, Bolivar, Pankhurst/Women’s suffrage ; BB – L’Ouverture’s Letter (Haiti), pp. 222-225.

Week 8: Industrial Revolutions: Global Causes, Effects, and Discontents.

March 8 Teaching Activity 5; Discussion: Foundations & Impact of Industrialization

READING: T&E chapter 29; HR 166-171 (Smith); 250-260 (impact of industrialization); 261-265 (Marxist critique).

Teaching Activity 4

Due: Group B Discussion Papers 3; Group A Questions 3

March 10 Lecture: Global Origins and Impact of Industrialization;

Video Clip: *Nomugi Pass*

Week 9: Modern Nationalism and Imperialism

March 15 Lecture: Euro-American Nationalism and Imperialism

READING: T&E Chapter 28, “Consolidation of National States in Europe” section at end of chapter, and all of chapter 32 (global empires); HR 266-269 (Darwin), 290-302 (Nationalism& Imperialism).

Teaching Activity 5

***March 17 Classroom Observation Reports due at the beginning of class**

Discussion: Classroom Observation experiences.

Lecture – Colonial Encounters: Africa and India under full colonialism

Film Clip: *Lagaan*

READING: 303-317 and 426-431 (Africa); 334-342 (India).

Week 10

Tues. March 22 Lecture – Experiencing “Semi-Colonialism” in East Asia & the Middle East; Discussion: Comparative Responses to Imperialism

READING: 3/17 readings and HR 317-334 (Islamic World responses); HR 344-349, 351-359 (Chinese & Japanese responses)

Teaching Activity 6

Due: Group A Discussion Papers 4; Group B Questions 4

UNIT 3: “THINGS FALL APART,” 1914-1945

The Causes and Global Consequences of World War I

Thurs. March 24 Lecture: Origins and Course of WWI

READING: T&E chapter 33 (The Great War); HR 378-389 (WWI).

March 28-April 1 SPRING BREAK

Week 11:

April 5 Lecture: Betrayal at Versailles

Discussion: Seeds of Future Conflict in Europe and the Middle East

READING: HR pp. 431-441 (Middle East); BB – “Wilson’s Fourteen Points” and “Syrian Congress Memorandum,” pp. 387-393.

Due: Group B Discussion Papers 4; Group A Questions 4

Competing Visions of Modernity

April 7 Lecture: The Marxist-Leninist Vision and the Bolshevik Revolution

Video Clips: *Modern Times & Ten Days that Shook the World*

READING: HR 261-265 (review Marx); BB 931-934 (Lenin); HR 389-396 (Communist decrees/Stalin); T&E – review Chapter 33 section on Russian Rev., read Chapter 34 section titled “Communism in Russia.”

Week 12:

***April 12 Research Essays due at the beginning of class**

Lecture - Empowering the Peasantry: Zapata and the Mexican Revolution; Maoism and the Chinese Revolution;

READING: **Mexico:** BB, Zapata & Plan of Ayala, pp. 47-50; HR pp. 453-459 (muralists & economic nationalism); T&E pp. 685-688 (5th ed.) or 701-704 (6th);

China: HR 459-467 (Deng Yingchao & Mao); BB, “Quotations from Chairman Mao;” T&E pp. 816-819 (5th ed.) or 836-839 (6th ed.)

April 14 Redefining “Civilization” -- Anti-Materialist Visions; The Gandhian Way

BB: Gandhi, pp. xi-xviii, 11-24, 30-66, 172-175;

BB: Rodo’s “Ariel,” pp. 437-441.

BB: Al-Bana & Muslim Brotherhood, pp. 896-901.

(For background, T&E Chapter 35, sections titled “India’s Quest for Home Rule” and “Latin American Struggles with Neocolonialism,” and pp. 872-73 (5th ed.) or 893-94 (6th ed.) for Egypt.

Teaching Activity 7 (WWI)

Week 13:

April 19 DEBATE: Alternative Visions of Modernity

READING: Review Lenin, Stalin, Zapata, Cardenas, Deng, Mao, Gandhi, Rodo, and Al-Bana primary source readings as well as T&E background readings.

- Come prepared to take part in a heated DEBATE among these Russian, Chinese, Indian, Latin American, and Egyptian critics of capitalist civilization. You will receive a class participation grade for your contributions.

- No mandatory discussion papers or questions due.

****MAKE-UP/EXTRA CREDIT OPPORTUNITY:** Members of both group A and group B can earn make-up or extra credit points that will be added to your Discussion Paper/Discussion Question total by submitting an extra credit Discussion Paper or set of Discussion Questions on these readings (see DP questions on blackboard).

NOTE: Your Discussion Papers and Questions are worth a total of 30% of your course grade, so if you have done poorly on one or more paper or have missed one or more DP or DQ, I strongly encourage you to take this chance to make up some of the points you have missed.

UNIT 4: THE GLOBAL COMMUNITY SINCE 1945

Mass Killings and the “Modern” World: Causes and Implications of WWII

Thurs. April 21 Lecture: The Road to War in Europe and Asia

READINGS: Chapter 34, pp. 804-810 in 5th ed. or 823-829 in 6th ed. (Fascist alternative); Chapter 35, pp. 819-820 in 5th ed. Or 839-840 in 6th ed (Imperialist Japan), Chapter 36 from beginning to “The Cold War” (WWII).

T&E pp. 994-1001, 1012-1014, and chapter 37

Teaching Activity 8 (Alternative visions)

Week 14:

April 26 Discussion: Grappling with Atrocity;

Film Clips: Experiencing and Remembering the War

READINGS: BB, Iris Chang’s “The Rape of Nanking” and Blumenthal’s “Japanese Germ-Warfare Atrocities,” pp. 419-427; HR 408-424 (Holocaust; decision to drop A-bomb).

Due: Group A Discussion Papers 5; Group B Questions 5

The Cold War and Decolonization

April 28 Lecture: Postwar divisions in Europe and the Middle East

READING: Chapter 36, “The Cold War” section; all of Chapter 37 (End of Empire); HR pp. 470-478 (U.S. & Soviets); BB, “Arab Opposition; Israel’s Proclamation,” pp. 438-444.

Week 15:

May 3 The Cold War and Decolonization: Vietnam as Case Study

READING: BB, “Vietnamese Declaration of Independence” and “McNamara on the Vietnam War,” pp. 466-475; HR 478-482, 487-491 (India); HR 482-487, 505-507 (Africa)

Due: Group B Discussion Papers 5; Group A Questions 5

Teaching Activity 9 (WWII)

Contemporary Hot Spots: China's Rise, Islamist Radicalism, and Globalization.

May 5 Lecture – China's rise and Islamist Radicalism

READING: HR 509-514 (China's rise); HR 518-528 (Terrorism in Global Age, and The Wealth and Poverty of Nations).

*You will deliver a short **oral presentation** (5%) of your Teachable Unit in our classroom between **1:00pm and 3:00pm on Tuesday, May 10th**, the time slot for the H-412 final exam. No TUs will be accepted after 5/10.

Note: I reserve the right to make changes in this syllabus if it is necessary for the well-being of the course.

WRITING TIPS:

ABBREVIATIONS:

I will use several abbreviations when grading your papers. Here is my abbreviation "code."

TS: Topic sentence needed

EV: Lack of concrete evidence

FR: Sentence fragment

TRANS: Insert a transition

AWK: Awkward wording; rephrase

VT: Verb tense: keep verb tense consistent

ILLOG: Illogical. The sentence/idea does not logically follow from the previous one.

I will mark all grammatical errors in your first few weekly papers. It is up to you to take note of the stylistic errors you made and **refrain from repeating them** in later assignments. Here is a list of the most common errors I see in student writing assignments. Please seek to avoid them.

a. Subject-Pronoun agreement errors, such as:

Incorrect: "China is a large country. They have 1.3 billion people.

Correct: China is a large country. It has about 1.3 billion people. **OR:** There are 1.3 billion Chinese people. They are concerned about overpopulation.

b. Use of it's instead of its (it's = it is)

c. Incorrect use of their, there, and they're

d. Subject-Verb agreement errors.

e. Confusion over when to use effect (noun) versus affect (verb). Example:

What effect did the 9/11 attacks have on the U.S.? The attacks affected

America's economy and political landscape in complex ways.

f. Incorrect use of two, to, and too

g. Confusion over when to use an apostrophe

h. Incorrect use of commas versus semicolons versus colons

i. Gandhi, not "Ghandi" or "Ghandhi"

k. Oppressed pheasants instead of peasants

l. Sentence fragments and run-on sentences

m. Frequent changing of verb tense in the same paragraph or even the same sentence. Choose a tense and stick with it. As a general rule, write in the past tense when discussing past events.

n. Lack of or incorrect use of citations. You must use Chicago style footnotes or endnotes for your Research Essay for H-12.

****For detailed guidance on how to write a history paper and for specific examples of the proper use of Chicago style footnotes or endnotes, please see the Writing Guides listed on the SDSU History Department's website, found at: <http://www-rohan.sdsu.edu/dept/histweb/index.htm>**