

CONTEMPORARY WORLD ISSUES

Intl 77 (Fall 2006)

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Discussion section locations:
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Course Description: This is a course on 20th century world history (sort of—we sneak in some of the 19th century, too). It is intended to give you a solid historical and geographical background for understanding important current events. Three themes we shall return to often in the course are: nationalism and identity; imperialism and political/economic development; and power, the individual, and society. The course is interdisciplinary. We believe that you will have a much better understanding of the complexity of the world if you are able to grasp how different people approach that world, whether they use the perspectives of anthropologists, economists, political scientists, ecologists, or historians.

Learning objectives—by the end of the semester you will have:

1. - evaluated the causes and consequences of major historical events in the 20th century.
2. - gained an understanding of the historical background of current international issues from a variety of disciplinary perspectives.
3. - developed the ability to read critically and evaluate sophisticated writing.
4. - improved your ability to discuss complex ideas and historical events in a thoughtful, analytical manner in small and large groups.
5. - improved your ability to write clear, precise, literate, and graceful English prose.
6. - demonstrated a working knowledge of world geography.

Required texts:

Duiker, William & Jackson Spielvogel. World History, Fifth ed.

Hammond. New Comparative World Atlas.

Hochschild, Adam. King Leopold's Ghost.

Weston, Anthony. A Rulebook for Arguments.

Other readings will be available on e-reserve and on Blackboard. On **e-reserve**, you can access an electronic copy to read on the screen or print for yourself by going to the library's homepage, clicking on Library Services, Course Reserve Materials and e-reserves, and following the links: School of International Studies, Contemporary World Issues. The password you need to access the readings is: sample. See the separate instructions for logging into Blackboard. After that, you can find the readings and many other useful course materials after logging in (using your Inside Pacific ID and password) at pacific.blackboard.com. E-mail Prof. Bathurst at the address above if you have problems.

You are required either to subscribe to the New York Times paper edition (there is an excellent student discount available through the bookstore), or develop the habit of reading it daily online. The

School of International Studies subscribes, and you may read it in George Wilson Hall (but there is only one copy!). At minimum, you should follow the international news and the op-ed commentaries. We strongly encourage you to access a non-American newspaper, preferably in the language of the country of origin in order to compare American and non-American coverage of international news. Also, feel free to look at other widely read newspapers as well (The Guardian, The Age, Le Monde, Intl. Herald Tribune, etc.), but make sure you spend time with the Times.

You are encouraged to visit <http://pols51.wordpress.com> where the Pols 51 International Politics students will be blogging about various international political issues. There are also a lot of links on the page to other blogs that you might find interesting. Blogs are NOT refereed academic research, and should not be mistaken for authoritative sources, but they are an interesting way to see what people think about issues, and a way to participate in broad popular conversations about public issues.

Course requirements:

*Midterm 1:	15%
*Midterm 2:	15%
*Final Exam:	15%
Discussion (including required written assignments):	20%
Duiker Reflection Papers and Timelines:	20%
Geography Quizzes:	10%

*One of your examinations (just the essay portion) must be taken orally. More information about this aspect of the course will be presented in class before the first exam.

Please note that copies of your assignments may be saved to help assess and improve the quality of this course in the future. Truly excellent answers may be used, without your name on them, as examples of good answers to be distributed to the class.

Geography Quizzes: You will take seven geography quizzes on different regions of the world. You cannot pass the course without passing **each** of the seven geography quizzes before the end of the semester. To pass a quiz, you must get at least seven out of ten correct. In October and late in the semester, there will be specified dates to make up failed quizzes. Try to avoid this unpleasantness—study your maps early and study them well. Your recorded score for each world region will be the average of your quiz scores for that particular region (If you get a 0, then a 10 for a particular region, you have officially passed the quiz, but you will receive a 5 as a final grade for that world region).

Duiker Reflection Papers: On eight dates in the semester (all are Mondays, except the first), you will turn in a two-page, double-spaced essay in response to one of the reflection questions for that chapter. You will submit two copies, one in hardcopy at the start of class on the due date, and a second on the Blackboard site. You will not receive credit for the paper if the electronic copy is not posted by the time the paper is due. You may find the discussion questions at the end of this syllabus. The essay should demonstrate that you have read, understood, and thought about the importance of the historical events of the chapter. You will be graded on both the quality of your analysis and your ability to write well in formal, standard US English. We expect that both will improve as you gain experience and practice. The due dates may be found in the syllabus.

To submit your paper through Blackboard: Click on the “Submit Paper” button in the menu. Click on the “Add File” button. In the appropriate box, name your file (**this is important**) “**YourLastName YourFirstInitial Month Day**” (Bathurst L Aug. 30). Then use the “Browse” button to locate the file

on your current computer and then click “Submit”. Once you’ve submitted the file, you still must send it. To do so, click “Send File”, use the drop down menu to select the correct paper you had uploaded, and click “Submit” again.

Thematic Timelines: On five dates toward the end of the semester (all Mondays), you will be expected to turn in a thematic timeline. For the timeline, you must select 20 or so of the most important events, persons, ideas, etc. related to that theme. For each item, you must then write a line or two further identifying the item, or telling its relationship to another important event, or something else that should be remembered about the item. This list should not simply duplicate the terms list we provide you for your Duiker reading but rather should emphasize the relationship of these items over time.

Exams: The reflection questions for your Duiker reading will serve as a useful study guide for the essay portion of exams. We will also hand out other exam review questions about a week before each exam. Exam questions will draw on Duiker and the other readings in the course, as well as lecture material. Essay questions on the exams will require you to integrate information that you have studied in different readings, through lecture, and in discussion. You will also have been given lists of terms (available on the Contemp Blackboard site) to study for identification and significance questions on the exams.

Discussion: You are required to attend your assigned discussion class each week. Your discussion professor will inform you of the specific writing assignment you will be required to complete for each week’s discussion group. These writing assignments are meant to increase your ability to read and think critically, write well, and facilitate your ability to contribute intelligently to discussions of important ideas and events.

Attendance Policy: You are expected to attend all lectures, although attendance may not always be taken. Attendance and active participation is mandatory at all Friday discussion groups. Absences from discussion will be excused only under extreme circumstances and at the professor’s discretion.

Late Assignments: All assignments are due at the start of class on the date noted. Late assignments will not typically be accepted for credit. Printer problems are considered poor excuses—please do not start printing five minutes before class and then beg for dispensation because the printer didn’t work. Think ahead.

Office Hours and Email: Each of your professors holds office hours at the above noted times. You are encouraged to come to us with questions, to ask for further explanations, to get help, to introduce yourself, etc. We like to see you. You may also email us. We typically respond to emails promptly (within 24 hours), though you should not expect answers to emails after 5pm or on weekends (you might get lucky, but don’t count on it). Emails should be addressed to your professors in formal, respectful English (correct grammar, standard punctuation, etc.).

Honor Code: The Pacific policy on academic honesty is detailed on pp 43-45 of Tiger Lore. Here is a summary:

To be academically honest, students are expected to: act honestly in all matters; actively encourage academic integrity in others; discourage any form of cheating or dishonesty by others; inform the instructor of a reasonable belief (with evidence) that cheating, plagiarism, or other academically dishonest conduct has occurred.

Cheating and plagiarism are, of course, academically dishonest. In this course, handing in the same Timelines, Reflection papers, or Discussion papers as another student will be considered plagiarism and will be treated as such. We do encourage you to discuss your ideas on assignments with other students, but DO NOT hand in the same work. You must complete all written work by yourself. Other forms of academic dishonesty are explained on pp. 30-40 in Tiger Lore. If you have any doubts about what is intellectually and academically honest conduct, check out Tiger Lore, speak to one of your professors privately, and then bring up the question in discussion class for everyone to think about.

If a student violates the Honor Code, in the judgment of the instructor, a grade of zero may be given for the assignment and the matter will be referred to the Director of Judicial Affairs in the Office of Student Life. If found guilty by a hearing or the Judicial Review Board, the student may be penalized by failure of the assignment or failure of the course and may also be reprimanded or *suspended from the University*. See pp. 71-78 of Tiger Lore for details of judicial proceedings.

Learning or Physical Disabilities: If you need accommodations because of a certified learning or physical disability, you must contact the learning disabilities support office in Bannister Hall **each semester** to inform them of your schedule and need for accommodation. Be aware that professors are kept on a “need to know” basis—your privacy is maintained, and we are only told what we need to know to accommodate your learning needs. If you need accommodation, get it! It just makes sense.

Course schedule: Please prepare readings for the day on which they are listed. The reading may be heavier than you are accustomed to, but it is doable if you develop good study habits and good reading strategies. Your first step should be to review the whole schedule now and consider how you might develop a consistent work schedule that will facilitate your study.

We reserve the right to make changes in assignments if it will help you reach the course objectives.

Monday	Wednesday	Friday
<p>Aug 28:</p> <p>No classes before 3:00</p>	<p>A30:</p> <p>Introduction to course</p> <p>Arrange discussion groups</p>	<p>Sept. 1:</p> <p>Read: (On Reserve) “Why History Matters”; Duiker Ch. 18 A Rulebook for Arguments, pp. ix-9, 53-85 Be prepared to discuss in detail</p>
<p>S4:</p> <p>Labor Day Holiday No Classes</p>	<p>S6:</p> <p>Lecture: 19th Century Paradigms</p> <p>Read: Duiker Ch. 19</p> <p>Turn in: Duiker Reflection Paper #1</p>	<p>S8:</p> <p>Read: King Leopold’s Ghost pp. 1-100</p> <p>Turn in: Discussion section writing assignment, as per your instructor’s directions, and every week hereafter.</p>
<p>S11:</p> <p>Lecture: Nationalism</p> <p>Read: Duiker Ch. 20</p> <p>Turn in: Duiker Reflection Paper #2</p>	<p>S13:</p> <p>Lecture: Imperialism</p> <p>Map Quiz: NAFTA</p>	<p>S15:</p> <p>Read: King Leopold’s Ghost pp. 101-306</p>
<p>S18:</p> <p>Lecture: The Meiji Restoration</p> <p>Read: Duiker Ch. 21</p> <p>Turn in: Duiker Reflection Paper #3</p>	<p>S20:</p> <p>Lecture: Mexican Revolution</p> <p>Map quiz: Central America and the Caribbean</p>	<p>S22:</p> <p>Read: (OR) “Mexico: the Taming of a Revolution”; “Popular Culture and State Formation in Mexico”; “Plan of Ayala”</p> <p>A Rulebook for Arguments pp. 10-39</p>

<p>S25:</p> <p>Lecture: WWI</p> <p>Read: Duiker Ch. 22</p> <p>Turn in: Duiker Reflection Paper #4</p>	<p>S27:</p> <p>Lecture: The Great Depression</p> <p>Map quiz: Europe</p>	<p>S29:</p> <p>Read: (OR) “The Genesis of the Revolution of 1911”</p>
<p>Oct. 2:</p> <p>Lecture: China between the Wars</p> <p>Read: Duiker Ch. 23</p>	<p>O4:</p> <p>Midterm One</p>	<p>O6:</p> <p>Fall Student Break No Classes</p>
<p>O9:</p> <p>Lecture: Israeli-Palestinian Conflict</p> <p>Read: Duiker Ch. 24</p> <p>Turn in: Duiker Reflection Paper #5</p>	<p>O11:</p> <p>Lecture: WWII</p>	<p>O13:</p> <p>Read: (OR) “Origins of the Israeli-Palestinian Conflict”, pts 1 and 2 (OR) Preston, “Spanish Civil War” and Anderson, “Why did the Spanish Civil War Start in July 1936?”</p>
<p>O16:</p> <p>Lecture: Science and Technology</p> <p>Read: Duiker Ch. 25</p> <p>Turn in: Duiker Reflection Paper #6</p>	<p>O18:</p> <p>Lecture: Cold War</p> <p>Map quiz: South America</p>	<p>O20:</p> <p>Read: (OR) “The Conceptual Bases of Zapotec”; “The Fine Art of Baloney Detection”; “Baseball Magic”; “Calling Scientific Ideology to Account”</p>
<p>O23:</p> <p>Lecture: The Cold War in Central America</p> <p>Read: Duiker Ch. 26</p> <p>Turn in: Duiker Reflection Paper #7</p>	<p>O25:</p> <p>Lecture: International Organizations</p> <p>Map Quiz: Make-up Maps (If you’ve passed all map quizzes up to this point, come to class at 2:20).</p>	<p>O27:</p> <p>Read: (OR) “Countering the Soviet Threat...”; “Despotism and Godless Terrorism”; “A Graveyard Smell”</p>

<p>O30:</p> <p>Lecture: The Bretton Woods System</p> <p>Read: Duiker Ch. 27</p> <p>Turn in: Duiker Reflection Paper #8</p>	<p>Nov. 1:</p> <p>Lecture: Gender</p> <p>Map Quiz: MENA</p>	<p>N3:</p> <p>Read: L. Nader, “Orientalism, Occidentalism, and the Control of Women,” “Nationalism and Masculinity ”</p>
<p>N6:</p> <p>Lecture: The Iranian Revolution</p> <p>Read: Duiker Ch. 28</p>	<p>N8:</p> <p>Lecture: Genocide in the 20th Century “Lieber’s Lament,” “A Lecture on Rwanda”</p>	<p>N10:</p> <p>Midterm Two</p>
<p>N13:</p> <p>Lecture: Poverty</p> <p>Read: Duiker Ch. 29</p> <p>Turn in: Thematic Timeline #1: Nationalism</p>	<p>N15:</p> <p>Lecture: Development</p> <p>Map Quiz: South and Southeast Asia</p>	<p>N17:</p> <p>Read: (OR) Rahnema, “Under the Banner of Development,” “The Price of Progress,” “Everyday Things in Premodern Japan,” “The Nature of Poverty” and “The Evolution of Poverty,” “The Grameen Bank”</p>
<p>N20:</p> <p>Lecture: The East Asian Development Miracle?</p> <p>Turn in: Thematic Timeline #2: Imperialism & Decolonization</p> <p>Map Quiz: East and Southeast Asia</p>	<p>N22:</p> <p>Turkey Holiday No Classes</p>	<p>N24:</p> <p>Turkey Holiday No Classes</p>

<p>N27:</p> <p>Lecture: NGOs</p> <p>Turn in: Thematic Timeline #3: Changing Social Roles</p>	<p>N29:</p> <p>Lecture: Global Health Issues</p> <p>Map Quiz: Sub-Saharan Africa</p>	<p>Dec. 1:</p> <p>Read: Cunningham, “Western Medicine,” Waller, “Elders and Experts,” “Scary Strains” “Teamwork Urged on Bird Flu”; “Medicine without Doctors”</p>
<p>D4:</p> <p>Lecture: Petropolitics</p> <p>Turn in: Thematic Timeline #4: Natural & Unnatural Disasters</p>	<p>D6:</p> <p>Lecture: Environment</p>	<p>D8:</p> <p>Read: “Something New Under the Sun”, pts 1, 2, 3, and Ch 11; “A Special Moment in History”; “Water Scarcity” “The Fall of the House of Saud” and “Thirty Years of Petro-politics; “In Search of Hugo Chavez”</p>
<p>D11:</p> <p>Lecture: Globalization</p> <p>Turn in: Thematic Timeline #5: Revolutionary Technologies</p>	<p>D13:</p> <p>Lecture: Ducks</p> <p>Map Quiz: Make-up Maps (If you’ve passed all map quizzes up to this point, come to class at 2:20)</p>	<p>D15:</p> <p>Read: (OR) “How Nike Figured Out China,” “America’s Sticky Power,” “Soft Power” “Advertising and Global Culture”</p> <p>Any make up maps at 3.30</p>

Your Final Exam will be held on Wednesday, December 20 from 12-3. Please arrange your travel schedule accordingly; you will NOT be able to take the exam at a different time.

Appendix

Duiker Reflection Questions

Below you will find the reflection questions for Duiker's chapters. For the chapters listed, you choose one of the questions below and write a 2-page essay response. Your answer should address the question asked by making an argument in response. It should be well organized and written in elegant English prose. Provide justification and evidence for your arguments. Make sure you cite all information, paraphrases, and direct quotes you take from the Duiker text and/or other sources. While these questions are unlikely to be found in identical form on the exams, we will draw from these questions and the chapters more generally to write exam questions that require you to integrate information from Duiker, lecture, and other readings to analyze historical events. Thus, they should also serve as a valuable study guide.

Chapter 19

1. Can the experience of women in the 19th century best be described as mirroring the overall emergence of mass politics, or do those experiences diverge significantly from the general pattern we see in the politics of the era? Cite evidence in support of your argument.
2. Why were the theories of Freud and Einstein such powerful challenges to the values and ideals that had been generated by the Scientific Revolution and the Enlightenment? Cite evidence in support of your argument.
3. Would the development of Marxist and socialist thought have been possible without the social and economic upheavals of the 19th century? If so, identify the most important changes and explain their relevance to Marxism and socialism. If not, explain why these momentous changes were not, in fact, necessary for Marxism or socialism.

Chapter 20

1. How did the Europeans (and others) justify their imperialist behavior in the 19th and 20th centuries? What did they tell themselves to believe they were doing the right thing? How does this relate to their behavior and the consequences of that behavior for the people living in the lands conquered?
2. Was the colonial experience basically the same in all colonies with only minor variations on a dominant theme, or did different colonies have fundamentally different colonial experiences? Identify the most important differences in colonial regimes and explain why they either did or did not produce fundamental distinctions among the various colonies.
3. Compare and contrast British and French approaches to colonialism. Was one more humane than the other? Explain your answer.

Chapter 21

1. Can the Chinese Revolution of 1911 best be explained by internal or external factors? What are the important internal causes and external causes? How did they contribute to the Revolution?

2. Were differences in Chinese and Japanese responses to Western thought responsible for the decline of China and the ascendancy of Japan in the late 19th and early 20th centuries? Which aspects of Western thought did the two countries react differently to? How did those reactions affect the fortunes of each country?
3. Compare and contrast Japan's industrial revolution to that of one European country (choose one that Duiker discusses in sufficient detail). Which was more impressive and why? Make sure to cite evidence to support your argument.

Chapter 22

1. What impact did the Great Depression have on the economies and societies of the European countries and the US? How did it contribute to the struggle between liberalism, fascism, and communism in European politics?
2. Did World War I bolster or undermine imperialism? Your answer should consider the effects of the war on both concrete political realities and political theory.
3. Would the Bolshevik Revolution have occurred if World War I had never begun? Why or why not? Make sure to support your argument with evidence.

Chapter 24

1. In what ways did the failures of the Treaty of Versailles help create the conditions for World War II to occur? If the Treaty of Versailles had been different, would the Nazis have risen to power, or would the French and British reacted to Germany's rearmament sooner? Use good evidence to support your argument.
2. World War II has been described as a total war. Does that description fit all the major combatants equally well? Assess the degree to which Germany and the United States fought total wars.
3. Compare and contrast the processes by which Fascist Italy and Nazi Germany were crafted into "total states." To what extent did Hitler and Mussolini share the same goals and employ the same methods to achieve their totalitarian goals? How did they differ? Was one more effective? Explain why.

Chapter 25

1. How did the Cold War impact the politics of countries in the "Third World"? Did the Cold War exacerbate conflicts already present in those regions, or did it create conflicts that wouldn't have existed otherwise? Explain.
2. Why was Nixon's visit to China so surprising? Why did he go? What were the most important effects of his new policy toward China?

3. Compare and contrast the foreign policy of communist and capitalist countries during the Cold War. Was there a recognizable impact of a country's internal economic system and its activities on the world stage or did all world powers behave essentially the same?

Chapter 26

1. How did the Soviet system affect the lives of the people living in it? What was it like socially, economically, and politically?

2. In the late 1970s and early 1980s, both China and the Soviet Union faced serious internal problems, and both states embarked on reform programs to address these problems. What were the major differences in the Soviet and Chinese approaches and, ultimately, which was more successful?

3. Compare and contrast Mao Zedong's efforts to remake China into a totalitarian state with the efforts of Adolf Hitler to do the same to Germany. What were the key similarities and differences? Why did the two efforts lead to such different results? (Or did they?)

Chapter 27

1. Compare and contrast the US Civil Rights Movement of the 1950s and 1960s to other social movements during this period. In what ways was the US Civil Rights Movement of the 1950s and 1960s representative of a larger global struggle over changing social roles after WWII?

2. Since the end of World War II, many countries in Latin America have experienced both democratic and authoritarian governments. What have been the most important factors driving Latin America toward either democracy or authoritarianism? To what extent has the United States government been involved in these factors?

3. Compare and contrast the transition to the "Technological Age" with that of the transition to the Industrial Age two centuries before. What were the defining features of each transformation? How were the backlashes generated by each similar and how were they different?