

# World Civilizations II

HIST 2322-001

Mondays, Wednesdays, Fridays, 10:10-11:05 AM

BUS 210

3 Credit Hours

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BUS 267  
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Office Hours:  
Mondays, 11:15AM-2:15 PM  
Or by Appointment

## Course Description

This course uses world history to look at the ways in which different peoples, cultures, and societies have developed and interacted over the past half-millennium. By focusing on a wide variety of peoples, cultures, societies, and networks of interaction throughout the world, this course will provide a new framework for students to learn about the multifarious and multitudinous variety of societies and cultures from a variety of perspectives, ranging from economic networks to cultural influence, from environmental transformations to social movements. With this broad framework, and drawing from a wide variety of primary and secondary resources, this class will investigate various social, political, ideological, and economic processes and factors that shaped global history over time.

## Texts and Readings

This course relies on a mixture of primary and secondary sources in order to get students to understand World history as the people lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. Textbooks will be available in the bookstore, and are mandatory reading. Required texts are:

Tignor, Robert, et al. *Worlds Together, Worlds Apart (Vol. 2): A History of the World: From 1000 CE to the Present (Concise Edition)*. New York: W.W. Norton & Company, 2014.

**[Recommended]**

(ISBN: 978-0393918489)

Pomeranz, Kenneth, et al. *Worlds Together, Worlds Apart: A Companion Reader (Vol. 2)*. Second Edition. New York: W.W. Norton & Company, 2016. **[Required]**

(ISBN: 978-0393937787)

Schwartz, Stuart B. *Victors and Vanquished: Spanish and Nahuatl Views of the Conquest of Mexico*. New York: Bedford/St. Martin's, 2000. **[Required]**

(ISBN: 978-0312393557)

Dubois, Laurent, and John D. Garrigus. *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents*. New York: Bedford/St. Martin's, 2006. **[Required]**

(ISBN: 978-0312415013)

Brooks, Jeffrey, and Georgiy Chernyavskiy. *Lenin and the Making of the Soviet State: A Brief History with Documents*. New York: Bedford/St. Martin's 2007. **[Required]**

(ISBN: 978-0312412661)

Cheek, Timothy. *Mao Zedong and China's Revolution: A Brief History with Documents*. New York: Bedford/St. Martin's, 2002. **[Required]**

(ISBN: 978-0312256265)

Shepard, Todd. *Voices of Decolonization: A Brief History with Documents*. New York: Bedford/St. Martin's, 2015. [Required]  
(ISBN: 978-1457618154)

Kennedy, Pedraic. *1989: Democratic Revolutions at the Cold War's End – A Brief History with Documents*. Bedford/St. Martin's, 2010. [Required]  
(ISBN: 978-0312487669)

### **Course Requirements**

Learning is a process that occurs in a variety of ways across days, weeks, months, and years. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. **Therefore, student attendance and participation are required.** We will periodically engage in broad conversation on documents to understand and analyze key moments in world history. Students who have **more than seven unexcused absences** will receive a **zero** for their participation; there will be **no exceptions** to this policy. It is the professor's prerogative to determine whether or not an absence can be excused, and **all excused** absences must be properly documented. Given the centrality of reading, analyzing, and discussing primary sources, attendance and participation will make up a full 15% of students' final grades. If it becomes clear that students are not doing the assigned readings, quizzes will become a regular feature of the course and will factor into the Attendance and Participation grade.

Additionally, students are expected to read an average of 150-250 pages a week. Readings are due on the date they are listed on the syllabus. Discussions sections between students and the professor will be a regular feature of the course, and so they must complete the assigned readings outside of the classroom.

In particular, in addition to the five monographs, students will read primary sources from Worlds Together, Worlds Apart: A Companion Reader and from other collections based on a particular theme/person on near-weekly basis, and we will be discussing these readings in class every week. Readings from the Companion Reader will not be determined strictly by chapter number, but rather will vary according to a theme; as a result, a chart at the end of the syllabus is included, letting you know what pages/documents to read every week. These primary readings and discussions will provide students an opportunity to experience and think about history the way historians in any number of fields do, something that is essential for all budding historians. These readings and discussions will both give the students a chance to directly think about historical processes and the historical record on their own terms, as well as helping them to develop their analytical skills.

Writing is an essential part of historical study and analysis, and of the liberal arts tradition of education more generally; as a result, students will be given two types of writing assignments. The first of these is a series of ten (10) short primary source analyses based upon the weekly readings. These are relatively short assignments, in which students are to consider a primary document from the week's readings and to provide a brief analysis of it. The form for these short analyses is available on Blackboard. Students are welcome to pick which source from the week's readings that they may analyze. These analyses will also serve as instruments in classroom discussion. Collectively, these primary source analyses are worth 10% of the student's final grade.

**Please Note:** Primary source analyses are *always* due on Wednesdays.

The other writing assignment will be two mid-length research papers on a topic of the student's choice. Students will **not** have to do outside research; rather, they will construct an original subject and argument that draws on their own selection of primary sources that we will be reading throughout the semester. The first of these two papers will be due at the midpoint of the semester, and the other will be due at the end of the semester. Each paper should be 2000-2500 words in length, and each paper will make up 25% of the student's grade, for a total of 50% of the student's final grade.

All papers will be submitted electronically through Blackboard, with the professor providing specific instructions as the due date approaches. Students are welcome to bring by drafts of their papers at any time before the due date as well, and they are also encouraged to use the Writing Center (located in BUS 202; phone – 903-565-5995).

Students will also be given two exams through the course of the semester, in the form of a midterm exam and a final exam. Each exam will be worth another 15% of the final grade. In the event a student misses the first exam for an emergency, it is **the professor's prerogative** whether or not to permit the unexcused student to take a make-up exam. Make-up exams will be given at 8AM on **the final Monday (December 5)** of the semester; there will be **no exceptions** to this date and time.

### **Grades**

As outlined above, the grades will be determined in the following manner:

Paper 1:	25%
Paper 2:	25%
Mid-Term Exam:	15%
Final Exam:	15%
Attendance & Participation:	10%
<u>Short Reading Responses (10)</u>	<u>10%</u>
<b>TOTAL:</b>	<b>100%</b>

### **Classroom Etiquette**

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you don't want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit near the door and leave in a quiet fashion.
- **Put away your cell phones:** Yes, in this time, it is very easy to become compulsive about checking phones. However, you are here to learn; excepting in

the case of an emergency, please do not take out your phones, answer your phones, send text messages in class, play games on your phone, or otherwise use your phone as a distraction, as it is both distracting and disrespectful. If you are expecting a really important call (i.e., a sick family member, etc.), please alert the professor before class.

- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

### Syllabus Notice

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

### Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

### Definition of Academic Dishonesty

Scholastic dishonesty includes, but is not limited to, submitting work that is not one's own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source.

Plagiarism is presenting the words **or** ideas of another person as if they were your own. Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

**Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the student's respective dean.**

Please read the complete policy at  
<http://www.utt Tyler.edu/judicialaffairs/scholasticdishonesty.php>

### Incomplete Policy

In accordance with UT-Tyler policy, "Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeroes to the unfinished work, compute the course average for the student, and assign the appropriate grade."

Therefore, it is incumbent upon the student to do the work **during the semester**, as the professor is not required to give an incomplete for unfinished assignments without thoroughly documented evidence of extenuating circumstances. It is the professor's prerogative to determine whether or not a student's individual circumstances merit an incomplete, and in the rare instances when such circumstances arise, students **must** meet with the professor as soon as they occur. For more information, see the UT-Tyler policy at <http://www.uttyler.edu/registrar/policies/incompletes.php>

### **Student Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<https://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit;
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date);
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade);
- Being reinstated or re-enrolled in classes after being dropped for non-payment;
- Completing the process for tuition exemptions or waivers through Financial Aid.

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



### **Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, see <http://www2.uttyler.edu/disabilityservices/>.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

# Course Outline

## **Week 1 – Intro**

*Readings: Selections from Worlds Together: Companion Reader [see chart]*

Monday, August 29 – Introduction

Wednesday, August 31 – Flourishing Empires: The Americas on the Eve of Contact

Friday, September 2 – Shifting Centers: Europe, Asia, and Africa on the Eve of Contact

***Primary Source Analysis Opportunity #1***

## **Week 2 – The “Old” and “New” Worlds Meet**

*Readings: Schwartz, Victors and Vanquished*

Monday, September 5 – **LABOR DAY (NO CLASS)**

Wednesday, September 7 – The Age of Conquest: 1492-1542

***Primary Source Analysis Opportunity #2***

Friday, September 9 – Writing the Conquest

***In-Class Discussion of Schwartz***

## **Week 3 – Newly Global Empires of the Sixteenth and Seventeenth Centuries**

*Readings: Selections from Worlds Together: Companion Reader [see chart]*

Monday, September 12 – Building Empires: Europe in the Americas, 1519-1600

Wednesday, September 14 – Colonial Experiences in the Americas, 1500s-1600s

***Primary Source Analysis Opportunity #3***

Friday, September 16 – Lives in Empires

***In-Class Discussion of Primary Sources***

## **Week 4 – Cultures & Societies in Global Empires, 1500s-1800s**

*Readings: Selections from Worlds Together: Companion Reader [see chart]*

Monday, September 19 – Land-Based Empire-Building: The Case of Russia, 1540s-1720s

Wednesday, September 21 – Culture and Politics in Asia and Africa in the 1600s-1800s

***Primary Source Analysis Opportunity #3***

Friday, September 23 – A Global Consideration of Empire

***In-Class Discussion of Primary Sources***

## **Week 5 – Empire and (Forced) Labor in the 15<sup>th</sup>-18<sup>th</sup> Centuries**

*Readings: Selections from Worlds Together: Companion Reader [see chart]*

Monday, September 26 – The Horrifying Depopulation of a Continent: The Slave Trade

Wednesday, September 28 – Transplanting Africa: Slavery in the Americas

***Primary Source Analysis Opportunity #5***

Friday, September 30 – Slave Cultures and Societies

***In-Class Discussion of Primary Sources***

## **Week 6 – Revolutions in Thought, Politics, and Culture**

*Readings: Dubois, Slave Revolution in the Caribbean from Worlds Together: Companion Reader [see chart]*

Monday, October 3 – The Emergence of Enlightenment Thought: A Global View

Wednesday, October 5 – The Rise of Republics in the Americas

***Primary Source Analysis Opportunity #6***

Friday, October 7 – Revolution in the New World

***In-Class Discussion of Slave Revolution***

### **Week 7 – The Birth of “-Isms” in the Nineteenth Century**

*Readings: The Communist Manifesto (available on Blackboard); Selections from Worlds Together: Companion Reader [see chart]*

Monday, October 10 – Transformations in Global Politics & Economic Thought in the 19<sup>th</sup> Century

Wednesday, October 12 – Experiences of Global Capitalism in the 19<sup>th</sup> Century

***Primary Source Analysis Opportunity #7***

Friday, October 14 – The Messiness of Global Trade

***In-Class Discussion of Primary Sources***

***Research Paper #1 Due by 10:00 AM***

### **Week 8 – Global Experiences in the Late Nineteenth Century**

*Readings: Selections from Worlds Together: Companion Reader [see chart]*

Monday, October 17 – New Forms of Imperialism in the Nineteenth Century

Wednesday, October 19 – Resistance & Collaboration in the Age of “-Isms”

***Primary Source Analysis Opportunity #8***

Friday, October 21 – **Midterm Exam**

### **Week 9 – The Dawn of a Violent Century: 1899-1920**

*Readings: Brooks & Chernyavskiy, Lenin & the Making of the Soviet State*

Monday, October 24 – Violence & Nation at the Dawn of the 20<sup>th</sup> Century

Wednesday, October 26 – Revolution and Radicalism in Russia and Mexico, 1910-1920

***Primary Source Analysis Opportunity #9***

Friday, October 28 – The Russian Revolution

***In-Class Discussion of Lenin & the Making of the Soviet State***

### **Week 10 – Challenges to the World Order, 1910s-1930s**

*Readings: Cheek, Mao Zedong & China's Revolution*

Monday, October 31 – Challenges to the Global Order (I): Fascism & Stalinism

Wednesday, November 2 – Challenges to the Global Order (II): The Global South

***Primary Source Analysis Opportunity #10***

Friday, November 4 – Resisting Traditional Systems of Power in the Interwar Period

***In-Class Discussion of Mao Zedong***

### **Week 11 – From World War to Cold War, 1930s-1950**

*Readings: Selections from Worlds Together: Companion Reader [see chart]*

Monday, November 7 – War and Postwar Realignment, 1939-1949

Wednesday, November 9 – The Cold War in a Global Perspective

***Primary Source Analysis Opportunity #11***

Friday, November 11 – Everyday Experiences & Exceptional Politics in the Cold War

***In-Class Discussion of Primary Sources***

### **Week 12 – Transformations in the Mid-Twentieth Century**

*Readings: Shepard, Voices of Decolonization*

Monday, November 14 – Beyond Polarization: World Politics & Societies at Midcentury

Wednesday, November 16 – Growing Global Turmoil: The 1960s

***Primary Source Analysis Opportunity #12***

Friday, November 18 – Independence and Third Paths

***In-Class Discussion of Voices of Decolonization***

**Week 13 – THANKSGIVING BREAK [NO CLASS]**

**Week 14 – The End of the Cold War: the 1970s and 1980s**

*Readings: Kennedy, 1989: Democratic Revolutions*

Monday, November 28 – Transformations in the Global Order in the 1970s

Wednesday, November 30 – Polarization and Depolarization in the 1980s

***Primary Source Analysis Opportunity #13***

Friday, December 2 – The End of the Cold War

***In-Class Discussion of 1989: Democratic Revolutions***

**Week 15 – The End of the Cold War and the End of a Millennium**

*Readings: Selections from Worlds Together: Companion Reader [see chart]*

Monday, December 5 – The Neoliberal 90s and a New Era(?)

Wednesday, December 7 – A New Millennium, New (and Old) Issues

***Primary Source Analysis Opportunity #14***

Friday, December 9 – Where we are (where are we?): Global Societies in the 21<sup>st</sup> Century

***Research Paper #2 Due by 10:00 AM***

**FINAL EXAM: TBA**

**Schedule for Readings from *Worlds Together: Companion Reader***

	<b>Sources</b>	<b>Pages</b>
<b>Week 1</b>	“The Rise of Chinggis Khan” Joseph ben Abraham, “Letter from Aden to Abraham Yijū” “Advice to Merchants Bound for Cathay” Chihab Al’Umari, “The Pilgrimage of Mansa Musa” “Images of Mongol Horsemen and a Medieval European Knight” ‘Ala-ad-Din ‘Ata-Malik Juviani, <i>Genghis Khan: History of the World Conquerer</i> Bocaccio, <i>The Decameron</i> “The Ordinance of Laborers” Ibn Battuta, “Visit to Mombassa & Killwa, Rhila” “The Voyages of Zheng He” Leo Africanus, “On Timbuktu in Africa” Christopher Columbus, “On World Geography”	1-5; 14-56; 64-66
<b>Week 2</b>	Stuart Schwartz, <i>Victors and Vanquished</i>	All
<b>Week 3</b>	Arana Xajilá, “Plague in Central America” Juan Sepúlveda, “On the Causes of Just War with the Indians” Cabeza de Vaca, “Years as a Wandering Merchant” Nzinga Mbemba, “Letters to the King of Portugal” Vasco da Gama, “Round Africa to India” Galeota Pereira, “A Portuguese Voyage to China” Jean de Léry, “History of a Voyage to the Land of Brazil” Antonio Vazquez de Espinosa, “Mercury Mining in Huancavelica and Silver Mining in Potosí”	72-80; 86-98; 104-108; 134-138
<b>Week 4</b>	Gulbadan Banu Begun, “Court Etiquette in the Mughal Empire” Jean Calvin, “On Predestination” Martin Luther, “To the Christian Nobility of the German Nation” Otto von Guericke, “The Destruction of Magdeburg” Heinrich von Füch, “Notes on the Treatment of the Natives in Northeast Siberia” Ogier Ghiselin de Busbecq, “Turkish Letters” Xu Jie, “Economic Change in China” Lan Dingyuan, “Notes from a Country Magistrate” Jahangir, “Policy toward the Hindus” Abu’l Hassan, “Jahangir’s Dream”	80-86; 98-103; 108-111; 130-134; 140-150; 156-160
<b>Week 5</b>	Richard Ligon, “A True & Exact History of the Island of Barbadoes” Thomas Phillips, “Buying Slaves at Whydah” Thomas Thistlewood, “The Brutality of Sugar Plantations” Robert Walsh, “Description of a Slave Market in Rio de Janeiro” Captain William Dampier, “The General Slavery at Achin” Olaudah Equiano, “The Case Against the Slave Trade”	111-130; 138-139; 180-184
<b>Week 6</b>	Laurent Dubois, <i>Slave Revolution in the Caribbean</i>	All

**Schedule for readings from *Worlds Together: Companion Reader (cont.)***

	Sources	Pages
Week 7	Galileo Galilei, "Letter to Madame Cristina de Lorenza, Grand Duchess of Tuscany" Roger Cotes, "Preface to Newton's <i>Principia Mathematica</i> " John Locke and Enlightenment Universalism Voltaire, "Sixth Philosophical Letter" Adam Smith, "On Baubles and the Demise of Feudalism" "Declaration of the Rights of Man" Olympe de Gouges, "Declaration of the Rights of Woman" Maximilien Robespierre, "Report on the Principles of a Revolutionary Government" "Testimony for the Factory Act" Pierre-Joseph Proudhon, "What is Property?" Karl Marx, <i>The Communist Manifesto</i> (all)	59-63; 150-156; 160-180
Week 8	George Valentia, "Calcutta" Comissioner Lin Zexu, "Letter to Queen Victoria" Honda Tokiashi, "A Secret Plan of Government" Abd al-Wahhab, "The History and Doctrines of the Wahabbis" Nathaniel Isaacs, "Descriptions of Shaka and the Zulu Military" Maulvi Syed Kutb Shah Sahib, "Call for Hindu-Muslim Unity" Raja Rammohan Roy, "Practice of Burning Widows Alive" Temple Wage Cecil Rhodes, "Confessions of Faith" Edward D. Morel, "The Black Man's Burden" Prince Ukhtomskii, "Russia's Imperial Dynasty" Eugene Lyons, "Revolt Against Ugliness" G.C.K. Gwasa, "Interviews with Maji-Maji Revolt Survivors" Denton J. Snider, "World's Fair Studies" Fei Qihao, "Christians and the Boxer Rebellion" W.E.B. Du Bois, "The Negro Problems" "British Army's Form A.2042" Wilfred Owen, "Dulce et Decorum Est" Margaret Sanger, "Birth Control and Eugenics" Mohandas K. Gandhi, "Second Letter to Lord Irwin"	184-188; 192-249; 251-260; 281-293
Week 9	<i>Lenin and the Making of the Soviet State</i>	All
Week 10	<i>Mao Zedong and China's Revolution</i>	All

*Chart continues on next page*

**Schedule for readings from *Worlds Together: Companion Reader* (cont.)**

	<b>Sources</b>	<b>Pages</b>
<b>Week 11</b>	Yamagata Aritomo, “The Coming Race War” Adolf Hitler, “ <i>Mein Kampf</i> ” Hanna Lévy-Hass, “Diary of Bergen Belsen” E.B. Sledge, “At Okinawa” George F. Kennan, “Baghdad” George F. Kennan, “The Long Telegram” “Juan Perón Justifies His Regime” Isabel and David Crook, “Chinese Revolution” Nahum Goldmann and Fawaz Turki, “Conflicting Perspectives on Israel/Palestine” Frantz Fanon, “The Wretched of the Earth” Nelson Mandela, “The Rivonia Trial” Simone de Beauvoir, “The Second Sex” Rachel Carson, “Silent Spring”	281-293; 297-312; 314-357
<b>Week 12</b>	<i>Voices of Decolonization</i>	All
<b>Week 14</b>	<i>1989: Democratic Revolutions at the Cold War’s End</i>	All
<b>Week 15</b>	“World Energy” Sean Daily and Daniel Zwerdling, “Farmer Suicides and Farming in India” Pope Francis, “Laudato Si—On Care for Our Common Home” Intergovernmental Panel on Climate Change, “Summary for Policymakers”	370-385