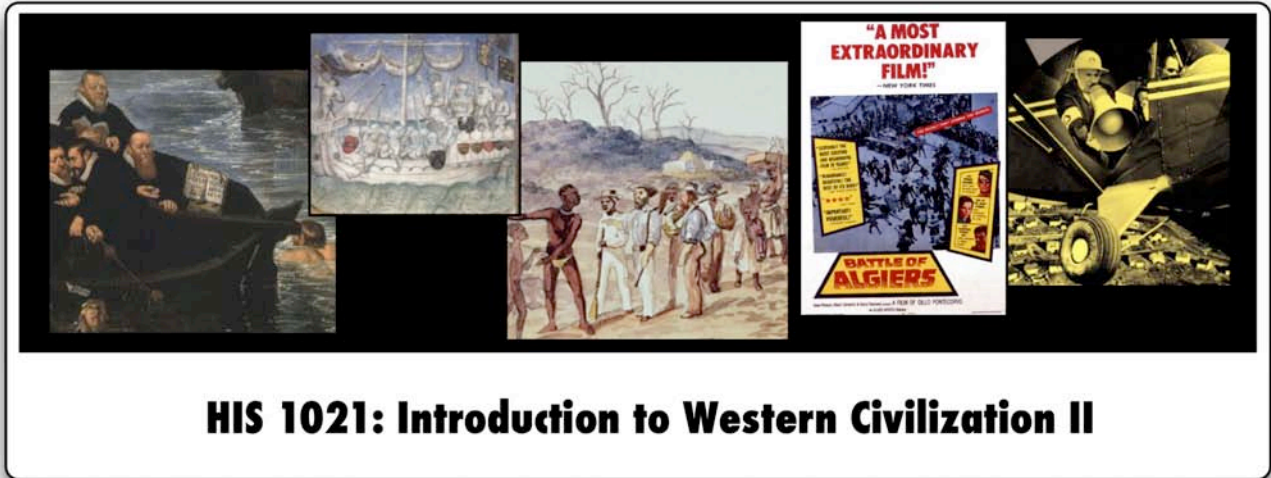


SAINT JOSEPH'S UNIVERSITY
DEPARTMENT OF HISTORY
SPRING 2010



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|------------------------|---|-------------------|------------------------|
| Course Section: | 158 | Professor: | Dr. Roger L. Martínez |
| Course Room: | Science Center 109 | Office: | B/L 112P |
| Course Time: | Mon and Thu, 2:30-3:45 pm | Telephone: | 610-660-1740 |
| Course Site: | St. Joseph's University BlackBoard | Email: | roger.martinez@sju.edu |
| Office Hours: | -Wed 2-3:30 pm, Thu 10-11:30 am -Additional hours by appt. | | |

COURSE DESCRIPTION:

In this course we will study the history of “the West”, which is often ascribed to Europe and North America, from roughly the year 1500 until the present. This conception of “Western Civilization” is problematic because it implies that these regions and their peoples existed, and continue to exist, as autonomous and disconnected entities from the rest of the world. More importantly, when Western Civilization interacts with other cultures and peoples in the world, the relationship between the two is viewed as unidirectional and one where only the West directs and influences the globe. In this class, we will study Western Civilization with a global approach and accept that information, ideas, values, beliefs, art, economics, and other issues flow back-and-forth among many cultural groups. In sum, we will utilize this course to investigate several historical, cultural, scientific, and intellectual developments over the last 500 years that have colored the relationships between the West and other peoples in the Americas, Africa, and the Middle East.

REQUIRED TEXTS AND READINGS:

Required Texts:

- Abulafia, David. *The Discovery of Mankind: Atlantic Encounters in the Age of Columbus*. New Haven: Yale University Press, 2009. ISBN-13: 978-0300158212.
- Nexon, Daniel H. *The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires, and International Change*. Princeton: Princeton University Press, 2009. ISBN-13: 978-0691137933.

- Price, David. *Making Empire: Colonial Encounters and the Creation of Imperial Rule in Nineteenth-Century Africa*. Cambridge: Cambridge University Press, 2008. ISBN-13: 978-0521718196.
- Fanon, Frantz. *A Dying Colonialism*. New York: Grove Press, 1965. ISBN-13: 978-0802150271.
- Davis, Tracy C. *Stages of Emergency: Cold War Nuclear Civil Defense*. Durham: Duke University Press, 2007. ISBN-13: 978-0822339700.
- Madden, Thomas F. *Empires of Trust: How Rome Built—and America Is Building—a New World*. New York: Plume (Penguin), 2009. ISBN-13: 978-0452295452.
- Other course readings announced in class that will be available via BlackBoard or as handouts.

COURSE REQUIREMENTS AND ASSIGNMENTS:

In this course, approximately 2/3 of our class meetings will involve class discussions of the texts we are reading. It is essential that you read all assigned texts prior to our class meetings. It is critical that you are prepared to participate in class discussions.

Your performance in the course will be assessed based on a mix of assignments. ***All written work should be submitted in class by the deadlines specified in the syllabus.*** Late assignments will not be accepted. One week prior to each assignment deadline, you will receive specific instructions on how to complete the assignment.

▪ **Book Reading Notes – Six Separate Assignments (7% each or 42% of total grade)**

For each book we read and discuss in class, you will prepare detailed reading notes that (a) summarize main themes and “arguments” and (b) document key examples from the text. ***For each text, you will select an assortment of at least six chapters for which you will take detailed notes.*** Ideally, your notes should be typed, but can be submitted in hand-written form if your writing style is neat and legible. You can prepare your notes in outline or prose form. You are not required to write complete sentences. Your notes should include page references (i.e., page 23). At minimum, for each book chapter your notes should be approximately 1/3 to 1/2 of a typed, single-spaced page. Therefore, your typed notes may range between 2 to 3 pages in length. You should bring your reading notes to class so that you can use them for discussions.

▪ **Analytical Book Review of Nexon’s *The Struggle for Power in Early Modern Europe* (12% of total)**

For this text, you will explore how historians evaluate each other’s work—by writing a traditional book review that evaluates the author’s argument, themes, organization, sources, analytical methods, and writing style. Book reviews simultaneously summarize and intensely pick apart “what works” and “what doesn’t” in the book. Your book review will be 3-4 pages, double-spaced.

▪ **Thematic Essay on Price’s *Making Empire* (12% of total)**

For this text, you will contemplate how the British colonized the indigenous Xhosa people in South Africa during the 1800s. You will discuss how the British understood, approached, and rationalized their rule over the Xhosa. Further, you will discuss what is meant by the term, “empire.” Your essay will be 3-4 pages, double-spaced.

- **Public Policy Advising Memorandum on Davis' *Stages of Emergency* (12% of total)**

For this text, you will assume the role of a senior legislative aide who serves a powerful member of the U.S. Senate Foreign Relations Committee. Your senator has asked you to read *Stages of Emergency* so that he can understand how Cold War policies and propaganda were used to manipulate (or manage) the American public during the 1950s and 1960s. Your memo will present policy recommendations on how to eliminate or continue similar policies after 9-11. Your memo will be 3-4 pages, double-spaced.

- **News Editorial on Fanon's *A Dying Colonialism* & the film, *The Battle of Algiers* (12% of total)**

For this text, you will assume the role of a news reporter covering the Algerian Revolution for independence from France during the 1950s. In your piece, your managing editor would like you to focus on two key objectives: 1) Please compose a well-written, thoughtful article that appeals to a highly educated audience. Your editor wants you to reach beyond the day-to-day reporting of the war and instead wants you to capture how the war has impacted the Algerian and French people's lives in Algeria. 2) To meet your editor's expectations, you'll want to use your article to discuss two or three major thematic issues, changes, or developments that occurred during or as a result of the war. Additionally, you should use specific people, events, and issues to make your article as compelling as possible. Your editorial will be 3-4 pages, double-spaced in length.

- **Final Exam - Cumulative Essay Discussing Madden's *Empires of Trust* (10% of total)**

The final exam will consist of a single essay question that asks you to evaluate Madden's argument that America is building a new world empire within the context of our prior course readings. What continuities, trends, transformations, and/or changes in early modern history help us to understand and evaluate Madden's positions? Your essay will be 3-4 pages, double-spaced in length.

ATTENDANCE

If you must be absent, you may receive an excused absence if you provide a valid doctor's note or another verification from a school official (for extracurricular activities). Also, when possible, please notify me via email if you know you will be absent from class. Notes from parents are not valid excused absences. If you have four or more unexcused absences (the equivalent of missing two weeks of class) then you will receive an automatic FA, failure due to absence, for the course.

ELECTRONIC DEVICES IN THE CLASSROOM

You are permitted to use a laptop to take notes in class, but you should not check-email or surf the Internet during class. In addition, during class you should keep your mobile phone in your bag and muted or off. During all quizzes, all electronic devices must be powered off and placed in your bag. ***Using your computer or phone to browse the Internet or to text are grounds for me to ask you to leave class for the day.***

STUDENTS WITH DISABILITIES

Those who have or think that you may have a disability (learning, physical or psychological) are encouraged to contact Services for Students with Disabilities, Room 113, Science Center, 610-660-1774 or 610-660-1620 as early as possible in the semester. Accommodations can only be provided to student with current (within 3 years) documentation. Students are encouraged to discuss their instructional

(“reasonable academic adjustments”) and accommodation needs with their professors. All student requests for extended time to take examinations in a distraction free environment, must be discussed with the professor a minimum of one week prior to the scheduled date of the exam; the student must complete the Extended-Time Request Form and obtain the professor’s approval; and submit the form to the office – Services for Students with Disabilities a minimum of 3 days prior to the date of the scheduled exam. Failure to follow these procedures could result in a denial of the request. Exceptions to exam schedules requires prior written approval of the professor.

ACADEMIC INTEGRITY

You are expected to abide by the university’s honor code and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university’s policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of SJU’s Academic Honesty Policy, see:

<http://www.sju.edu/registrar/policies.html#ahp>

CLASS SCHEDULE

I. January 21 Course Introduction and Expectations

- Thu, Lecture: Course Introduction and Expectations

II. January 25 and 28 The European Encounter with America: Cross-Cultural Contact, Part 1

- Mon, Lecture/Discussion
 - Reading: Abulafia
 - Part I: Mental Horizons: The Peoples, Islands, and Shores of Imagination, Chpt. 1-3, pp. 1-30
 - Part II: Eastern Horizons: ...of the Eastern Atlantic, Chpt. 4-8, pp. 31-102
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.
- Thu, Lecture/Discussion
 - Reading: Abulafia
 - Part III: Western Horizons: ...of the Western Atlantic, Chpt. 9-11, pp. 103-144.
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.

III. February 1 and 4 The European Encounter with America: Cross-Cultural Contact, Part 2

- Mon, Lecture/Discussion
 - Reading: Abulafia
 - Part III: Western Horizons: ...of the Western Atlantic, Chpt. 12-18, pp. 145-238.
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.
- Thu, Lecture/Discussion
 - Reading: Abulafia
 - Part IV: Southern Horizons: ...of the Atlantic South America, Chpt. 19-Conclusion, pp. 238-313.
 - Assignments:
 - **Feb. 4th – Submit your finalized reading notes.**

IV. February 8 and 11 Europe's Conflict With Itself: Religion and Nations, Part 1

- Mon, Lecture/Discussion
 - Reading: Nexon
 - Introduction, Theorizing International Change, The Dynastic-Imperial Pathway, Chpt. 1-3, pp. 1-98
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.
- Thu, Lecture/Discussion
 - Reading: Nexon
 - Religious Contention and the Dynamics of Composite States, The Rise and Decline of Charles of Habsburg, Chpt. 4-5, pp. 99-184.
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.

V. February 15 and 18 Europe's Conflict With Itself: Religion and Nations, Part 2

- Mon, Lecture/Discussion
 - Reading: Nexon
 - The Dynamics of Spanish Hegemony in the 16th and Early 17th Centuries, The French Wars of Religion, Westphalia Reframed, Look Forward-Looking Back, Chpt. 6-9, pp. 185-300
 - Assignments:
 - **Feb. 15th – Submit your finalized reading notes.**
- Thu, Lecture/Discussion
 - Reading: Nexon
 - Same as Monday.
 - Assignments:
 - **Feb. 18th – Submit your analytical book review of Nexon.**

VI. February 22 and 25 Colonizing the World: Imperialism, Missionaries, and Race in South Africa, Part 1

- Mon, Lecture/Discussion
 - Reading: Price
 - Encounters in Empire; The Making of Missionary Culture; Observation, Engagement and Optimism; Cultural Encounters: the Destabilization of Missionary Culture; Chpt. 1-4, pp. 1-92
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.
- Thu, Lecture/Discussion
 - Reading: Price
 - Missionaries Encounter the Chiefs: the Growth of Colonial Reasoning; The Closing of the Missionary Mind; Creating Colonial Knowledge; Chpt. 5-7, pp. 93-189.
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.

VII. March 1 and 4
Colonizing the World: Imperialism, Missionaries, and Race in South Africa, Part 2

- Mon, Lecture/Discussion
 - Reading: Price
 - Meetings, Ceremonies and Display; Empire as Democracy: the Imperial State and the Chiefs; Empire and Liberalism: the Creation of the Grey System; The Destruction of the Xhosa Chiefs; The Trials of the Chiefs; Postscript: Endings and Beginnings; Chpt. 8-13, pp. 190-362.
 - Assignments:
 - **Mar. 1st – Submit your finalized reading notes.**
- Thu, Lecture/Discussion
 - Reading: Price
 - Same as Monday.
 - Assignments:
 - **Mar. 4th – Submit your thematic essay on Price.**

VIII. March 8 and 11
Spring Break

- **Spring Break. Have fun, create unforgettable memories, but please be careful.**

IX. March 15 and 18
Revolution Against Imperialism: Algeria's Experience, Part 1

- Mon, Lecture/Discussion
 - Reading: Fanon
 - Algeria Unveiled, This is the Voice of Algeria; The Algerian Family; Chpt. 1-3, pp. 1-120
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.
- Thu, View the first part of the film, *The Battle of Algiers*
 - Reading:
 - None.
 - Assignments:
 - None.

X. March 22 and 25
Revolution Against Imperialism: Algeria's Experience, Part 2

- Mon, Finish viewing *The Battle of Algiers* and Continue Lecture/Discussion
 - Reading: Fanon
 - Medicine and Colonialism; Algeria's European Minority; Chpt. 4-5, pp. 121-178
 - Assignments:
 - **Mar. 22nd – Submit your finalized reading notes.**
- Thu, Lecture/Discussion
 - Reading: Fanon
 - Same as Monday.
 - Assignments:
 - **Mar. 25th – Submit your editorial on Fanon.**

XI. March 29 and April 1
Living with the Idea of Annihilation: Surviving the Cold War, Part 1

- Mon, Lecture/Discussion
 - Reading: Davis
 - Part I: Directing Apocalypse (Civil Defense Concepts and Planning; Rehearsals for Nuclear War); Chpt. 1-2, pp. 1-104
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.
- Thu, View the film, *The Atomic Cafe*
 - Reading:
 - None.
 - Assignments:
 - None.

XII. April 5 and 8
Living with the Idea of Annihilation: Surviving the Cold War, Part 2

- Mon, Easter Break. No class.
- Thu, Lecture/Discussion
 - Reading: Davis
 - Part II: Act Your Part: The Private Citizen on the Public Stage (The Psychology of Vulnerability; Sheltering; Get Out of Town!; Communications; Acting Out Injury); Chpt. 3-7, pp. 105-222.
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.

XIII. April 12 and 15
Living with the Idea of Annihilation: Surviving the Cold War, Part 3

- Mon, Lecture/Discussion
 - Reading: Davis
 - Part III: Covert Stages: The “Public Sector” Rehearses in Private (Crisis Play; International Play; Disaster Welfare; Continuity of Government; Computer Play) and Afterword; Chpt. 8-Afterword, pp. 223-330.
 - Assignments:
 - **Apr. 12th – Submit your finalized reading notes.**
- Thu, Lecture/Discussion
 - Reading: Davis
 - Same as Monday.
 - Assignments:
 - **Apr. 15th – Submit your public policy memorandum on Davis.**

XIV. April 19 and 22
The American Empire, Part 1

- Mon, Lecture/Discussion
 - Reading: Madden
 - Preface; Empires of Trust...and the Other Ones; Distrusting Kings; Family Values; Building an Empire While Trying Not To; Becoming a Superpower; Preface - Chpt. 5, pp. Preface-112.
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.

- Thu, Lecture/Discussion
 - Reading: Madden
 - The Empire and Its Aging Cultural Parents, Chpt. 6, pp. 113-159.
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.

XV. April 26 and 29
The American Empire, Part 2 and Course Conclusion

- Mon, Lecture/Discussion and Student Course Evaluations
 - Reading: Madden
 - How an Empire of Trust Grows...and Grows; Pax; Chpt. 7-8, pp. 160-229.
 - Assignments:
 - Bring your preliminary reading notes to class to use during discussion.

- Thu, Lecture/Discussion and Course Conclusion
 - Reading: Madden
 - Fights Around the Dinner Table of Empire; The Threat of Terrorism; Crying Over the Fall; Chpt. 9-11; pp. 230-298.
 - Assignments:
 - **Apr. 29th – Submit your finalized reading notes.**

XVI. May 3 and 6
Final Exams Week

- Final Examination
 - See the university's scheduled final exam date.
 - **Submit your cumulative essay on Madden.**