



IFPIOOY - TEN DAYS THAT SHOOK THE WORLD



Lectures: Wednesdays, 3-5 pm WI 1016

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Description

American journalist John Reed coined “ten days that shook the world” to describe ten consecutive days during the Russian Revolution in 1917. This course uses the phrase differently: for ten separate days whose case studies we will combine to create a discontinuous history of the world from 1400 to 1994. This is not your normal world history course. There is no textbook and we will not be covering many of the major events that took place in world history since 1400. Instead, we will be looking at ten days in world history that present interactions across cultures. Such interactions are rarely equal. They build up structured disparities—imperialism, racism, sexism—that shape the world; they also invite resistance out of which have emerged concepts concerning the appropriate exercise and limitation of power, or what we call “rights”. As we move among the case studies, our goal is not to gain total knowledge of the world, but to understand the processes by which we claim to know the world.

Course Themes

- The relationship between dominance and resistance.
- Cross-Cultural interaction through conflict.
- Accommodation across cultures.
- Collaboration across cultures.
- Historical memory.

Required texts

- Coursepack of readings (available at Tru Copy, 1033 Bay Street)
- Richard A. Marius and Melvin Page, *A Short guide to writing about history*, 8th edition (Pearson Education, 2011) (available at IFP office)
- Shirin Ebadi, *Iran Awakening: A Memoir of Revolution and Hope* (Random House)
- Rigoberta Menchu, *I, Rigoberta: An Indian Woman in Guatemala* (Verso)

You are required to purchase an i>clicker remote for in-class participation. i>clicker is a response system that allows you to respond to questions I pose during class, and you will be graded on that feedback and/or your in-class participation. The i>clicker and the books listed above are available for purchase at the University of Toronto Bookstore.

Marking scheme

Library assignment (4 parts)	20%
Report on group work	2%
Blog posts	10%
Mid-term exam	10%
Museum Assignment	3%
Short Essay 1	10%
Short Essay 2	10 %
Final Exam (Exam period)	20%
Tutorial Participation	15%

Blackboard/Portal

Blackboard is the course management platform used by this course. In addition to a blog where you are expected to interact with other students, it's where you can download all the handouts, check your marks, submit assignments and keep up to date on announcements. It is your responsibility to check it regularly. Occasionally, I might send an email to the class as a whole using Blackboard. All email sent via Blackboard will go to your UTOR email address. It is your responsibility to stay up to date on your emails.

To access IFP100Y Blackboard site, go to the U of T portal login page at <http://portal.utoronto.ca> and log in using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the My Courses module, where you'll find a link to the IFP100Y course website.

Information on how to activate your UTORid and set your password for the first time, please go to <http://www.utorid.utoronto.ca>

Responsibilities

Instructor: to give interesting and informative lectures, to facilitate class discussions, to maintain regular office hours, to answer e-mails in a timely manner, to provide feedback on assignments, to write fair exams.

Teaching Assistants: to facilitate class discussions, to maintain regular office hours, to answer e-mails in a timely manner, to provide feedback on assignments.

Students: to attend class and be on time, to listen during lectures, to read assigned material prior to arriving in class, to participate in discussions, to hand in assignments on time, to keep informed of course requirements.

Course Format

Lectures:

In the lectures, I will be using slides and some film clips to provide some visual representations of the historical material we will be examining. We will also be examining some primary and secondary sources in detail during the lectures. **Questions during lectures are encouraged.**

Teams:

All students will be divided into teams of 4-6 students. You will be doing parts of your Library Assignment in your teams.

On-Line Discussion Participation:

Each week, a question will be posted on Blackboard related to the specific topics that we are exploring in class. Students must participate in these discussions EVERY WEEK. Posting on the material covered in a given week long after we finished covering the topic will not count.

Assignments

- **Library Assignment (20%)** The object of this assignment is to develop your research skills using library sources. A separate handout will be posted on Blackboard with more detailed information. At the end of the library assignment, students will also write a report on their group work (2%).
- **Short Essays (2 x 10%):** The aim of these assignments is to practice interpreting sources and writing academic essays. Students will write two of these over the course of the year. The essays should be 4-5 double-spaced pages.
- **Midterm Test (10%)** –The goal of this test is to evaluate your understanding of the material presented in the first half of the course and challenge you to integrate it into the main themes of the course. This will also be an opportunity to prepare you for the final exam. You will be asked to identify **5** terms and state their significance and write one essay. There may also be a source analysis component.

- **Museum Assignment (3%)** – The goal of this assignment is to think critically about objects as a historical source and the way the public learns history outside the classroom. It is a very short assignment that will get you out of the classroom.
- **Final Exam (20%)** – April exam period: The goals of the exam are to evaluate whether you have understood the main issues and themes covered in the course and to assess your ability to use the information that you have learned for form convincing and thoughtful arguments. You will be asked to identify some key terms from the second half of the course as well as write two essays that will draw from material from the entire course.
- **Tutorials (15%)** - The tutorial sessions of this course are designed to provide you with the opportunity to focus upon lecture topics in more depth and to analyze sources more closely. It also gives you the chance to learn and/or practice skills that will be helpful well beyond this course and your university years. Students should read carefully and be prepared to discuss in tutorial the assigned weekly readings. It is **essential** that you attend tutorials regularly if you want to do well in this course.
- **Blog Participation (10%)** - To facilitate in-class and tutorial discussions and allow a space for shy students to be heard, students are required to post on the course blog on Blackboard by Wednesday each week. The post can take one of several forms:
 - a reaction to the readings – e.g. which reading you liked best and why? Or which document was the most informative/challenging/irrelevant and why?
 - a connection between the readings and previous readings or lectures
 - an Aha! moment – an Aha! moment is a moment in which something you have been reading or contemplating make sense with unexpected clarity. Anybody who posts an Aha! moment and explains how and why suddenly something made sense to them will earn extra points.

Students must participate in these discussions EVERY WEEK. This participation will account for 10% of your total mark and will start counting on week 3. Doing 15 posts in the last week of classes will not count as having participated.

Course Policies

EXTENSIONS: Requests for extensions for term work may be granted by your T.A. for up to a maximum of one week, provided that you request the extension a week in advance of the due date and for a reason the University considers legitimate. If you have trouble keeping up with course work, it is your responsibility to seek help.

LATE PENALTIES: No papers will be accepted via e-mail and computer problems are **not** an excuse for late work. **NO LATE PAPERS will be accepted**, except in cases of medical emergencies or death, and only with appropriate documentation. Protect yourself by managing your time and backing up your work. **Do not leave your work for the last possible minute.** Consider using Dropbox to save your work instead of memory keys print drafts of your essays. If you need help managing your technology, please come and see me.

ASSIGNMENTS: All assignments should be submitted through Turnitin.com. Detailed instructions on how to upload assignments will be distributed before the first assignment is due.

OFFICE HOURS & EMAIL ETIQUETTE: Students are strongly encouraged to come to office hours to introduce themselves and to discuss any aspect of the course. There is not need to make an appointment, as I will be available at my office during office hours precisely for that purpose.

If my office hours are not suitable to your schedule, please contact me for an alternative arrangement. E-mail is the best way of contacting me. I will respond to emails within 24 hours during the week and 48 hours during the weekend; if you get no acknowledgement of your email within that time frame, please don't hesitate to send a second message. Although email is usually reliable, it has happened in the past that students' emails ended up in my spam box. By university rules, you should always use your UTOR email to communicate with your professors and TAs.

PLAGIARISM: Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself; you may not submit work for this class that you did for another class. Refer to <http://www.utoronto.ca/writing/plagsep.html> for further information. Be forewarned that this class adopts a zero-tolerance policy towards plagiarism.

TURNITIN.COM

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

LECTURE TOPICS AND READINGS

Fall term

Sept. 14 Introduction to the course

Unit One: Zheng He arrives in Calicut, India (1405)

***** Step 1 of Library Assignment due on Sept 19*****

Sept 21 What happened in 1405?
Who was Zheng He and what was he doing in Calicut?

Readings Ma Huan, "The Overall Survey of the Ocean's Shore" (selections)

Sept 28 Fifteenth century maritime expeditions
China's missed opportunity? Modern views of Zheng He

Readings Nicholas D. Kristoff, "1492: the Prequel"

September Film: *The Ghost Fleet: The Epic Voyage of Zheng He* (2006)

Unit Two: Spaniards and Mayas: Hernan Cortés and the conquest (?) of the Yucatán Peninsula (1519)

Oct. 5 What happened in 1519?
Who were the Spaniards and what were they doing there?

Readings Diego de Landa, *Yucatán before and after the conquest* (selections)

Oct. 12 Who were the Mayas and what were they doing there?
Acculturation and Accommodation: the Mayas under colonial rule and after

Readings Romero, "Texts, pre-texts, con-texts: Gonzalo Gerrero in the Chronicles of Indies" *Revista de Estudios Hispánicos* 26.3 1992: 345-367

Unit Three: the Battle of Lake Champlain (1609)

Oct 19 What happened that day
Who were the "natives" and what were they doing there?

Readings Samuel Champlain, from *The Works of Samuel de Champlain* (selections)

Oct. 26 Who were the Europeans and what were they doing there
Native sovereignty

Readings Ronald Wright, "Iroquois", in *Stolen Continents, 500 years of conquest and resistance in the Americas* (Boston, 2005)

October *film* Black Robe

Unit Four: The Haitian Revolution (1791)

Nov. 2 What happened that day?
Who were the French and what were they doing there?

Readings Toussaint l'Ouverture, "Letter to the Directory"
"The French Declaration of the Rights of Man and Citizen"
Yves Benot, "The Insurgents of 1791, their leaders, and the concept of Independence"

Nov. 9 Who were the slaves and what were they doing there?
Revolution, Floods, Earthquakes: the constant struggle in Haiti

Readings João José Reis and Flavio dos Santos Gomes, "Repercussions of the Haitian Revolution in Brazil, 1791-1850"

Unit Five: Susan B. Anthony arrested for Illegal Voting (1872)

Nov. 16 What happened on that day
The Suffragette movement

Readings Susan B. Anthony, "Is it a Crime for a Citizen of the United States to Vote?"

Nov. 23 The Anti-Women's Votes Groups
Feminism in the 20th Century

Readings Estelle B. Freedman, "Beyond the Waves: Rethinking the History of Feminisms" in *Exploring Women's Studies: Looking Forward, Looking Back*

November Film: *Amistad* (1997)

Nov 30 Midterm exam

Winter Term (updated)

Jan. 11 Introduction to 20th century

Unit Six: Gandhi begins the salt 'satyagraha' (April 6, 1930)

Jan. 18 What happened on that day
Gandhi's Progress

Readings Gandhi, "Satyagraha—Not Passive Resistance"; "Some Rules of Satyagraha"; "Letter to the Viceroy"

Jan. 25 Gandhi and the Imperial Sunset
Satyagraha in America

Readings Martin Luther King Jr., "My Trip to the Land of Gandhi" and "Pilgrimage to nonviolence"

January *Film:* Gandhi

Unit Seven: the CIA overthrows the Arbenz government in Guatemala (June 27, 1954)

Feb. 1 What happened that day
Ladino regimes in Guatemala

Readings Nick Cullather, "America's Backyard", in *Secret History* (2006)
Stephen Schlesinger and Stephen Kinzer, *Bitter Fruit: The Story of the American Coup in Guatemala*, pp xxix-xxxvi, 7-24, 257-266

Feb. 8 The United States in Guatemala
The burdens of the Maya

Readings Rigoberta Menchu, *I, Rigoberta*

Unit Eight: McDonalds opens its first restaurant outside the US in Richmond, BC (June 1st, q1967)

Feb 15 What happened that day
McDonald's and the creation of the fast food industry

Readings TBA

Feb 29 The cultural, political, economic, and environmental impact of the fast food industry: current controversies

Readings Ibid, "Reforming Fast Food Nation: a Conversation with Eric Schlosser", in *Food, Inc.: How Industrial Food is Making us Sicker, Fatter and Poorer – and What you Can Do About It*, ed. By Karl Weber (New York: Public Affairs, 2009)

February *Film:* Food Inc.

Unit Nine: Protest in Iran against the announcement that all women must wear the Hejab (March 8, 1979)

Mar 7 What happened on that day

Islam and Women

Readings Jane. I. Smith, "Women in Islam: Equity, Equality and the Search for the Natural Order"

Mar 14 The Iranian Revolution
Muslim Women in the 21st Century

Readings Shirin Ebadi, *Iran Awakening: A Memoir of Revolution and Hope*

Film: *Persepolis*

Unit Ten: Plane of Rwandan President Juvenal Habyrimana and Burundian President Cyprien Ntaryamira shot down at Kigali airport, Rwanda (April 6, 1994)

Mar 21 What happened on that day
Colonialism and Ethnic Violence

Readings Selections from: Jean Hatzfeld, *Machete Season*, Philip Gourevich, *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families*, and Berry and Berry eds. *Genocide in Rwanda: A Collective Memory*

Mar 28 Genocide and Humanitarian Intervention
[Same as previous day]

March Film: *Hotel Rwanda*

April 4 Conclusion

***** **Final Exam in Examination Period** *****