# Course Description

This course is intended to survey fundamental developments in world history from 1945 to the present. Topics include the Cold War years, economic affluence in the West and Japan, and the struggle of non-Western nations for political independence and economic prosperity.

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Study and describe human experiences, including important events.
* **CLO2**: Analyze interactions of culture, race and ideas, and the nature of prejudice.
* **CLO3**: Analyze change and continuity in political systems.
* **CLO4**: Describe effects of technology.
* **CLO5**: Explain the importance of global-international perspectives.
* **CLO6**: Integrate geography, economics, and civic studies in their analyses of major developments in the history of the Commonwealth, the United States, and the world.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Tutu, D. (2000). *No future without forgiveness*. New York, N.Y: Doubleday.

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Test Your Basic Knowledge Quiz 1 | 4 | <insert due date> |
| Class Comprehension Challenge 1 | 2 | <insert due date> |
| Discussion Question 1: Introduction | 3 | <insert due date> |
| Discussion Question 2: Life During the Cold War | 3 | <insert due date> |
| Cold War Essay | 5 | <insert due date> |
| *No Future Without Forgiveness* Reading Log | 1 | <insert due date> |
| **Week 2** | |  |  |
|  | Test Your Basic Knowledge Quiz 2 | 4 | <insert due date> |
| Class Comprehension Challenge 2 | 2 | <insert due date> |
| Discussion Question 1: Paths to Decolonization | 3 | <insert due date> |
| Discussion Question 2: Assisting the Post-Colonial World | 3 | <insert due date> |
| *No Future Without Forgiveness* Reading Log | 1 | <insert due date> |
| **Week 3** | |  |  |
|  | Test Your Basic Knowledge Quiz 3 | 4 | <insert due date> |
| Class Comprehension Challenge 3 | 2 | <insert due date> |
| Discussion Question 1: Images of Globalization | 3 | <insert due date> |
| Discussion Question 2: The Globalization of Education | 3 | <insert due date> |
| *No Future Without Forgiveness* Reading Log | 1 | <insert due date> |
| **Week 4** | |  |  |
|  | Test Your Basic Knowledge Quiz 4 | 4 | <insert due date> |
| Class Comprehension Challenge 4 | 2 | <insert due date> |
| Discussion Question 1: Modern Global Feminism | 3 | <insert due date> |
| Discussion Question 2: The Impact of 9/11 on American Society | 3 | <insert due date> |
| Evolution of Modern Religious Fundamentalism Essay | 5 | <insert due date> |
| *No Future Without Forgiveness* Reading Log | 1 | <insert due date> |
| Peer Support Team Participation (Weeks 2-4) | 3 | <insert due date> |
| **Week 5** | | | |
|  | Test Your Basic Knowledge Quiz 5 | 4 | <insert due date> |
| Discussion Question 1: Legal Segregation | 3 | <insert due date> |
| Discussion Question 2: Course Reflection | 3 | <insert due date> |
| *No Future Without Forgiveness* Reading Log | 1 | <insert due date> |
| *No Future Without Forgiveness* Essay | 10 | <insert due date> |
| The History of the Developing World Final Project | 14 | <insert due date> |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: The Cold War and Global Conflict** | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how communism exercised influence in world affairs during the 20th century. | | CLO1, CLO3, CLO4 | |
| * 1. Illustrate the different conflicts that occurred during the Cold War. | | CLO1, CLO6, CLO3 | |
| * 1. Compare and contrast American society with life behind the Iron Curtain during the Cold War. | | CLO1, CLO2 | |
| * 1. Judge the strengths and weaknesses of the communist world by the 1970s. | | CLO1, CLO3, CLO6 | |
| * 1. Explain the rapid end of the communist era. | | CLO1, CLO3, CLO6 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Requirements Q&A**  As we begin our course, take time to familiarize yourself with the assignments, policies, and expectations.   1. **Read** the Syllabus. 2. **Read** the Discussion Participation Guide. 3. **Read** “Plagiarism: What It Is and How to Recognize and Avoid It” (from Writing Tutorial Services at Indiana University): <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. 4. **Read** the *No Future Without Forgiveness* Essay instructions. 5. **Read** the Final Project Instructions.   *Note.* This course requires audio recording capabilities for the introduction and the final project.  Now that you have an overview of what to expect in class, what questions do you have? Post any questions for clarification to the Week 1 General Q&A discussion forum on Blackboard. | | n/a | Posting questions and reading responses =  **.5 hours** |
| **Read** Ch. 1–2 of *No Future Without Forgiveness*. | |  |  |
| **Read** and explorethe following sites:   * What is a Primary Source?: <http://teachinghistory.org/best-practices/using-primary-sources/19079> * The background, major events, and ending of the Cold War: <http://www.history.com/topics/cold-war> * Life in Cold War communist Eastern Europe: <http://www.crf-usa.org/bill-of-rights-in-action/bria-19-1-a-life-under-communism-in-eastern-europe> | | 1.1-1.5 |  |
| **View** “Duck And Cover (1951) Bert The Turtle Civil Defense Film” (9:14). This was a film shown to American school children to warn them about the threat of nuclear attack. It is now considered to be classic American Cold War propaganda. <https://www.youtube.com/watch?v=IKqXu-5jw60> | | 1.3 |  |
| **View** “The Hollywood Blacklist: 1947-1960,” a short documentary about the “Hollywood Ten” (3:54): <https://www.youtube.com/watch?v=nJzV6-wJ3SQ-> | | 1.3 |  |
| **View** an interview with Kati Marton who wrote a book entitled *Enemies of the People*, which details her childhood in Cold War communist Hungary (6:20): <http://www.cc.com/video-clips/y99wku/the-colbert-report-kati-marton> | | 1.3 |  |
| **Total** |  |  | **1 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following site for background context on the apartheid era: <http://www.history.com/topics/apartheid>. | |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Final Project Country Selection**  **Review** the Final Project Instructions.  **Select** a country for your final project by the end of **Week 1**. Chosen countries are on a first-come basis, review the discussion forum to avoid duplication with other students.  **Post** your selected country to the discussion. Your instructor will inform you if the country is approved for the final project. | |  | Guided project = **.5 hours** |
| **Test Your Basic Knowledge Quiz 1**  **Complete** the short answer quiz on the content for this week.Your answers to the quiz must be in your own words. Do not copy and paste from other sources.   * What are the differences between primary sources and secondary sources? Provide examples of each. * Describe the origins of the Cold War. * What explains the dissolution of the communist era? | | 1.1, 1.2, 1.4, 1.5 | Instructor feedback =  **.5 hours** |
| **Class Comprehension Challenge 1**  In Weeks 1–4, you will quiz each other as a class on your comprehension of the readings and media pieces presented in the Learning Resources and Activities.  *Note*. The Class Comprehension Challenge should not include the *No Future Without Forgiveness* readings.   1. **By Wednesday:** Write at least three quiz questions based on this week’s reading, videos, or other learning activities and post them to the Class Comprehension Challenge 1 discussion forum. Draw questions from a variety of learning activities and resources. Do not write multiple questions for a single reading unless it is a light reading week. Try to write questions that are distinct from the others already posted in the discussion board. Be prepared to answer your own questions at the end of the week. Example question stems include:  * What is the main idea of...? * What if...? * How does... affect...? * What is an example of...? * Explain why... * Explain how... * What is the difference between... and...? * How are... and... similar? * How would I use... to...? * What are the strengths and weaknesses of...? * What is the best... and why? (Source: <http://www.gdrc.org/kmgmt/c-learn/methods.html#guided>)  1. **By Friday:** Respond to at least three quiz questions from your classmates. If someone has already answered a question, pick an open question if there is one available. If someone has answered a question, but you have a different perspective on the answer, post your answer too. 2. **By Sunday:** Read your classmates’ responses to your questions. Post a response to each of the questions you wrote to confirm your classmates answered correctly, or post the correct answer.   Were all the questions answered correctly by the class? If so, the class completed the Comprehension Challenge for this week! | |  | Posting questions, responding to classmates’ questions, and posting answers =  **1.5 hours** |
| **Discussion Question 1: Introduction**  **Write** a response to the following discussion questions in the Discussion forum:  *Note*. This discussion question requires a microphone or recording capability.  **Create** a short personal introduction PowerPoint that includes narration. You will upload the PowerPoint to YouTube and share the link in the Discussion forum. This process will help you practice and prepare for the same process used for your final project. Review the Technical Help section of the Final Project instructions for steps on adding narration, exporting your PowerPoint to video, and uploading it to YouTube.  **Include** the following in your PowerPoint:   * Your major * Where you are in your college career * A selection of the following items: * Your hometown * Your hobbies or interests * Your current job or future career plans * Your background in history – Have you ever taken a college history course? If so, which one(s)? * Your interest in history – Are there any particular events, time periods, or cultures that you enjoy learning about? * You are encouraged to share your photo or a photo of something important in your life (for example, your pet or your favorite vacation spot) as a visual for your classmates to remember you.   *Note.* Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | |  | 1 posting and responding to 3 students = **2 hours** |
| **Discussion Question 2: Life During the Cold War**  **Write** a response to the following discussion questions in the Discussion forum:   * Compare and contrast American society with life behind the Iron Curtain during the Cold War. Why was communism seen as such a threat to American values? Why do you think the HUAC focused on Hollywood to uncover the supposed communist infiltration? What would it have been like to live in Eastern Europe during the Cold War? Why did communism ultimately fail?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250–400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.3, 1.4 | 1 posting and responding to 3 students = **1.5 hours** |
| **Cold War Essay**  **Choose** one major event or historical figure from the Cold War period.  **Analyze** an accompanying primary source in a 2- to 3-page paper. The primary source can be an image, video clip, or a written document. Describe the topic of the primary source and its importance to the Cold War, and analyze how the primary source adds to our knowledge of the period.  **Use** MLA format to cite any outside sources you use.  **Post** your essay to the discussion forum by no later than 11:59 p.m. (Eastern time) on Friday.  **Write** a substantive response to a minimum of three different students to generate discussion around Cold War events and figures. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.2 | Instructor feedback =  **.5 hours**;Responding to 3 students = **2 hours** |
| ***No Future Without Forgiveness* Reading Log**  You will complete a *No Future Without Forgiveness* Reading Log throughout the course. The reading log should function as a way to develop ideas for the final paper. For your reading log, write a few paragraphs that you will share with your classmates in a Discussion forum. You must post your reading log before you can view others’ responses.    **Address** one or more of the following for your assigned *No Future Without Forgiveness* readings this week, in addition to sharing other observations you have:   * How does Tutu describe the first democratic vote in South Africa? * How does he compare and contrast South African history with other historical events? * What does he mean by “white South Africans would never truly be free until we blacks were free as well?” (p. 8) * What does he mean by the “third way”?   **Read** your classmates’ responses to deepen your perspective as you prepare for the *No Future Without Forgiveness* Essay due in Week 5. You are encouraged to respond to your classmates to continue the discussion about your observations on the text. | |  | Instructor feedback = **.5 hours;** Reading and responding to other students’ logs **= 1 hour** |
| **Total** |  |  | **9.5 hours** |

**Faculty Notes**

*Narrated PowerPoint Introduction*

For the introduction discussion, you should also create an introductory PowerPoint in the same format as the students. This will help you create social presence with your students and give you first-hand experience with the process the students will need to follow when they create their narrated PowerPoint for their final project.

*Final Project Country Selection*

During Week 1, students will select a country to do the final project. Consult the discussion forum to ensure they do not duplicate country selections. Inform students when a selected country is approved by you.

*Class Comprehension Challenges*

In Weeks 1–4, students will complete a Class Comprehension Challenge (see weekly instructions). While students are graded individually for writing and answering questions, they have a cooperative class goal; if students answer all the questions correctly, they successfully complete the challenge as a class for that week. One possibility to boost satisfaction and motivation with this task is to create an extrinsic reward for successfully completing the challenges. For example, if the class successfully completes all the challenges, they could earn an extra credit point, or, if students successfully complete the first three challenges, they could earn an extra day to turn in the Week 4 essay. Setting up this type of reward is optional, so use your discretion for what you think is appropriate for your class.

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| **Week Two: Decolonization and the Legacy of Imperialism** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine the origins of imperialism. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Account for the role of the United Nations in the decolonization process. | | CLO1, CLO3, CLO5 | |
| * 1. Describe the international circumstances and social changes that contributed to the end of colonial empires. | | CLO1, CLO3, CLO6 | |
| * 1. Analyze the obstacles that impeded the modernization of developing countries. | | CLO1, CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 3 & 4 of *No Future Without Forgiveness*. | |  |  |
| **Read** and explore the following sites:   * Origins of imperialism and map: <http://westerncivguides.umwblogs.org/2015/04/30/imperialist-motives/> * Different patterns of decolonization: <https://history.state.gov/milestones/1945-1952/asia-and-africa> * The UN’s role in the decolonization process: <http://www.un.org/en/decolonization/> * Maps and chronology of decolonization: <http://www.the-map-as-history.com/maps/11-decolonization_independence.php> * Complete history of decolonization: <http://www.newworldencyclopedia.org/entry/Decolonization> * Brief biography of Mahatma Gandhi: <http://www.biography.com/people/mahatma-gandhi-9305898> * Gandhi, “The Doctrine of the Sword”: <http://www.mkgandhi.org/nonviolence/D_sword.htm> * Gandhi, “Non-Violence: The Greatest Force”: <http://www.mkgandhi.org/momgandhi/chap22.htm> * Familiar yourself with Franz Fanon (read the introduction and the biography only): <http://www.iep.utm.edu/fanon/> * Franz Fanon, “The Wretched of the Earth” (read pp. 42–59): <http://home.ku.edu.tr/~mbaker/CSHS503/FrantzFanon.pdf> | | 2.1-2.4 |  |
| **Peer Support Team Check-In**  This week, your instructor will assign you to your peer support team. As a reminder, review the **Final Project Instructions**.   * **Check** in with your team and discuss the following: Which country did you select and why? What do you hope to learn from this project? * **Exchange** feedback with your peer support team.   *Note*. You will receive an individual grade at the end of the course based on the quality of your participation in your peer support team. | |  | Faculty assigns teams, peer discussion, and feedback = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Test Your Basic Knowledge Quiz 2**  **Complete** the short answer quiz on the content for this week.Your answers to the quiz must be in your own words. Do not copy and paste from other sources.   * What were the different origins and justifications for imperialism? * Compare and contrast the different patterns of decolonization. * Describe the economic effects of the emergence of the third world. | | 2.1, 2.3, 2.4 | Instructor feedback =  **.5 hours** |
| **Class Comprehension Challenge 2**  In Weeks 1–4, you will quiz each other as a class on your comprehension of the readings and media pieces presented in the Learning Resources and Activities.  *Note*. The Class Comprehension Challenge should not include the *No Future Without Forgiveness* reading.   1. **By Wednesday:** Write at least three quiz questions based on this week’s reading, videos, or other learning activities and post them to the Class Comprehension Challenge 2 discussion forum. Draw questions from a variety of learning activities and resources. Do not write multiple questions for a single reading unless it is a light reading week. Try to write questions that are distinct from the others already posted in the discussion board. Be prepared to answer your own questions at the end of the week. Example question stems include:  * What is the main idea of...? * What if...? * How does... affect...? * What is an example of...? * Explain why... * Explain how... * What is the difference between... and...? * How are... and... similar? * How would I use... to...? * What are the strengths and weaknesses of...? * What is the best... and why? (Source: <http://www.gdrc.org/kmgmt/c-learn/methods.html#guided>)  1. **By Friday:** Respond to at least three quiz questions from your classmates. If someone has already answered a question, pick an open question if there is one available. If someone has answered a question, but you have a different perspective on the answer, post your answer too. 2. **By Sunday:** Read your classmates’ responses to your questions. Post a response to each of the questions you wrote to confirm your classmates answered correctly, or post the correct answer.   Were all the questions answered correctly by the class? If so, the class completed the Comprehension Challenge for this week! | |  | Posting questions, responding to classmates’ questions, and posting answers =  **1.5 hours** |
| **Discussion Question 1: Paths to Decolonization**  **Write** a response to the following discussion questions in the Discussion forum:   * Read the documents by Mahatma Gandhi and Franz Fanon and compare and contrast their positions on the proper paths to decolonization. According to Gandhi, why must a strategy of non-violence come from a position of strength? Why does Fanon claim that anti-imperial violence is beneficial to a community? Why do you think Gandhi’s philosophy of non-violent, passive resistance was so popular among many participants in independence and civil rights movements of the mid-20th century?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250–400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.3 | 1 posting and responding to 3 students = **1.5 hours** |
| **Discussion Question 2: Assisting the Post-Colonial World**  **Write** a response to the following discussion questions in the Discussion forum:   * What are some of the challenges facing developing nations that are dealing with the legacy of decolonization? Choose a contemporary news article that illustrates this issue. What role should the UN play in assisting developing countries? Should the United States and other former imperial nations take responsibility for this process?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250–400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.2, 2.4 | 1 posting and responding to 3 students = **1.5 hours** |
| ***No Future Without Forgiveness* Reading Log**  **Address** one or more of the following for your assigned *No Future Without Forgiveness* readings this week, in addition to sharing other observations you have:   * What does Tutu mean by the statement: “To dehumanize another inexorably means that one is dehumanized as well”? (p. 33) * Why does he reference communism and the events of the Cold War? * How does he portray Mandela and his frame of mind when he was released from prison? * What are your thoughts on the constitution that provided the basis for the Truth and Reconciliation Commission (TRC)? * How do you feel about the conditions for amnesty under the Promotion of National Unity and Reconciliation Act of 1995? * What types of requests were made to the TRC?   **Read** your classmates’ responses to deepen your perspective as you prepare for the *No Future Without Forgiveness* Essay due in Week 5. You are encouraged to respond to your classmates to continue the discussion about your observations on the text. | |  | Instructor feedback =  **.5 hours;** Reading and responding to other students’ logs **= 1 hour** |
| **Total** |  |  | **6.5 hours** |

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| --- | --- | --- | --- |
| **Week Three: The Impact of Globalization** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the factors that contributed to globalization in the second half of the 20th century. | | CLO1, CLO4, CLO5, CLO6 | |
| * 1. Evaluate how globalization has more closely linked the world’s peoples. | | CLO1, CLO4, CLO5, CLO6 | |
| * 1. Consider the social changes that globalization has generated. | | CLO1, CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 5 & 6 of *No Future Without Forgiveness*. | |  |  |
| **Read** and explore the following:   * A *New York Times* article about the relationship between Japanese universities and globalization: <http://www.nytimes.com/2014/12/08/world/asia/in-japanese-universities-tradition-meets-globalization.html?_r=0> * Article on the Japanese economic growth and political developments in the post-WWI period * Image of globalization: * <http://pecoskid.com/wp-content/uploads/2008/04/wto-protest-2.jpg> | | 3.1-3.3 |  |
| **Peer Support Team Check-In**   * **Check** in with your team and discuss the following: What types of sources you are using? Are you encountering any challenges in the research process? * **Exchange** feedback with your peer support team.   *Note*. You will receive an individual grade at the end of the course based on the quality of your participation in your peer support team. | |  | Peer discussion and feedback = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Test Your Basic Knowledge Quiz 3**  **Complete** the short answer quiz on the content for this week.Your answers to the quiz must be in your own words. Do not copy and paste from other sources.   * How was Japan able to recover from losing World War II and become a major economic world power? * What are the factors that contributed to globalization? * What is meant by *cultural globalization*? Why are some critical of this? | | 3.1, 3.2, 3.3 | Instructor feedback =  **.5 hours** |
| **Class Comprehension Challenge 3**  In Weeks 1–4, you will quiz each other as a class on your comprehension of the readings and media pieces presented in the Learning Resources and Activities.  *Note*. The Class Comprehension Challenge should not include the *No Future Without Forgiveness* reading.   1. **By Wednesday:** Write at least three quiz questions based on this week’s reading, videos, or other learning activities and post them to the Class Comprehension Challenge 3 discussion forum. Draw questions from a variety of learning activities and resources. Do not write multiple questions for a single reading unless it is a light reading week. Try to write questions that are distinct from the others already posted in the discussion board. Be prepared to answer your own questions at the end of the week. Example question stems include:  * What is the main idea of...? * What if...? * How does... affect...? * What is an example of...? * Explain why... * Explain how... * What is the difference between... and...? * How are... and... similar? * How would I use... to...? * What are the strengths and weaknesses of...? * What is the best... and why? (Source: <http://www.gdrc.org/kmgmt/c-learn/methods.html#guided>)  1. **By Friday:** Respond to at least three quiz questions from your classmates. If someone has already answered a question, pick an open question if there is one available. If someone has answered a question, but you have a different perspective on the answer, post your answer too. 2. **By Sunday:** Read your classmates’ responses to your questions. Post a response to each of the questions you wrote to confirm your classmates answered correctly, or post the correct answer.   Were all the questions answered correctly by the class? If so, the class completed the Comprehension Challenge for this week! | |  | Posting questions, responding to classmates’ questions, and posting answers =  **1.5 hours** |
| **Discussion Question 1: Images of Globalization**  **Write** a response to the following discussion questions in the Discussion forum:   * How do the three images from this week’s reading represent the impact of globalization? Choose and analyze another image that portrays any aspect of globalization (political, social, cultural, economic, environmental, etc.). Select an image that’s different from the ones that your classmates have selected so far. Share your image by posting a link along with your analysis.   *Note.* Initial answers to the discussion question must be substantive and in the range of 250–400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.3 | 1 posting and responding to 3 students = **1.5 hours** |
| **Discussion Question 2: The Globalization of Education**  **Write** a response to the following discussion questions in the Discussion forum:   * Based on the *New York Times* article you read this week, how have Japanese universities changed in response to globalization? Why is it significant that English is now being taught in some Japanese universities? Why have some Japanese critics of educational globalization called this just a new form of American cultural imperialism? Do you agree?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250–400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.2, 3.3 | 1 posting and responding to 3 students = **1.5 hours** |
| ***No Future Without Forgiveness* Reading Log**  **Address** one or more of the following for your assigned *No Future Without Forgiveness* readings this week, in addition to sharing other observations you have:   * What are the historical origins of the Day of Reconciliation? * How does he portray the debates over the membership and goals of the TRC? * What role did theology play in the commission? * What types of laws were developed under the system of apartheid, and how were they enforced? * How does he distinguish between the moral and legal goals of the TRC?   **Read** your classmates’ responses to deepen your perspective as you prepare for the *No Future Without Forgiveness* Essay due in Week 5. You are encouraged to respond to your classmates to continue the discussion about your observations on the text. | |  | Instructor feedback =  **.5 hours;** Reading and responding to other students’ logs **= 1 hour** |
| **Total** | |  | 6.5 hours |

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| **Week Four: Religion, Gender, and Modernity** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe how the various religious fundamentalisms of the 20th century expressed hostility to global modernity. | | CLO1, CLO2 | |
| * 1. Analyze the sources and global impact of the Islamic renewal movement, including the events of September 11, 2001. | | CLO1, CLO2, CLO5 | |
| * 1. Determine why and how modern feminism has become a global issue. | | CLO1, CLO2, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 7 & 8 of *No Future Without Forgiveness*. | |  |  |
| **Read** and explore the following sites:   * The evolution of radical political Islam: [http://www.al-monitor.com/pulse/originals/2013/10/radicalism-political-islam-roots-sunni-shiite-fundamentalist.html#](http://www.al-monitor.com/pulse/originals/2013/10/radicalism-political-islam-roots-sunni-shiite-fundamentalist.html) * The history of the Taliban (including a short film): <http://www.bbc.com/news/world-south-asia-11451718> * The history of the 9/11 attacks: <http://www.history.com/topics/9-11-attacks> * An article that describes the changes in American society in the post 9/11 world: <http://www.pbs.org/newshour/rundown/911-to-now-ways-we-have-changed/> * The UN organization trying to improve the lives of women around the world: <http://www.unwomen.org/en> * The organization dedicated to help eliminate human rights violations committed against Islamic women – In particular read the current news articles that are posted: <http://www.womenforafghanwomen.org/> * A short article about the lives of Afghan women: <http://www.nytimes.com/2012/08/16/opinion/the-women-of-afghanistan.html?_r=0> * Read the short article and scroll through the photographs which reveal the impact of the Taliban on the lives of Afghan women: <http://www.cnn.com/2015/04/07/asia/afghanistan-amnesty-report/> * An interview with historian Jonathan J. Edwards about his book *Superchurch: The Rhetoric and Politics of American Fundamentalism:* <http://religiondispatches.org/why-christian-fundamentalism-is-still-big-deal-in-u-s-politics-and-how-it-got-that-way/> * An article that argues that “there is no difference in religious fundamentalism between American Muslims and Christians”: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2013/12/16/no-difference-in-religious-fundamentalism-between-american-muslims-and-christians/> | | 4.1-4.3 |  |
| **Peer Support Team Check-In**   * **Create** and share a bullet point outline of your final project. Submit the outline to your peer support team in Microsoft Word. The outline should be half a page to a page long. * **Exchange** feedback with your peer support team.   *Note*. You will receive an individual grade at the end of the course based on the quality of your participation in your peer support team. | |  | Peer discussion and feedback = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Test Your Basic Knowledge Quiz 4**  **Complete** the short answer quiz on the content for this week.Your answers to the quiz must be in your own words. Do not copy and paste from other sources.   * What are the components of radical Islamic fundamentalism? * Describe the history of the Taliban. * In what ways are women considered to be oppressed in Afghanistan and around the world? | | 4.1, 4.2, 4.3 | Instructor feedback =  **.5 hours** |
| **Class Comprehension Challenge 4**  In Weeks 1–4, you will quiz each other as a class on your comprehension of the readings and media pieces presented in the Learning Resources and Activities.  *Note*. The Class Comprehension Challenge should not include the *No Future Without Forgiveness* reading.   1. **By Wednesday:** Write at least three quiz questions based on this week’s reading, videos, or other learning activities and post them to the Class Comprehension Challenge 4 discussion forum. Draw questions from a variety of learning activities and resources. Do not write multiple questions for a single reading unless it is a light reading week. Try to write questions that are distinct from the others already posted in the discussion board. Be prepared to answer your own questions at the end of the week. Example question stems include:  * What is the main idea of...? * What if...? * How does... affect...? * What is an example of...? * Explain why... * Explain how... * What is the difference between... and...? * How are... and... similar? * How would I use... to...? * What are the strengths and weaknesses of...? * What is the best... and why? (Source: <http://www.gdrc.org/kmgmt/c-learn/methods.html#guided>)  1. **By Friday:** Respond to at least three quiz questions from your classmates. If someone has already answered a question, pick an open question if there is one available. If someone has answered a question, but you have a different perspective on the answer, post your answer too. 2. **By Sunday:** Read your classmates’ responses to your questions. Post a response to each of the questions you wrote to confirm your classmates answered correctly, or post the correct answer.   Were all the questions answered correctly by the class? If so, the class completed the Comprehension Challenge for this week! | |  | Posting questions, responding to classmates’ questions, and posting answers =  **1.5 hours** |
| **Discussion Question 1: Modern Feminism Around the World**  **Write** a response to the following discussion questions in the Discussion forum:     * This week you have reviewed the ways in which women’s rights are violated in the modern era. What are human rights organizations doing to prevent this? How successful have they been in their efforts? Locate a contemporary news article about any issue involving modern feminism and share it with the class. Why did you select this particular issue?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250–400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.3 | 1 posting and responding to 3 students = **1.5 hours** |
| **Discussion Question 2: The Impact of 9/11 on American Society**  **Write** a response to the following discussion questions in the Discussion forum:   * What are your memories of the 9/11 attack? Or, gather an oral history from a colleague, friend, or family member. How did American society change after the event? Locate a primary source and share it with the class that illustrates this issue.   *Note.* Initial answers to the discussion question must be substantive and in the range of 250–400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | 1 posting and responding to 3 students = **1.5 hours** |
| **Evolution of Modern Religious Fundamentalism Essay**  **Write** a 2- to 3-page essay which answer the following questions:   * How can we account for the rise of modern religious fundamentalisms? Are they incompatible with global modernity? * How much separation should there be between religion and state in the modern world? * Do you agree with Rachel Gillum that there is no difference in religious fundamentalism between American Muslims and Christians?   **Use** MLA format to cite any outside sources you use.  **Submit** the essay to the instructor via Blackboard. | | 4.1 | Instructor feedback =  **.5 hours** |
| ***No Future Without Forgiveness* Reading Log**  **Address** one or more of the following for your assigned *No Future Without Forgiveness* readings this week, in addition to sharing other observations you have:   * What aspects of the trial testimony trials stood out to you the most? * Why does Tutu claim that the trials revealed both the evil in humanity and the capacity to forgive? * What was the most important achievement of the TRC? * How does he portray Winnie Mandela?   **Read** your classmates’ responses to deepen your perspective as you prepare for the *No Future Without Forgiveness* Essay due in Week 5. You are encouraged to respond to your classmates to continue the discussion about your observations on the text. | |  | Instructor feedback =  **.5 hours;** Reading and responding to other students’ logs **= 1 hour** |
| **Total** |  |  | **7 hours** |

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| **Week Five: South Africa: Ending Apartheid** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the evolution of the practice of apartheid in the 20th century. | | CLO1, CLO2, CLO3 | |
| * 1. Determine how South Africa’s struggle against white domination changed over time. | | CLO1, CLO2, CLO3 | |
| * 1. Consider the role of the international community in the ending of apartheid. | | CLO1, CLO2, CLO3, CLO5 | |
| * 1. Evaluate Nelson Mandela’s role in the struggle for democracy in South Africa. | | CLO1, CLO2, CLO3 | |
| * 1. Analyze how South Africa has evolved in the post-apartheid world. | | CLO1, CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 9–11 and Postscript of *No Future Without Forgiveness*. | |  |  |
| **Read** and explorethe following sites:   * A website tracing how South Africa is attempting to move on from its past: <http://overcomingapartheid.msu.edu/> * A general history of apartheid: <http://www.history.com/topics/apartheid> * A timeline of the major events: <http://www.bbc.com/news/world-africa-14094918> * An account of the evolution of apartheid including the apartheid laws: <http://www.sahistory.org.za/article/apartheid-and-reactions-it> * Primary source: the apartheid laws: <http://africanhistory.about.com/library/bl/blsalaws.htm> | | 5.1-5.5 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Test Your Basic Knowledge Quiz 5**  **Complete** the short answer quiz on the content for this week.Your answers to the quiz must be in your own words. Do not copy and paste from other sources.   * Explain the evolution of apartheid in South Africa. * Describe three of the apartheid laws and their impact on black South Africans. * Detail Nelson Mandela’s role in the coming of democracy to South Africa. | | 5.1, 5.2, 5.4 | Instructor feedback =  **.5 hours** |
| **Discussion Question 1: Legal Segregation**  **Write** a response to the following discussion questions in the Discussion forum:   * This week, you have read about South African apartheid, and how the society is attempting to recover and evolve. What types of legal restrictions were enacted during apartheid? Using <http://africanhistory.about.com/library/bl/blsalaws.htm> as a primary source, what parallels can you find throughout history? Find a primary source that represents this period and share it with the class. Find a different primary source than the ones your classmates have posted so far.   *Note.* Initial answers to the discussion question must be substantive and in the range of 250–400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2 | 1 posting and responding to 3 students = **1.5 hours** |
| **Discussion Question 2: General Course Reflection**  **Write** a response to the following discussion questions in the Discussion forum:   * How did this course change or reinforce your ideas about modern global history? How do primary sources help us in shaping our interpretations of the past? What did you find most surprising about the events of the post-1945 world?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250–400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | |  | 1 posting and responding to 3 students = **1.5 hours** |
| ***No Future Without Forgiveness* Reading Log**  **Address** one or more of the following for your assigned *No Future Without Forgiveness* readings this week, in addition to sharing other observations you have:   * What does Tutu mean by “the bundle of life?” * What were some of the problems and internal divisions that the commissions faced? * How does he portray the role of the media both during and after the era of apartheid? * What does he say about the role of the United States and the international community? * How does he compare South Africa with other areas in the world that are coming to terms with their history of conflict and violence? * What does he mean by the statement, “forgiveness is not being sentimental?”   **Read** your classmates’ responses to deepen your perspective as you prepare for the *No Future Without Forgiveness* Essay due in Week 5. You are encouraged to respond to your classmates to continue the discussion about your observations on the text. | | 5.1, 5.2, 5.3, 5.4 | Instructor feedback =  **.5 hours;** Reading and responding to other students’ logs **= 1 hour** |
| ***No Future Without Forgiveness* Essay**  **Write** a 3- to 4-page essay analyzing Desmond Tutu’s message in *No Future Without Forgiveness,* using the ideas that you have developed in your reading log,  **Answer** the following questions in your essay:   * What are the benefits and drawbacks of his message of reconciliation? * How did text added to your knowledge about the apartheid era and its aftermath? * What implications do his ideas have for the themes of globalization that this course has explored? * How much progress has South Africa made since apartheid had ended? * Finally, what are the pros and cons of using this type of a source for understanding historical events?   **Use** MLA format to cite any outside sources you use.  **Submit** the essay to the instructor via Blackboard. | | 5.1, 5.2, 5.3, 5.5 | Instructor feedback =  **1 hours** |
| **The History of the Developing World Final Project**  **Review** the Final Project Instructions for the full details on this assignment.  **Create** a narrated slide presentation exploring different facets of the history of the country you selected in Week 2.  Your presentation should be 10–15 minutes long and each slide should include audio to deliver the presentation to your instructor and peers. You must share a public link to the presentation in Blackboard so it can be viewed by your instructor and classmates. This will be a narrated PowerPoint presentation, exported as a video and uploaded to YouTube. (*Note*. You have a YouTube account through the same login as your school e-mail.)  **Consider** the following questions in your presentation:   * What role did your nation play during the Cold War? * In what ways was your country affected by imperialism and decolonization? * How has this country been impacted by globalization? * To what degree has your country modernized in the post-1945 world? (You can address social, economic, political, and/or cultural examples of modernization.) * What are the biggest challenges that your country faces in 2015? (Again, addressing social, political, and/or economic challenges.)   **Include** an introduction and conclusion in your presentation, including why you chose this particular country.  **Include** in-text citations and a Works Cited slide in MLA format. You should utilize at least five sources as research for your project. At least one source must be a primary source.  **Use** the Performance Guide in the Final Project Instructions to check the quality of your work before you submit it.  **Post** the link to your presentation to the Discussion forum.  The final project is due by 11:59 p.m. (Eastern time) on **Friday** during the last week of class.  **Post** the YouTube link to your final project to the discussion forum by no later than 11:59 p.m. (Eastern time) on Friday.  **Final Project Discussion**  **Review** three of your classmates’ presentations and post follow-up questions or responses. If you receive a question on your project, be sure post a reply to your classmate answering the question. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 2.4, 3.3 | Instructor feedback =  **.5 hours;** 1 posting and responding to 3 students = **2.5 hours** |
| **Total** | |  | **9 hours** |

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 10.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 7.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 7.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 9 |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42.5 |
| **Total Supplemental Hours** |  | n/a |
| **Total Hours** |  | 42.5 |