**THE WORLD SINCE 1400**

**HASS 02.102 (TERM 2, 2018)**

**Meeting Schedule**

Lecture: Monday, 1.30pm-3pm, TT19

Recitation: Friday, 11am-1pm, TT15

**Room/ LT**

TT19; TT15

**Instructor**

Dr. Pang Yang Huei

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**Course Description**

This class surveys the social, economic, and political change that societies and cultures have experienced from the year 1400 to the present. Its primary theme is exchange, or the nature of interaction between communities as barriers of distance have succumbed to curiosity and new communications technologies. Among the key issues the course covers is the unexpected rise of Western Europe and the United States during the past 500 years, the “great divergence” in material, political, and technological development that occurred between Western Europe and Asia after 1750, and the resulting impact on the rest of the world.

The course presents history in an integrative fashion, examining processes, trends, and environmental factors at the trans-regional or global level rather than presenting a series of histories of different regions in sequence. It seeks to accomplish this by emphasizing the material, cultural, and intellectual exchanges that have taken place between different regions, societies, and civilizations. In the process, the class will examine a series of ever-shifting relationships, those between human beings and their physical environment, between different religious and political systems, between ethnic groups, and between men and women. The comparative study of these relationships will play a crucial role in illustrating major patterns in history. This course will also serve as an introduction to historical and other interpretive methodologies, as students will be expected to analyze and interpret both primary and secondary source materials.

**Learning Objectives**

* Ability to analyze class materials and to discern their meaning
* Ability to synthesize competing explanations in a secondary literature
* Ability to identify primary evidence
* Familiarity with major events and themes of modern world history
* Exposure to a range of methodologies (from the humanities and social sciences) for understanding those events and themes
* Appreciation of ambiguity in the interpretation of global interactions
* Ability to develop a written argument
* Ability to use appropriate evidence to support an argument

**Measurable Outcomes**

1. Deliver oral presentations which exhibit sufficient understanding of historical data;

2. Analyze the causation and contingency related to specific historical developments;

3. Appraise the merits and shortcomings of various historiographical debates both orally in class presentations and in written essays;

4. Produce written assignments which applies critical historical and research skills.

**Course Format**

There will be one 1-hour lecture and one 2-hour recitation section each week. There will also be one 1-hour workshop every week, beginning in Week 2 of the course. This workshop time is provided for students that would like help with their writing assignments or have questions about the course materials that they would like to explore further with the instructors. The workshops are optional.

**Attendance Policy**

Active class participation is central to our work together. As such, attendance is mandatory. The attendance policy is explained below.

* Each unexcused absence from class will result in a 5 point deduction from the student’s overall score
* More than 3 unexcused absences will result in a 0 for the participation component of the course.

**Class Participation**

Students are expected to complete all readings prior to coming to class and be prepared to both answer and pose questions about them.

**Guidelines for Class Etiquette**

* Arrival at class should be timely.
* Use of laptops and other electronic devices is prohibited unless otherwise instructed by the faculty person in charge.
* Chatting during lectures and discussion sections is disruptive and disrespectful, so keep it to a minimum.
* Anyone who fails to behave in accordance with these guidelines may be asked to leave the course.

**Course Requirements**

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| **Activity** | **%** |
| Class Participation | 20 |
| Two Short Papers (approximately 2000 words each) | 60 |
| Final Review (two hours paper) | 20 |

**Grading Scale**

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| **Term 4** | **Term 6** |
| A+ –96-100  A –93-95  A- –90-92  B+ –87-89  B –83-86  B- –80-82  C+ –77-79  C –70-76  D+ –67-69  D –60-66  F – Below 60 | 90-100 points = A  80-89 points = B  60-79 points = C  50-59 points = D  0-49 points = F |

**Course Materials**

Required and recommended readings can be accessed on eDimension. Please bring a copy, either paper or electronic, to each class meeting.

**Academic Integrity**

Students are expected to produce their own work, whether individually or in groups. Do not copy work from the Internet or other published sources without proper citations. This is plagiarism. If a student is found to be doing engaged in such an act, he or she will be subject to disciplinary measures, including potentially receiving a failing grade for the course.

Plagiarism is the use of some one's intellectual work without acknowledgement. It is a serious offense. It is the policy of the university that students who plagiarize will be severely disciplined. Full acknowledgement for all information obtained from sources outside the classroom must be clearly stated in all written work submitted and in all oral presentations, including images or texts in other media and for materials collected online. All ideas, arguments, and direct phrasings taken from some one's work must be identified and properly footnoted. Quotations from other sources must be clearly marked as distinct from the student's own work. For further guidance on the proper forms of attribution, consult your assigned instructor for this course. You should also read the SUTD Academic Integrity Policy on the university’s website.

**COURSE MAP**

**Week 1: Exchange and Contact in World History**

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| **Lecture** | **Recitation** |
| **Introduction**  *Required Reading*   * Ronald Findlay & Kevin H. O'Rourke, *Power and Plenty* (Princeton University Press, 2007), Chp 3 * Philip D. Curtin, *Cross-cultural trade in world history* (CUP, 1984), Chp 7.   *Recommended Readings*   * Lopez, Robert Sabatino. “European Merchants in the Medieval Indies: The Evidence of Commercial Documents.” *The Journal of Economic History*. Vol. 3, No. 2 (Nov., 1943), pp. 164-184   *Optional*   * Dunn, Ross E. “The Challenge of Hemispheric History (1000-1500 A.D.).” The History Teacher. Vol. 18, No. 3 (May, 1985), pp. 329-338. | **Medieval Exchanges**  *Required Reading*   * Ross E. Dunn, ed., *The Adventures of Ibn Battuta: A Muslim Traveler of the 14th Century*, Chapter 10, “Malabar and the Maldives,” pp. 213-240. * George B. Parks, ed., *The Travels of Marco Polo*, book 3, Chapters 2-3. * “Traveling in China,” in *Medieval Trade in the Mediterranean World* , Robert S. Lopez & Irving W. Raymond, trans. (Columbia University Press, 2001). * Xinhua News Agency, “Zheng He: A Peaceful Mariner and Diplomat,” July 12, 2005. * “Inscription on Tianfei tablet,” in *China and Africa in the Middle Ages,* Teobaldo Filesi. David Morison trans.(London: Frank Cass, 1972),57-61. |

**Week 2: Contact & Conflict in East Asia**

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| **Lecture** | **Recitation** |
| **Early Modern East Asia Exchanges**  *Required Reading*   * Richard von Glahn, “Foreign Silver and China’s ‘Silver Century,’ 1550-­1650,” in *Fountain of Fortune: Money and Monetary Policy in China, 1000-­1700*, pp.113­133.   *Recommended Reading*   * Kenneth M. Swope, “Crouching Tigers, Secret Weapons: Military Technology Employed During the Sino-Japanese-Korean War, 1592-1598,” *The Journal of Military History*, 69: 1, (2005): 12-41.   *Optional*   * \* Kenneth M. Swope, “Deceit, Disguise, and Dependence: China, Japan, and the Future of the Tributary System, 1592–1596,” *The International History Review*, 24:4 (2002), 757-782. * Flynn, Dennis Owen, “Cycles of Silver: Global Economic Unity through the Mid-Eighteenth Century,” *Journal of World History* 13:2 (2002), 391-427. * Lorge, Peter A. *The Asian Military Revolution* (CUP, 2008), chp 3. | **Imjin War**  *Required Reading*   * Wan-li: Year 21, Month 1, Day 6 (6 Feb 1593); Year 21, Month 7, Day 23 (19 Aug 1593); Year 25, Month 11, Day 23 (31 Dec 1597), in *Southeast Asia in the Ming Shi-lu: an open access resource*, Singapore: Asia Research Institute and the Singapore E-Press, Geoff Wade, translator, National University of Singapore, <http://epress.nus.edu.sg/msl/entry/2803Geoff> * *Nanjung Ilgi* (War Diary of Admiral Yi Sun-sin) * Letter to the King of Korea (1590) * Keinen, *Chōsen hinikki* (1597).   *Recommended Readings*   * Marc Gilbert, “Admiral Yi Sun-shin, The turtle ships, and Modern Asian history,” *Education about Asia*, 12:1( Spring 2007): 29-35.   *Optional*   * James B. Lewis, ed. *The East Asian War, 1592-1598* (Routledge, 2015). * Roger Tennant, *A History Of Korea* (Routledge, 2012), chp 22-23. |

**Week 3: Slavery and Independence in the Atlantic World**

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| **Lecture** | **Recitation** |
| **Slavery in the Atlantic World**  *Required Reading*   * CLR James, *The Black Jacobins* (New York: Vintage Books, 1989), pp. 6-26. * “The Code Noir (1685),” in *Slavery, Freedom, and the Law in the Atlantic World: A Brief History with Documents*, Sue Peabody and Keila Grinberg, eds., (Boston, 2007), pp. 31-36.   *Recommended Readings*   * \* Eric Williams, “Capitalism and Slavery, in *Caribbean Slavery in the Atlantic World: A Student Reader* , Verene A. Shepherd & Hilary McD. Beckles, ed.(Ian Randle Publishers, 1999), 455-465.   *Optional*   * Howard Jones, *Mutiny on the Amistad: The Saga of a Slave Revolt and Its Impact on American Abolition, Law, and Diplomacy*, chp 2. | **Independence in Haiti**  *Required Movie Viewing*  *Amistad* (1997). Dir. Steven Spielberg.  *Required Reading*   * David Patrick Geggus, *Haitian Revolutionary Studies* (Bloomington: Indiana University Press, 2002), Part 1: The Haitian Revolution, pp. 5-29.   *Recommended Readings*   * “The Haitian Declaration of Independence, January 1, 1804”; “The Haitian Constitution, 1805,” in *Slave Revolution in the Caribbean, 1789-1804* , Laurent Dubois and John D. Garrigus, eds., (Boston, 2006), pp. 188-91; 191-96. * “Declaration of the Rights of Man, 1789.”   *Optional*   * Clarence J. Munford and Michael Zeuske, “Black Slavery, Class Struggle, Fear and Revolution in St. Domingue and Cuba, 1785-1795,” The Journal of Negro History, 73: 1/4 (1988), pp. 12-32. |

**Week 4: Nationalism in the Age of Revolution**

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| **Lecture** | **Recitation** |
| **Nation as Modern Concept**  *Required Reading*   * C.A. Bayly, *The Birth of the Modern World*, 1780-1914 (2004), chp 6, pg. 199-227 (for nationalism part)   *Recommended Readings*   * Eric J. Hobsbawm, *Nations and Nationalism since 1780* (Cambridge: Cambridge University Press, 1990), Chapter 4. * Rupert Emerson, *From Empire to nation* (Boston: Beacon press, 1960), chp 10.   *Optional*   * \* Ray Taras, "Nationalism and Conflict," in Herb & Kaplan, ed. *Nations and Nationalism: A Global Historical Overview*, Volume 1. (ABC Clio, 2008). | **Nations and Individuals**  *Required Reading*   * Ernest Renan, “What is a Nation?” (1882). * Mazzini, *An Essay on the Duties of Man Addressed to Workingmen*, (1892), Chapter 5 at http://history.lsa.umich.edu/318/Readings/Mazzini.pdf. * Alphonse Daudet, “The Last Lesson.” (a short story).   *Recommended Readings*   * Benedict Anderson, *Imagined Communities* (Verso, 1991), Chapter 1. * Ernest Gellner, *Nations and Nationalism* (Oxford: Blackwell, 1983), Chapter 5. |

**Week 5: The Industrial Age in Europe**

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| **Lecture** | **Recitation** |
| **Industrialization – Is it a Revolution?**  *Required Reading*   * \* Jan de Vries, “The Industrial Revolution and the Industrious Revolution,” *The Journal of Economic History* 54.2 (June, 1994), pp. 249-270.   *Recommended Readings*   * Kenneth Pomeranz, "Without Coal? Colonies? Calculus?," in *Unmaking the West* , ed. Tetlock, Lebow, & Parker (University of Michigan Press, 2006), 241-275.   *Optional*   * Dorf, Richard C. *Technology*, *Humans, and Society : Toward a Sustainable World* ( San Diego : Academic Press. 2001 ), chp 3 * McClellan, *Science and Technology in World History : An Introduction* (Johns Hopkins University Press, 2008), chp. 14 | **The Social Effects of Industrialization**  *Required Reading*   * Adam Smith, “The Division of Labor: The Pin Factory,” in *Wealth of Nations*, Book 1, Chapter 1. * “Work and Workers in the Industrial Revolution,” in Peter Sterns, et al., eds., *Documents in World History*, Vol. 2, pp. 121-125. * “Lowell Mill Girl Account,” in *The Industrial Revolution: A History in Documents*, ed. Laura Frader, pp. 55-57 and 60-62. * Charles Dickens, *Hard Times* (1854), Chp 1-16.   *Recommended Readings*   * John Komlos, “Shrinking in a Growing Economy? The Mystery of Physical Stature during the Industrial Revolution,” *The Journal of Economic History* Vol. 58, No. 3 (1998): 779-802.   *Optional*   * Neil Tongue, "The Standard of Living Controversy," in *Industrialisation & Society* (1993). * E. P. Thompson (1963), The making of the English working class |

**Week 6: European Imperialism**

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| **Lecture** | **Recitation** |
| **Imperialism and Technology**  *Required Reading*   * Daniel R. Headrick, *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century* (Oxford, 1991), chp 6-7.   *Recommended Readings*   * Selections, in Kenneth Pomeranz and Steven Topik, *The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present* (M.E. Sharpe, 2006), 25-7; 107-9, 116-19, 128-30.   *Optional*   * C.A. Bayly, *The Birth of the Modern World*, 1780-1914 (2004), chp 6, pg. 228 ff. (for new imperialism) * Headrick, *The Tools of Empire*, Introduction, pp. 3-14. | **Why Empire?**  *Required Reading*   * Documents on European Imperialism, by Lugard, Ferry, and Kipling, in Peter Sterns, et al., eds., *Documents in World History, Vol. 2*, pp. 143-148. * Bonnie Smith, *Imperialism: A History in Documents* (OUP, 2000), pp. 10-15. * “Congo The Brutal History.” (BBC, 2008?), on YouTube. [Warning: Contains disturbing images.]   *Recommended Readings*   * \* Adas, “Global Hegemony and the Rise of Technology as the Main Measure of Human Achievement” in *Machines as the Measure of Men* (Cornell University Press, 1989). |

**Week 7: Recess Week**

**Week 8: Commodities Driven World**

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| **Lecture** | **Recitation** |
| **Opium as World Commodity**  *Required Reading*   * Gregory Blue, “Opium for China: The British Connection,” in Timothy Brook and Bob Tadashi Wakabayashi, eds., *Opium Regimes: China, Britain, and Japan, 1839-1952* (Berkeley: University of California Press, 2000), pp. 31-54. * Selections, in Pomeranz & Topik, *The World That Trade Created*, 90-93.   *Recommended Readings*   * Peter Perdue, “[Rise and Fall of the Canton Trade System - I: China in the World (1700-1860s).”](ocw.mit.edu/ans7870/21f/21f.027/rise_fall_canton.../cw_essay01.html) (MIT: Visualizing Cultures)   *Optional*   * James Polachek, *The Inner Opium War* (Harvard, 1991, pp. 1-16; 137-203; 273-287. | **Governance and Control of Opium Trade**  *Required Reading*   * “Instructions to Lord Macartney, Sept. 8, 1792,” “Letter from King George III to the Emperor of China,” in *The Chronicles of the East India Company, Trading to China 1635-1834*, pp. 232-242, 244-247. * “Qian Long: Letter George III, 1793,”   <http://www.fordham.edu/halsall/mod/1793qianlong.asp>   * “The First Clash with the West,” in Cheng, ed., *The Search for Modern China: A Documentary Collection*, pp110-119.   *Recommended Readings*   * \*Peter Ward Fay, "Was the Opium War of 1840-42 a Just war," *Late Imperial China* (1977): 17-31.   *Optional*   * Perdue, “The First Opium War.” (MIT: Visualizing Cultures) * Frank Dikötter, *'Patient Zero': China and the Myth of the 'Opium Plague'* (SOAS: 2003) * "Global Launch: The Opium War" by Julia Lovell |

**Week 9: Colonial Forms of Knowledge**

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| **Lecture** | **Recitation** |
| **Collecting and Presenting the Colonies**  *Required Reading*   * Bernard Cohn, *Colonialism and its Forms of Knowledge*, Introduction.   *Recommended Readings*   * Berger, John. *Ways of Seeing* (Penguin, 1972), Introduction. * Edward Said, *Orientalism*, Introduction.   *Optional*   * Berger, Ways of Seeing, chp 3 * Syed Hussein Alatas (1977), The Myth of the Lazy Native. * Huang Lijie (Nov 10, 2015), "Welcoming Wings," ST * Night at the museum: ACM launches new wings with stayover (Nov 9, 2015) * Asian Civilisations Museum to return sculpture identified as stolen from India (Oct 19, 2015) * Valerie Casey, "The Museum Effect: Gazing From Object to Performance in the Contemporary Cultural-History Museum," Conference paper given at the Ecole du Louvre, 2003. | **The Museum Effect**  *Required Reading*   * \*Bloembergen, Marieke. *Colonial Spectacles: The Netherlands and the Dutch East Indies at the World Exhibitions, 1880-1931* (NUS Press, 2006), chp 3. * Jeffrey Abt. “The origins of the Public Museum.” In *A Companion to Museum Studies*, edited by Sharon MacDonald (Blackwell, 2006):127-132.   *Recommended Readings*   * Adam Gopnik, "Yellow Fever," New Yorker, 22 April 2013, pp. 102-108.   *Optional*   * Fiona McLean, “Museums and the Representation of Identity” in Howard, Peter, Graham, B. J..; The Ashgate Research Companion to Heritage and Identity, (2008). * Steven Litt, "The Cleveland Museum of Art wades into global controversy over antiquities collecting with exhibition and catalog on its ancient bronze Apollo," Cleveland.com, (27 Sept, 2013). * "Exhibiting Controversial Subjects," in Presenting History: Museums in a Democratic Society, Symposium, (19 April 1995), University of Michigan. * Gaynor Kavanagh, "Making Histories, Making Memories," in Making Histories in Museums, (2005) |

**Week 10: War and the Early 20th Century**

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| **Lecture** | **Recitation** |
| **The Great War**  *Required Reading*   * G. Sheffield, *Forgotten Victory: The First World War: Myths and Realities* (Review, 2002), Chapter 10.     *Recommended Readings*   * Winter & Baggett, “The Scars of Total War,” in *World War I*, Donald J. Murphy, ed. (Greenhaven Press, 2002), pp. 235-242. * Philip Bell, “Origins of the War of 1914” in P. Hayes, ed., *Themes in Modern European History* (London and New York: Routledge, 1992), pp. 106-128. * \* Jay Winter & Robert Wohl, "The Great War: Midwife to Modern Memory?" in *The Legacy of the Great War : Ninety Years on* (2009), 159-184. | **End of an Era**  *Required MOVIE Viewing*  *La Grande Illusion (*1937), directed by Jean Renoir.  *Recommended Readings*   * James J. Sheehan, “Jean Renoir's La Grande Illusion,” Perspectives on History (March 2008). <http://www.historians.org/perspectives/issues/2008/0803/0803fil2.cfm>. * James Kerans, Classics Revisited: La Grande Illusion. * John Whiteclay Chambers, “All Quiet on the Western Front: The antiwar film and the modern image of war,” in *Hollywood and War: The Film Reader*, ed. David Slocum (Routledge, 2006).   Optional   * Dan Damon, "Bosnia and WW1: The living legacy of Gavrilo Princip," BBC News (26 June 2014). * Why the Indian soldiers of WW1 were forgotten |

**Week 11: Mass Society and its Discontents**

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| **Lecture** | **Recitation** |
| **Atrocities as Factory Work**  *Required Reading*   * \*C. Sarah Soh, *The Comfort Women: Sexual Violence and Postcolonial Memory in Korea and Japan* (University of Chicago Press, 2009), Chapter 3.   *Recommended Readings*   * Janis Mimura. *Planning for empire: reform bureaucrats and the Japanese wartime state* (Cornell, 2011), 7 - 40. * Siegfried Kracauer, *Salaried Masses* (London: Verson, 1998), pp. 33-46.   *Optional*   * James Burnham, The Managerial Revolution (1941). excerpts * Milton Mayer, They Thought They Were Free: The Germans, 1933-45 (1955), pp.166-73. * The rape of Berlin * Park, Abe agree to hasten talks on 'comfort women' ST, Nov 2, 2015 | **Understanding Dissonance in Oral History**  *Required Reading*   * Onoda Hiroo, “The Real Identity of Military Comfort Women I Saw,” *Seiron* (January 2006). [Translation available at www.sdh-fact.com/CL02\_1/30\_S4]. * Keith Howard, ed., *True Stories of the Korean Comfort Women* (Cassell, 1996). * H. Res. 121 (110th): Issue on Comfort women (2007), at <http://www.govtrack.us/congress/bills/110/hres121/text> * Maria Rosa Henson, *Comfort Woman: A Filipina’s Story of Prostitution and Slavery under the Japanese Military* (Rowman & Littleﬁeld, 1999), chapter 4.   *Recommended Readings*   * Kazuko Watanabe, Trafficking In Women’s Bodies, Then And Now The Issue Of Military “Comfort Women”, *Peace & Change*, Vol. 20 N0. 4, October 1995 501-514 |

**Week 12: The Cold War World**

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| **Lecture** | **Recitation** |
| **The Cold War as a Way of Life**  *Required Reading*   * Gronow, Jukka. *Caviar with champagne: common luxury and the ideals of the good life in Stalin's Russia* (2004), chp 9. * Lewis H. Siegelbaum, “The Socialist Car,” in Lewis H. Siegelbaum, ed., *The Socialist Car: Automobility in the Eastern Bloc* (2011), pp. 1­13.   *Recommended Readings*   * Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*, (NY: Basic Books), Chapter 1.   *Optional*   * Siegelbaum, “Modernity Unbound: The New Soviet city of the Sixties,” in *The Socialist Sixties : Crossing Borders in the Second World*, ed. Gorsuch & Koenker (Indiana University Press, 2013), 66-83. * Christina Schwenkel, "Youth Culture and Fading Memories of War in Hanoi, Vietnam." In *Everyday Life in Southeast Asia*. Edited by Gillogly & Adams. Bloomington: Indiana University Press. 2011. | **Gender History in Conflicts**  *Required Reading*   * Tom Mangold and John Penycate, *The Tunnels Of Cu Chi.* New York: Random House, 1985), chp 19. * Turner & Hao, *Even the Women must Fight: Memories of the War from North Vietnam*. Wiley, 1998. Chp 7. * Hayslip, Le Ly, with Jay Wurts. *When Heaven and Earth Changed Places: A Vietnamese Woman’s Journey from War to Peace*. New York: Doubleday, 1989.   *Recommended Readings*   * \* Marc Jason Gilbert, “When Heroism is Not Enough: Three Women Warriors of Vietnam, Their Historians and World History,” *World History Connected* Vol. 4, Issue 3 (2007).   *Optional*   * White, Susan. "Male Bonding, Hollywood Orientalism, and the Repression of the Feminine in Kubrick's Full Metal Jacket," in *Inventing Vietnam: The War in Film & TV*, edited by Michael Anderegg, 204-230. Philadelphia: Temple University Press, 1991. * Richard Bernstein, *The East, The West and Sex: A History* (NY: Vintage, 2009), 225- 250. * Gustav Hasford (1979), *The Short Timers*   <http://www.scribd.com/doc/8166/The-Short-Timers-by-Gustav-Hasford-1979-Book> |

**Week 13: The 21st Century in Flux**

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| **Lecture** | **Recitation** |
| **Religiosity in History**  *Required Reading*   * Malise Ruthven, *Fundamentalism: A very Short Introduction* (OUP, 2004), 14-36. [SUTD e book]   *Recommended Readings*   * R. Scott Appleby, “History in the Fundamentalist Imagination,” *JAH* 89, no. 2 (2002): 498-511. * Susan Harding, "Representing Fundamentalism: the problem of the repugnant cultural other," *Social Research* 58:2 (1991). * John Calvert, *Sayyid Qutd & The Origins of Radical Islam* (OUP, 2009).   Optional   * Malcolm Gladwell, "[Sacred And Profane: How not to negotiate with believers](http://www.newyorker.com/reporting/2014/03/31/140331fa_fact_gladwell?currentPage=all)," *The New Yoker*, March 31, 2014. * Naomi Grimley, “The mysterious disappearance of a celebrity preacher,” *BBC News* (2014). | **Fundamentalisms since 9/11**  *Required Activity*   * Each student brings in a relevant reading (New York Times, Economist, Straits Times, etc.)     *Required Reading*  David Lehmann, "Fundamentalism and Globalism," *Third World Quarterly* 19:4 (1998).  *Recommended Readings*   * Paul Berman, “The Philosopher of Islamic Terror,” *New York Times* (23 March 2003). * Aikman, David. "The Great Revival: Understanding Religious "Fundamentalism.." *Foreign Affairs* 82, no. 4 (July 2003): 188-193.   *Optional*   * Jesus Camp (2006) * Senate Select Committee on Intelligence, "Committee Study ofthe Central IntelligenceAgency's Detention and Interrogation Program," (Declassified December 3, 2014), pp.1-19. |

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| **Week 14: Final Review** |

[last revised Friday, August 31, 2018]