

## **History for the 21<sup>st</sup> Century: Sample Syllabus**

I have used five case studies linked together as the entire course content in my introductory world history class (post-1500). The narrative arc holding my class together runs chronologically as follows:

1. The Global Silk Trade (1500s)
2. Refugees in the Early Modern Atlantic World (1680s–1720s)
3. Monuments and Memory in the Age of Revolutions (1770s–1880s)
4. The Technological Revolution & democratization (1880s–1920s)
5. Questioning Decolonization (1940s–today).

We focus less on learning the narratives of wars or other political developments as much as their impact on ordinary people. For each case study, I begin and end each with an exercise that serves as a hook, asking students to center themselves in the process of learning about the subject.

### **1. The Global Silk Trade (early globalization & colonialism, 1500s)**

I begin by using the emergence of the trans-Pacific trade in silver and silk to understand why and how the world was becoming globalized starting in the sixteenth century. Starting hook: I ask students to consider how their fashion choices relate to the political, economic, and cultural inequalities of the world they inhabit. The lesson explores Ming China and its role in East Asian and South Asian politics and trade from the fourteenth to sixteenth century, the reason for expanding Chinese-European trade from 1571, and the impacts of Spanish colonization on the indigenous peoples of Mexico. It examines supply, demand, and trade driving early globalization and explores its political, economic, cultural, and environmental consequences. Students are introduced to the unequal effects of globalization on different people around the world.

### **2. Refugees in the Early Modern Atlantic World (intensifying colonialism & mass enslavement, 1680s–1720s)**

In the second case study, students turn to the Atlantic World of the late seventeenth and early eighteenth centuries, and how the diverse and unequal impacts of political, economic, and cultural developments introduce earlier take center stage. Starting hook: I ask students to consider how they were to escape a crisis today, and then to reflect on how political, economic, and cultural differences in the room might shape opportunities for seeking safety. The case study compares push and pull factors shaping refugees' movements in Western Europe, Western Africa, and the Americas. The lesson explores the consequences of state building, mass enslavement, and colonial expansion on ordinary people all around the Atlantic world. Students also consider why it is that certain people – like European colonists – later become remembered as suffering refugees, while others – Africans in Africa and the Americas and indigenous Americans – did not.

### **3. Monuments and Memory in the Age of Revolutions (Atlantic Revolutions and nationalism, 1770s–1880s)**

In the third case study, the class retains its focus on the Atlantic World, moving to the Age of Revolutions and the nineteenth century. Now the theme of the politics of memory that we began with in the second case study is our main focus. Starting hook: students start by finding a statue or another memorial in their hometown or a location they have visited, and then figure out who put it up and why. Students compare the history and memory of the American, French, and Haitian Revolutions. This allows us to compare the diverse motivations and outcomes of each, as well as recognize interconnections between all three. But it also allows an exploration of how nation building and colonialism of the nineteenth century shaped the politics of remembering and forgetting key elements of these revolutions. Students end by proposing a revision to some element of the monument landscape that we have studied.

#### **4. The Global 1905: Facets of a Year, Facets of an Era (technological revolution and democratization, 1880s–1920s)**

In the fourth case study, the class moves to the end of the long nineteenth century and explores four events taking place in 1905: the Russo-Japanese War, the failed Russian Revolution, a failed vote for women's suffrage in Britain, and the partition of Bengal. Starting hook: I ask students to debate what the most important events of the current year are for their lives, and for the history of the planet. Students then use these four events to understand the spirit of anxiety and optimism of the era under study, the effects of intense industrialization and calls to expand self-governances to women and colonized people, as well as to compare the relative global significance of events as distinguished with how people understood the significance of these events as they were living through them. The lesson ends with a brief overview of what our study tells us about the significance of these events, and those that followed them in the 1910s, for world history.

#### **5. Questioning Decolonization (decolonization in Vietnam, Algeria, Indonesia, and Nigeria during the and Cold War, 1940s–today)**

In the fifth case study, the class moves to just past World War II, and thus reflects on its significance in world history. It concentrates on the reasons that the end of the war ignited two decades of political decolonization in Asia and Africa, looking at the various forces shaping these outcomes – stressing the relationship between the Cold War, nationalisms, and pan-nationalist movements. Starting hook: I ask students to weigh in on present-day debates about what gets taught in American high schools. We then use a definition of colonialism as a political, economic, cultural, and ideological system to ask what was not decolonized, and where we can see colonialism even today. The lesson ends with students debating whether this lesson suggests that my university should revise its general education curriculum and, if so, how and why it should do so.

# Syllabus

Today, apps on our phones and other devices connect us to people across the planet at the touch of a button. Global connectivity has driven many humans to unprecedented levels of wealth and greater understandings of and access to foreign cultures. Such opportunities can feel tremendously exciting! All this interconnectivity has presented serious challenges too. It has made a global pandemic possible. It has driven global inflation that is leading to food shortages in many places. Supply chain problems have revealed our dependencies on processes and people we often don't understand. The environmental impacts of all this activity are causing an irreparable ecological disaster that we are starting to live through already. In many places, backlash against globalization and calls to redress the inequalities baked into its political, economic, and cultural characteristics have fueled militant nationalisms, religious fundamentalisms, racism, and xenophobia. In short, we're living through an important era in world history. This course is designed to help you steer your own path through it by providing five case studies that provide historical context for how we got here, and identifying how historical study can help us today (and how it cannot).

In order to do so, we will explore five historical cases studies, described below.

## **Case Studies:**

**The Global Silk Trade.** Many of us recognize that we live in a globalized world that connects us to people and places far away in some pretty incredible ways, and some pretty scary ways. But we often do not have a strong sense of how and why that interconnectedness emerged and how and why it changed. This first case study, we will explore the various forces leading to the first globalization, which began 454 years ago this year in the Pacific Ocean, and reflect on what that teaches us about ourselves. This case study focuses on the historical themes of the history of globalization and humans and the environment.

**Refugees in the Early Modern Atlantic World.** Starting about 354 years ago, some major transformations across the Atlantic Ocean also transformed the world. Religious intolerance, the formation of new state systems, the intensification of colonialism, and the dramatic expansion of the enslavement of Africans all interacted to create waves of refugees in Europe, Africa, and the Americas. The consequences of these developments continue to drive conflicts today. This

**Monuments and Memory of the Age of Revolutions.** Starting about 248 years ago a series of dramatic upheavals in politics emerged in Europe and the Americas involving heated and often violent struggles about who gets to participate in self-governance and how to define abstractions like 'equality', 'freedom', and 'liberty' in practice. Three critical revolutions took place in British North America, France, and Haiti. In this case study, we will compare their outcomes, and how and why people chose to memorialize them in public spaces in the decades and centuries that followed, as well as what they chose to ignore.

**The Global 1905.** 118 years ago, nothing much happened. Or put another way, 118 years ago, a bunch of changes took place that transformed the world, except that people did not realize it. In many cases these changes have largely been forgotten because of events that unfolded later. In this case study, we will explore both how disparate parts of the world were connected in 1905 in ways that provoked intense anxiety and optimism, as well as how and why the significance and meaning of historical events is usually not understood at the time that they occur.

**Questioning Decolonization.** Starting about 77 years ago, the imperial order that we studied in the previous case study began to crumble as former colonies in Asia and Africa became sovereign states of their own. In this case study we will examine why and how that process took place, and ask ourselves why much of the world's inequality still seems to reflect colonial legacies so long after political decolonization ended. We will explore examples as they appeared to leaders in Vietnam, Algeria, Indonesia, Nigeria, and China.

### **Learning Goals and Objectives:**

This course has five learning goals, which are designed to build foundational skills that will aid students from all backgrounds in becoming effective, articulate, and well-rounded college students.

1. **Develop Critical and Creative Thinking:** students will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, especially via interpretation and synthesis of historical documents, analytical writing and speaking, and comparative thinking.
2. **Increase Information Literacy:** students will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand, particularly by becoming acquainted with the library and technology resources available at WSU and with primary and secondary sources.
3. **Develop Communication Skills:** students will write (both formally and informally), speak (in small and large groups) and listen (to their professor and to each other) to achieve intended meaning and understanding among all participants.
4. **Foster Diversity:** students will learn to understand and interact constructively with others of similar and diverse cultures, values, and perspectives, especially via primary and secondary sources that expose students to a variety of worldviews over time and across space.
5. **Enhance Depth, Breadth, and Integration of Learning:** students will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large. Depth will be achieved through attention to a long chronology, breadth will be achieved through attention to a global arena, and integration will be achieved through attention to the importance of interdisciplinarity in the study of history.

### **Required Readings for Purchase:**

None! All readings will be available to students for free through the *History for the 21<sup>st</sup> Century* project.

### **Course Requirements and Grading Scale: 1,000 Points possible**

**Participation and Attendance (20%) (200 points).** Active participation is critical to the success of this class. Half of the grade for participating discussion just requires showing up (that is, attendance). The rest is contributing your ideas about the material in small groups in the whole class. These will require keeping up on the reading and thoughtful discussion of it (even when you might seek clarification on something that you did not fully understand). Because some of these topics will be controversial, it is important that we maintain an open environment and respect others' ideas, comments, and concerns.

**Discussion Posts (15%) (150 points).** Participating in class will also require completing discussion posts through Canvas, asking them to reflect and comment on what they have been learning. For discussion posts, click on the link in the Canvas folder for that lesson write an answer to the prompt. After you post, read a classmate's post to see what they wrote, and respond to it.

**Case Study Assignments (30%) (300 points total; worth 75 points each).** For each case study, a short culminating assignment will ask you to use course materials to explain how studying the past can help you or others around you better understand the world we live in today. There are 5 case studies, but you need only to complete 4 of your choosing, or you can submit all 5 and we will drop your lowest score.

**Research Assignments (15%) (150 points).** Over the course of the semester, you will work on a series of four research assignments that will help build toward a final research paper at the end of the class on a case study that you choose. Each of the assignments builds on the former and will help you learn the skills to complete your final research paper.

**Final Research Paper (20%) (200 points).** By the end of the semester, you will complete a 5- to 7-page research paper that investigates your own historical case study on a topic of interest to you. You will start working on this assignment early in the semester and use a series of discussion posts and research assignments to gather historical sources, learn how to find evidence to answer your questions, develop a thesis based on that evidence, and write your research paper. You will design and complete your project, in consultation with Kenzie and Prof. Spohnholz. See the end of the syllabus for more information!

### **Student Support**

I recognize that life can be crazy and we are not always in complete control over how it unfolds. Just please communicate with your TA so that we can help you succeed in this class while you navigate the world in front of you. We will do our best to communicate regularly with you too as we respond to the changing situation as well. Hang tight. We can succeed together.

# Course Schedule

## Case Study 1: The Global Silk Trade

### Week 1:

#### **Monday: Introduction to the Roots of Contemporary Issues**

- **Before class:** Complete Discussion Post #1 to introduce yourself to me, the TA, and your classmates.
- **In class:** Meet Prof. Spohnholz, learn about History 105, learn about how historical thinking helps us make sense of the world around us, and discuss the role of this class in your life.

#### **Wednesday: An Introduction to Early Silk Trade**

- **Before class:** Read: “The Global Silk Trade: About this Module,” and “Global Silk Trade Reading 1: Introduction.”
- **In class:** Map Exercise. Be prepared to discuss how we can apply the 5 C’s of historical thinking to the origins of the global silk trade. Be prepared to discuss these questions:
  - What forces drive today’s fashions?
  - What is globalization?
  - What is helpful about a polycentric understanding of globalization?
  - What does understanding the origins of globalization help us understand about ourselves?

#### **Friday: The Production of Silk**

- **Before class:** Read “Global Silk Trade Reading 2: The Production of Silk,” and “Global Silk Trade Primary Source 1: Picture of Tilling and Weaving,” and “Global Silk Trade Primary Source 2: Sierra Texupan Codex.”
- **In class:** Discussion about early silk production in China and New Spain. Be prepared to answer these questions:
  - Why were these sources produced?
  - What is the relationship between the natural environment and silk production?
  - What values did these sources promote for their readers, relative to political order, gender and family roles, the supernatural world, and the envisioned economic order?

### Week 2:

**Monday: University Holiday. No class.**

**Wednesday: Silk Fashions**

- **Before class:** Read “Reading 3: New Silk Fashions,” “Primary Sources on Fashion 3: China,” and “Primary Sources on Fashion 3: New Spain.”
- **In class:** Discuss silk fashions. Be prepared to answer these questions:
  - How does the different reason that each source was produced affect how we can use them as historical sources?
  - What values characterize the demand for silk fashions in China and New Spain?
  - How and why did political authorities seek to regulate silk fashions in China and New Spain?
  - How did this regulation work in practice?

### **Friday: The Manila Galleon Trade**

- **Before class:** Read “Reading 4: The Manila Galleon Trade,” “Primary Sources 4: The Manila Galleon Trade,” and “Reading 5: Concluding Remarks.”
- **In class:** Discuss global silk trade. Be prepared to answer these questions:
  - How does the different reason that each primary source was produced affect how we can use them as historical sources?
  - What were the relative benefits or dangers of the Manila galleon trade from the perspective of the Chinese emperor or the Spanish king?
  - What factors limited these governments’ ability to regulate this trade?
  - What factors shaped the expansion and contraction in the Pacific silk trade?

## **Week 3:**

### **Monday: Preparing for Case Study Assignment. #1**

**Case Study Assignment #1: Due Tuesday at 11:59pm.**

### **Wednesday: Picking a Research Topic & Asking a Historical Question**

- **Before class:** Complete Discussion Post #2. Then read this guide <https://libguides.libraries.wsu.edu/rci/lra1#s-lg-box-5994231>
- **In class:** Discuss Discussion Posts #1 and 2, and begin to narrow down topics to research your own historical case study on a topic of interest to you.
  - Guidance on Research Assignment #1: Picking a Topic and Asking an Historical Question.
  - Read an example of a final research paper.

**Complete:** Research Assignment #1 in Canvas by Thursday, 11:59pm.

**10 extra credit points if you set up a meeting and discuss Research Assignment #1 with your Teaching Assistant or Professor Spohnholz before turning it in!**

### **Friday: Finding Scholarly Books in the Library**

- **In class:** Meet our course's librarian in Terrell Library. Discuss challenges to finding books, practice improving search techniques, and get approval for your book selection or find a new book. Discussing strategies of reading history books.
- **After class:** Complete Discussion Post #4 by 11:59pm.

To schedule a meeting with our awesome librarian, go to his website.

For more immediate help, try [24/7 Live Chat](#).

**By the end of this week, also Complete Discussion Post #3, asking for feedback on Case Study #1.**

## Case Study 2: Refugees in the Early Modern Atlantic World

### Week 4:

#### **Monday: An Introduction to the History of Refugees**

- **Before class:** Read “Atlantic Refugees: About this Module” and “Atlantic Refugees Reading 1: Introduction.”
- **In class:** Introductory discussion on the history of refugees.

#### **Wednesday: Refugees in Western Europe**

- **Before class:** Read “Atlantic Refugees Reading 2: Western Europe” and “Atlantic Refugees Primary Sources 2: Western Europe.”
- **In class:** Discuss the experiences of refugees in Western Europe. Be prepared to answer these questions:
  - Was this person a refugee, according to the definitions we discussed Monday? Why or why not?
  - Why did the author record this evidence, and what does that tell us about what they included and excluded?
  - What were the push and pull factors for each migrant, and the structural conditions shaping their movement?

#### **Friday: Refugees in Western Africa**

- **Before class:** Read “Atlantic Refugees Reading 3: Refugees in Western Africa” and “Atlantic Refugees Primary Sources 3: Western Africa.”
- **In class:** Discuss refugees in West Africa. Be prepared to answer these questions:
  - Were these people refugees, according to the definitions we discussed last week? Why or why not?



- Why did the author record this evidence, and what does that tell us about what they included and excluded?
- What were the push and pull factors for each migrant, and the structural conditions shaping their movement?
- How do these African refugees compare to the European ones we studied last week?
- **In class:** Discuss a scholarly journal article on this topic, what it looks like and how it can help you learn more about a topic.

## **Week 5:**

### **Monday: Refugees in the Americas**

- **Before class:** Read “Atlantic Refugees Reading 4: Refugees in the Americas” and “Atlantic Refugees Primary Sources 4: The Americas.”
- **In class:** Discuss refugees in the Americas. Be prepared to answer these questions:
  - Were these people refugees, according to the definitions we discussed last week? Why or why not?
  - Why did the author record this evidence, and what does that tell us about what they included and excluded?
  - What were the push and pull factors for each migrant, and the structural conditions shaping their movement?
  - How do these refugees compare to Europeans and Africans we have already studied?

### **Wednesday: Memories of Refugees**

- **Before class:** Read “Atlantic Refugees Reading 5: Memory of Refugees of the Early Modern Atlantic World.”
- **In class:** Discuss the politics of memory of refugees. Compare how each author’s account compares to our earlier discussions, including what is omitted. Also consider the meaning of this author’s treatment during the time that they wrote.

### **Friday: Finding Journal Articles**

- **Before class:** Visit again with our class’s librarian. No readings.
- **In class:** Using the techniques you learned, identify a great journal article that will really help you learn about your topic. Learning to read journal articles. Read the article and take notes.
- **After class:** Complete Discussion Post #5 by 11:59pm.

## **Week 6:**

### **Monday: Memories of Refugees**

- **In class.** Finish last Wednesday's discussion and prepare for Case Study Assignment #2

**Case Study Assignment #2: Due Tuesday at 11:59pm.**

### **Case Study 3: Monuments & Memory of the Age of Revolutions**

#### **Wednesday: An Introduction to Monuments and Memory of the Age of Revolutions**

- **Before class:** Complete Discussion Post #6. Read "An Introduction to Monuments and Memory" and complete the worksheet in that document.
- **In class:** Introductory discussion of historical monuments, including identifying a monument that sits somewhere where you have lived or visited using the National Monument Audit and reviewing monuments dedicated to the revolutions.

#### **Friday: Remembering the American Revolution**

- **Before class:** Read "Monument & Memory Reading 1: Motives of Change: American & French Revolutions" and "Monument & Memory Primary Sources 1: American Revolution."
- **In class:** Compare history and memory of the American revolution.
  - What to the primary sources tell us about the values, ideals, and goals of the American Revolutionaries?
  - What features of the American Revolution have been remembered and forgotten over time?
  - Access: <https://monumentlab.com/audit#data> and look at all the monument to the Marquis de Lafayette in the United State today. We will share what we find about when and where a monument was created, and what message it offers at: <https://padlet.com/spohnhoj/memorials-to-the-marquie-de-lafayette-e9bang04tsiamqyx>

**Complete Research Assignment #2 by Sunday at 11:59pm.**

### **Week 7:**

**Monday, February 20: University Holiday No class.**

#### **Wednesday: Remembering the French Revolution**

- **Before class:** Read "Monument & Memory Primary Sources 2: French Revolution."
- **In class:** Compare history and memory of the French revolution.
  - What to the primary sources tell us about the values, ideals, and goals of the French Revolutionaries?

- What features of the French Revolution have been remembered and forgotten over time?

### **Friday: Remembering the Haitian Revolution**

- **Before class:** Read “Monuments & Memory Reading 2: The Haitian Revolution” and Monuments & Memory Primary Sources 3: Haitian Revolution.”
- **In class:** Compare history and memory of the Haitian Revolution.
  - What do the primary sources tell us about the values, ideals, and goals of the Haitian Revolutionaries?
  - What is the relationship between the intention of the Haitian Revolutionaries and later memorials to them?

## **Week 8:**

### **Monday: Comparing Revolutionary Memories**

- **Before class:** Find a monument or memorials related to the Haitian Revolution or Toussaint Louverture that is not already on the padlet. Include an image or link to an image of it and try to find out when it was put up and where. Put it on this padlet.
- **In class:** Comparison of monuments to the American, French and Haitian Revolutions.

### **Wednesday: Remembering and Revising the Monument Landscape**

- **Before class:** Complete the "Revising the Monument Landscape" Assignment in this module, including watching the short videos.
- **In class:** Discuss how the debates in the videos relate to the monuments we have been studying on the Atlantic Revolutions.

### **Case Study Assignment #3: Due Thursday at 11:59pm**

### **Friday: Finding Primary Sources**

- **Before class:** Meeting in Terrell Library with Corey Johnson.
- **In class:** Discuss finding and using primary sources for research.
- **After class:** Complete Discussion Post #7 by 11:59pm.

Case Study 4: The Global 1905
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## **Week 9:**

### **Monday: An Introduction to 1905**

- **Before class:** Read “1905 Reading 1: An Introduction to 1905” and Complete Discussion Post #8.
- **In class:** Prepare to discuss your sense of what's important about today and parallels to people's feelings in 1905.

### **Wednesday: The Russo-Japanese War**

- **Before class:** Read: “1905 Reading 2: The Russo-Japanese War” and “1905 Primary Source Pack 1: The Russo-Japanese War.”
- **In class:** Be prepared to discuss the competing and changing understandings of the significance of the Russo-Japanese War, as well as how these sources reflect the optimism and anxiety of the moment.

### **Friday: Revolution in Russia**

- **Before class:** Read “1905 Reading 3: A Russian Revolution” and “1905 Primary Source Pack 2: A Russian Revolution.”
- **In class:** Be prepared to compare Witte and Trotsky's accounts of the failed 1905 revolution and its historical significance, as well as how these sources reflect the optimism and anxiety of the moment.

## **Spring Break**

## **Week 10:**

### **Monday: Women’s Suffrage in Britain**

- **Before class:** Read “1905 Reading 4: Women’s Rights and Suffrage in Britain,” and “1905 Primary Source Pack 3: Women’s Rights and Suffrage in Britain.”
- **In class:** Be prepared to compare the Parliamentary Debates of 1905 with Emeline Pankhurst's memories of the same events, as well as how these sources reflect the optimism and anxiety of the moment.

### **Wednesday: The Partition of Bengal**

- **Before class:** Read “1905 Reading 5: The Partition of Bengal,” and “1905 Primary Source Pack 4: The Partition of Bengal.”
- **In class:** Be prepared to compare Cutzon's and Banjerea's understanding of the Partition of Bengal and its historical significance, as well as how these sources reflect the optimism and anxiety of the moment.

### **Friday: 1905 in Retrospect**

- **Before class: Read:** “Reading 6: Conclusion.”

- **In class:** Be prepared to reflect on all we have done together in the last two weeks of the case study, and what it might mean for us in 2023.

**Case Study Assignment #4: Due Sunday at 11:59pm.**

## **Week 11:**

### **Monday: Historical Research 1**

- **Before class:** Read both your journal articles and then complete Discussion Posts #9 and #10.
- **In class:** Reading and annotating journal articles. Double check that your books are appropriate for your final research paper.

### **Wednesday: Historical Research 2**

- **Before class:** Read both your books and then complete Discussion Post #11.
- **In class:** Reading and annotating history books. Double check that your primary source is appropriate for your final research paper.

### **Friday: Historical Research 3**

- **Before class:** Read your primary source and then complete Discussion Post #12.
- **In class:** Reading and annotating primary sources for historical research.

**Research Assignment #3 due Sunday at 11:59pm.**

<h2 style="color: red; text-align: center;"><b>Case Study #5: Questioning Decolonization</b></h2>
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## **Week 12:**

### **Monday, April 3: An Introduction to Decolonization**

- **Before class:** Read “Questioning Decolonization: About this Module” and “Decolonization Reading 1: Introduction: What Was Colonialism.”
- **In class:** Discuss the nature and meaning of colonialism and what it would mean to decolonize.

### **Wednesday: Why Did Decolonization Happen? Vietnam**

- **Before class:** Read: “Decolonization Reading 2: Why Did Decolonization Happen?,” and “Decolonization Primary Source 1: Ho Chi Minh, Declaration of Independence of the Democratic Republic of Vietnam (1945).”
- **In class:** Discuss the global structural forces shaping decolonization of Vietnam, as well as the choices that Ho Chi Minh made within those structures.

### **Friday: Why Did Decolonization Happen? Algeria and Nigeria**

- **Before class: Read:** “Decolonization Primary Source 2: Declaration of the Algerian Front de Liberation National (1954)” and “Decolonization Primary Source 3: Nnamdi Azikiwe, The Future of Pan Africanism” (1962).”
- **In class:** Discuss the global structural forces shaping decolonization of Algeria and Indonesia, as well as the choices that FLN leaders and Azikiwe made within those structures.

## **Week 13:**

### **Monday: Why Did Decolonization Happen? The Cold War and Decolonization**

- **Before class:** “Decolonization Primary Source 4: Richard Wright, The Color Curtain: A Report on the Bandung Conference (1956)” and “Decolonization Primary Source 5: Record of Conversation between Soviet Ambassador S. V. Chervonenko and Chinese Prime Minister Zhou Enlai (1965).”
- **In class:** Discuss the changing options available to former colonial lands from the 1950s to the 1960s.

### **Wednesday: Legacies of Decolonization and Neo-Colonialism**

- **Before class:** Read “Decolonization Reading 3: Voices of Decolonization” and “Decolonization Reading 3: What Was Not Decolonized?”
- **In class:** What was decolonized and what was not decolonized, and what that means for us today. Be prepared to consider the answers to these questions:
  - What do Nkrumah, Thiong’o and Sabaratnam offer that you had not considered before?
  - What should still be added or critiqued about their approaches?
  - What might their perspectives mean for your own life?

### **Friday: Making Historical Arguments and Applying Them to Today**

- **Before class:** Review all your notes and the readings we have done in this case study.
- **In class:** We will look at various ways of arranging evidence to see what conclusions we can come to about the causes and consequences of decolonization and then begin to consider three ways that we might apply what we learn to our own lives.

**Case Study Assignment #5: Due Sunday at 11:59pm.**

## **Week 14:**

### **Monday: Research Workshops**

- **Before class:** Complete Discussion Post #13.
- **In class:** Share your research methods and notes with the class.

### **Wednesday: Research Workshops**

- **Before class:** Complete Discussion Post #14.
- **In class:** Prepare a draft outline and thesis.

### **Friday: Writing Workshops**

- **Before class:** Complete Discussion Post #15
- **In class:** Practice strategies for writing introductions and conclusions.

**Research Assignment #4 due Sunday at 11:59pm**

## **Week 15:**

### **Monday: Research Presentations**

- **In class:** Research groups will formally present their research to other research groups, who will ask them questions and get feedback. Each student will present their research in presentation of no more than 5 minutes. Visuals are required.

### **Wednesday: Research Presentations**

- **In class:** Research presentations.

### **Friday: Research Presentations and Wrap Up**

- **In class:** Research presentations and wrap up.

**Final Research Papers are due Wednesday, at 11:59pm. When you are done, complete Discussion Post #17 by Friday, May 5 at 5pm.**