

HISTORY 105 - THE ROOTS OF CONTEMPORARY ISSUES

[ROOT] 3 credits

(no prerequisites)

Fall 2019

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Department of History

“A people without the knowledge of their past history, origin, and culture is like a tree without roots.”

-Marcus Mosiah Garvey

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COURSE DESCRIPTION

This is not a course on the state of the contemporary world. Rather it is a course that seeks to offer an understanding of today's world by examining its **historical roots**. Our world has grown increasingly complex and interconnected, and the planet's diverse peoples are facing common issues that will have tremendous impacts on our immediate and often unequal futures. Yet these dynamics are far from new. In this course, we will develop a **historical understanding** of the ways that humans have connected with faraway places for centuries. We will unpack this complex world by focusing on five global case studies under the umbrella of five issues that all speak to critical facets of the human experience. Additionally, you will select a global historical topic of interest to you and use it to practice research, analytical, and written communication skills.

COURSE ISSUES AND CASE STUDIES

Globalization - We will explore the historical transformations that have occurred as human populations have developed economic, cultural, social, and political relationships across vast distances. In particular, we will focus on the historical

relationship between **colonialism and capitalism**. We will examine the rise of European empires from c. 1500 CE and the ways in which their increasingly global economic endeavors have transformed all societies involved. This will prepare us to investigate more specific historical and contemporary aspects of the modern, globalized world.

Humans & the Environment - We will investigate the reciprocal relationship between humans and environmental change, and the impact of new systems of energy production and consumption on both the environment and varying forms of human organization. Specifically, we will examine the relationships among **carbon energy** (coal and oil), **mass** (democratic) **politics, and changing** (natural) **landscapes**.

Roots of Inequality - Though some forms of inequality - particularly economic and gender - have existed in varying forms and degrees since the first settled human societies, colonialism, capitalism, and industrialization have given rise to new and deeper forms of inequality, especially the idea of **race** and the practice of **racism**.

Diverse Ways of Thinking - We will attempt to recognize, confront, and move beyond some of the narrowness with which people and media outlets in the West (Europe and the United States) have understood other peoples of the world. Specifically, we will examine the contested meanings and strategies of **war and terror**. Contrary to what some argue-that terrorism is culturally engrained/produced and primarily Islamic- we will locate the origins of modern political terror(ism) in the politics and history of colonialism and decolonization. This will help us develop more informed understandings of 9/11, US wars in Iraq and Afghanistan, and the rise of ISIS.

Roots of Contemporary Conflicts - We will explore the historical roots of conflicts between people with competing nationalist and ideological ambitions in a globalizing world. Our goal is to understand the global context of specific conflicts, their origins in specific historical moments, and the global forces acting upon them. Specifically, we will locate the origins of the **Palestinian-Israeli Conflict** not in millennia-old religious or cultural rivalry or incompatibility, but rather within the context of modern imperialism and competing nationalisms.

UCORE & COURSE LEARNING GOALS & OUTCOMES

History 105 satisfies the ROOT requirement for WSU's University Common Requirements (UCORE), which is designed to help you acquire broad knowledge of the world to complement your specific major program(s) of study. By exposure to multiple disciplines and methods of inquiry, you will develop intellectual and civic competencies, practical skills, and the ability to apply knowledge and skills in real world settings. Through the completion of UCORE, you will be, upon graduation, prepared to address diverse, complex issues and to act as a responsible, informed citizen. You won't be an expert in any single UCORE course or area, but you will have the tools needed to seek out necessary information, interpret it, and make reasoned and ethical judgements on a wide array of issues we face today. The learning outcomes grid below shows the relationship between History 105 topics and assignments on the one hand, and the course- and UCORE-level learning outcomes. History 105 address five of the seven UCORE goals: depth, breadth, and integration of learning; information literacy; critical & creative thinking; communication, and understanding diversity.

WSU/UCORE goals	ROOT Category Learning Outcomes	Course-level learning outcome: "At the end of this course, you will be able to..."	Learning Activities & Assignments	Learning Outcome Assessed by...
Depth, Breadth, & Integrative Learning	Students begin to integrate methods and concepts of the historical discipline with those of other disciplines.	Demonstrate how historical understanding enriches allied disciplinary approaches to critical global issues that affect human life in the 21 st century.	Historical op-eds require students to identify and/or use sources produced in or about physical and biological sciences (carbon energy) and social sciences (race/racism, war/terror, Israeli-Palestinian conflict).	Historical op-eds assessed by rubric/comment (formative).
	Students show depth and breadth of knowledge with historical discipline.	Demonstrate how contemporary issues have been shaped by deep historical processes across a wide range of geographic case studies.	Case studies include content from at least before 1800 and geographical breadth that extends outside of the United States. Historical op-eds require that students demonstrate how a deeper historical and wider geographical understanding help make sense of a contemporary event/process.	Daily participation via in-class small group discussion/writing assessed via comment (formative); Historical op-eds assessed via rubric (formative).
Information Literacy	Students recognize when information is needed and are able to locate, evaluate, and use effectively the needed information.	Demonstrate familiarity with and the ability to access and use library and digital scholarship resources of the university.	Disciplinary librarian leads two class sessions. Research assignments 1-3 require students to use library resources to locate primary and secondary historical sources. Global campus students consult and utilize LibGuides on research steps.	Research assignments 1-3 and final research essay assessed by rubric/comment (formative/summative).

		Identify, evaluate, and use primary and secondary historical sources appropriately.	Required weekly readings (primary and secondary) discussed/analyzed in small groups and as whole class (students identify/produce examples, questions, evidence). Global campus students discuss weekly readings through discussion forums.	Daily participation group submissions checked for comprehension (formative); Global campus discussion forums assessed by comment from instructor (formative).
			Scaffolded research assignments 1-3, historical op-ed "lede" research, and introductory news assignments all require that students conduct primary and/or secondary research and employ sources to support an argument.	Historical op-eds and research assignments 1-4 and historical op-eds assessed by rubric/comment (formative).
Critical & Creative Thinking	Students develop the capability to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.	Demonstrate an ability to formulate appropriate analytical questions.	Introductory news assignments require students to practice posing historical questions about contemporary events/processes.	Introductory news assignments shared and discussed in class (formative).
			Research assignments 1-2 require students to formulate and then revise an original research question based on newly found secondary sources.	Research assignments 1-2 assessment by rubric/comment (formative) and final research essay assessment by rubric/comment (summative).
Critical & Creative Thinking (continued)	Students develop the capability to use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways (continued).	Demonstrate an ability to analyze primary and secondary historical sources to formulate arguments supported by evidence.	Historical op-eds require students to use primary and secondary sources to support an argument about a connection between a contemporary event/process and historical case studies covered in class (colonialism, carbon energy politics, racism, e.g.)	Historical op-eds assessed by rubric/comment (formative).
			Research assignment 3 requires students to produce an annotated bibliography of all sources gathered to demonstrate relevance of sources and intention to use. Final research essay requires students to marshal and organize evidence from acquired sources.	Annotated bibliography (research assignment 3) assessed by rubric/comment (formative); Final research essay assessed by rubric (summative).
Communication	Students demonstrate clarity, fluency, and accuracy, and organizational skills in their written communication in amounts appropriate to a 100	Craft well-supported historical arguments.	Historical op-eds (4x at 500-750 words) and final research essay (1500 words) require students to practice stating historical arguments.	Historical op-eds and final research essay assessed by rubric/comment (formative/summative)

	or 300 level History course.	Organize ideas and evidence in clear ways.	Historical op-eds require students to present historical evidence in organized fashion; Research assignment 4 requires students to produce an outline for their final research essay.	Historical op-eds assessed by rubric/comment (formative); Research assignment 4 assessed by rubric (formative).
	Students demonstrate clarity, fluency, and accuracy in their oral communication skills.	Develop oral communication skills with their peers and with faculty and/or teaching assistant.	Daily in-class small group and whole class discussion on historical case studies (colonialism, carbon energy, racism, terrorism, Israeli-Palestinian) require students to pose/answer historical questions, weigh evidence, and arrive at historically-informed conclusions.	Daily participation assessed through in-class comment/discussion leadership by instructor; small group written responses record oral discussion and are reviewed regularly by faculty and/or teaching assistant (formative)
Diversity	Students move beyond perception-based comparisons, prior knowledge, and individual experiences to understand how social positioning and cultural differences and/or interrelations are constructed.	Demonstrate an understanding of dominant power structures/narratives and alternate social/cultural perspectives using evidence-based historical scholarship.	Course topics and readings about colonialism, politics of carbon energy, racism, terrorism, and Israeli-Palestinian conflict directly require discussion and analysis of issues of inequality, institutional power structures, and their historical roots.	Comprehension checked via in-class discussion (formative); Historical op-eds address aforementioned topics and are assessed by rubric/comment (formative).
	Students use vocabulary and concepts with which to engage and analyze how social realities are shaped and how stereotypes are created by cultural and socio-economic differences in the US and/or globally.	Students use develop historical understanding of how inequalities are created and how ideas are constructed and perpetuated.	In-class discussions of assigned historical sources (primary and secondary) provide historical framing and understanding of contemporary inequalities and socially constructed ideas and stereotypes. Historical op-eds check how well students can articulate these concepts using historical evidence through writing.	Comprehension checked via in-class discussion (formative); Historical op-eds assessed by rubric/comment (formative).

COURSE POLICIES

Academic Integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course.

Avoid plagiarism. Plagiarism includes: quoting sources directly without a complete citation or without quotation marks; lack of citation even if you are not quoting but instead paraphrasing, passing off another student's work as your own, copying from the Internet, or any other form of academic misrepresentation. In History 105, penalties for violating WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) are as follows: First offenses will result in a rewrite or failure of the assignment, depending on the degree of

intentionality and severity of the infraction. A second infraction, no matter how minor, will result in failure of the course.

Attendance. Attendance is a minimum requirement for college coursework. I expect you to attend class regularly. Any in-class work missed (participation) as a result of absence cannot be made up unless you provide documentation that you were required to participate in a university-sanctioned event. Illness does not count as a university-sanctioned event. I cannot accept doctor's notes, so please do not provide them. It is up to you to seek out historical content/notes that you missed either from a classmate, your teaching assistant, or myself (during office hours only, no email). Keep in mind that you are expected to include any content offered/discussed during class in your written and collaborative assignments or, if applicable, your final research project. You will see an attendance-participation average posted on Blackboard at weeks 5, 10, and 15. For week 15, I will average your attendance-participation score out of 2 fewer points than the total to relieve you of one absence.

Classroom Etiquette. You are expected to engage in the material and activities scheduled for the day. Things that prevent you from doing so and will warrant immediate dismissal include *texting, sleeping, side conversations, work for other classes, Internet surfing*. Stow away phones in pockets or backpacks until class has concluded. Unless otherwise specified, laptops and tablets will not be allowed in class. If problems emerge, I will ask you to leave class for the day. There is ample space in the course guide for note-taking, and numerous studies have shown that students that write in long hand do a much better job of comprehending material than those that type out every detail. Lastly, you are expected to be respectful of each other's ideas and when in disagreement, to counter those ideas using reason and evidence.

Effort. Academic credit is a measure of the total **minimum** time commitment required of a typical student in a specific course. For the WSU semester system, one semester credit is assigned for a minimum of 45 hours of student effort. See Academic Regulation 27.

Incompletes: University policy (Acad. Reg. #90) states that incompletes may only be awarded if: "the student is unable to complete their work on time due to circumstances beyond their control". I will discuss the possibility of taking an incomplete if you have (a) completed at least 60% of the course work at the time of the request (including at least 60% attendance-participation) and (b) have a mathematical chance of passing the course with a 60% or higher.

REQUIRED MATERIALS

Bring assigned readings to class regularly. All readings listed in the course schedule are available in the course guide/reader OR in Voices of Decolonization. Any additional readings will be made available either in class or on Blackboard.

Shepard, Todd. *Voices of Decolonization: A Brief History with Documents*. Boston: Bedford/St. Martins, 2014. ISBN: 9781457618154 *Available at the Bookie or at online retailers.

Stratton, Clif. *The Roots of Contemporary Issues: History 105 Course Guide and Reader*. Southlake, TX: Fountainhead Press, 2018. ISBN: 9781680360899 *Available at the Bookie.

GRADE REQUIREMENTS

20% research assignments
 20% final research essay
 20% participation
 20% reading journal entries
 20% historical op-eds
 +2% extra credit (see description below)

Final Grade Scale (rounded up to next whole number if .5% or higher):

93-100 A 90-92 A- 88-89 B+ 83-87 B 80-82 B- 78-79 C+
 73-77 C 70-72 C- 68-69 D+ 60-67 D 0-59 F

ASSIGNMENT CATEGORY DESCRIPTIONS

Research Assignments: The creation of an original research project is a key component of this class. You will conduct research on a topic related to at least one of the broader issues of this course that achieves understanding of both **historical depth and global origins and implications**, and incorporates **diverse perspectives** (primary and secondary sources) into the final analysis. The researching of the topic and the beginning stages of the writing process are broken down into a series of assignments and revisions. These assignments are designed to familiarize you with WSU's library resources, including databases to identify newspapers, scholarly articles, primary sources, and book-length monographs; aid you in acquiring **information literacy skills**, including posing historical questions, distinguishing between different kinds of sources (both academic and non-academic), analyzing those sources, identifying and writing thesis statements, and understanding the relationship between arguments and evidence.

Final Research Essay: The series of research assignments and writing workshops listed in the course schedule are designed to help you successfully complete an original research essay using historical arguments, analysis, and **information obtained through credible and relevant sources**. This essay, as indicated above, must connect to one or more of the issues (not case studies) we will study. You will include and **critically analyze** a variety of primary and secondary source documents in this project to support and argue your thesis. Essays should appear in narrative form, be free of major typographical errors, provide proper citation of sources, and be a minimum of 1250 words in length, not counting footnotes.

Participation: I expect you to come to each class prepared and engaged. This means regular reading of assigned sources, completion of any written assignments before class (news article summaries, primary source annotations, and/or reading journal entries), preparedness to discuss readings, films, and issues in your teams.

On several days, we will read and discuss primary sources, defined as "materials produced by people or groups directly involved in the event or topic under consideration, either as participants or as witnesses." Your course schedule indicates that to prepare for these discussions, you will annotate the assigned primary source. Complete annotations in hand-written form in your course reader and have them ready to share at the beginning of class. Use a marking system (underlining, circling, highlighting, etc.) in combination with **written margin notes** that identifies and analyzes (make meaning /ask questions of) the following:

- date created relative to context in which source was produced (what was going on at the time?)
- geographic location addressed in source and/or location where source created
- author's target audience (who is likely reading this and/or agreeing with it?)
- author's argument(s)
- author's position or "authority" relative to the people, events, and/or subject matter addressed (why does the author get to make this argument?)
- 2-3 phrases/sentences/passages from the source that relate to author's argument(s)
- potential biases of author

Reading Journal Entries: On nearly every day of class there are assigned readings, which are to be completed before class. To aid your understanding of the key concepts and major arguments contained in the readings, you will respond in note form to the guiding questions provided for each reading. The questions are replicated in the reading journal section of Blackboard as well, which is where you will submit journal entries before class begins. Only entries submitted before class

begins will receive credit. Your teaching assistant and I will check your entries on a regular basis and factor the completion of entries into your grade.

Historical Op-Eds: At the conclusion of each course case study, you will write a 500-750-word historical op-ed that connects the historical content we've read and discussed to a contemporary event or controversy of global significance. Everyone is required to submit the first op-ed. After that, you may choose three of the remaining four. Or, you may complete each of the remaining four and I will drop the lowest of the five scores. See the instructions and example on Blackboard and in course guide/reader.

Extra Credit: Part of the objective of this course is to provide incentive for you to seek out events and resources on campus that relate in ways big and small to the case studies we explore in class, to the research topic that you've chosen for the semester, or that provide a window into issues, ideas, and ways of thinking previously un-encountered. To meet this end, attend up to 2 campus events (lectures, film screenings, panel discussions, etc.). During the event, take detailed notes on the extra credit submission pages provided in the course guide. Notes should include explicit discussion of what you learned by attending. Submit your response no later than the next class period. Each submission will account for 1 additional point on your final average.

Near the end of the semester, you will have the opportunity to complete a course feedback form that offers invaluable feedback to me about my teaching and the course. I truly value your feedback. In order to achieve high response rates, I will offer everyone enrolled in the course 1 point on their final course average if response rates reach 80% or higher. Access course feedback forms via myWSU or Blackboard beginning two weeks before finals week.

SCHEDULE OF TOPICS, READINGS, & ASSIGNMENTS

Complete readings/viewings before the class with which they are aligned. See table of contents for course guide location of readings listed. Readings/films marked with an asterisk (*) are NOT included in the course guide/reader. Consult the list of citations at the beginning of each issue for a complete list of assigned materials for that particular issue.

	Week	Class Topics	Readings/Viewings
Colonialism and Capitalism: Globalization:	Week 1	Tue: Historical Study/Class Expectations Thu: Research workshop #1/Intro to Colonialism & Capitalism	Read: Syllabus Read: *RA #1 instructions/*news
	Assignments	Thu: Intro news assignment on colonialism/capitalism	
	Week 2	Tue: Colonial slavery & global capitalism Thu: Abolition & the "new" imperialism	Read: William Beckford (1788) Read: *Todd Shepard, 13-15; <i>Times of London</i> (1906); Mike Davis
	Assignments	Wed: Research assignment #1	

	Week 3	Tue: The new internationalism Thu: Decolonization	Read: *Shepard, 15-20; League of Nations Covenant Read: *Shepard, 1-13, 20-33
	Assignments	None	
Humans and the Environment: Carbon and Politics	Week 4	Tue: Neo-Colonialism Thu: Research workshop #2/Intro to carbon & politics	Read: *Shepard, docs 38, 39 Read: Research assignment #2 instructions/*News
	Assignments	Thu: Intro news assignment on carbon/politics Fri: Historical op-ed #1 on colonialism/capitalism	
	Week 5	Tue: Energy & politics before the carbon age Thu: Energy, politics, & industrialization	Read: Stratton, "Energy & Politics Before the Carbon Age" Read: Stratton, "Energy, Politics, & Industrialization"
	Assignments	Fri: Research assignment #2	
	Week 6	Tue: Carbon democracy in the age of empire Thu: Oil & revolution in 20 th century Mexico	Read: Stratton, "Carbon Democracy and its Limits" Read: Frederic Kellogg (1921)
	Assignments	Thu: Kellogg annotation due in class	
Roots of Inequality Race & Racism	Week 7	Tue: Oil & arms: the Saudi Connection Thu: Research workshop #3/Intro to race & racism	Watch/Read: "Desert Venture" (YouTube link on Blackboard); Stratton, "Cold War Carbon" Read: RA #3 instructions/*News
	Assignments	Thu: Intro news assignment on race/racism Fri: Historical op-ed#2 on carbon energy/politics	
	Week 8	Tue: Colonial roots of race Thu: Legislating race and slavery in New France	Watch: "The Colour of Money" (in class) Read: <i>Code Noir</i> (1685), Lawyers' Argument for Francisque (1759)
	Assignments	Fri: Research assignment #3	
	Week 9	Tue: Science, race, & social engineering Thu: Decolonization & its backlash	Read/Watch: Francis Galton (1904); "Fatal Impacts" (YouTube - link on Blackboard) Read: *Shepard, docs 3, 6, 8, 9
	Assignments	Tue: Galton annotation due in class	

Diverse Ways of Thinking: War and Terror	Week 10	Tue: Intro to war and terror: modernity and violence Thu: Orientalism	Read: Mahmood Mamdani (through Culture Talk section); *News; *RA 4 instructions Read: Evelyn Baring (1908)
	Assignments	Tue: Intro news assignment on war/terror Thu: Baring annotation due in class Fri: Historical op-ed #3 on race/racism	

	Week 11	Tue: Colonialism and terrorism Thu: Proxy war, 1960-1980	Read: *Shepard, docs 12, 13 Read: *Shepard, docs 25, 26	
	Assignments	Thu: Fanon annotation due in class Fri: Research assignment #4		
	Week 12	Tue: Proxy war, 1980-1990 Thu: Drones and terrorism	Read: Mamdani (the Cold War after Indochina to end) Read: Amnesty Int'l article (see citation and link in War and Terror section of course guide)	
	Assignments			
Roots of Contemporary Conflicts: Palestinian Israeli Conflict	Week 13	Tue: <i>Dirty Wars</i> Thu: Intro to Palestinian-Israeli conflict: one state or two?	Read: *Jeremy Scahill (in-class handout) Read: *News; Theodor Herzl; Husayn-McMahon Letters; Balfour Declaration	
	Assignments	Thu: Intro news assignment on Palestinian-Israeli conflict; Herzl, Husayn-McMahon, Balfour annotations due in class Fri: Historical op-ed #4 on war/terror		
	THANKSGIVING WEEK - NO CLASS			
	Week 14	Tue: Mandate Palestine to Partition Thu: Partition to Occupation	Read: Palestine Mandate (1922); Peel Commission (1937); British White Paper (1939) Read: Times of London (1944); UN Resolution 181; *Shepard, doc 37; Palestine National Charter	
	Assignments	Tue: Palestine Mandate, Peel Commission, White Paper annotations due in class Thu: Times, Res. 181, Palestine National Charter annotations due in class		
	Week 15	Mon: Intifada, Settlements, and Terrorism; Peer review partners assigned Thu: Research project peer review	Read: Hamas Charter Read: *Final project checklist	
	Assignments	Tue: Hamas Charter annotation due in class Thu: Project peer review due in class Fri: Historical op-ed #5 on Palestinian-Israeli conflict		
	Week 16	Finals Week		
	Assignments	Tue: Final Research Project		

CAMPUS RESOURCES

Access Center. Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. You may also visit <http://accesscenter.wsu.edu>.

Writing Center. The Writing Center is a free service for all students at WSU who want or need help on their writing. Tutors work with students to help clarify, organize and support ideas and then translate those ideas into writing. I highly recommend you take advantage of this service for your outlines, essays, and research papers. Most of the tutors at the Writing Center are veterans of this course and thus have personal experience completing similar writing assignments. For more information, see: <http://universitycollege.wsu.edu/units/writingprogram/units/writingcenter/undergrad/>

Campus Safety. Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “*Alert, Assess, Act*” protocol for all types of emergencies and the “*Run, Hide, Fight*” response for an active shooter incident. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at [MyWSU](#). For more information on this subject, campus safety, and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the classroom safety page provost.wsu.edu/classroom-safety.