

10th Grade – Modern World History From 1500 to PresentFall 2023 – Winter 2024, **Period 2 (9:50-10:40)**

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**Course Description**

Welcome! Our 10th Grade Modern World History From 1500 to Present course will explore political, military, social, religious, cultural, intellectual and economic developments and how they have steered history. We'll examine systems, technologies, and ideas that have shaped our world while following a practical chronology linking major events into one grand narrative. Among other themes, we'll focus on how boundaries were maintained and breached as civilizations contacted other cultures. Students completing this class will know how the various events, lands, and peoples of the modern era interacted to produce what we call modern world history.

I also seek three additional outcomes. First, I hope to instill within you a deep appreciation for what history actually is: a living, breathing force that shapes our current world for good or ill, depending on who wields it. Second, I aim to improve your thinking and analytical skills by delving into theories, ideologies, motivations, assumptions, forces, and incentives that shape history. Part of our quest will involve highlighting successes; part will require that we examine failures. Garnered insights can help you understand how our world works today. Empathy and understanding for generations past, in turn, will clarify your own experiences and help you live a better life. Third, I intend to reinforce the value of effective life skills. Some students do as little as possible, believing they'll pursue excellence once they enter the "real world." I say seek it now because the spirit that possesses your body at AHS will continue to possess it after graduation, college, a career, spouse, children, a mortgage, and a cat arrive. An American Heritage School education aims to hone your thinking, behavior, and character. Therefore, like the "real world," this class rewards behavior and attitudes that enhance success and "de-rewards" conduct or demeanors that detract. Your ability to show accountability, cooperate with others, and maintain positive effort will directly affect your grade.

I am very sympathetic to language, health, work, and family concerns. Those who come to me early and sincerely will earn my full support. Extensions will be granted freely in advance. Students who ask for extensions after the deadline will get no such accommodation.

Course Themes

The following declarations, one from Joseph Smith to us and the other from our Savior to Joseph, will mark the themes of this course. While their importance may not readily be apparent, these two scriptures will help us navigate many centuries of history and extract valuable lessons.

Thy mind, O man! If thou wilt lead a soul unto salvation, must stretch as high as the utmost heavens, and search into and contemplate the darkest abyss, and the broad expanse of eternity – thou must commune with God.
~ Joseph Smith

And, verily I say ... it is my will that you should ... obtain a knowledge of history, and of countries, and of kingdoms, of laws of God, and man, and all this for the salvation of Zion, Amen.
~ D&C 93:53

Student Outcomes

The course seeks to develop three skill categories within students. First, students will gain deeper capacities to comprehend. That means they'll learn to actively recognize, not just what a text says, but what floats between its lines. They will understand why documents get interpreted differently, depending on the values and community of the interpreter. Skills related to this category include active reading and analyzing texts (i.e., primary source materials, literature, art, and secondary-source documentation) via various historical perspectives. Second, students will learn to think historically. That means they'll apply critical thinking, rhetoric, grammar, and persuasion within the context of historical argumentation. Students will understand how to find but also question causality within historical timelines, assess the quality of primary sources, challenge secondary conclusions, and formulate their own understandings about history. Third, students will enhance their own persuasive writing capacities by generating research papers. This means that students will engage deep and thoughtful contemplation, assess primary and secondary resources, develop the specific skills needed to bring a well-constructed research project to fruition, and cultivate the confidence to present their findings to peers. These projects will build research literacy and personal poise.

Course Materials

This class will not use a traditional textbook. Instead, we'll engage a range of "texts," learning how to "read" and interpret a variety of historically valuable inputs, including poems, maps, music, novels, paintings, feature films, architecture, primary source documents, biographies, academic essays, and scriptures. (Yes. Even architectural monuments can be viewed as "texts" that convey information in their own "language" and must therefore be "read" to be understood.) There will be no need to purchase materials for this class. Almost all can be found on Canvas.

Articles: Brendan O'Neill, "History Begins"; James Hancock, "Indian Ocean Trade Before the European Conquest"; Lt. Cdr. Benjamin Armstrong, "From River Pirate to Ming Emperor"; Min Shu, "Balancing in a Hierarchical System"; Richard Blanton, et al, "Moral Collapse and State Failure: A View From the Past"; Fariha Kanwal and Fatima Ali, "Mughal Rulers' Religious Tolerance"; The Lion of Mali – Hajj of Mansa Musa; Mansa Musa I of Mali: Gold, Salt, and Story Telling; George Hicks, "Flowery War" in Aztec History; Alfredo Lopez Austin, et al., "Aztec Human Sacrifice"; Michel Graulich, Aztec Human Sacrifice as Expiation; Ray Kerkhove, "Dark Religion?"; Monica Green, Review of *The Great Transition*; Sara E. Cohen, How the Aztecs Appraised Montezuma; Alfred Crosby, *The Columbian Exchange*; "Dzungar Genocide"; Victor Kamenir, "Russia's Conquest of Siberia"; Constitutional Rights Foundation, "Bringing Down an Empire"; National Army Museum, "The British Army in Palestine"; George F. Kennan, "The Sources of Soviet Conduct"; Francis Fukuyama, *The End of History*; Samuel Huntington, *The Clash of Civilization?*; Christian Welzel, *Why the Future is Democratic*; Louis Menand, *Francis Fukuyama Postpones the End of History*.

Conference Talks: Hinckley, "With All They Getting Get Understanding"; Christofferson, "One in Christ"; Cook, "Safely Gathered Home"; Nelson, "Where is Wisdom?"; Uchtdorf, "The Infinite Power of Hope"; Bednar, "Things as They Really Are"; Uchtdorf, "The Love of God"; Robbins, "Until Seventy Times Seven"; Perry, "United in Building the Kingdom of God"; Robbins, "Finding Your Sweetheart"; Faust, "What's in It For Me?"; Oaks, "Unselfish Service"; Rasband, "By Divine Design"; Benson, "Beware of Pride"; Uchtdorf, "Perfect Love Casteth Out Fear." [Note: These talks will be read for 10th Grade English, but will also be referenced in the World History course.]

Maps: Slave Trade Routes in East Africa; Trade Routes Across the Sahara; Aztec Tributary Provinces on the Imperial Frontier, 1519; The Rise of the Aztec Empire, 1200-1500; Templo Mayor; Coal Mining in the British Isles; Plan of a Medieval Manor.

Novels/Treatises/Books/Monographs: *Secret History of the Mongols*; *Episodes in the Life of Akbar*; Roger Bigelow Merriman, *Suleiman the Magnificent*; Giovanni Boccaccio, *The Decameron*; Nicolo Machiavelli, *The Prince*; Baldassare Castiglione, *The Book of the Courtier*; René Descartes, *Discourse on Method*; Thomas Hobbes, *Leviathan*; John Locke, *Second Treatise of Government*; Jean-Jacques Rousseau, *The Social Contract*; Friederich Engels, *The Conditions of the Working-Class in England*; Adam Smith, *The Wealth of Nations*; ; Benedict Anderson, *Imagined Communities*; J.A. Hobson, *Imperialism*; Joseph Conrad, *Heart of Darkness*; Private Donald Fraser, *My Daily Journal*; Erich Maria Remarque, *All Quiet on the Western Front*; Adolf Hitler, *Mein Kampf*; Rudolph Hoess, *Memoirs*; Victor Frankl, *Man's Search for Meaning*; Corrie ten Boom, *The Hiding Place*; E.B. Sledge, *With the Old Breed, at Peleliu and Okinawa*; George Orwell, *1984*; Ayyub Baghirov, *Bitter Days of Kolyma: Memoir of a Soviet Gulag*; Amy Chua, *World on Fire*.

Movies/Videos: *For the Salvation of Zion*, *Cave of the Yellow Dog*, *Amazing Grace*, *Modern Times*, *Gandhi*, *Darkest Hour*, *To Live, Invictus*.

Poems: Rudyard Kipling, *The White Man's Burden*; Wilfred Owen, *Anthem for a Doomed Youth*; Wilfred Owen, *Dulce et Decorum Est*; T.S. Eliot, *The Hollow Men*.

Primary Sources: Letter from Pope Innocent IV to Güyük Khan; Letter from Güyük Khan to Pope Innocent IV; Marco Polo's Journey Home; Zhu Yuanzhang: Manifesto of Accension as First Ming Emperor; Michael Kritovoulos of Imbros on the Fall of Constantinople; Writings of Al-Bekri; Advice of an Aztec Mother to Her Daughter; Peasant Servitude and Obligations—Rulings by Louis VI and Louis VII of France; The Black Death and the Jews; Johann Tetzl, Sermon on Indulgences; Vasco da Gama: Round Africa to India, 1497-1498;

Hans Mayr, *The Voyage and Acts of Dom Francisco*; English and Dutch Rivalries in the Spice Islands; Mughal Emperor Jahangir's Letter to King James I; Hernan Cortez, Letter to Charles V; Olaudah Equiano, "They ... Carry Off as Many as They Can Seize"; John Barbot, "Prepossessed of the Opinion ... That Europeans are Fond of Their Flesh"; Traffic in Slaves: England, 1065-1066; James I (VI), *The True Law of Free Monarchies*; Cardinal Richelieu, *Political Testament*; Duc de Saint-Simon, *The Court of Louis XIV*; Act Against Jesuits and Seminarists; The English Bill of Rights; The Crime of Galileo: Indictment and Abjuration of 1633; Sentence of the Tribunal of the Supreme Inquisition against Galileo Galilei; Abraham Cowley, *Of Agriculture*; Robert Clive: Letter to William Pitt on India; Emperor Ch'ien Lung, Response to George III's Petition for Commercial Relations; Francis Xavier, Letter from Japan to the Society of Jesus at Goa; The Chinese Rites Controversy; Tokugawa Iemitsu, Closed Country Edict; Tokugawa Iemitsu, Exclusion of the Portuguese; John Trenchard & Thomas Gordon, *Cato's Letters* (1720), Freedom of Speech; Trenchard & Gordon, *Cato's Letters* (1721), Evils of Slavery; Voltaire: Letter XIV: On Descartes and Sir Isaac Newton; Thomas Paine, *Common Sense*; Declaration of the Rights of Man; Olympe de Gouges, Declaration of the Rights of Women; Jean-Paul Marat, *Freedom is Lost*; Maximilien Robespierre, *On the Moral & Political Principles of Domestic Policy*; Petition of the Leeds Wool Workers; Letter of the Leeds Cloth Merchants; Observations ... on the Loss of Woollen Spinning; Sadler Committee Reports to British Parliament; Mine Commission Report to British Parliament; Chadwick Commission on Laboring Sanitation; Harriet Robinson, *Lowell Mill Girls*; Andrew Ure, *The Philosophy of Manufactures*; Thomas Carlyle, *Signs of the Times*; Karl Marx & Friedrich Engels, *The Communist Manifesto*; John Stuart Mill, *On Colonies and Colonization*; Dadabhai Naoroji, *The Benefits of British Rule*; John G. Paton, Letter from a British Missionary; Jules Francois Camille Ferry, Speech to French Chamber of Deputies; The Practice of Sati; Raja Rammohan Roy, A Second Conference [on] the Practice of Burning Widows Alive; Charles Creighton Hazewell, *The Indian Revolt*; Feng Kuei-Fen, *On the Manufacture of Foreign Weapons*; George Orwell, *Shooting an Elephant*; Captain F.D. Lugard, *The Rise of Our East African Empire*; Platform of the American Anti-Imperialist League; Edward Morel, *The Black Man's Burden*; Sol Plaatje, *Native Life in South Africa*; Captain von Richthofen, *The Red Barron*; Woodrow Wilson, 'Fourteen Points' Speech to Congress; Count von Brockdorff-Rantzau's Letter to Paris Peace Conference; Benito Mussolini, *What is Fascism?*; Vladimir Lenin, *Declaration of the Rights of Exploited Peoples*; Alexandra Kollontai, *Communism and the Family*; Leslie Mason, *The Incompatibility of Communism and Religion*; Japanese Ministry of Education, *The Way of Subjects*; Adolf Hitler, *The Obersalzberg Speech*; Franklin D. Roosevelt, *The Arsenal of Democracy Speech*; Winston Churchill, *Their Finest Hour Speech*; Franklin D. Roosevelt, *The Four Freedoms Speech*; Franklin D. Roosevelt, *Pearl Harbor Speech*; United Nations Charter; Winston Churchill, *The Iron Curtain Speech*; The Economic Recovery Act: The Marshall Plan; The North Atlantic Treaty: Establishment of NATO; Anwar el Sadat, *World Mission of the Peoples of Africa and Asia*; Mao Zedong, *The People's Democratic Dictatorship*; Josef Stalin, *Concerning the Policy of Eliminating the Kulaks as a Class*; Ho Chi Minh, *Declaration of Independence of Democratic Republic of Vietnam*; UN Declaration on Granting Independence to Colonial Countries and Peoples; John F. Kennedy, *Address on the Cuban Missile Crisis*; Mikhail Gorbachev, *Address to the 43rd UN General Assembly*; Nelson Mandela, *South African Presidential Inauguration Speech*.

Note: Please don't fear the quantity or difficulty of the course materials. Students need not engage every item or understand every word. Everyone will read certain selections, others we'll cover in class, but most comprise a long list from which students will select what they want to read, depending on interest. Immersing students in a sea of great materials can widen learning by providing a proper view of what's out there. International Relations represents a very broad field and students will need to see all its edges before deciding which plot to sow.

Note: Please understand that these materials have not been selected for entertainment but for their educational value. They aim to expand understanding beyond your own experiences. Parts may be bleak but wonderfully depict less-ideal features of the human condition. These too are necessary for your education and progression. Some feel that if a movie or book does not leave them refreshed, uplifted, and joyous, it has no value and cankers their soul. Like monks in a monastery, they prefer to sever contact with the "world." Please consider the following prophetic comments concerning education and progression. If you still do not feel comfortable viewing or reading any of these movies or books, an alternative listing will be made available if you inform me in writing why you prefer not to follow the prescribed outline. Present this request to me within the first two weeks of class so I can make other arrangements.

Shall I sit down and read the Bible, the Book of Mormon, and the Book of Covenants all the time?" says one. Yes, if you please and when you have done, you may be nothing but a sectarian after all. It is your duty to study to know everything upon the face of the earth in addition to reading those books. **We should not only study good, and its effects upon our race, but also evil and its consequences.**
—Brigham Young, *Journal of Discourses*, 2:93-94

God doubtless, could avert war, prevent crime, destroy poverty, chase away darkness, overcome error, and make all things bright, beautiful and joyful. But this would involve the destruction of a vital and fundamental attribute of man—the right of agency. **It is for the benefit of His sons and daughters that they become acquainted with evil as well as good, with darkness as well as light, with error as well as truth, and with the results of the infraction of eternal laws. The contrasts experienced in this world of mingled sorrow and joy are educational in their nature, and will be the means of raising humanity to a full appreciation of all that is right and true and good.**
—*Teaching of the Prophet Joseph F. Smith*, p. 286

The tide of evil flows. It has become a veritable flood. **Most of us, living somewhat sheltered lives, have little idea of the vast dimensions of it. ... God give us the strength, the wisdom, the faith, the courage as citizens to stand in opposition to these and to let our voices be heard in defense of those virtues which, when practiced in the past, made men and nations strong, and which when neglected, brought them to decay.**
—Gordon B. Hinckley, *Be Thou An Example*, p. 58

Course Requirements: Each of our course requirements derives from the 4R method: research, reason, relate, and record. "Research" occurs when you intellectually engage and ingest the materials. "Reason" requires that you apply intelligence and thought to the materials, seeking deeper understanding. "Relate" involves searching out truth relative to your own experience and thinking. "Record" occurs when you write down the afore-mentioned insights, generating your own personal book of knowledge. Accordingly, the following are required.

Personal History Essays (PHE)—100 points (25 points each): You will need to write: two in Fall semester and two in Winter semester. Follow the instructions precisely. You may collaborate with others when preparing outlines and brainstorming but must write and submit your own essays.

Historical Analysis Essays (HAE)—100 points (25 points each): You will need to write: two in Fall semester and two in Winter semester. Follow the instructions precisely. You may collaborate with others when preparing outlines and brainstorming but must write and submit your own essays.

Readings Presentations & Reports (RPR)—200 points (25 points each): You'll need to present at least four times in Fall semester and four times in Winter semester. This is a group project to be completed in teams of two or three. Follow the instructions precisely. Collaborate with others when preparing your presentations and reports.

Primary Research Paper (PRP)—200 points (100 points each): You will need to write: one in Fall semester and one in Winter semester. Follow the instructions precisely. You may collaborate with others when preparing outlines and brainstorming but must write and submit your own research.

Book of Notes (BofN)—50 points (25 points per semester): You'll need to prepare a class binder. Follow the instructions precisely. Add to it this syllabus, lecture & reading notes, handouts, worksheets, essays, ... everything. Think of the class binder as a portfolio / archive of everything you've done for the class. It will be checked weekly.

My History Journal (MHJ)—50 points (25 points per semester): You'll need to prepare a journal for the class. Follow the instructions precisely. Add to it certain assignments, such as the personal histories, your vocabulary list, your quote archive, your word studies, and journal entries as explained. It will be checked weekly.

History Skills Assignments (HSA)—200 points (100 points per semester): You'll need to complete various assignments tied to lectures, lessons, and class activities. All seek to augment your skills, understanding, and experience related our readings as well as writing, thinking and analyzing history. We'll do most in class.

Semester Exams—100 points (50 points per semester): Semester exams will conclude each semester. Each exam will be open-note exams so bring your BofN. Questions will draw from lectures, readings, handouts, worksheets, and assignments. Most require a written answer. To pass the class you must pass this exam.

Grade Breakdown: Your grade depends on your percentage of total points: 93%-100%=A, 90%-92%=A-, 87%-89%=B+, 84%-86%=B, 80%-83%=B-, 77%-79%=C+, 74%-76%=C, 70%-73%=C-, 67%-69%=D+, 64%-66%=D, 60%-63%=D-.

PHE (2) + HAE (2)	100 pts (20%)	
RPR (8) + PRP (1)	200 pts (40%)	Here's the assignment points breakdown <u>per semester</u> .
BofN + MEJ	50 pts (10%)	I don't grade on a curve. All can get an "A" if everyone
HSA (various)	100 pts (20%)	contributes, works hard, and performs well. Come to
Exam	50 pts (10%)	me <u>early</u> if you feel you are struggling.
Semester Total pts	500 pts (100%)	

Class Policies & Praecepta: The following policies aim to produce the best possible experience for all. Confucius said, “You can’t carve rotten wood or trowel a dung wall.” Some refuse improvement, clinging to all manner of rot and disgrace. That’s not you. You made it to American Heritage School so clearly Confucius wasn’t describing you. Nevertheless, you may have all been exposed to the bad habits of others. These rules will restore our learning environment to its pristine, sacred state.

1. **Due Dates:** To simplify the flow of documents, all projects and assignments will be due the last day of the unit to which they are assigned. Thus, all unit one items are due the same day. Since we have eight units, there are only eight times during the year when things are due. Be sure to prepare for them.
2. **Late Penalty:** Late work loses 20%. The penalty rises to 50% on work that’s over a week late. I happily offer extensions but only if students ask by email in advance. Extensions will not be given retroactively, only to upcoming assignments. Requests must specify the exact project or assignment.
3. **Relationships Matter:** Humans are social creatures; our journey requires interactions and they matter. Students who demand favors, argue over points, reject constructive criticism, make excuses, levy blame, and pointlessly injure others only hurt themselves. Don’t sacrifice relationships for trivialities.
4. **Leave it Better:** Clean up after yourself. You are responsible for yourself, your classroom, your school, and anywhere we go. Make sure that you leave any area you enter better than you found it. Do not leave your debris or mess to others.
5. **All God’s Creations:** God made rocks, vegetation, and animals to beautify this earth, lift our spirits, gladden the heart, and fill us with joy. You are made in His image. Learn to love His creations as He does and your life will be full. In this class, we care for God’s creations. Don’t kill anything except mosquitos & flies.
6. **Cleanliness Is ...:** Be sure to do your part to help keep the classroom tidy and clean. To keep our class less cluttered, place your backpacks on the cubby-hole cabinet near the door. You may get up and retrieve anything you need any time you want.
7. **Cherish Materials:** Class materials, like projects, handouts, and assignments, will be distributed in a packet every first day of the week. Put your name on it and keep it in a safe place, like your BofN, until it’s time to use them. Lost or destroyed materials will not be reprinted so take care of them.
8. **Unstructured Time:** Each week, students will be given “unstructured time.” These blocks of time have been set aside for work on readings, assignments, and projects. Wise students will take advantage, especially for assignments requiring group effort. Plan for these times so you can make the most of them.
9. **Consultations:** Feel free to approach me for any help regarding your schoolwork. If you need a jump start I can help. I have lots of ideas. If you want to discuss something personal, I’m happy to meet with you provided you also invite Ms. McNiven or Principal Anderson.
10. **Integrity / Honesty:** Do not cheat, plagiarize, or lie. Do not use ChatGPT. Dishonesty will not help you advantage your situation, even if it seems it can. Your best option will always be to come see me, explain your situation, and let me help you plan a solution. I want you to succeed. Take advantage of that.
11. **Responsible Planning:** This class gives you choices. That, in turn, means you need to plan a path through the semester. Study this syllabus intently. Use a planner to track due dates, homework, group projects, and all the other tasks that need attention. Neither Canvas nor the teacher can plan for you. That’s your job.
12. **Group Work:** This class requires group work. Some lead. Others follow. It is expected that all do their part. Students who flake, snow, ghost, or desert their groups will betray all the principles upon which this school stands. Do not leave others hanging or parasite off their efforts while giving nothing in return.
13. **United We Stand:** Most of the time we’ll spend in the classroom. Sometimes, depending on the weather, we’ll do assignments in the garden. Regardless, our class will stay together. We’re all inside or all outside, together. If even one of us has a reason for not wanting to be outside—say allergies—we’ll all stay indoors.
14. **Cell Phones:** American Heritage School restricts cell phone use. Per that policy, cell phones are banned in this class unless the teacher asks you to use them for a specified purpose. If you have any other reason to use cell phones, you must explain it and clear such use with the teacher beforehand.
15. **Be Ye One:** Our class is a tiny community. Like our respective nations, church, and families belonging offers distinct and marvelous benefits. Cherish them. Cherish each other. I expect you to watch out for your team. Create Zion within our class and we’ll all reap the just rewards. Be united, unified, and one.

Unit Readings and Assignment Schedule: The following schedule will describe what we do each week. Daily activities may fluctuate, depending on progress made the day before and what activities will arise spontaneously. However, assignment and exam due dates will not change.

T1a Unit I. Superpower Empires on the Eve of Modernity (1200-1400)—17 days**-Unit 1 Projects:** PHE1, RPR1, HSA1s**-Unit 1 Due Date – Sep 15:** PHE1, RPR1, HSA1s + BofN/MEJ (from Aug 22 to Sep 28)**Week 1 (Aug 22-25) –4 days Theme: History ... Why Bother?: An Inside Look at History & Memory**

Introducing the Syllabus

Introducing Our Themes

Introducing History: History ... Why Bother?

Introducing Memory: An Inside Look

Readings: O’Neill, “History Begins.”**Week 2 (Aug 28-31) –4 days Theme: The East Moves West—Horses & Arrows: The Mongol Way to Influence**

The Mongol People and Steppes

Genghis Khan Unifies and Expands

The Empire moves South, East, and West

The Mongols take southern China

Readings: *Secret History of the Mongols*; Letter from Pope Innocent IV to Güyük Khan; Letter from Güyük Khan to Pope Innocent IV.**Week 3 (Sep 5-8) –4 days Theme: Wealth, Arms or Virtue?: Traders, Warlords, & Confucians**

Mongol Impact on SE Asia → Entrepot of World

Kamakura Japan Victory → Warring States Japan

The Foundation of Ming China

Moral Collapse during the Late Ming

Readings: Marco Polo’s Journey Home; James Hancock, “Indian Ocean Trade Before the European Conquest”; Lt. Cdr. Benjamin Armstrong, “From River Pirate to Ming Emperor”; Zhu Yuanzhang: Manifesto of Accension as First Ming Emperor; Min Shu, “Balancing in a Hierarchical System”; Richard Blanton, et al, “Moral Collapse and State Failure: A View From the Past.”**Week 4 (Sep 11-15) –5 days Theme: Inclusion, Tolerance & Opportunity: The Three Muslim Empires**

Mongols Ruin and the Rise of the Islamic Turks

The Ottoman Empire and It’s System

The Persian Safavids Follow a Similar Path

The Mughal Empire: Muslim Rulers Floating on a Sea of Hindus

Readings: Fariha Kanwal and Fatima Ali, “Mughal Rulers’ Religious Tolerance”; *Episodes in the Life of Akbar—The Unconventional Young King*; Michael Kritovoulos (d.1470) of Imbros on the Fall of Constantinople (1453); Roger Bigelow Merriman, *Suleiman the Magnificent—A Meritocratic Court*; Roger Bigelow Merriman, *Suleiman the Magnificent—Family Matters*.**T1b Unit II. The Edges of the World & Europe’s Hunger for Power (1300-1688)—22 days****-Unit 2 Projects:** HAE1, RPR2, HSA2s**-Unit 2 Due Date – Oct 18:** BGE1, RPR2, HSA2s + BofN/MEJ (from Aug 22 to Sep 28)**Week 5 (Sep 18-21) –4 days Theme: Resources, Pilgrimage & Predation: Africa’s Empires & Civilizations**

Africa’s Great Past Civilizations

West Africa: Gold and Islam

Life on the Sahel

The East Coast Economy

Readings: The Lion of Mali – Hajj of Mansa Musa; Mansa Musa I of Mali: Gold, Salt, and Story Telling; Writings of Al-Bekri (1057); Slave Trade Routes in East Africa; Trade Routes Across the Sahara.

Week 6 (Sep 25-29) –5 days Theme: Hearts & Minds: Religious Empires of the New World

The Geography and Peoples of the New World
 The Incan Empire Emerges
 The Aztecs Expand, Their Rivals Resist
 The Two Perspectives of the Aztecs

Readings: George Hicks, “‘Flowery War’ in Aztec History”; Alfredo Lopez Austin, et al., “Aztec Human Sacrifice”; Michel Graulich, “Aztec Human Sacrifice as Expiation”; Ray Kerkhove, “Dark Religion?”; Advice of an Aztec Mother to Her Daughter; Aztec Tributary Provinces on the Imperial Frontier, 1519; The Rise of the Aztec Empire, 1200-1500; Templo Mayor, National Geographic, Artist’s Conception.

Week 7 (Oct 2-6) –5 days Theme: Feudalism and The Church Weaken → The Rise of Kings

European Feudalism & 14th Century Catastrophe
 Cultural Response: Memento Mori
 Cultural Response: The Italian Renaissance
 The Reformation: Martin Luther

Readings: Peasant Servitude and Obligations—Rulings by Louis VI and Louis VII of France; Giovanni Boccaccio, The Onset of the Black Death; The Black Death and the Jews; Monica Green, “Review of The Great Transition (2018)”; Nicolo Machiavelli, *The Prince* (1513); Baldassare Castiglione, *The Book of the Courtier*, Sir Thomas Hoby’s English Translation (1561); Johann Tetzl, Sermon on Indulgences (c.1517).

Week 8 (Oct 9-13) –5 days Theme: Religious & Economic Competition—Diplomatic & Scientific Cooperation

Europe’s Religious Wars → Self-Inflicted Genocide
 Cooperation: Westphalia, European Science & Secularism
 Competition: Mercantilism & Exploration Around Africa
 The Portuguese, Dutch, and English Presence in the Indian Ocean

Readings: René Descartes, *Discourse on Method* (1637); Vasco da Gama: Round Africa to India, 1497-1498; Hans Mayr, *The Voyage and Acts of Dom Francisco* (1505); English and Dutch Rivalries in the Spice Islands (1617); Mughal Emperor Jahangir’s Letter to King James I (1617).

Week 9 (Oct 16-18) –3 days Theme: European Colonization and Conquest in the New World

Europeans Expand through the New World
 The Atlantic Trade Network—the Global Impact
 Silver, Slavery, Sugar, Shipping
 Something Different: A New New World

Readings: Hernan Cortez, Letter to Charles V (1520); Sara E. Cohen, “How the Aztecs Appraised Montezuma”; Olaudah Equiano, “They ... Carry Off as Many as They Can Seize”; John Barbot, “Prepossessed of the Opinion ... That Europeans are Fond of Their Flesh”; Traffic in Slaves: England, 1065-1066; Alfred Crosby, *The Columbian Exchange*.

T2a Unit III. The Byproducts of European Competition (1300-1800)—18 days

-**Unit 3 Projects:** PHE2, RPR3, HSA3s

-**Unit 3 Due Date – Nov 17:** PHE2, RPR3, HSA3s + BofN/MEJ (from Oct 2 to Nov 2)

Week 10 (Oct 25-27) –3 days Theme: Political Competition → Centralization—Absolutism & Constitutionalism

The Age of Kings
 Competition Between States → Absolutism
 The Glorious Revolution in England
 Competition Within the State → Constitutionalism (1688)

Readings: James I (VI), *The True Law of Free Monarchies* (1598); Cardinal Richelieu, *Political Testament* (1624); Thomas Hobbes, *Leviathan*, Chapter 13 (1651); Duc de Saint-Simon, *The Court of Louis XIV*; Act Against Jesuits and Seminarists (1585); The English Bill of Rights (1689).

Week 11 (Oct 30-Nov 3) –5 days **Theme:** Technological Competition → Innovation and New Power

Technological Competition → Innovation (Renaissance, Exploration, Science)
 Europe's Population Rebounds & Industrial Revolution Phase I
 The Growth of Capitalism & State Sponsorship
 The Agricultural Revolution

Readings: The Crime of Galileo: Indictment and Abjuration of 1633; Sentence of the Tribunal of the Supreme Inquisition against Galileo Galilei (1633); Abraham Cowley, *Of Agriculture* (1650); Adam Smith, *The Wealth of Nations* – On the Potato (1776); Coal Mining in the British Isles & Plan of a Medieval Manor.

Week 12 (Nov 6-10) –5 days **Theme:** The West Moves East → European Trade & Religion Engage Asia

The Rise of European Trading Empires—Africa to Southeast Asia to Japan
 The British in India
 Europeans in Safavid & Ottoman Lands
 Missionaries & Traders in China & Japan

Readings: Robert Clive: Letter to William Pitt on India (1759); Emperor Ch'ien Lung, Response to George III's Petition for Commercial Relations (1793); Francis Xavier, Letter from Japan to the Society of Jesus at Goa (1551); The Chinese Rites Controversy (1751); Tokugawa Iemitsu, Closed Country Edict (1635); Tokugawa Iemitsu, Exclusion of the Portuguese (1639); Adam Smith, *The Wealth of Nations* – Of Colonies (1776); Adam Smith, *The Wealth of Nations* – The Cost of Empire (1776).

Week 13 (Nov 13-17)–5 days **Theme:** The Power of Imagination: Nations & Nationalism

What is Nationalism? Definition and Components
 The Link between Nationalism and Religion
 The Benefits of Nationalism
 The Problems with Nationalism

Readings: Benedict Anderson, *Imagined Communities*.

T2b Unit IV. Clashing Social Interests and New Visions of Social Order (1760-1840)—18 days

-**Unit 4 Projects:** HAE2, RPR4, HSA4s, PRP1, Semester Exam

-**Unit 4 Due Date – Dec 20:** BGE2, RPR4, HSA4s, PRP1 + BofN/MEJ (from Nov 6 to Dec 14)

Week 14 (Nov 27-Dec 1) –5 days **Theme:** Clashing Visions: The Great Chain of Being vs The Enlightenment

The Old World View—The Great Chain of Being
 A New World View—The Enlightenment
 The American Revolution
 The Spanish American Wars of Independence

Readings: John Locke, *Second Treatise of Government* (1689); John Trenchard & Thomas Gordon, *Cato's Letters* (1720), Freedom of Speech; Trenchard & Gordon, *Cato's Letters* (1721), Evils of Slavery; Jean-Jacques Rousseau, *The Social Contract* (1762); Voltaire: Letter XIV: On Descartes and Sir Isaac Newton (c.1778).

Week 15 (Dec 4-8) –5 days **Theme:** Hierarchy vs Equality → Bourgeoisie Revolution vs The Congress of Vienna

Class Tensions → The French Revolution
 The Rise of the Napoleonic Empire and Its Lessons
 The Congress of Vienna System and Its Achilles Heels
 Aristocratic Adaptation → Constitutional Democracies

Readings: Thomas Paine, *Common Sense* (1776); Declaration of the Rights of Man (1789); Olympe de Gouges, Declaration of the Rights of Women (1791); Jean-Paul Marat, *Freedom is Lost* (1791); Maximilien Robespierre, *On the Moral & Political Principles of Domestic Policy* (1794).

Week 16 (Dec 11-15)—5 days **Theme:** Industrialization's Economic Disparities: Bourgeoisie / Proletariat Rivalries

The Industrial Revolution Phase II
 Industrialization's Impact on Society—Work
 Industrialization's Impact on Family Structures
 Industrial Revolution Phase I and II: A Comparison

Readings: Petition of the Leeds Wool Workers (1786); Letter of the Leeds Cloth Merchants (1791); Observations ... on the Loss of Woollen Spinning (1794); Sadler Committee Reports to British Parliament (1831-1832); Mine Commission Report to British Parliament (1842); Chadwick Commission on Laboring Sanitation (1842); Harriet Robinson, Lowell Mill Girls (1834-1848); Friederich Engels, *The Conditions of the Working-Class in England* (1844); Andrew Ure, *The Philosophy of Manufactures* (1835); Thomas Carlyle, Signs of the Times (1829).

Week 17 (Dec 18-20)—3 days **Theme:** Conflicting Economic Values: Classical Capitalism vs Radical Socialism

The Basics of Classical Capitalism
 The Basics of Classical Marxism
 The Seeds of Self-Destruction in Marxism

Semester Exam

Readings: Adam Smith, *The Wealth of Nations* (1776); Karl Marx & Friedrich Engels, *The Communist Manifesto* (1848).

T3a Unit V. Imperialism and Its Defenders (1840-1910)—14 days

-**Unit 5 Projects:** PHE3, RPR5, HSA5s

-**Unit 5 Due Date – Jan 26:** PHE3, RPR5, HSA5s + BofN/MEJ (from Jan 8 to Feb 8)

Week 18 (Jan 8-12) –5 days **Theme:** Defining Imperialism: A Shifting and Slippery Concept

Imperialism—Since Ancient Times
 New Imperialism in the Nineteenth Century
 The Political Motives behind Imperialism—The Realist View
 The Economic Motives behind Imperialism

Readings: John Stuart Mill, *On Colonies and Colonization* (1848); J.A. Hobson, *Imperialism* (1902).

Week 19 (Jan 16-19) –4 days **Theme:** Old Empires Keep Expanding: Romanov, Qing, Ottoman & Austrian

Russia Marches Across Central Asia and Siberia
 China Pushes into Xinjiang and Taiwan
 The Ottoman Wars of Expansion
 What about Austria and Hungary?

Readings: Kamenir, "Russia's Conquest of Siberia"; "Dzungar Genocide."

Week 20 (Jan 22-26) –5 days **Theme:** Justifications for New Colonial Empires: Benevolent & Malevolent Views

The Modernization Paradigm
 The Civilizing Mission of Christianity
 Social Darwinism & Racism within the Colonized World
 Orientalism: The View from the West

Readings: Dadabhai Naoroji, *The Benefits of British Rule* (1871); John G. Paton, *Letter from a British Missionary* (1883); Jules Francois Camille Ferry, *Speech to French Chamber of Deputies* (1884); *The Practice of Sati*; Raja Rammohan Roy, *A Second Conference [on] the Practice of Burning Widows Alive* (1820); Rudyard Kipling, *The White Man's Burden* (1899).

T3b Unit VI. New Imperialism → WWI → Anti-Colonial Revolutions (1850-1919)—18 day

-**Unit 6 Projects:** HAE3, RPR6, HSA6s

-**Unit 6 Due Date – Mar 1:** BGE3, RPR6, HSA6s + BofN/MEJ (from Jan 8 to Feb 8)

Week 21 (Jan 29-Feb 1) –4 days **Theme:** New Imperialism in Asia: Four Models—India, China, Japan & Thailand

British Imperialism in India
 Western & Japanese Imperialists in China
 Imperialism in Japan
 The Fortunate Fate of Thailand, Cambodia, and Laos

Readings: Charles Creighton Hazewell, *The Indian Revolt* (1857); Feng Kuei-Fen, *On the Manufacture of Foreign Weapons* (1861); George Orwell, *Shooting an Elephant* (1936).

Week 22 (Feb 5-9) –5 days **Theme:** The Scramble for Africa → Death of the Beautiful Imperialist

King Leopold & the Congo
 Bismarck's Invitation & the Scramble for Africa
 Human Catastrophe in the Belgian Congo
 Two Views: Things Fall Apart & Heart of Darkness

Readings: Captain F.D. Lugard, *The Rise of Our East African Empire* (1893); Platform of the American Anti-Imperialist League (1899); Joseph Conrad, *Heart of Darkness* (1902); Edward Morel, *The Black Man's Burden* (1903); Sol Plaatje, *Native Life in South Africa* (1916).

Week 23 (Feb 20-23) –4 days **Theme:** Modernity's Myth Shatters: Relativism & World War I

Europe Begins to Doubt ... Itself
 The Positivist Vision vs the Relativist Vision
 Doubt as Seen in Art
 World War I

Readings: Private Donald Fraser, *My Daily Journal* (1915-1916); Captain von Richthofen, *The Red Barron* (1918); Erich Maria Remarque, *All Quiet on the Western Front* (1929); Wilfred Owen, *Anthem for a Doomed Youth* (1917) & *Dulce et Decorum Est* (1917); Woodrow Wilson, 'Fourteen Points' Speech to Congress (1918); Count von Brockdorff-Rantzau's Letter to Paris Peace Conference (1919); T.S. Eliot, *The Hollow Men* (1925).

Week 24 (Feb 26-Mar 1) –5 days **Theme:** Interwar Era Tension #1: Waves of Anti-Colonial Revolution

The Great War's Irrevocable Impact
 The Powers Betray Their Colonies at the Paris Peace Conference & Versailles
 Nonviolent Revolution—India
 Ultraviolent Revolution—The Mideast

Readings: Constitutional Rights Foundation, "Bringing Down an Empire"; National Army Museum, "The British Army in Palestine."

TIME OUT (Mar 4-8) Experiential Learning Week—Grades 9-12**T4a Unit VII. WWII and the Cold War (1930-1985)—24 days**

-**Unit 7 Projects:** PHE4, RPR7, HSA7s

-**Unit 7 Due Date – Apr 19:** PHE4, RPR7, HSA7s + BofN/MEJ (from Feb 20 to Mar 28)

Week 25 (Mar 11-15) –5 days **Theme:** Interwar Era Tension #2: Rising Socialist Totalitarianism

Russia's Bolshevik Revolution
 The Rise of Fascism in Italy
 The Fascists of Germany
 Government Response to Economic Failure in the US

Readings: Benito Mussolini, *What is Fascism?* (1932); Adolf Hitler, *Mein Kampf* (1925); Vladimir Lenin, *Declaration of the Rights of Exploited Peoples* (1917-1918); Alexandra Kollontai, *Communism and the Family* (1920); Leslie Mason, *The Incompatibility of Communism and Religion* (1924).

Week 26 (Mar 18-21) –4 days **Theme:** Interwar Era Tension #3: Flexing Arms of Militarism

China's Warlord Era & Civil War
 The Rise of Imperial Japan
 Democracy Hijacked
 Visions of a New Japanese Empire → Invasion

Readings: Japanese Ministry of Education, *The Way of Subjects* (1941).

Week 27 (Mar 25-29) –5 days **Theme:** World War II: Racialized Conflict & Total War

War Begins ... in Asia
 Hitler Stomps Across Europe
 The USSR Counter
 The Pacific War & Two Atomic Bombs

Readings: Rudolph Hoess, *Memoirs* (c.1946); Victor Frankl, *Man's Search for Meaning* (1959); Corrie ten Boom, *The Hiding Place* (1972); Adolf Hitler, *The Obersalzberg Speech* (1939); Franklin D. Roosevelt, *The Arsenal of Democracy Speech* (1940); Winston Churchill, *Their Finest Hour Speech* (1940); Franklin D. Roosevelt, *The Four Freedoms Speech* (Jan. 1941); Franklin D. Roosevelt, *Pearl Harbor Speech* (Dec. 1941); E.B. Sledge, *With the Old Breed, at Peleliu and Okinawa*.

Week 28 (Apr 8-12) –5 days **Theme:** A United Nations Order: The Cold War & Its Hot Proxy Conflicts

The Emergence of the Bipolar Order
 The Korean War
 The Cuban Missile Crisis
 Limited War: The Unwritten Agreement

Readings: United Nations Charter (1945); Winston Churchill, *The Iron Curtain Speech* (1946); George F. Kennan, "The Sources of Soviet Conduct" (1947); The Economic Recovery Act: The Marshall Plan (1948); The North Atlantic Treaty: Establishment of NATO (1949); Anwar el Sadat, *World Mission of the Peoples of Africa and Asia* (1957).

Week 29 (Apr 15-19) –5 days **Theme:** Engaging the "Enemy Within": Hardened Domestic Policies

McCarthyism in the US
 The Leninist Police States
 China's Great Leap and Cultural Revolution
 Cambodia—The Worst Yet

Readings: Mao Zedong, *The People's Democratic Dictatorship* (1949); George Orwell, *1984* (1949); Josef Stalin, *Concerning the Policy of Eliminating the Kulaks as a Class* (1930); Ayyub Baghirov, *Bitter Days of Kolyma: Memoir of a Soviet Gulag* (1999).

T4b Unit VIII. The New World Order & Weakenings (1992-present)—23 days

-**Unit 8 Projects:** HAE4, RPR8, HSA8s, PRP2, Semester Exam

-**Unit 8 Due Date – May 16:** BGE4, RPR8, HSA8s, PRP2 + BofN/MEJ (from Apr 8 to May 15)

Week 30 (Apr 22-25) –4 days **Theme:** The Cold War Fizzles: Winners & Losers

The Wars in Vietnam
 The Colonial World: Independence Worldwide
 The Emergence of the Third World
 Nixon and Mao; Reagan and Gorbachev

Readings: Ho Chi Minh, *Declaration of Independence of Democratic Republic of Vietnam* (1945); UN Declaration on Granting Independence to Colonial Countries and Peoples (1960); John F. Kennedy, *Address on the Cuban Missile Crisis* (1962); Mikhail Gorbachev, *Address to the 43rd UN General Assembly* (1988).

Week 31 (Apr 29-May 3) –5 days **Theme:** Our Globalized World in the 21st Century—Prosperity Rises

The Structures of the Globalized World
Freedom & Democracy Spread
Precipitous Decline of Poverty
Globalization Interconnects Everywhere, Everyone

Readings: Nelson Mandela, South African Presidential Inauguration Speech (1994); Francis Fukuyama, *The End of History* (1989).

Week 32 (May 6-10) –5 days **Theme:** The Nationalist Backlash to Globalization

Global Ecological / Economic Troubles
Angry Nationalism
Global Rise of Autocracy
Huntington's Theories and Ethnic Violence

Readings: Samuel Huntington, *The Clash of Civilizations?*; Amy Chua, *World on Fire*.

Week 33 (May 13-16) –4 days **Theme:** Autocracy and Democracy—The Future: A Historian's View?

Russia's Invasion of Ukraine
China Rises to Challenge US Hegemony
Autocracy across the Globe
What the Prophets Say

Readings: Christian Welzel, "Why the Future is Democratic"; Louis Menand, "Francis Fukuyama Postpones the End of History."

Week 34 (May 20-24) –5 days **Theme:** Finishing Up and **Semester Exam**

Semester Exam