

HIS 104.002 MODERN WORLD HISTORY

THEME: WOMEN, CHILDREN, AND THE FAMILY

Rev. October 12, 2009

Spring 2010 (Drago) MWF, 9-9:50 Maybank 306

Office Hours (Maybank 308): MWF, 10-10:50; 12-12:-50, and by appt. Voice-Mail 953-8027 E-Mail dragoe@cofc.edu

OBJECTIVES:

1. Write an analytical essay dealing with the impact of Slavery on Women, Children, and the Family based on the lectures, readings, discussions, and videos.
2. Present an Oral Presentation based on interpreting primary sources.
3. Work in discussion groups to sharpen your analytical skills.
4. Participate in a class video re-enacting the past

COURSE SYLLABUS Go to the College of Charleston Web Page. Enter History. Go to courses. Find Drago. His 104.002 (9-9:50)/ 104.005 (11-11:50) Click course on.

REQUIRED BOOKS/READINGS

Stearns, Peter N., *World History in Brief Major Patterns of Change and Continuity*, 6th Edition ISBN 0-321-48831-8 [single volume edition, c. 2007]; Pearson Longman (Paper)
Stearns, Peter N., Gosch, Stephen S., and Grieshaber, Edwin P. *Document in World History, Volume 2 The Modern Centuries: From 1500 to the Present*, 5th Edition ISBN (Paperback) ISBN Pearson-Longman
McLaurin, Melton *Celia A Slave: A True Story* (Paperback) ISBN 0-380719355 (Perennial, an imprint of HarperCollins Publishers)

ASSIGNMENTS

1. (25%) Analytical Paper (“Celia’s World”) Using the documents, Nos. 3, pp. 31-37; 13, pp. 99-106; textbook, Ch. 16, pp. 286-290, especially *World Profiles: Olandah Equiano*, p. 289, videos, lectures, and *Celia A Slave* as sources, write a four page double spaced and typed paper with endnotes discussing the impact of slavery on woman, children, and the family. Explain how the slave owners and slave traders justified their actions, what was their ordeal, and how did the slaves cope with their condition. It will include two direct quotations from the sources: **Due class-time, M, Feb. 15. No Late papers.**
2. (25%) Midterm Examination (“Recreating the Past”): (**F, March 19**). Organized in six study groups before the examination, students will recreate and present an oral interview in class with personages from the Protestant Reformation, and the French Revolution. For the midterm, individual students will render the interview into a clear and concise essay-account of the interview. It will include a thesis and analysis placing the interview in the historical context. (Textbook, Preface, Intro., Part IV (Cps. 21, pp. 394-398; Ch. 22, p. 402; Ch. 30-31, pp. 586+); Documents Nos. 5, 6, 17, 45-47.
3. (25%) Final Examination See Examination Schedule. Textbook, Part VI (Chps 26-33); Documents, Sections 33-54.

4. (25%) Oral Presentations (12.5% and Pop Quiz (12.5%)) assigned alphabetically from the Documents book and Textbook. See schedule below. No make-ups. Grades will not be assigned until all the presentations are completed. A quiz (**no more than ten minutes**) will be taken before the oral reports. Be sure to be in your seats on time. For the midterm and the final, please bring Blue or Green Books. Dates for Oral presentations and quiz will be on Wednesdays: January 27, February 3, 24, March 24, and March 31.

ORAL PRESENTATION REQUIREMENTS

Please provide a **one page** outline (one side, single spaced, and typed, Font 12) for **38** students and the instructor. It should be well-organized, clear and concise, and cover the main points. If you want to know more about your topic, consult the textbook.

1. Your name, class section and time, and date.
2. Chapter Number and title, e.g. Ch. 1. "The Italian Renaissance: The Letters of Petrarch," "Celia," etc.
3. Brief summary
4. Basic points in the documents/sources
5. Time limit: **No more than four minutes**

The presentation will be graded on the time limit, command of the material, and the effectiveness of the delivery. Be sure to rehearse it sufficiently. Does it show enthusiasm? Is it properly paced (not too slow or too fast)? Is there too much reading? Are there enough handouts? Is the outline too long, or too short (less than a page)?

YOU-TUBE/ VIDEO PROJECT: Based on the lectures, readings, paper topic and the midterm examination, the class will undertake an effort to "Recreate the Past" in video form. The topics under consideration are "Revolutionary Women," and "Celia's World." Students will write and edit the script, direct the presentation, film it, and play the parts. Major participants may choose to be graded on the project in lieu of taking the family examination. Minor participants will be awarded extra points on the final according to the quality and amount of their work. Script writers will be chosen on the quality of the analytical paper and midterm examination. I welcome volunteers.

You-Tube Video Project will be rehearsed, W, April 7, F, April 9 (classroom), and filmed, M, April 12, and F, April 14 (Addlestone Library, Room 227)

GRADES: Failure to complete all assignments will result in a course grade of F. The final grade will be assessed as follows. A 4.0 (93-100); A- 3.7 (89-92); B+ 3.3 (86-88); B 3.0 (83-85); B- 2.7 (79-82); C+ 2.3 (76-78); C 2.0 (73-75); C- 1.7 (69-72); D+ 1.3 (66-68); D 1.0 (63-65); D- 0.7 (59-62); F 0.0 (Below 59) The last day to withdraw with a grade of "W" is M, Feb. 22. More than four absences for any reason except religious ones will result in a grade reduction, and possibly an "F" grade. Students will be expected to abide by the College of Charleston Honor Code. The college forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. See (<http://www.cofc.edu/studentaffairs/generalinfo/studenthandbook.html>). Use your CofC e-mail account when you are contacting me.

SNAP STUDENTS please go to the SNAP Center, 160 Calhoun St., Lightsey Center (953-1431).

VIDEOS (Selections from) September 22, 2009

Documentary Film Concentration Camp Dachau 1933-1935 NTSC-DVD (c. by Comite International del Dachau).

“A Touch of Home: The Vietnam War’s Red Cross Girls” (Doughnut Dollies)

Video/Youtube, “Recreating the Past” Protestantism and Women

“Voyage of La Amistad: A Quest for Freedom” (1839) Media Coll. E447.V69 2005 70 min.

“Zulu” (Media Coll. DT 1879.R68 Z85 2003)

SUMMARY

1st Class Day M, January 11

Last Day for drop/add, F, January 15

Martin Luther King Holiday, M, January 18

Analytical Paper, M, February 15

Withdraw Passing (WP), M, February 22

Spring Break Sunday, 7-March to Saturday, 13 March

Presentations and Quiz: Wednesdays, Jan. 27; Feb., 3, 24; March 24, 31.

Midterm Examination, F, March 19, Last Class Day M, April 26

You-Tube Video Project will be rehearsed, W, April 7, F, April 9 (classroom), and filmed, M, April 12, and F, April 14 (Addlestone Library, Room 227)

Final Examination (See Schedule)

ORAL REPORT ASSIGNMENTS (Seven Presenters Each) Rev. September 22, 2009

- 1. W, January 27:** Africa and the Slave Trade, Document, Ch. 3, pp. 31-37, and *Celia*
 1. Slave Trade-Agreement, D, Ch. 3 p. 32 _____
 2. John Barbot's Description, D Ch. 3, pp. 32-34 _____
 3. John Barbot's Description, D Ch. 3, pp. 32-34 _____
 4. Textbook (TK) World Profiles: Olandah Equiano, p. 289. _____
 6. *Celia A Slave* Ch. 4-5 _____
 7. *Celia: A Slave* Ch. 6, and 8 _____
- 2. W, February 3:** Protestantism and Women, D, Ch. 6, pp. 49-53; and the French Revolution, D, Ch. 17, pp. 127-135; TK, 402.
 - 1A John Knox, D, Ch. 6, p. 50 _____
 - 1B, William Gouge, D, Ch. 6, pp. 50-51 _____
 2. Quaker Views: George Knox, D, Ch. 6, p. 51 _____
 3. Political Petition, D, Ch. 6, p. 51 _____
 4. TK, World Profiles: Mary Wollstonecraft, p. 402 _____
 5. French Revolution, Introduction, D, Ch. 17, pp. 127-128 _____
 6. Feminist Variant: Olympe De Gouge, D, Ch. 17, 132-133 _____
- 3. W, February 24** China, India, and the United States, D, Ch., 23, 26, 32
 1. Commissioner Lin's Letter D, Ch. 23, pp. 183-185 _____
 2. Lord Palmerston's Letter D, Ch. 23, pp. 185-187 _____
 3. Lt. Col. S.T. Mitchell's Report, Ch. 26, pp. 206-207 _____
 4. Azamgarh Proclamation, D, Ch. 26, 207-210 _____
 5. M. K. Gandhi D, Ch. 32, pp. 249-251 _____
 6. W.E.B. Du Bois D, Ch. 32, pp. 252-256 _____
 7. W.E.B, Du Bois, D, Ch. 32, pp. 252-256 _____
- 4. W, March 24** World War I, Consumerism, and World War II D, Ch. 33 and 35
World War I, Consumerism, WW II Ch. 33, pp. 257-263
 1. Fritz Kreisler D, Ch. 33, pp. 257-259 _____
 2. Remarque D, Ch. 33, pp. 259-263 _____
 3. "Enough is Enough!" D, Ch. 35, p. 271 _____
 4. "Women as Shoppers" D, Ch., 272-274 _____
 5. Auto-Magazin D, Ch. 35, pp. 275 _____
 6. Nogi Harumichi Remembers His Student Days, D, Ch. 44, pp. 346-350 _____
 7. Yamaoka Michiko Remembers the August 6 Blast, D, Ch. 44, 350-52 _____
- 5. W, March 31** India and Modern Africa, D, Ch. 46-47, 52.
 1. Introduction, D, Ch. 46, 362-363 _____
 2. Spinning Wheels D, Ch. 46, pp. 363-365 _____
 3. Black Flags etc., D, Ch. 46, pp. 365-366 _____
 4. Love and Marriage in Modern India, D, Ch. 47, 370-376 _____
 5. TK, History Debate: Women's Condition in India, p. 589 _____
 6. "Things Fall Apart," D, Ch. 52, 404-407 _____
 7. "If Amadiume, D, Ch. 52, pp 410-413 _____

D=Document Book; TK=Textbook; *Celia*=Paperback

HIS104 Spring 2009 (Drago) Rev. September 22, 2009

Paper Topic: The Impact of Slavery on Women, Children, and the Family

1. Title and Subtitle? What is your title? Does the subtitle suggest a thesis?
2. Thesis Statement (argument): Is it clear, concise, and reasonable?
3. How is the paper organized to advance the thesis? Does each paragraph have a topic sentence (TS)?
4. Does the paper discuss how slavery impacted families, women and children?
5. Does it also explain how the slaves shaped their situations/societies? Does it explain how and why slave owners and slave traders justified slavery?
6. Sources: Peter N. Stearns, *World History in Brief: Major Patterns of Change and Continuity* (New York, 2007) 6th Edition; Peter Stearns, Stephen S. Gosch, and Erwin P. Grieschaber, *Documents in World History Vol. 2 The Modern Cities: From 1500 to the Present*. 5th Edition (New York, 2009), Doc. No. 3, pp. 31-37; Melton McLaurin, *Celia A Slave: A True Story*; Lectures/Videos.
7. Conclusion. Does it convincingly reiterate the thesis statement?
8. Prose Problems:

- a. Dangling quotations (DQ) _____
- b. Incomplete Sentences (IS) _____
- c. Poor Paragraphing (PP) _____
- d. Weak transitions (T) _____
- e. Wrong use of words (WW) _____
- f. Inconsistent use of tense (IT) _____
- g. Active Voice (AV) _____
- h. Subject-Verb agreement (SV) _____
- i. Spelling/Typos (ST) _____
- j. Length (3 full pages of text, typed, double spaced, with an additional endnote page 4) Too short (LS). Too long (LL) _____
- k. Run-on Sentences (RS) _____
- l. Margins too wide or too narrow (MW or MN) _____

9. Citations/notes should be numbered in the body of the paper, 1, 2, and 3, etc. and placed on a separate citation page at the end of the paper also numbered consecutively, i.e. 1, 2, and 3. First citation of a book should include be complete: Author, Title, Edition, Place and Date of Publication, and Page numbers. The next time the citation can include a short title. A bibliography or work cited page is not required. An example: According to our textbook, Mary Wollstonecraft “frequented rebel circles in London.”¹ Scholars believe that “The rise of Protestantism inevitably affected discussion of women’s roles.”² And, Celia “decided to burn Newsom’s body in the Fireplace.”³ The next time you cite Celia, use a short title. According to the story, “Coffee Waynescot” was “playing in a cherry tree outside her cabin.”⁴

Endnote Page (Last Page of the Paper)

¹ Peter N. Stearns, *World History in Brief: Major Patterns of Change and Continuity* (New York, 2006) 6th ed., 2007), Peter N. Stearns, Stephen S. Gosch, and Erwin P. Grieschaber, *Documents in World History Vol. 1* (New York: 2004) 5th edition, 402.

² Peter N. Stearns, Stephen S. Gosch, and Erwin P. Grieschaber, *Documents in World History Vol. 1* (New York: 2004) 5th edition, 49.

³ Melton McLaurin, *Celia A True Story* (New York: Harper Collins, 2002), 36

⁴ McLaurin, *Celia A True Story*, 36

1. **W, January 27:** Africa and the Slave Trade, Document, Ch. 3, pp. 31-37, and Slavery. A Slave Trade Agreement, D, Ch. 3 p. 32; John Barbot's Description, D Ch. 3, pp. 32-34; *Celia A Slave*; World Profiles: Olandah Equiano, p. 289.

D, Ch. 3, "Africa and the European Slave Trade," 31-37, and World Profiles: Olandah Equiano, p. 289. Why were slaves brought to America? Who was involved in the process? What were the consequences to Africa?

Explain why the African King of Kilwa agreed to give the Europeans a thousand slaves annually. Who is Olandah Equiano? Who enslaved him? What brutality did he and his sister experience? What did the Africans think was going to happen to them?

Celia. Who were the main characters? Why did Robert Newsom act the way he did? Why did Celia kill him? How does she attempt to cover up the act and justify what she did? What does the book tell us about the treatment of black women? How do whites in Missouri justify slavery? What difficulties did Celia's defense attorneys face?

2. **W, February 3:** Protestantism and Women, D, Ch. 6, pp. 49-53; and Revolutions, D, Ch. 17, pp. 127-135; TK, World Profiles: Mary Wollstonecraft, p. 402.

How did the rise of Protestantism affect discussion of women's roles? What was the role of commerce and economic roles in bringing greater gender differentiations? What was the impact of Protestantism on the family? Explain the position of religious leaders John Knox, William Gouge, and George Fox on women preachers and the role of women in marriage.

What ideas were the French and American Revolution based on? According to Olympe De Gouge, what is the purpose of all political associations? What are these rights? On what does sovereignty rest? What does she demand from French fathers and the paternity of their children? Why women are women entitled to equal rights to office, and employment? Property rights? What happened to her?

Who is Mary Wollstonecraft? What was her chief claim to fame? When and where did she live? What is the name of her book, and what did she hope to achieve in the book? What was her family background? What did she protest against? What was unconventional about her life-style? Why did later feminists shy away from her works? Who is Mary Shelly?

3. **W, February 24** China, India, and Racism in South Africa and the United States D, Ch., 23, 26, 32

China (Opium War), D, Ch. 23, 182-187

China, Commissioner Lin's Letter D, Ch. 23, pp. 183-185. What changes occurred after 1750 that reduced China's living standards? What was the role of the British East India Company? What were Lin's objections to the Opium Trade? What did China lose and Great Britain gain by the Opium War?

China, Lord Palmerston's Letter D, Ch. 23, pp. 185-187 How did the letter challenge the application of the laws against the importation of Opium?

India, D, Ch. 26, pp. 205-212

The 1857 Uprising D, Ch. 26, pp. 205-212

According to the British Lieutenant, why did the Sepoys rebel? Using the Azamgarh Proclamation, explain three grievances the Indians had with the British. British Images of the Indian Uprising?

Racism in South Africa and the United States, D, Ch. 32, pp. 248-254

What are the three stages of racism? Why is the second one contradictory? What did the third stage add to the classification?

M. K. Gandhi D, Ch. 32, pp. 249-251. What was Gandhi's complaint and how did he handle it?

W.E.B. DuBois D, Ch. 32, pp. 252-253. What does DuBois say about "the discovery of personal whiteness among the world's peoples"?

4. **W, March 24** World War I. Consumerism, and World War II D, Ch. 33 and 35 World War I Ch. 33, pp. 257-263

Fritz Kreisler D, Ch. 33, pp. 258-259 Who is Fritz Kreisler? Why does he have trouble remembering what happened? How did the Austrians initially respond to the advent of the war? What about the hatred of the fighting men?

Remarque D, Ch. 33, pp. 259-263. Who is Erich Remarque? What is the problem with new recruits? Rats? Why is trench warfare so awful?

Consumerism, Ch. 35, pp. 271-175

When did modern consumerism begin? Why is it so important to world history?

"Enough is Enough!" D, Ch. 35, p. 271 What is so upsetting about women's new fashion?

"Women as Shoppers" D, Ch. 35, pp. 274-275 Why are women shoppers so important? Why isn't easy for men to write texts for women? How do women's tastes differ? How does the new generation differ from their sisters in 1914?

Auto-Magazin D, Ch. 35, p. 275 Why is an automobile magazine so important?

World War II: Japan

Nogi Harumichi Remembers His Student Days, D, Ch. 44, pp. 346-350. What disturbed him about colonialism? What did his teachers say about Democracy? What did he think about Hitler? Why would America fail?

Yamaoka Michiko Remembers the August 6 Blast, D, Ch. 44, 350-352 Why did she hate the Americans so much? Why does she refuse to condone the dropping of the bomb, even if America was attacked at Pearl Harbor?

5. **W, March 31** India and Modern Africa, D, Ch. 46-47, 52 India

What is the importance of the Indian National Congress? How were the British partly responsible for this? What did World War I undercut? Why was Gandhi central to the Indian National Movement? What is *satyagraha*?

Spinning Wheels, Black Flags etc., D, Ch. 46, pp. 363-366 What role did women play in the 1920s? How did the role they played in the 1930s change?

Love and Marriage in Modern India, D, Ch. 47, 370-376

When did India achieve independence? How did the new Constitution of 1950 benefit upper-class and well-educated women? Poor women? How does the feminist Madhu Kishwar defend "family-arranged marriage" as opposed to "self-arranged marriage"? What are the problems with "Love Marriages? What are some of the "safety Measures for

Women” contemplating marriage? What are the factors that decide the fate of women in marriage?

TK, 589 Women’s Condition in India

Modern Africa, D, Ch. 52, 404-408

What are some of the new forces that continued to have an impact on the traditional culture of sub-Saharan Africa throughout the 20th century?

“Things Fall Apart,” 404-407 Why do things fall apart?

“No Longer at Ease,” D. Ch. 52, pp. 407-408 What are the problem facing young men living in the cities? Why are they no longer at ease?

Kenyan Women Speak Out Ch. 52, pp. 409-410 How did life differ for younger women than their mothers? What do they younger women seek? What do they want a teacher to help them do?

If Amadiume, D, Ch. 52, pp 410-412 Why are” White feminists no less racist than the patriarchs of social anthropology whom they were busy condemning for a male bias”

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