



## Making Connections in the Modern World

# Human Traditions

**3 Credits / Marcil 221 / Tues./Thurs. 11:30-12:50**

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The period from 1500 to 2001 is arguably the most eventful in human history, a period which is marked by ever-thickening connections between people, states, and ethnic groups. This course will explore a series of dominant themes prevalent since 1500, while also examining the nature of historical study. Using lectures, discussions, and various activities, we will tackle a different theme each week. Topics may include: religion, government, industrialization, changing landscape aesthetics, major wars and their impacts, and even the place of consumer products in modern society. Along the way we will talk about various sources and how to use them, as well as about the nature of asking questions about the past.

## REQUIRED TEXTS

Jean-Jacques Rousseau, *A Discourse on Inequality* (Penguin, 1985). [ISBN 9780140444391]

Frederich Nietzsche, *The Twilight of the Idols and the Anti-Christ: or How to Philosophize with a Hammer* (Penguin Classics, 1990). [ISBN 9780140445145]

Friedrich Engels, *The Condition of the Working Class in England* (Penguin: 1987). [ISBN 9780140444865]

Joseph Conrad, *Heart of Darkness and the Congo Diary* (Penguin, 2007). [ISBN-10: 0141441674]

Additional readings are available for download, either directly from websites listed in the course schedule or on Blackboard.

## RECOMMENDED TEXTS

*The following text offers extensive advice about how to succeed in history courses. Although there will be no formal reading assignments drawn from this book, I will likely refer to it from time to time. I strongly advise you to purchase a copy and to keep it on hand throughout your tenure in history courses here at UNE.*

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Sixth Edition (New York and London: Bedford/St. Martin's). ISBN-13: 978-0-312-53503-2

## COURSE GOALS

This course has three primary goals:

1. Improve critical thinking skills (including the ability to “think historically”);
2. Improve writing skills;
3. Gain a better understanding of the discipline of history;
4. Gain an understanding of a range of issues that concern historians of the period extending from 1500 to the present.

With these goals in mind, you will be asked to take two mid-term exams, complete a significant research project, impart your research to the class during a roughly 10-minute presentation at the end of the term, and carefully read a variety of books, articles, and excerpts of larger primary sources.

Each week will begin with an extended lecture. If you have questions, do not hesitate to ask

as we go along (I will probably ask you a few questions as I go, so be ready!). The second day of the week will consist of a discussion section that may involve focused group dialogue, small group work, or assorted history-related games. You should be prepared to participate actively in both—which means taking part in discussion and taking notes during lecture.

**BRIEF NOTE ON WORKLOAD:** This class will involve more reading than many of you are used to. The reason is not far to see: historians read, they listen, and they write. As a general rule, you should expect to do 2-3 hours of work outside of class for every hour that you spend in class. (This rule applies to all college courses, not just this one—and it isn't my rule. You'll find it widely repeated.) *Schedule your time accordingly.*

On this same note, while a recent study of higher education arrived at the disturbing finding that most undergraduates in the United States make few intellectual or other gains during their four years of college, students in writing/reading intensive programs (history, English, political science, philosophy, etc.) showed quite the opposite. They learned vital skills, thought more deeply, and showed improvement in both written and oral communication. The study proved that the more reading and writing students do, the more they will improve during their college years. This class certainly embodies the format proven by this study to generate the most positive learning outcomes possible. If you engage the material, you can expect to learn a tremendous amount!

## DISCUSSIONS

We will have group discussions or small group activities each week. Discussion is required and you should come prepared to participate—this means that you must complete the assigned reading and/or coursework before each class.

Discussions are fun but they are also of major importance to your success in the course. These sessions are vital because they give you an opportunity to gain a deeper understanding of the subject material, to try out your ideas by discussing them with the group in a non-stressful setting, and to develop your critical thinking skills. In short, you will not get everything you can out of this class unless you are ready to take a few intellectual risks. **DO NOT BE SHY!**

## THE RESEARCH PROJECT

Over the course of the semester you will engage in a research project of your own design (but approved by your professor) that engages with some aspect of the human experience from 1500 to the present. *You will ultimately write a **5-7 page** research paper that is **double-spaced**, uses **12-point Times New Roman** font, includes **complete footnotes done in Chicago Manual of Style format**, and which has **1-inch margins**.* You will also turn in two shorter papers, including a detailed outline. The following paragraphs explain what is required of you.

STEP #1: Begin by choosing a topic that interests you—the only limiting factors are the time period (roughly 1500 CE to the present) and the availability of secondary source material. For example, if you are particularly interested in biology or in medicine, you might choose to examine a topic such as the 1918 Spanish Flu pandemic, the plague in 17<sup>th</sup> century Britain, the Irish Potato Famine, or the many outbreaks of cholera in cities such as London and Hamburg. If you are interested in sport, you might write about the codification of sport during the late nineteenth century, the relationship between sport and nationalism, or the revival of the Olympic Games. Naturally, there are many, many other viable topics. Feel free to speak with me if you would like some help deciding on a research subject.

STEP #2: Write a short 1-paragraph research statement explaining what your research question is and what you hope to learn. **This paper is due in class on Tuesday, March 6.** This paper will be worth 5% of your overall grade.

STEP #3: Generate a reading list for your project that contains *at least ten* possible sources (ultimately, you will probably not use all of the sources that you identify, but you need to develop a fairly comprehensive list to work from). Your list may include *scholarly* articles or books. *Most websites are not acceptable, though you may wish to check with me if you think that a given site merits inclusion.* **Your reading list is due in class on Tuesday, March 27.** This paper will be worth 5% of your overall grade.

STEP #4: Generate an outline of your final paper. Your outline must include a written introduction (likely about one paragraph) that includes your thesis statement and some explanation of the structure of your paper. You should then outline the rest of your paper using whatever outlining format works best for you (bullet points, etc.). Your outline should indicate which sources you will use at any given point in the paper. *Failure to complete an adequate outline will result in a 10-point penalty drawn from your final paper grade.* **Your outline is due on Tuesday, April 3.**

STEP #5: **Final papers are DUE in class on May 3.** This paper will be worth 20% of your overall grade. It **MUST** contain footnotes. Use Chicago Manual of Style; you will find detailed instructions for how to do so online at the Chicago Manual of Style website at [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). *Failure to correctly cite sources will result in an automatic 10-point penalty on your final paper.*

Each paper will be graded according to three criteria:

1. Follows Directions: Did you follow the instructions outlined in this syllabus in terms of formatting? If not, you will lose points. Much of life is about carefully following instructions. **Thus, if you do not use footnotes, for example, you will lose a full letter grade (10-points). Incorrect font use, margins, etc. will result in a 5-point grade reduction for each failure to follow instructions.**
2. Writing quality: Is grammar correct? Have you carefully copyedited your paper? Does your prose “flow” (making one want to read your work)?



3. Research quality: Did you critically examine a range of sources? Are you thorough? If one source prompts logical follow-up questions, did you pursue answers to these new queries?
4. Argument: Every paper should have a thesis and an argument supporting that thesis. Do you make your argument clear? Do you develop a coherent and logical argument supporting and developing your thesis?

## ORAL PRESENTATION

Each student will present a 10-minute talk followed by a 5-minute question/answer period. Presentations should give an overview of your findings and introduce your professor/fellow students to your topic—including any relevant debates, important sources, etc. Audio-visual presentations (or any other visual props) are entirely optional. Be aware that while ten minutes may seem impossibly long now, when it comes time to present your work the time will fly by. If you read your talk at a normal pace (be sure to give plenty of eye-contact and to really to engage with your audience!), it will take roughly two minutes per page. If you add any extemporaneous commentary (you should!), you need to add time accordingly. Your toughest job should be figuring out what information to include and what to leave out.

Oral presentations will be graded based on:

- 1) Content: Is your presentation well researched and clearly argued?
- 2) Presentation: When public speaking, your job is not only to transmit information but also to attract your audience's attention and curiosity. To this end, you should use as much eye contact as possible, utilize your voice to interest the audience, and even make use of body language and movement to create engagement.
- 3) Q&A: Part of presenting scholarly information involves being able to answer audience questions about your research. Sometimes you may not know the precise answer to a question but you should be able to use what you do know to formulate a hypothesis. There is no shame in saying that you “don't know, but based on my research, such and such seems logical...”
- 4) Time: Your presentation should be 10-minutes in length. There will be a penalty for going significantly over or under that time (more than one minute in either direction).

The oral presentation will be worth 10% of your overall grade.

## EXAMS

There will be **two** exams during the semester. Each mid-term will include five (5) multiple-choice questions and one (1) essay. There will not be a final exam. *Eighty percent of each exam grade will be based on the essay portion of the test.*

As the first exam approaches, we will talk in detail about how to succeed on an essay examination. In a nutshell, successful essay writing requires that you develop a clear and defensible thesis, defend your thesis using accurate evidence drawn from lectures/readings, and ultimately that you prove that your thesis is correct. Thus, your essays should contain three parts:

1. A short introductory paragraph that succinctly summarizes the issue with which you will be dealing (the question), states your 1-2 sentence answer to that question (thesis), and outlines how you will more thoroughly argue your position;
2. Several paragraphs (usually 3-5 for an essay such as this) which carefully present information (evidence) from the lectures and readings to “prove” that your thesis is defensible. Be sure to explain why the evidence that you provide is relevant;
3. A concise conclusion that summarizes your argument, reiterates some of the evidence that you have discussed thoroughly in the body of the essay, and restates your thesis. The conclusion is your last opportunity to drive home your main point and to convince the reader that your answer is viable.

As you write your exam essays, remember that your job is both to answer the question and to effectively utilize evidence to prove your point. If you do both of these successfully, you will do very well on the three tests.

Note that EVERY essay question will require you to engage with the required reading for this course. ***As you must fully answer your essay question, you will need to specifically (and extensively) address the reading. Keep this in mind and take as many notes as you can while you read.***

Each mid-term will be worth 20% of your overall grade.

## PARTICIPATION

Your attendance and participation are vital for success in this course. You cannot learn, nor can you contribute to the group’s progress, if you are absent. I will keep track of both who attends regularly and of who participates in discussion. Participation is worth 20% of your overall grade.

## OTHER POLICIES

### *LATE ASSIGNMENTS*

- **All papers must be handed in on the day that they are due. This must be done IN CLASS. No late papers will be accepted.**
- **Papers will not be accepted electronically unless otherwise specified.**

Having said this, if an unforeseen and serious problem arises, please contact me and we will work something out. Please be prepared to provide a doctor's note, obituary, or other paperwork as needed.

#### *CELL PHONES AND OTHER ELECTRONICS*

Cellular phones, MP3 players, and other electronic devices (excluding laptops) are distracting to others and are therefore not acceptable in the classroom. *TURN OFF YOUR PHONES WHEN YOU ENTER THE CLASSROOM.* If it becomes a problem, I will confiscate offending devices until the end of the class period.

If you would like to take notes on a laptop, please feel free to do so. *This said, any student seen using their computer for tasks unrelated to this course will be asked to leave and will not be permitted to use a computer during subsequent class meetings.*

#### *DISABILITY ACCOMMODATIONS*

Students who require special accommodations for any disability should provide the professor with relevant documentation from the Disability Services Office (DSO) at the start of the semester. Every effort will be made to provide these students with additional time for exams, special testing facilities, or any other assistance prescribed by the DSO.

#### *SNOW DAYS OR OTHER CANCELLATIONS*

To paraphrase a saying/popular bumper sticker: "Snow Happens." Should we miss a day because of snow (or any other reason), we will adjust the schedule as we go. In some cases, it may be necessary to cancel or postpone scheduled activities. Should we miss class during the scheduled presentations at the end of the semester, an alternative time will be agreed upon to hold these (important) meetings.

#### *WIKIPEDIA AND OTHER ONLINE RESOURCES*

Wikipedia and a large number of other online sources are not acceptable scholarly secondary sources. Do not use them (unless expressly told to do so) in this or any other college-level course.

There are acceptable online sources such as those providing peer-reviewed journal articles: JSTOR, ProjectMUSE, ProQuest, etc. Depending on your project, you may also find useful primary sources on the web. **Consult with the professor to verify that ANY online source you are planning to use is acceptable.**

#### *PLAGIARISM & OTHER DISHONESTY*

**Plagiarism represents serious academic misconduct. As per UNE guidelines, students who steal the words or ideas of another party will be referred to the chair of the History Department for disciplinary action.**

The University of New England defines plagiarism as:

- a. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; or
- b. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

—*Student Handbook*, pp. 33-34

You can learn much more by consulting the following:

<http://www.une.edu/library/resguide/default.asp>

If you have any questions about how to properly cite sources, please contact me.

Anybody caught cheating on an in-class exam will receive an automatic failing grade for that exam and will be directed to the department chair for further disciplinary action.

## OVERALL COURSE GRADE

It is very important to understand how your grade will be assessed in this class, as well as what the various grades actually mean. In essence, letter grades are used as shorthand for the level of proficiency achieved in the classroom. The following criteria are in effect:

- A:** Student demonstrated a level of knowledge (writing, content, etc.) relevant to the course that *goes considerably beyond* what is expected.
- B:** Student demonstrated a level of knowledge of material relevant to the course that is *beyond basic expectations*.
- C:** Student demonstrated an acceptable level of knowledge that is *in line with course expectations*.
- D:** Student knowledge *barely meets expectations* and the student will likely face significant difficulty in more advanced history courses.
- F:** Student has not learned or demonstrated enough mastery of material to receive a passing grade.

These criteria are not intended to be off-putting, but merely to make clear that simply showing up for class, doing assignments, and talking occasionally generally earns a “C” or a “D”—not an “A” or “B,” both of which denote a student who exceeded the basic expectations outlined in this syllabus.



The basic grade breakdown is as follows:

<b>Participation:</b>	20%
<b>Exam #1:</b>	20%
<b>Exam #2:</b>	20%
<b>Research Question:</b>	5%
<b>Reading List:</b>	5%
<b>Final Paper:</b>	20%
<b>Oral Presentation:</b>	10%

The following grading scale is in effect:

A+	=	97-100
A	=	93-96
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D	=	60-69
F	=	59 and below

## C O U R S E S C H E D U L E

*Please note that the following schedule is provisional. Changes may be made as demanded by the weather, class progress, etc. Please watch your email for alterations/revisions.*

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### **THURSDAY, JAN. 19, 2012: INTRODUCTIONS**

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Today we will get to know one another while, at the same time, making certain that everybody understands the syllabus and goals of this course. We will also spend a few minutes discussing the nature of a history.

**Lecture:** Introductions

**Required Reading:**

S.W. Swain, "What is History?" *The Journal of Philosophy*, 20 (1923): pp. 281–289.

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**TUESDAY, JAN. 24, 2012: RELIGION, PT. 1**

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During the early sixteenth century, the “one church” split apart, generating what would eventually turn into some 38,000 different Christian sects. Despite this apparent proliferation of religion, scholars usually argue that religious belief declined during the nineteenth and twentieth centuries through a process of secularization. Today’s lecture will trace the forces that are traditionally cited as helping to secularize society.

**Lecture:** Religion and Secularization: From Reformation to the Present

**Required Reading:**

Frederich Nietzsche, *The Twilight of the Idols and the Anti-Christ: or How to Philosophize with a Hammer* (Penguin Classics, 1990), pp. 125-162.

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**THURSDAY, JAN. 26, 2012: RELIGION, PT. 2**

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In at least two of his most famous books, German philosopher Frederich Nietzsche famously stated: “God is dead.” In essence, he meant that the idea of a divine being had been made a mockery amid a collection of rules and regulations designed to subjugate mankind. Religious leaders created an ethnical system that oppressed rather than raised up western society. Today we will discuss Nietzsche, his critique of Christianity, and the question of whether society is more secular than in the past.

**Discussion:** Nietzsche and the Question of a Secular Society

**Required Reading:**

Nietzsche, *The Anti-Christ*, pp. 163-199.

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**TUESDAY, JAN. 31, 2012: THE ORIGINS OF INEQUALITY, PT. 1**

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George Orwell famously noted: “All animals are equal, but some animals are more equal than others.” In what ways are people different and how were these differences perceived across time? Today’s lecture examines a few of the different ways in which humans have identified “difference.”

**Lecture:** The Origins of Inequality: Social Class, Race, and the Creation of the “Other”

**Reading:**

Jean-Jacques Rousseau, *A Discourse on Inequality* (Penguin, 1985), pp. 77-107.

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**THURSDAY, FEB. 2, 2012: THE ORIGINS OF INEQUALITY, PT. 2**

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Today we will discuss the nature of difference. Are we different? Are some means of distinguishing difference more justified than others? What are the implications of difference? Furthermore, was Rousseau correct? Are we all the same in the state of nature?

**Discussion:** Created Equal?

**Reading:**

Rousseau, *Discourse on Inequality*, pp. 109-137.

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**SUNDAY AFTERNOON (BIDDEFORD CITY THEATRE), FEB. 5, 2012 (2PM): OPERA AND THE TRADITION OF POPULAR MUSICAL THEATRE**

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Musical theatre has a long history in western culture. This evening, Arts@UNE and the College of Arts and Sciences present a program of music and historical discussion that traces this tradition through time from the great operas of the late-eighteenth and nineteenth centuries to the Broadway musicals of today. **NOTE: THIS CLASS IS REQUIRED.**

*[My plan (barring snow days), is to substitute this concert for our regularly scheduled class on April 17<sup>th</sup>.]*

**Reading:**

*No Assigned Reading*

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**TUESDAY, FEB. 7, 2012: UTOPIAN VISIONS, PT. 1**

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Our lecture today will briefly explore a few of the various approaches that humans adopted to create order and asks whether one is better than the others.

**Lecture:** Utopian Notions: The Search for an Ideal Government

**Reading:**

Jean Domat, "On Social Order and Absolute Monarchy (n.d.), *Modern History Sourcebook* Available online:  
<http://www.fordham.edu/halsall/mod/1687domat.html>. (Accessed 8/8/06).

Thomas Hobbes, Selections from *Leviathan* (1651), *World History Resource Center*. Available online: <http://worldrc.wadsworth.com/student/WorldCiv-ch14.html>. (Accessed 8/8/06).

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**THURSDAY, FEB. 9, 2012: UTOPIAN VISIONS, PT. 2**

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Given the evident need to perceive difference, how should we govern ourselves? Is government necessary?

**Discussion:** What is the Ideal Government?

**Reading:**

Karl Marx, *The Communist Manifesto*. Available online:  
<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>. (Accessed 7/31/07).

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**TUESDAY, FEB. 14, 2012: THE CHALLENGE OF INDUSTRIALIZATION, PT. 1**

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The Industrial Revolution is perhaps the most important transformative moment in modern history. It shaped identity, politics, economics, and the realities of day-to-day life. Today's lecture will explain why the revolution took place and will briefly touch on some of the myriad implications.

**Lecture:** The First Industrial Revolution and its Implications

**Reading:**

Friedrich Engels, *The Condition of the Working Class in England* (Penguin: 1987), pp. 68-110.

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**THURSDAY, FEB. 16, 2012: INDUSTRIALIZATION, PART II**

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Today we will discuss the Industrial Revolution and its results, paying particular attention to the myriad social, cultural, economic, and political results.

**Reading:**

Friedrich Engels, *The Condition of the Working Class in England* (Penguin: 1987), pp. 123-126, 159-202.

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**TUESDAY, FEB. 21, 2012: MID-TERM EXAM #1 REVIEW**

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**Discussion:** Mid-Term #1 Review

**Reading:**

*No Assigned Reading*

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**THURSDAY, FEB. 23, 2012: MID-TERM EXAM #1**

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Mid-Term #1

**Reading:**

*No Assigned Reading*

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**TUESDAY, FEB. 28, 2012: THE AGE OF EMPIRES, PT. 1**

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During the last decades of the nineteenth century, Europeans engaged in a campaign of imperialism that permanently altered human relations internationally. The lecture today traces the roots of the “new imperialism” and briefly explains why it is so controversial.

**Lecture:** The Age of European Imperialism

**Reading:**

Joseph Conrad, *Heart of Darkness and the Congo Diary* (Penguin, 2007), pp. 3-37.

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**THURSDAY, MAR. 1, 2012: THE AGE OF EMPIRES, PT. 2**

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There is considerable debate about the merits of imperialism. A majority of observers argue that European imperialism was an unmitigated disaster. A small number of scholars suggest that actually these empires had many positive effects. Today you will debate the merits of each argument, while also commenting on Conrad’s famous *Heart of Darkness*.

**Debate:** Is Empire “Ethnical?”

**Reading:**

Conrad, *Heart of Darkness*, pp. 38-96.

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**TUESDAY, MAR. 6, 2012: SEEING A BRAVE NEW WORLD, PT. 1**

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Mountains and beaches are beautiful. If this statement were not true, tourism in Maine and New Hampshire would face serious difficulties—yet it was *not* always true. Prior to about 1750, mountains and beaches were anything but attractive; they were repulsive. Today we explore the reasons behind the late-eighteenth century aesthetic revolution.

**Lecture:** The Aesthetic Revolution

**Reading:**

Oliver Zimmer, "In Search of Natural Identity: Alpine Landscape and the Reconstruction of the Swiss Nation," *Comparative Studies in Society and History*, Vol. 40, No. 4 (Oct., 1998): pp. 637-665.

## **Paper Proposal Due**

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### **THURSDAY, MAR. 8, 2012: SEEING A BRAVE NEW WORLD, PT. 2**

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How do aesthetics shape our lived experience? How have aesthetics changed with time? What are some of the implications of aesthetic change? Today we will explore the ways in which we "read" the world around us while seeking answers to these and other questions.

**Discussion:** Reading the Visual

**Reading:**

William Rollins, "Whose Landscape? Technology, Fascism, and the National Socialist Autobahn," *Annals of the Association of American Geographers*, Vol. 85, No. 3 (Sept., 1995): pp. 494-520.

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### **TUESDAY, MAR. 13, 2012: CONSUMER CULTURE, PT. 1**

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We live in a consumer-driven society. Life is about getting the latest, the best, the fanciest. Social prestige is found in owning snazzy clothes and fast cars. We've simply *got* to have the latest computer, niftiest phone, and the fastest software. Advertising is quite literally everywhere. It was not always this way. Consumer society, like so much else, is relatively modern. Today we'll examine the origins and evolution of consumption.

**Lecture:** Buy It Now!: The Rise of Consumer Culture

**Reading:**

Kolleen M. Guy, "'Oiling the Wheels of Social Life': Myths and Marketing in Champagne during the Belle Epoque," *French Historical Studies*, 22(2) (1999): pp. 211-239.

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### **THURSDAY, MAR. 15, 2012: CONSUMER CULTURE, PT. 2**

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Products have meaning. Today we'll try to figure out how and why by focusing our attention on the marketing of sewing machines and champagne.

**Discussion:** Buying Yourself



**Reading:**

Judith G. Coffin, "Credit, Consumption, and Images of Women's Desires: Selling the Sewing Machine in Late Nineteenth-Century France," *French Historical Studies*, 18(3) (1994): pp. 749-783.

**SPRING BREAK, NO CLASSES**  
**March 17 – March 25, 2012**

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**TUESDAY, MAR. 27, 2012: WORLD WAR I AND THE CRISIS OF MODERNITY, PT. 1**

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The First World War, the "war to end all wars," represented perhaps the single most transformative moment in the history of the twentieth century. Today we will talk about the war while also saying a few things about its impact.

**Lecture:** World War I and the Birth of the Modern

**Reading:**

Paul Lerner, "Psychiatry and Casualties of War in Germany, 1914-1918," *Journal of Contemporary History*, Vol. 35, No. 1, Special Issue: Shell-Shock (Jan., 2000): pp. 13-28.

**Bibliography DUE**

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**THURSDAY, MAR. 29, 2012: WORLD WAR I AND THE CRISIS OF MODERNITY, PT. 2**

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Ideas about mental health were among the many changes that emerged from the experience of total war. Today we will discuss the nexus of the war experience, health, and gender.

**Discussion:** Mental Illness and Gender in the Wake of World War I

**Reading:**

Joanna Bourke, "Effeminacy, Ethnicity and the End of Trauma: The Sufferings of 'Shell-shocked' Men in Great Britain and Ireland, 1914-39," *Journal of Contemporary History*, Vol. 35, No. 1, Special Issue: Shell-Shock (Jan., 2000): pp. 57-69.

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**TUESDAY, APR. 3, 2012: THE RISE OF ISLAMIST THOUGHT AND THE ROAD TO 9/11**

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Although many people knew of Al Qaeda on September 10, 2001 (following bombings in the Middle East and in Africa), it was the horrific attacks on 9/11 that made most Americans aware of the group. Yet Al Qaeda's origins are much, much deeper in the post-World War II period. This film tells the story of the group's origins while introducing viewers to a number of key players.

**Video:** *Jihad: The Men and Ideas Behind Al Qaeda*

**Reading:**

Sayyid Qutb, *Milestones*, Introduction, Chapter 1, Chapter 4, Chapter 5.

Available online at: Available online at:

[http://web.youngmuslims.ca/online\\_library/books/milestones/hold/index\\_2.htm](http://web.youngmuslims.ca/online_library/books/milestones/hold/index_2.htm)

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**THURSDAY, APR. 5, 2012: MAKING SENSE OF JIHAD**

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Today we will talk both about the film that we watched on Tuesday and about Sayyid Qutb's *Milestones*, the book that ultimately spawned the political ideology that would fuel the 9/11 attacks.

**Discussion:** Making Sense of the Rise (and Fall?) of Al Qaeda

**Reading:**

Sayyid Qutb, *Milestones*, Chapter 7, Chapter 9, Chapter 12.

Available online at:

[http://web.youngmuslims.ca/online\\_library/books/milestones/hold/index\\_2.htm](http://web.youngmuslims.ca/online_library/books/milestones/hold/index_2.htm)

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**TUESDAY, APR. 10, 2012: MID-TERM EXAM #2 REVIEW**

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**Discussion:** Mid-Term #2 Review

**Reading:**

*No Reading Assignment*

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**THURSDAY, APR. 12, 2012: MID-TERM EXAM #2**

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Mid-Term #2

**Reading:**

*No Reading Assignment*

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**TUESDAY, APR. 17, 2012: STUDENT PRESENTATIONS**

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**Reading:**

*No Assigned Reading*

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**THURSDAY, APR. 19, 2012: STUDENT PRESENTATIONS**

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**Reading:**

*No Assigned Reading*

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**TUESDAY, APR. 24, 2012: STUDENT PRESENTATIONS**

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**Reading:**

*No Assigned Reading*

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**TUESDAY, APR. 26, 2012: STUDENT PRESENTATIONS**

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**Reading:**

*No Assigned Reading*

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**THURSDAY, MAY 1, 2012: STUDENT PRESENTATIONS**

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**Reading:**

*No Assigned Reading*

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**THURSDAY, MAY 3, 2012: STUDENT PRESENTATIONS**

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**Reading:**

*No Assigned Reading*

**FINAL PAPER DUE IN CLASS**