

**Department of History
Huron University College**

**HIS 2702E Ten Days that Shook the World
(2008-2009)**

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Office hours: Wednesday 1:30-2:20 pm and Thursday 1:30-3:20 pm or by appointment
Class: Monday 10:30 am - 12:30 pm; Thursday 11:30 am - 12:30 pm

Introduction

American journalist John Reed coined “ten days that shook the world” to describe ten consecutive days during the Russian Revolution in 1917. This course uses the phrase differently: for ten separate days, whose case studies we will combine to fashion a discontinuous history of the world since 1640. What runs through all ten days is the key role of interactions across cultures. Such interactions are rarely equal. They build up structured disparities—imperialism, racism—that shape the world; they also invite resistance out of which have emerged concepts concerning the appropriate exercise and limitation of power, or what we call “rights.” As we move among the case studies, our goal is not to gain total knowledge of the world, but to understand the processes by which we claim to know the world.

The course consists of lectures and tutorials, as well as two to three films per semester. Most of the ten units run for two weeks and consist of four lectures plus two tutorials. The **tutorials** meet once a week, starting in the second week of the fall term, and will focus on the readings and interpretation of the assigned texts. The readings include primary documents, historical studies, and fictional reconstructions. The **films** are particularly persuasive texts of the third sort. You are responsible for viewing the films not screened during class time.

The required readings for the course include a **course reader** (available from InPrint, University Community Center) and Timothy Brook, *Vermere's Hat: The Seventeenth Century and the Dawn of the Global World* (Viking Canada, 2008). An optional **further reading** is also listed.

The **graded assignments** for the course consist of the following:

- four short papers (3-4 pages) for four of the first six units: interpret a short passage from one of the readings in relation to a particular question; for some of the units I have suggested a question to frame your answer, but you are free to use a question of your own choosing, due in the first tutorial of the following unit -- 20%
- fall exam held on the last day of class (1 hour) -- 15%
- spring exam during the exam period (2 hours) -- 30%
- tutorial participation -- 15%
- History and Memory paper (10-12 pages), due March 26, 2009 -- 15%
- occasional spot quizzes given during the first five minutes of lecture -- 5%

Teaching Schedule

Fall Semester

Sep. 4 course introduction

Unit 1 15 March 1640: The Spanish victory march over Chinese in Manila

Sep. 8 lecture 1 What happened that day
 Sep. 11 lecture 2 What were the Spanish doing there?
 Sep. 15 lecture 3 What were the Chinese doing there?
 Sep. 18 & 22 lectures 4 & 5 The Philippines since 1640

Readings Course reader, pp. 1-35

Further Andre Gunder Frank, *ReOrient: Global Economy in the Asian Age* (Berkeley: University of California Press, 1998)

Question: Were the Spanish and the Chinese in Manila for the same reason; if not, why not?

Unit 2 24 September 1720: The entry of a Manchu army into Lhasa

Sep. 25 lecture 1 What happened that day
 Sep. 29 lecture 2 Inner Asians in 1720: what were they all doing there?
 Oct. 2 film Martin Scorsese, "Kundun"
 Oct. 6 lecture 3 The Manchus as rulers of Tibet
 Oct. 9 & 13 lectures 4 & 5 Tibet in the 20th century

Readings Course reader: pp. 37-81

Further Warren Smith, *Tibetan Nation: A History of Tibetan Nationalism* (Boulder: Westview, 1996)

Question: Is/was Tibet a nation?

Unit 3 14 February 1779: The death of Captain Cook

Oct. 16 lecture 1 What happened that day
 Oct. 20 lecture 2 What did the British and "Hawaiins" think each other were doing?
 Oct. 23 lecture 3 Omai and human sacrifice
 Oct. 27 lecture 4 Colonial tourism and nuclear imperialism

Readings Course reader: pp. 83-127

Further Marshall Sahlins, *How "Natives" Think, about Captain Cook among Other People* (Chicago: University of Chicago Press, 1995)

Question: Did representations or interests determine the conflict or its outcome?

Unit 4 19 June 1830: France invades Algeria

Oct. 30	lecture 1	What happened that day
Nov. 3	lecture 2	The multiethnic world of North Africa
Nov. 6	lecture 3	Why were the French in North Africa?
Nov. 10	film	Gillo Pontecorvo, "The Battle of Algiers"
Nov. 13	lecture 4	Consequences of French imperialism

Readings Course reader: pp. 129-172
Further Mahfoud Bennoune, *The Making of Contemporary Algeria, 1830-1987* (Cambridge: Cambridge University Press, 1988)

Question: Did French imperialism differ from British? Did Algerian resistance differ from Asian?

Unit 5 27 April 1898: The British suppress the Chimurenga rebellion

Nov. 17	lecture 1	Chimurenga
Nov. 20	lecture 2	Matebeleland and Mashonaland
Nov. 24	lecture 3	Why were the British in southern Africa?
Nov. 27	lecture 4	Chimurenga II

Readings Course reader: pp. 173-221
Further Terence Ranger, *Revolt in Southern Rhodesia, 1896-97* (London: Heinemann, 1967)

Dec. 1 in-class exam

Spring Semester**Unit 6** 6 April 1930: Gandhi marches to the sea to oppose the salt tax

Jan. 5	lecture 1	What happened that day
Jan. 8	lecture 2	Gandhi's progress
Jan. 12	lecture 3	Gandhi and the imperial sunset
Jan. 15	lecture 4	Satyagraha in America
Jan. 19 & 22	film	Richard Attenborough, "Gandhi"

Readings Course reader: pp. 222-254
Further Partha Chatterjee, *Nationalist Thought and the Colonial World: A Derivative Discourse?* (London: United Nations University, 1986)
Assignment one-page proposal for your History and Memory paper due on 26 Jan., 2009

Unit 7 13 December 1937: The Rape of Nanking

Jan. 26	lecture 1	What happened that day
Jan. 29	lecture 2	Japan's empire
Feb. 2	lecture 3	The Second World War in Asia
Feb. 5	lecture 4	War crimes and atomic peace

Reading Course reader: pp. 255-309
Further Timothy Brook, *Documents on the Rape of Nanking* (Ann Arbor: University of Michigan Press, 1999)
 Joshua Fogel, ed., *The Nanjing Massacre* (Berkeley: University of California Press, 2000)
 Iris Chang, *The Rape of Nanking* (New York: Basic Books, 1998)

Unit 8 27 June, 1954: The CIA overthrows the Arbenz government in Guatemala

Feb. 9	lecture 1	What happened that day
Feb. 12	lecture 2	Ladino regimes in Guatemala
Feb. 23	lecture 3	The United States in Guatemala
Feb. 26	lecture 4	The burdens of the Maya

Readings Course reader: pp. 311-339
Further Susanne Jonas, *The Battle for Guatemala: Rebels, Death Squads, and U.S. Power* (Boulder: Westview, 1991)
 Steve Streeter, "Interpreting the 1954 U.S. Intervention in Guatemala," *The History Teacher* 34:1
Film Robert Richter, "Inside the School of Assassins"

Unit 9 2 & 4 August, 1964: The Gulf of Tonkin Incident

Mar. 2	lecture 1	What happened these days
Mar. 5	lecture 2	Why were the Americans in Vietnam?
Mar. 9	lecture 3	Nixon Doctrine and fall of South Vietnam
Mar. 12	lecture 4	The impact of the Vietnam War

Readings Course reader: pp. 341-373
Further Edwin Moise, *Tonkin Gulf and the Escalation of the Vietnam War* (Chapel Hill: University of North Carolina Press, 1996)

Unit 10 Dec. 25, 1979 —The Soviet Union invades Afghanistan

Mar. 16	lecture 1	What happened that day
Mar. 19	lecture 2	Daoud regime & 1978 Saur Revolution
Mar. 23	lecture 3	What were the Soviets doing there?
Mar. 26	film	Vladimir Bortko, "Afghan Breakdown"
Apr. 2 & 7	lectures 4 & 5	Afghanistan since 1979

Reading Course reader: pp. 374-408
Further Hasan Kakar, *Afghanistan: The Soviet Invasion and the Afghan Response, 1979-1982*
 (Berkeley: University of California Press, 1995)

How to Read a Text

Texts are not simply “there” to be read. They have been put “there” to influence how other people understand the world. They are not perfect mirrors, either of reality or of the author's mind. Think of them as incomplete artifacts manufactured to project meanings and produce effects. They do not simply appear, after all, but have to be produced, and the writer produces them to influence readers, at the time and in the future. No time and place being the same as any other, the circumstances in which a text is written shape the text according to the audience it seeks to persuade. No text ever tells the same story; every text adds something new or hides something away.

The task of the historian is to understand both what is said and what is suppressed, and from that to reconstruct some piece of the past where the text was written. Here are some questions that might help you figure out what a text “says.” Not all will apply to every text:

(i) mechanics:

Who wrote it?

When was it written?

When was it published, if ever; and if not, why not? How did it survive?

What language was it written in? What language was it published in?

Is it translated, and if so, by whom and for what purpose?

If you are not reading it in the original language, does that matter?

When was it read?

Who might have read it? Are you one of its intended readers?

(ii) meanings:

What does the author say? Is what s/he writes internally contradictory in any way?

In what ways does the author say it? Does that affect what s/he is saying?

What is its genre (biography, novel, diary, memoir, essay, legal judgment, joke)?

How does the genre determine what gets said and what doesn't?

Is the author aware of competing points of view? If they are, what are they?

Is there any tension between the author says and what s/he avoids saying?

(iii) effects:

What is the author's point of view (what does the author *think* s/he is saying)?

Why does the author hold that point of view?

What effects does the author seek to produce in readers?

What effects has this text produced since the time it was written?

Has the text had consequences in the real world, and if it has, why?

How does the text deepen or change your understanding of the world in which it was made?

History and Memory Paper

This assignment is an opportunity to explore the impact that a historical event of your own choosing has had: on its own time (the “history” part of the assignment: how did it change anything) as well as on us in the present (the “memory” part: how and why is it remembered). Choose any event since 1600, though choose something in which you, whether for personal, family, or intellectual reasons, have a strong interest. A personal connection to the event is okay, though you should approach the thoughts and feelings of yourself or your family with the same critical distance you would use with any source. Avoid choosing something as general as “the scientific revolution” or “modern warfare.” The purpose in getting you to choose a particular event is to encourage you to work out your ideas on something concrete. If you want to tackle something big, select a moment in its history that provides you with a platform from which to approach that bigger theme.

You will need to include some sort of brief description about the event, but don't spend more than two pages on this. The description should serve as the base for launching you into the issues you want to write about. Write to highlight what was appealing or controversial, both at the time and subsequently. Separate what happened from what people thought happened, or wanted to happen, or prefer to remember happening—then ask why they performed these memory operations. Nothing from the past comes to us unmediated; nothing has meaning until we put it there. How the event has been remembered is very much tied up with who chooses to remember it. Different memories about the event may compete for public attention, because people want to “use” the event in very different ways. Conflict is a great forcer of clarity.

To assess the impact of the event at the time, try to find at least one primary source. You have examples of contemporary primary sources for the units in the course reader: reports of missionaries, books by participants, letters, memoirs. If you're stuck, a good place to start is a newspaper and find out how the event that interests you got reported at the time. The UWO Library microfiche room has a good collection of newspapers. If you go to the Web, go with care. So much of what comes up is unattributed, unverifiable, and pre-packaged: it may give you information but it may also prevent you from thinking. Cite everything that shapes your thinking on the subject, including websites. Whether you prefer to use footnotes, or embedded parenthetical notes, or endnotes doesn't matter: just be consistent.

Always keep in view the distortions that memory, even documentary memory, impose on what we think we know about what happened in the past. Memory is selective and naturally incomplete, but its selectivity is rarely naïve. Memory may hold knowledge of the past together, but it is also a wicked forger, pumping misinformation through cultural and institutional filters to build up the barriers of ethnicity, nationalism, and gender by which we sustain our identities and choose our enemies. Forgetting is possibly memory's most powerful technique: for everything that get remembered, something gets forgotten, and interests are served by both. Think carefully about what those interests are for the event you have chosen. Always keep in mind what you are being asked to forget.

Before you begin, start by writing out one paragraph in which you lay out (i) what the event is, (ii) why it has caught your attention and is worth knowing about, (iii) what can be known about it, (iv) how you think public memory has shaped or preserved or distorted it, and (v) for what purposes. This will help

organize your thoughts, and may also give you an opening paragraph.

Formalities:

Etiquette: Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. You may avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of the class. If you are late, or know that you will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Prerequisite Information: Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course or written special permission from the dean to enroll in this course, you will be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Late Policy: To be fair to students who submit their work on time, late submissions are penalized according to the departmental late policy, with a three-mark penalty for the first day and a two-mark penalty for each subsequent calendar day. Essays more than seven calendar days late will not be accepted. Extensions may be granted only for documented medical reasons or for personal bereavement.

Medical Absences

For work representing 10% or more of the overall grade for the course, a student must present documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Huron students should take their medical documentation to the Academic Counsellor, Academic Services Centre at Huron University College, together with a Request for Relief specifying the nature of the accommodation requested.

Documentation for non-Huron students must be submitted as soon as possible to the student's Faculty Dean's office. The request and documentation will be assessed and appropriate accommodation will be determined by the Dean's office in consultation with the instructor(s). Academic accommodation will be granted ONLY where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities.

The UWO Student Medical Certificate (SMC)

(https://studentservices.uwo.ca/secure/medical_document.pdf) and Request for Relief

(<http://www.huronuc.ca/pdf/AcademicCounsellingRequestforReliefFormMar08.pdf>) are available at the Student Centre Website (<https://studentservices.uwo.ca/secure/index.cfm>), the Huron University College Academic Counselling website

(http://www.huronuc.ca/faculty_arts_social_science/academic_counselling/) or from the Academic Services Centre at Huron.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf> .

Plagiarism is an academic offence and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the *Huron University College Statement on Plagiarism*, available at the reference desk in the HUC Library and at <http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf>. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library Information about these resources can be found at: http://www.huronuc.ca/library/research_guides_and_handouts/.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Technology: It is not appropriate to use technology (such as, but not limited, to laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Counseling: History students registered at Huron who require counseling about their program of study should arrange to meet with Ms. Debbie Chadwick, Academic Counselor, and on related matters (e.g. appeals, letters of permission, special permission) should contact the Chair of the History Department, Dr. Jun Fang (Office: A217; Tel.: 519-438-7224 ext. 239; Email: jfang9@huron.uwo.ca).

Appeals: before appealing a mark, take time to consider the assignment and the professor's comments. Then discuss the mark with your professor. If the resolution is not satisfactory, make your appeal in writing to the Chair of the History Department, Dr. Jun Fang.