Welcome to the Course

Welcome to History 202. I hope taking this course will be an enjoyable and rewarding experience for you, your fellow students, as well as for me. As we have seen with recent tragic events and wars, the world is intertwined in a variety of powerful ways that influence how we live and die. We will be exploring many of those connections in this class. But in so doing, History 202 can be a daunting course for both student and teacher. How do we squeeze 500 years of world history into one semester? How do we approach a course where students come from a wide range of majors and ages, each with a different learning style, and each with different opinions about the value of General Education (core) courses, or the value history courses in general? But life is full of challenges. Whether in the home, at church, or at work, life rarely hands us things of value on a silver platter. The greatest rewards frequently come from the greatest sacrifice and hardest work. From this perspective, the challenges of 202 are invigorating. This is a great course and I love teaching it because it allows us to discuss the big issues in the recent development of world civilizations and how they affect us today. This course, and all courses, are also valuable because we should respect and even love our neighbors as ourselves, which suggests that we come to a greater understanding of our neighbors, even those proverbial Samaritans who we may have little interest in. I challenge you to make the commitment to try your best in this course. If you do, you will gain a greater appreciation for the world we live in that will enrich your life long after you leave BYU. You will also learn skills that will help you in whatever career you choose to pursue.

Objectives and Purpose

The main objective of this course is to help you to learn about, and clearly explain—in written and verbal form—many of the ideas, events, and forces that have shaped the modern world. How and why have nations risen and fallen? What ideas have driven events, and vice versa. How have certain groups of people treated other groups of people and why? But perhaps the greatest objective is to promote higher levels of critical thinking and writing, such as analyzing historical evidence and using it to craft clear and persuasive arguments in papers and exams, and in class discussions. This type of thinking and learning requires some deeper thought than we are sometimes accustomed to. When I go on one of my YouTube chain journeys, where I begin looking at trout fishing in Argentina, and somehow end up watching kid history, all the while texting my brother about the new restaurant I just went to, that uses a different kind of mental process than what I use when I do academic work at the university, where more focused and in-depth thinking is required. We all need to be able use our minds in a variety of ways. Think about it this way: If you were accused of a serious crime that you were completely innocent of, what kind of mental approach would you want your lawyers to take? Surely a vigorous, in-depth, and comprehensive one. To do our best in this class, let’s use our minds in their in-depth and profound thinking modes. If you put in the effort, you will increase your capacity to understand historical sources and how different nations and groups of people interpret and produce history, and you will be able to write and speak more effectively.

Why do we begin with 1500? In some ways it is a date of convenience—roughly the European discovery of the New World—and other professors might use a different starting point. During the 15th century (1400s) the Chinese had a powerful empire that seemed ready to increase its influence far beyond its borders. At the same time, European technology and culture were developing in ways that would lead Europeans into confrontations with much of the rest of the world, even while Europe itself was deeply divided by the Protestant Reformation. These monumental historical events were major driving forces in the course of world history then, and their impact is still being felt today. But this course is not just about the rise of Europe. We will also discuss other great civilizations in Africa, Asia, and Latin America, and how they developed and interacted with each other. By the end of the term we will have arrived at the post-cold war and post-industrial world of today.

You are responsible for all of the information in this syllabus, and I encourage you to take the time to go over it, make plans for the semester, and consult it frequently, especially regarding my expectations on exams and other assignments.

Required Reading Materials (be sure you have the right volumes and editions)

• Bentley and Ziegler, Traditions and Encounters: A Brief Global History, 2nd Edition (be sure it is the brief edition)
• Alfred Andrea and James Overfield. The Human Record, volume II (sixth edition).
• Craig Harline, A Bishop’s Tale
• Chinua Achebe. Things Fall Apart.
• Other readings put on Blackboard (TBA and check syllabus)
I have chosen the reading materials with these goals in mind. Bentley and Ziegler are among the leaders in the world history movement, and this is the brief edition of their best-selling text. It is a brief but comprehensive text that will provide basic reference points for the course. The source book by Andrea and Overfield (AO) offers a wide selection of primary documents that provide vital firsthand perspectives of many of the issues and people we will be discussing. These primary sources will allow you to play the part of the historian, analyzing and interpreting the historical record for yourself and forming your own ideas about the past (be sure you have the correct volume and edition of these two texts). You will be showcasing these ideas in your essays on exams as well as in quizzes taken in class. In your essays and quizzes, you will need to back up your arguments with primary documentation whenever possible. In addition to these two comprehensive texts, you will be reading two other books that will allow you to get a closer and more personal look at history. Harline’s A Bishop’s Tale is a fascinating micro-history of the life of an archbishop in Europe during the Catholic Reformation. Chinua Achebe’s Things Fall Apart is a classic of African literature that will open up discussions about the impact of colonialism and the relationship between the colonizer and colonized, not only in Africa, but in the world over. You will be quizzed on both books (and writing a paper on one of them).

Elements of the Course, Expectations, and Advice

Because students have different learning styles, I use a variety of presentations in my course. Lecturing will be an important part of the class, and you will be responsible for information given in lectures. I will also engage in class discussion as well as initiate small group discussion. The advantage of discussion is that it gets students active. Sometimes we will engage in spontaneous discussions in class, while other times I may distribute questions before class, either in a previous class or through Blackboard, and you will be expected to come to class with prepared answers. While it may be nice to sit back and passively take notes on lectures the whole term, then regurgitate information on the exams, students learn more when students respond verbally and in writing in class. These teaching techniques allow more students to get involved, invites the processing of information, and makes class more interesting. You will also benefit by expanding your learning styles, by learning how to learn in different ways.

I will also try to use different types of audio and visual media including playing music, showing video clips, and some slide presentations. You should record the major ideas and concepts presented in audio and visual presentations so that you can use them as evidence in your exams. Although I will do my best to make the course interesting and thought provoking, a topic of interest for one person might be the most boring subject ever for another. In the end you are your own best motivator. This course can be difficult, especially if you allow yourself to fall behind in the readings. If you want to do well in the course, work hard and keep up with the readings. I am confident that if you put in the effort, you can make this and any other course very rewarding.

You are expected to come to class prepared to discuss the day’s reading assignments. Bring your Andrea and Overfield (AO) book to class everyday when you have reading assignments in it so you can refer to it in class and group discussions (the Bentley-Ziegler book would be useful as well). If you keep up with your reading you will have a much better chance at doing well on the exams, you will be able to participate in class discussions, and, in general, class will be more enjoyable.

At all times I will expect students, teaching assistants, and the instructor to exhibit the appropriate respect for each other. This includes respect for others when they are sharing their ideas and questions with the class, and it includes respect for the people and civilizations we will be studying. Respect also means helping to create a class environment conducive to sharing and learning and not distracting our neighbors with laptop screens playing the latest video game or sensational YouTube posting.

Taking notes on the readings, lectures, and other material presented in class is highly recommended since exam questions will relate to material from all of these areas. While I may repeat some of the important points from the text, I will focus largely on new material in my lectures that goes into more depth than the text, or that deals with a topic not covered by the text. Notes will prepare you for exams as well as help you retain what you have learned, making you not only a well-rounded individual, but a formidable game show contestant in the future.

Assignments, Exams, and Points*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Midterm exam</td>
<td>200 pts</td>
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<tr>
<td>2. Reading quizzes/ in-class assignments/forums</td>
<td>40 pts*</td>
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<tr>
<td>3. Quizzes on Harline and Achebe</td>
<td>40 pts</td>
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<tr>
<td>4. Paper on Harline or Achebe (you choose)</td>
<td>150 pts</td>
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<tr>
<td>4. Final Exam.</td>
<td>200 pts</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>630 pts</strong>*</td>
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Grade Percentage Breakdown

- 93-100 = A
- 90-92 = A-
- 88-89 = B+
- 83-87 = B
- 80-82 = B-
- 78-79 = C+
- 73-77 = C
- 70-72 = C-
- 68-69 = D+
- 63-67 = D
- 60-62 = D-
- 59 and below = E

*The point total is an approximate number and will vary depending on the number of reading quizzes etc. We may have more quizzes than this number, or we may have less (they are usually worth 10 points each). Thus, the final point total for the course may change, but the breakdown will remain the same (on the right).
Expectations and Advice on Assignments and Exams

Quizzes. Unannounced quizzes on the daily readings will be worth 10 points each. Quizzes will cover the reading material for that particular day. These quizzes are designed so that if you have done a good job doing the assigned readings (not just skimming), you should do well on them. Quizzes will usually come at the beginning of the class, so do not be late. However, I may also choose to give a quiz in the middle or at the end of class. In addition, on occasion we will do other writing activities dealing with a subject we have read or talked about. No makeups for missed quizzes or in-class assignments will be given. If you have a university-excused absence, let me know in advance and we can arrange some kind of makeup if you missed a quiz. I will drop your lowest reading quiz score (not the Harline or Achebe book) at the end of the semester. Your presence for, and performance on, the quizzes, also reflect your participation in class. If you come to class on time, having done a good job reading, you should have no problems on the quizzes. I will allow students to make up the Harline and Achebe quizzes, but there will be a penalty of 4 points off your final score.

Exams. You will take one midterm and one final exam, which will include some comprehensive elements. Both exams will consist of three sections: identification of terms, matching, and essay. One week before the exams, I will hand out a review sheet with all the terms and essays you will need to know for the exam. Short identifications will require you to explain various terms touching on the following: who/what is it? When did it take place? Where? And, most importantly, why is the term significant in history? The matching section will also come from your list of terms.

In your essays you are required to write well-developed essays that use standard essay format (introduction, paragraph format, using evidence to support your points, conclusion). You are required to answer the whole question and make use of the different sources from the course materials (lectures, reading materials, audio and visual presentations etc.). History is a writing discipline, and writing a history essay is an exercise in writing clearly and persuasively. This does not mean that every possible detail must be included in an essay, but you should answer each section with some depth, analysis, and evidence for your arguments and not just superficial generalizations. You should study all of the material we have covered and include the material that is relevant to a certain question. How students choose to organize and use that information is up to their perspective and creativity. Perspective and creativity, however, do not mean that a student can ignore information we have covered in the course related to the question. The best essays back up their arguments with evidence (examples, illustrations, events etc) instead of just making general comments. Relevant primary sources from the readings are very important in this regard. You should use as many selections from AO and BZ and from lectures as are relevant to the question. Because they are primary sources, they are great pieces of evidence (kind of like having an “eyewitness” in a court case) to use in your essays, and you should cite them in some way in your essay precisely because it makes your essay (your “case” so to speak) stronger. This does not mean that you have to memorize the whole title and page number of AO selections. Rather, you should be able to refer to the selection in some fashion to lend credence and weight to your argument. For example, a reference in an essay to one of Nelson Mandela’s speeches, if it was in AO, might look like this: “In his Rivonia trial speech, Nelson Mandela argued that the communists were among the few people who really wanted to help black South Africans fight against Apartheid. So, while the African National Congress itself was not communist, it did accept help where it could find it, even if that meant accepting help from communists.” A mere passing reference is better than nothing, but you should include some of the information from the selection as well. Only referring to primary sources without telling us what they say would be like having eyewitnesses in court that could strengthen your case, but not asking them to tell the judge and jury what they saw. Working in study groups in preparation for the exams can be a good tactic. However, study groups do not guarantee correct answers (indeed, sometimes they propagate incorrect or incomplete ideas), and in the end you are responsible for your performance on the exams. Here is a rough rubric for how the essays will be graded: Content: (65%). Does the essay answer the whole question, with each part developed in some depth, according to the various materials we have used in the course (text, reader, lectures, multi media, etc.)? Evidence: (15%). Does the writer strengthen the essay with effective use of relevant pieces of primary source evidence, such as primary sources from AO, BZ, and other course materials (reads and lectures)? Organization/structure/clarity (15%). Does the essay follow essay format, using introduction, paragraphs, and a conclusion? Are the arguments arranged coherently? Is the writing clear? Creativity and writing excellence: (5%). Does the essay reflect thoughtful analysis of the question beyond merely compiling lists of facts, dates, and events related to the question? Is evidence used in an analytical and creative way? Are connections made between arguments, and between primary sources? Does the writing flow and have persuasive power? You will not receive a grade for each of these sections, but this will let you know what I am looking for in the grading process.

Other Written Assignments: In addition to the exams, you will write 2 short reaction papers to your readings in AO (written on one of the selections from the particular due date) See the instructions at the end of your syllabus packet. Be sure to back up your work on a more than one disk. If you do this faithfully, you will prevent unnecessary stress and pain when due dates come. Save your work until after the semester is over. Remember that computers, printers, and networks don’t always cooperate in the waning hours before an assignment is due.

Late assignment policy. Late assignments will be docked one letter grade per late day (not each class day).

Meeting and Communicating with the Instructor and TA
Feel free to meet with me or the teaching assistants about any concerns you have with the course. You may have trouble preparing for quizzes or with taking notes, or you may have some other concern. Whatever the case, please feel free to talk to me or the T.A.s. It is better to get a concern out in the open rather than let it fester the whole semester. Email is another effective way to communicate, and we will also be using Blackboard. In this day of information technology, I will expect you to check your email and Blackboard at least once a day to see if I have left you any messages relevant to the course.

Grade issues: The average grade my 202 classes has been between 82 and 85%. You need to keep track of your work and your grades, and make sure that they correspond with the official record as kept on Blackboard. Keep your work in case there is a discrepancy that needs to be rectified. Be sure to keep a copy of all your papers (don’t erase them from your flash and/or hard drives) until after the semester is over. If you have a grade issue, you need to take care of it quickly, within two weeks after an assignment is returned to you. When finals roll around, I will not be discussing grades received on assignments from the middle of the semester. You are welcome to discuss grades on particular assignments. Many students think that this is a one-way street—that is, that their grade can only go up. I was shocked when one of my professors told us that while a grade might go up, additional scrutiny of an assignment may result in a lowering of the grade. I had to admit that his logic was sound. Before you come to discuss any grade issue, review the relevant instructions for the assignment in the syllabus.

Course Content Issues
The question of what is appropriate and inappropriate course content can at times be a contentious issue. At BYU there may be consensus at the extremes, but there is surely a large middle ground where opinions might differ. I think the heart of the matter lies in the purpose of education. Retired history professor Frank Fox, chosen by BYU Today magazine as one of the top 10 teachers of all time at BYU, uses the following example to illustrate the point about the university environment and the purpose of education. If you go to a graveyard, dig up a body, take it to your garage and begin cutting it up, you will probably get arrested and jailed for a number of offenses. However, in a university classroom students in anatomy classes observe, handle, and cut up dead bodies. What is the difference between the two scenarios? The difference is the educational environment of the university, and the educational intent of a particular activity. To that example we could add others. History is a broad subject that encompasses all human experience—politics, economics, religion, and culture (including literature and art). Art, literature, and other media are major ways peoples conserve and portray their history and culture, so the study of history includes the examination of these areas as well. The behavior and values of the people and civilizations we study do not always conform with our personal beliefs, but we still find great value in studying people other than ourselves. So if your studies happen to include Michelangelo’s statue of David, Hitler’s Mein Kampf, or the manifesto of the political party you don’t like, remember the educational intent of the university. You are not cutting up dead bodies in your garage; rather, you are dissecting the world in a great university environment here at BYU.

Honor Code Standards
BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. Students are also expected to adhere to the Dress and Grooming Standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards. The complete version of the Academic Honesty Policy available at honorcode.byu.edu.

Preventing Sexual and Gender Discrimination or Harassment
Sexual and/or gender discrimination are not acceptable at BYU. We should respect the right of men and women to pursue the career of their choice (including faculty). If a man wants to be a nurse, or a woman wants to be a physicist, that is their right. We should avoid saying things like “there aren’t a lot of men in your profession, are there Bob?” or “Jane, you shouldn’t study microbiology. Home economics is where you belong.” Also, Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

Students with Disabilities
If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
1. 8-29. Course introduction

2. 8-31 The Expansion of Europe syllabus; Bentley and Ziegler chapter 19 (hereafter BZ 19); Andrea and Overfield (Hereafter AO), pages p-1 to p-15

Monday 9-5. Labor Day. No class.

3. W 9-7. The New World. BZ 21; AO Multiple Voices 1 (page 37), and selection #22 (Bernardo de Sahagun, General History of Things of New Spain, on page 111 of AO—hereafter, AO #22); Harline, A Bishop’s Tale, vii-x

AO paper #1 due at beginning of class

4. 9-12 Europe, Reform, and Science
BZ 20; AO 1, 2, 7

5. 9-14 Scientific Revolution cont.
AO 8, 29, Alexander Morrison, “God in History” (Blackboard)

6. 9-19 Slavery in the Atlantic World and Brazil
BZ 22; AO 20, 36, 37; AO Multiple Voices III (p. 170)
AO paper #1 due at beginning of class

7. 9-21 East Asia
BZ 23; AO 15, 17, 19; AO Multiple Voices 2 (p. 93)

8. 9-26 Islamic Empires
BZ 24; AO 9, 11, 13

9. 9-28 Catholic Reformation revisited. Quiz and Discussion on Harline's A Bishop’s Tale (read the following: pps vii-x, chapters 1, 2, 3, 6, 8, 11, 12, 14, 15, 16, word after). Harline paper due in class if you chose it.

10. 10-3 The Age of Revolution
BZ 25; AO 27, 30, 32, 33

11. 10-5 Age of Revolution cont.
BZ 27; AO 30, 31, 34, 35

12. 10-10 Industrialization
BZ 26; AO 47, 48, 49, 50

13. 10-12 Gender and Family
AO 5, 6, 14, 16, AO Multiple Voices VI

14. 10-17 Global Imperialism
BZ 28; AO 53, 54, 55

15. 10-19 Imperialism cont.

16. 10-24 Midterm in class. Bring small blank bluebook

17. 10-26 World War I
BZ 29; AO 70, 71;

18. 10-31 Age of Anxiety; Russian Revolution
BZ 30; AO 72, 73

19. 11-2 World War II
BZ 32; AO 74, 75, 76
AO paper #2 due at beginning of class.

20. 11-7 World War II cont.
AO 77, AO Multiple Voices VII

21. 11-9 The Cold War
BZ 33; AO 88, 89,

22. 11-14 Cold War cont.
AO 86, 87,

23. 11-16 Nationalism in the Developing World
BZ 31; AO 78, 82, 85, 92, 93

24. 11-21 Quiz and discussion on Achebe’s Things Fall Apart. Achebe paper due if you didn’t write on Harline.

Happy Thanksgiving. No class Wednesday.

25. 11-28 Globalization
BZ 34; AO 98, 99, 100

26. 11-30 Race and Religion
AO 92, 93,

27. 12-5 Current Crises
AO 96, 97; Other Readings TBA

28. 12-7 The World Today
Bushman, “My Belief,” (Blackboard) Other Readings TBA

Final Exam: Tuesday, 14th December, 5:45-7:45 pm, in class. Bring a small blank bluebook (2 hour final).

*Note: This syllabus is subject to changes. Hopefully change will be unnecessary or minimal, but if something is changed I will warn you in advance.
Instructions for the Harline/Achebe Paper

Assignment Write a 6-7 page paper (original for this class) that analyzes, explains, and illustrates a historical theme or argument in either Harline’s *A Bishop’s Tale* or Chinua Achebe’s *Things Fall Apart*. This paper’s focus is the book you choose, and analysis of the book should make up the majority of your paper. It is not a summary or a book review. Instead, it is an analytical elucidation of an aspect of the book. You choose to focus on. With this short paper you really need to choose a focused theme that is important in the book, and hopefully one that interests you. Once you find a theme, ask yourself more questions: “What role does this theme/argument/idea play in the book and why is it important?” Are there aspects of the book that contradict my idea? Can I narrow my focus even more? By asking yourself these types of questions, you will be able to come up with a strong and analytical thesis statement (not a thesis question) that will guide your paper. Your thesis statement should be in bold at the end of your first or second paragraph (be careful with long introductions and long “background” sections in such a short paper–1/2 to 3/4 of a page is enough for all background material). If you have any questions about these instructions, come in and talk to the professor or the TA. See syllabus for due dates.

Topics/theses There are many topics to choose from. Politics, religion, imperialism, culture, assimilation, and gender issues are just some of the big topics that might interest you in these books. But you must focus, focus, focus (comparing different civilizations is too broad for this assignment). Let’s imagine that you had the same assignment reading the ancient Indian text, the *Baghavad Gita*. You might do the following to focus your topic: What do you want to write on? “I want to write about religion” (a start, but way too big). What about religion? “Women’s role in religion” (more focused, but still too general). What about women’s role in religion? “I’m interested in what kind of power or authority they had.” What areas of women’s lives are you going to look at? “I’m interested in women’s roles in the home, but also in the ancient temples” (now we are starting to get focused). Are you going to do both, or should you choose one? “I think I should focus in on women’s work in the ancient temples.” Why, or in what ways, were ancient temples important for women according to the *Baghavad Gita*? “Evidence from the Baghavad Gita demonstrates that ancient Indian temples provided women a sacred site where they performed sacred duties that gave them power beyond the traditional role of housewife.” You now have your first attempt at a thesis statement, which you will then refine as you consider your arguments and evidence. Your final thesis statement should be a guide for the organization and focus of the rest of the paper. Look how far you came from the first, where you might have said: “Religion was important for women.”

Sources The book you choose to write on should provide the majority of the information/content and evidence for your paper. You should use information and quotes from the book to provide context and evidence for your arguments. You should quote, but long block quotes are not needed in such a short paper. Paraphrase more and save your quotes for passages that are key to your argument. In addition to the assigned book, you will need to include at least three additional academic sources to compliment your paper. Articles in scholarly journals, chapters in edited volumes, and books on your topic will be the most useful. Be sure to briefly introduce your source and show how it fits into your paper (“in her study on 19th century African religion, Ida Meyer argues that...”) Textbooks and internet sources are unacceptable (this includes DS and A&O—if you want to use a primary source from one of those, find the original primary source, from which you should read more than just a page or two). Through JSTOR and other online databases you can access online copies of some scholarly journals. These do not count as an internet sources because they are real academic publications placed on the internet. Hundreds of other journals are found in the library’s bound periodicals.

Style This is a formal history writing assignment and should be grounded in the history portrayed in the books. You should write to an audience that is familiar with Harline and Achebe’s books. Hence, you don’t need lengthy introductions to every point. However, you should still provide context and evidence from the book. Your writing: 1) should use clear and effective sentences; 2) should use proper grammar and structure—intro, analytical thesis, body of main arguments supported with evidence, transitions between sections and ideas, conclusion; 3) should not be an informal personal narrative of your reaction to the book. Many things in these books will resonate with you personally. That is fine, but this assignment is not designed for you to write a reflection based on your trip to Africa, or another personal journey, religious or otherwise. These are worthy subjects, but they are not what this assignment is about. Keep your paper grounded in the history portrayed in the books. Your audience understands that you are expressing your own opinions, but you do so with evidence, turning them into conclusions.

Format 1. Use 12 point courier new font. 2. Double spaced typed pages. 3. 1 inch margins. 4. Use footnotes (not parenthetical references) using the full citation the first time you cite a work, then abbreviated citations in later footnotes. 5. Number your pages. 6. A works cited page (not part of 6-7 pages).

Grading You will be graded based on how well you meet the parameters, style, and format of the assignment (thesis; content/argument/analysis; organization, structure, grammar, and flow; use of sources; formatting). Late papers are penalized one grade per late day.

Due dates At the beginning of class on the dates in the syllabus. They vary depending on which book you choose.
Instructions for AO Papers 1-2: Writing-to-Learn with Reaction Papers

**Assignment**  Write a full two-page reaction to an AO reading. You should mentally delve into a primary document and plumb its depths for all the information it has to offer. Choose a particular A&O selection from the day the particular assignment is due (you still need to read all of them for the day, but you only need to write on one). Make it clear which selection you are writing about and address the following questions:

1. Who wrote the source, and why? Does this affect the way it should be read?
2. What are the most significant aspects of the selection?
3. What does this selection reveal about the person/time/civilization it represents (how is it valuable for historians)?
4. How has this selection affected your understanding/perception of the subject?

You do not have to deal with each one of these areas on a point by point basis (although you may), just make sure that these subjects are covered in your writing. Depending on your study skills, you should spend no more than 30-50 minutes on these assignments. Your paper should be clean, but you can be more personal in your style. Two whole pages (not 1.5 pages), typed, double spaced, one inch margins, 12 point Times New Roman font. You will be graded on how well you meet the parameters of the assignment, including length.

–Due at the beginning of class. See syllabus for due dates.

Extra Credit: International Cinema.

**Offer:** I will give four points of extra credit to students who do the following: Attend two international cinema films and write a one page response for each (2 points each).

**Assignment** You will watch and write on two international cinema movies from the list above and write a 1.5 - 2 page typed, double spaced reaction paper in which you

1) state the main themes of the movie
2) examine the point of view of the director–his or her biases, etc.
3) tell what you learned from the movie
4) tell if and how it relates to world history, including any connections you see with what we’ve read or talked about.

**Showings** IC movies are free. Movies will usually be shown multiple times during the week they are showing, so you should be able to attend at least two of them. Check out the semester offering (upper left part of screen) and weekly schedule at: [http://ic.byu.edu/now.php](http://ic.byu.edu/now.php)

**Due dates** Movie papers are due in class on the Monday after their final showing (many have their final showing on a Saturday). If the last showing of your film was on a Friday or Saturday, then your reaction paper would be due the next Monday.