UN1002 World Cultures
(Section D)

Room: Minerals and Materials Building, Room U115
Time: 2:05-3:55 MWF
Term: Spring 2007
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Class List: worldcultures-l@mtu.edu (Responses to messages to this list are posted only to the message originator.)

Note: All URL’s in the PDF version of this syllabus are active Internet links. To visit any of these sites, click on the appropriate link with Adobe Acrobat’s hand-with-pointing finger mouse pointer.

A. Required Texts


Various handouts and Internet sources. I’ll post some handouts (both on world cultures and on topics such as evaluation of group presentations, evaluation of essays, and time management) to the class list as Adobe Acrobat (PDF) files. You can read and print these files with the free Adobe Acrobat Reader. If you don’t already have a copy of the Adobe Acrobat Reader, you can download one from http://www.adobe.com/products/acrobat/readstep.html. I’ll also occasionally post to the class list the URLs for various Internet sources.

B. World Cultures General Description

World Cultures is one of four core courses in Michigan Tech’s General Education Program. The other three courses are UN1001 Perspectives on Inquiry, UN2001 Revisions, and UN2002 Institutions. Every first-year student at Michigan Tech must take either UN1002 World Cultures
or two semesters of a modern language and the 1-credit course UN1003 World Cultures Activities (which consists of films and performances).

The catalog description for World Cultures reads as follows: "World Cultures examines diversity and change around the globe from perspectives of social sciences, humanities, and arts; explores human experience from prehistory to present. Classroom lectures accompanied by films, live performances, and guest speakers."

C. Why General Education?

In 483 BCE, during a brief interlude between their many wars, the Athenians discovered a vast lode of silver at Laurium, to the southeast of Athens. The Athenian leader Themistocles persuaded his fellow citizens to use this wealth to finance a fleet of triremes (three-tiered warships). Up until this time, Athens was defended primarily by an army of hoplites, aristocratic farmers who were wealthy enough to afford the requisite (and expensive) bronze armor and weapons. The shift to a naval power entailed a consequent shift from a hoplite democracy to a naval democracy, and the enfranchisement of a broader cross section of Athenian society, including the poorer classes who served as oarsmen on Athenian triremes.

This transition required a new form of instruction that would prepare a broader cross section of the society for citizenship. Instruction in rhetoric (persuasive speaking) arose in part in response to this need. Early along, instructors in rhetoric were criticized—mostly by members of the old aristocracy—for teaching nothing of substance (art, literature, philosophy, ethics, history, logic, etc.) but only vocational skills: techniques of persuasion. Prominent among those who responded to this charge was Isocrates (436-338 BCE), who insisted that anyone who attended his school would learn not only about persuasive speaking, but also about all other subjects that were essential to responsible citizenship. This was the birth of the idea of a liberal education in the West. It was passed on from the Greek system to the Roman system (most notably through Cicero and Quintilian), and from Rome throughout Europe and, eventually, to the United States.

D. Why World Cultures? Course Goals

The concept of a liberal education—or a general education—is that education should prepare a person not just for a vocation, but also for citizenship. In Cultivating Humanity (1997), Martha Nussbaum defines liberal education as one that provides the critical-thinking skills that are essential for informed participation in a democratic culture. She contrasts such education both with narrow vocational training and with uncritical indoctrination into the mores and assumptions of the prevailing culture. And she argues that in an increasingly globalized world, liberal education must prepare people for world citizenship.

Nussbaum acknowledges that many abilities (including scientific understanding) are essential for informed participation in a globalized world. However, she argues that the humanities and social sciences should focuses on three:
1. The capacity for critical examination of oneself and one’s traditions.
2. The ability to see ourselves not only as citizens of some local group but also as citizens of the human community.
3. Narrative imagination.

On this last point (narrative imagination), Nussbaum writes:

"to become world citizens, we must not only amass knowledge; we must also cultivate in ourselves a capacity for sympathetic imagination that will enable us to comprehend the motives and choices of people different from ourselves, seeing them not as forbiddingly alien or other, but as sharing many problems and possibilities with us." (85)

The films, guest presentations, and written narratives used in this course are intended to help achieve this goal.

Cultivating a narrative imagination, however, does not require uncritical acceptance of every cultural value or practice that we encounter. Nussbaum is quite clear on this point. She rejects "the easy but ultimately . . . incoherent idea that toleration requires us not to criticize anyone else’s way of life." She goes on to say that the narrative imagination that she recommends "is not uncritical. . . . But the first step of understanding the world from the point of view of the other is essential to any responsible act of judgment." And, she adds, "if we should conclude that our norms are human and historical rather than immutable and eternal, it does not follow that the search for a rational justification of moral norms is futile."

E. What is “Culture”?

The word culture derives from the Latin cultus (cultivated), the past participle of colere, to cultivate or till (the soil in preparation for planting). Like most other words, culture has several different senses. In common usage, we often think of “culture” as (someone’s conception of) refined social and artistic practices, such as symphony, opera, ballet, and literature. However, the first definition of culture offered by the American Heritage Dictionary of the English Language is “The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought.” In this sense, culture is the practice of everyday life. This is the sense in which we will be using the word in this class.

A classic distinction between these two conceptions of culture was made by Ralph Linton in The Cultural Background of Personality (1945):

"It [culture] refers to the total way of life of any society, not simply to those parts of this way which the society regards as higher or more desirable. Thus culture, when applied to our own way of life, has nothing to do with playing the piano or reading Browning. For the social scientist such activities are simply elements within the totality of our culture. This totality also includes such mundane activities as washing dishes or driving an automobile, and for the purpose of cultural studies these stand quite on a par with “the
finer things of life.” It follows that for the social scientist, there are no uncultured societies or even individuals. Every society has a culture, no matter how simple this culture may be, and every human being is cultured, in the sense of participating in some culture or other. (30)

F. Components of the Course

This section of World Cultures consists of the following components:

1. World History in Brief
2. World Cultures Activity Guide and Narratives
3. Feature and documentary films
4. World music
5. Guest presentations on the cultures of various countries and regions
6. 3 live performances
7. Group presentations on current events
8. 2 essays
9. 4 quizzes
10. Academic skills development
11. World Cultures Study Teams (optional)
12. Extra-credit opportunities for attending Chinese Spring Festival (Sunday, February 18), Malaysian Night (March 30??), International Night (Saturday, April 7), and African Night (Saturday, March 3): up to 25 extra-credit points each.

Each spring semester, the events listed in item 12 are organized, respectively, by The Chinese Students and Scholars Association, The Malaysian Students Association, The International Club, and The African Students Association. For a modest fee, participants are treated to both food and entertainment from many of the diverse cultures represented by these organizations. As soon as I know the times, dates, and locations of these events, I’ll post them to the class list. I hope that many of you will be able to take advantage of these opportunities.

G. World Cultures Performances

All students enrolled in World Cultures will attend three live performances this semester: The Canterbury Tales, Sambaguru, and any one of the five other events listed below. To get your tickets, visit the World Cultures page of the Rozsa Center’s Web site at https://webforms.aux.mtu.edu/webforms/rozsa/un1002form.cfm You can arrange to sit with a friend or two at this time.

After you make your selections online, you will receive an email from the Rozsa ticket office informing you that your tickets are ready for pickup. You can pick up your tickets at the Rozsa Center’s box office Monday through Friday between 11:30 a.m. and 5:00 p.m. You will need to show your ID card when you pick up your tickets. Please pick up your tickets not later than February 15 (they will not be available for pick up on the day of the performance).
Get tickets to both of the following:

1. **Aquila Theatre in Geoffrey Chaucer’s *The Canterbury Tales***  “This production promises to be a fast-moving, deliciously saucy, slightly naughty, romantic romp. Judging by the cleverness and inventiveness of previous productions we’ve seen from Aquila, Chaucer provides them with material they will make the most of! This highly original and imaginative production will bring yet another refreshing interpretation of a classic to our stage, as the company members combine their renowned ensemble acting techniques, clever staging, and original music to retell the compelling stories of Chaucer’s masterpiece.” Saturday, February 24, 7:30 p.m. and Sunday, February 25, 2:00 p.m., Rozsa Center [http://www.greatevents.mtu.edu/geseason/10.shtml](http://www.greatevents.mtu.edu/geseason/10.shtml)

2. **Sambaguru featuring Kátia Moraes**  “Vocalist Kátia Moraes & Sambaguru, an ensemble of six musicians from Brazil, Sri Lanka, and the United States, have been playing a wide-ranging blend of Brazilian, original, colorful, and compelling music since 1997. Their rich and extensive repertoire arises from the huge diversity in approaches and techniques that distinguish the personal and regional backgrounds of each band member. It is a vibrant band that produces an upbeat world music experience of remarkable depth and quality.” Friday, April 20, 7:30 p.m., and Saturday, April 21, 7:30 p.m., Rozsa Center [http://www.katiamoraes.com/index1.html](http://www.katiamoraes.com/index1.html)

And to any one of the following:

1. **The Russian Classical Ballet**  “The Russian Classical Ballet from Moscow presents an evening of excerpts from the major works of the repertoire. Choreographed by the great Marius Petipa and set to Tchaikovsky’s wonderful music, the famous White Swan pas-de-deux from *Swan Lake* will be one of the breathtakingly beautiful works in a varied program that highlights the impressive skill and artistry of the dancers. The company stars soloists from the prestigious Bolshoi Theatre and other leading companies.” Sunday, March 4, 7:30 p.m., Rozsa Center [http://www.greatevents.mtu.edu/geseason/12.shtml](http://www.greatevents.mtu.edu/geseason/12.shtml)

2. **Keweenaw Symphony Orchestra with White Water: “Classically Folk”** White Water [http://www.white-water-associates.com/music.htm](http://www.white-water-associates.com/music.htm) the U.P.’s favorite string band, joins the KSO for a rousing evening of classical and folk music. Featuring Evan, Laurel, Bette and Dean Premo, moving from country fiddling to award-winning classical performance without missing a beat. Conducted by Milton Olsson. Saturday, February 17, 7:30 p.m., Rozsa Center

3. **The Stuttgart Chamber Orchestra with Guitarist Eliot Fisk Conducted by Daniel Bernard Roumain**  “The Stuttgart Chamber Orchestra has ranked high in the international orchestral world for nearly sixty years. The oldest professional chamber orchestra in the world, the SCO has performed innumerable concert performances around the globe, providing evidence of the high quality and outstanding reputation of the ensemble. The concert features the internationally renowned guitarist Eliot Fisk, a protégé of the great guitarist Andrés Segovia, who called him ‘one of the most brilliant, intelligent, gifted young artists of our time.’” Sunday, March 25, 7:30 p.m., Rozsa Center [http://www.greatevents.mtu.edu/geseason/13.shtml](http://www.greatevents.mtu.edu/geseason/13.shtml)

4. **Peter Shaffer’s *Equus***  “One of the most memorable, compelling plays of our time,”
produced by Michigan Tech’s Department of Fine Arts. Repeats every Thursday, Friday, and Saturday, beginning March 29 and ending April 8, 7:30 p.m. - 12 a.m., McArdle Theatre (second floor of the Walker Arts & Humanities Center)
http://us.penguin.com/static/reguide/us/equus.html

5. Cass Tech Harp and Vocal Ensemble  “A rare U.P. performance by one of Michigan’s best known musical groups, the Harp and Vocal Ensemble of Cass Tech High School, directed by Patricia Terry-Ross, in joint concert with Michigan Tech’s magnificent Concert Choir, directed by Dr. Milton Olsson.” April 1, 2007, 7:30 p.m. - 9:30 p.m., Rozsa Center

H. World Music

Almost every week, we’ll listen to one or more example of music from around the world. Please note that we’ll hear two very different kinds of world music: (1) traditional music, the kind collected by ethnomusicologists; and (2) world-fusion music, which is becoming increasingly popular worldwide.

For more information on world music, please consider any or all of the following resources:


Global Rhythm (monthly magazine on world music; each issue includes a CD):
http://www.globalrhythm.net

Songlines: World Music Magazine (bimonthly magazine on world music; each issue includes a CD): http://www.songlines.co.uk/

Shanachie http://www.shanachie.com/ includes “Beats of the Heart” series of world music on DVD

ARC Music, Inc.: http://www.arcmusic.co.uk/

World music picks by Grateful Dead percussionist Mickey Hart:
http://magma.nationalgeographic.com/ngm/0408/myseven.html

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I. Group Presentations:

One often-quoted observation about learning is “Tell me, and I forget. Show me, and I remember. Involve me, and I understand.” According to educational psychologist Dr. William Glasser:

“We Learn...
10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we discuss with others
80% of what we experience personally
95% of what we teach someone else”

You’ll each participate in one group presentation on current events in the region under discussion during a particular week.

Each group will consist of four students, selected in alphabetical order. The purpose of each the presentation is to provide the class with up-to-date information on current events in the region or country being highlighted that week, from the perspective of media from that region or country.

The following sites should provide valuable information for your presentation:

English Online International Newspapers http://www.inkdrop.net/dave/news.html
Worldwide News in English http://www.thebigproject.co.uk/news/
Online Newspapers.com http://www.onlinenewspapers.com/
Nettizen.com Online Newspaper Directory http://www.nettizen.com/newspaper/
Google News http://news.google.com/

The International section of the online New York Times http://www.nytimes.com/pages/world/index.html (Note that once you reach the International section, there’s a regional index in the left-hand column.)
J. Using Computers and the Multimedia Projector in Room U115

Our room (Minerals and Materials Building Room U115) has a PC with Microsoft Office XP (which includes PowerPoint). You're welcome to use this computer for your presentation. If you want to do this, please be sure to familiarize yourself with the computer in advance.

K. World Cultures Essays

Two essays are required for this course. Depending on which alphabetical group you're in your first essay will be due during either week 5 or week 6, and your second essay will be due during either week 11 or week 12. We will discuss the content of your essays in more detail later in the semester.

Each of your essays should be 500-750 words long (this does not include your list of works cited). They should be word processed and printed on 8.5" x 11" white paper in a 12-point font with one-inch margins on all four sides. No cover pages are necessary; instead, put your name in the upper right corner of the first page, skip one line (i.e., single space) and put the course title (World Cultures); skip another line, and put the date; skip one more line and put your title (centered), then skip two lines and begin your double-spaced essay. Number your pages, and staple your papers in the upper left corner.

Your essays will be evaluated by the course GRAs (Joanna and Alexa) using standard criteria for essay evaluation (which I'll post to the class list). I'll read random samples of the essays after Joanna and Alexa have evaluated them.

To account for possible variations in Joanna's and Alexa's grading styles, they will rotate (alphabetically by half of the class list) assignments such that each of them will grade one of your papers.

L. Basic Modern Language Association (MLA) Documentation and Citation Style

Document and cite the sources you use in your essay with MLA documentation style. With the MLA system, documentation of works (sources) cited is provided by a list at the end of your essay, arranged alphabetically by the authors' last names. Here are models for a book and an article, each by a single author:


You would then cite these sources parenthetically within the body of your text:
Shortly thereafter, Quincy Howe, the senior editor of Simon and Schuster, wrote to Carson asking if she planned a book on this subject (Lear 88-90).

According to Diamond, “History followed different courses for different peoples because of differences among peoples’ environments, not because of biological differences among peoples themselves” (25).

The MLA format for citing a lecture is as follows:


The MLA Format for citing an online scholarly project is as follows:


Within the body of your document, you would refer to this text by some easily identifiable but abbreviated form. For example, “According to “American Indian Issues,” children attending Indian boarding schools who are forbidden to use their native language have significantly less self-esteem than do their peers who are not so forbidden.” If you don’t identify the source within the related sentence itself, identify it parenthetically at the end of the sentence or clause: “Children attending Indian boarding schools who are forbidden to use their native language have significantly less self-esteem than do their peers who are not so forbidden (“American Indian Issues”).”

The MLA Format for citing a videocassette of a television production is as follows:


For detailed information on using MLA style, visit http://owl.english.purdue.edu/handouts/research/r_mla.html

M. Internet Resources for Academic Skills

One goal of Michigan Tech’s General Education program is to help you develop or enhance your academic skills, not only for these general education courses, but also for the rest of your college experience and for life-long learning. Please refer to the below sources to improve your academic skills:

1. Reading skills:
2. Note-taking skills:

“Five Methods of Note Taking” (California Polytechnic State University, San Luis Obispo)
http://www.sas.calpoly.edu/nsc/ss/notes/notesystem.html

3. Test-taking skills:

“Basic Rules for Taking a Multiple-Choice Test” (University of Lethbridge, Canada)
http://www.uleth.ca/edu/runner/tests/take/mc/how.html

4. Team-building skills for group presentations:

“Building Group Presentations” (David Nowell, Professor, Sheridan College, Oakville, Ontario, Canada) http://www.sheridanc.on.ca/~nowell/presentations/

Other essential academic skills include essay writing, time management, and presentation skills. We’ll discuss these further as the semester progresses.

N. World Cultures Study Teams

Students enrolled in World Cultures may also register for a study team led by a Writing Center coach. Teams meet twice per week to discuss material being covered in their section of World Cultures and to develop team-working skills. The one credit for HUU122 World Cultures Study Team is Pass/Fail and does not count toward graduation.

The student coaches for our section of World Cultures are Nia Bernard, Becky Klank, Alex Ilyasova, Julie Way, and Jessica Mariano.

On average, students enrolled World Cultures Study Teams have received higher final grades than have students not enrolled in these teams. For more information on World Cultures Study Teams, see page ix of World Cultures Activity Guide and Narratives.

The Writing Center is located in room 107 Walker Arts and Humanities Center. For more information about the Writing Center in general, call 487-2007 or check the Center’s Web page at http://www.hu.mtu.edu/wc/.

O. Using Trans-Optic Forms for Quizzes and the Final Exam

For your quizzes and your final exam, you'll enter data on a Trans-Optic form, which will then be optically scanned. To ensure that your results are recorded accurately, please be sure to do the following:
1. Use a number 2 lead (graphite) pencil to enter data on your Trans-Optic form. Please bring such a pencil to class on quiz days.

2. In the row of boxes at the top of the “I.D. NUMBER” section of your Trans-Optic form, enter your 9-digit student ID number (usually your Social Security number). (Note that there are 10 columns in this section; use the first 9.) Then, in each column, completely fill in circle with the corresponding digit.

3. In the row of boxes at the top the “NAME” section of your Trans-Optic form, enter your last name, leave a blank, enter your first name, leave a blank, and enter your middle initial. Then, in each column, completely fill in circle with the corresponding letter, leaving blank columns blank.

4. Ignore the “PHONE NUMBER,” “CODE,” “TEST FORM,” and “EXAM NUMBER” sections.

5. In the “SCORE SHEET” section of your Trans-Optic form, completely fill in circle with the letter of the answer you have chosen for the corresponding quiz question.

6. Finally, do not make any stray marks on your Trans-Optic form, and if you erase an answer, be sure to erase it thoroughly.

P. Evaluation

Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes: 4 at 100 points each</td>
<td>400 points</td>
</tr>
<tr>
<td>Essays: 2 at 200 points each</td>
<td>400 points</td>
</tr>
<tr>
<td>Group presentations: 1 at 200 points</td>
<td>200 points</td>
</tr>
<tr>
<td>Total</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

Extra credit: See Section F, item 12

A: 930-1000 points (93-100%)
AB: 880-929 points (88-92.9%)
B: 830-879 points (83-87.9%)
BC: 780-829 points (78-82.9%)
C: 730-779 points (73-77.9%)
CD: 680-729 points (68-72.9%)
D: 600-679 points (60-67.9%)
F: 599 or fewer points (59.9% or less)

Q. Requests
• If your last name begins with the letter A-L, please sit on the north/Portage/right-hand (when facing the front) side of the room. If your last name begins with the letter M-Z, please sit on the south/US 41/lefthand (when facing the front) side of the room. This will facilitate submitting and returning assignments and circulating the attendance sign-in sheets.

• Be sure to sign the attendance sheet during every class. The sheets are color coded as follows: A-F Almond; G-L Gray; M-R Lime; S-Z Salmon. These same colors will help to facilitate submitting and returning your essays and other materials.

• If you bring a cell phone to class, please turn it off.

• If you borrow one of my pencils for a quiz, please return it when you’re done.

R. Attendance Policy

“Eighty percent of success is just showing up.” Woody Allen

Excused absences include (but are not limited to) a medical excuse signed by your physician or a personal emergency authorized in writing by the Dean of Students. For a more detailed description of what constitutes an excused absence, see the Michigan Tech Student Handbook http://www.admin.mtu.edu/urcl/studenthandbook/policies.html#integrity

No credit is assigned specifically for attendance. However, I will keep a record of attendance for at least the first six weeks because every professor at Michigan Tech is required to submit attendance-verification rosters during the sixth week of the semester. These rosters are used for two purposes:

1. To identify before it’s too late to make the appropriate corrections students who

• think they are registered for a course, attend all semester and complete the work, but receive no grade at the end of the semester because they were never registered;

• have never attended a class because they mistakenly think they have dropped the course and, hence, wind up receiving a failing grade at the end of the semester;

• attend an incorrect section of a course and receive a failing grade at the end of the semester from the section for which they are registered but which they never attended.

2. To comply with federal law that stipulates that universities must verify that students who receive Title IV financial aid are attending the classes in which they are enrolled. (Title IV of the Higher Education Act of 1965 as amended in 1998 establishes general rules that apply to student financial assistance programs, including Pell Grants, Academic Competitive Grants, National SMART Grants, Federal Supplemental Educational Opportunity Grants, Federal Direct Loans, Federal Perkins Loans, and Federal PLUS Loans. Approximately 85% of Michigan Tech students receive
some form of financial aid.)

If you’re doing poorly in class, these records can also help me to determine if poor attendance is part of the problem.

S. Michigan Tech’s Academic Integrity Policy

“Academic integrity and honesty are central components of a student’s education, and the ethical conduct maintained in an academic context will be taken eventually into a student’s professional career. Academic honesty is essential in a community of scholars searching and learning to search for truth. Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and faculty are responsible for insuring the academic integrity of the university.

This policy applies to the academic conduct of all persons at Michigan Technological University who have ever matriculated at the University, whether or not the person is enrolled at the time an allegation of academic dishonesty is made.

This policy addresses academic dishonesty in course work. Allegations of dishonesty in research or publication are addressed under the Scientific Misconduct Policy.

Procedures to ensure fairness and due process for all parties involved in any apparent violation of the Academic Integrity Policy will be developed, and periodically reviewed, by the Dean of Students Office in consultation with the members of the Academic Integrity Committee appointed by the University Senate.”

Definition of Academic Dishonesty

A Plagiarism: Knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation. This includes but is not limited to reading or hearing another’s work or ideas and using them as one’s own; quoting, paraphrasing, or condensing another’s work without giving proper credit; purchasing or receiving another’s work and using, handling, or submitting it as one’s own work.

B Cheating: Intentional, unauthorized use of any study aids, equipment, or another’s work during an academic exercise. This includes but is not limited to unauthorized use of notes, study aids, electronic or other equipment during an examination; copying or looking at another individual’s examination; taking or passing information to another individual during an examination; taking an examination for another individual; allowing another individual to take one’s examination; stealing examinations. All graded academic exercises are expected to be performed on an individual basis unless otherwise stated by the instructor. An academic exercise may not be submitted by a student for course credit in more than one course without the permission of all instructors.

C Fabrication: Intentional and/or unauthorized falsification or invention of any information or
citation during an academic exercise. This includes but is not limited to changing or adding an answer on an examination and resubmitting it to change the grade; inventing data for a laboratory exercise or report.

D Facilitating Academic Dishonesty: Knowingly or recklessly allowing or helping another individual to plagiarize, cheat, or fabricate information.

Sanctions for academic dishonesty range from warnings to expulsion from Michigan Tech. For more information, visit http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html.

T. The Americans with Disabilities Act

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, your department chair, or the Affirmative Action Office (7-3310).

U. Schedule of Assignments and Class Activities

Dates indicate when reading and writing assignments are due, not when they are given. Abbreviations used in schedule: WHB = World History in Brief; WC = World Cultures Activity Guide and Narratives

Week 1

Monday, January 15: Martin Luther King, Jr. Day: No class

Wednesday, January 16
1. General course introduction; review syllabus
2. Music as a representation of world cultures: World music sampler from “Gardens of Eden”
3. Visit by Writing Center Assistant Director Sylvia Matthews and Administrative Coordinator Jill Arola to talk about the Writing Center and registering for the 1-credit HU012 World Cultures Study Team
4. Begin documentary: “The Real Eve” (where we went, and how we got there) (Discovery Channel; 2001; 100 min.; DVD) For more information, visit http://dsc.discovery.com/convergence/realeve/realeve.html

Friday, January 18
1. Complete and discuss “The Real Eve”
2. World music sampler from “Gardens of Eden”
3. View and discuss excerpt from “The Environmental Revolution” (some of the effects of the agricultural revolution) (Annenberg/CPB; 1990; 15-min. excerpt; VHS)
Week 2

Read WHB Chapters 1-3 and Samuel P. Huntington’s article “The Clash of Civilizations?” (pp. 101-113) in WC. This article first appeared in the journal Foreign Affairs, Volume 72, Number 3 (Summer 1993), pages 22-49. This journal is available in the Van Pelt Library, call number D410.F7. If you don’t have World Cultures Activity Guide and Narratives, you can read the article in the library, or you can purchase a PDF of the article for $5.95 directly from Foreign Affairs at http://www.foreignaffairs.org/19930601/hessay5188/samuel-p-huntington/the-clash-of-civilizations.html.

Monday, January 22
1. Lecture: Early modern humans to the Agricultural Revolution
2. World Music: “Planet Chant”
3. The Clash of Civilizations

Wednesday, January 24
On Gilgamesh: http://www.wsu.edu/~dec/MESO/GILG.HTM
Themes: Cultures in collision: What has the power to bring us together? A common threat? Shared stories and understanding one another’s cultures? Both are suggested by this production.
2. World Music: “Planet Chant”
3. Discuss Darmok

Friday, January 26
1. Meet with your assigned current-events group

Week 3

Read WHB Chapters 4-5

Monday, January 29
1. Lecture: The Classical Period, part 1
2. Music from Japan

Wednesday, January 31
Introduce, view, and discuss Rashomon (Japan; 1950; 88 min.; DVD) Directed by Akira Kurosawa
Tomatometer Reading: 100% (based on 29 reviews) http://www.rottentomato.com
Themes: Our understanding of events changes with our role in and our perspectives on those events
Friday, February 2
1. Introduce, view, and discuss **first half of Control Room** (United States; 2004; 86 min.; DVD) Directed by Jehane Noujaim
   
   Tomatometer Reading: 96% (based on 104 reviews) [http://www.rottentomato.com](http://www.rottentomato.com)

   Themes: Our understanding and representation of current and historical events changes with our role in and our perspectives on those events (and with the representations we have of those events through the media, etc.)

2. Quiz 1 (over weeks 1-3)
3. Groups 1-6 meet for presentation planning

**Week 4**

**Read WHB Chapters 6-7**

**Monday, February 5**
1. Lecture: The Classical Period, part 2
2. First half of **Islam: Empire of Faith** (United States; 2001; 163 min.; DVD) Directed by Robert Gardner. A PBS documentary about the political and cultural history of Islam. For more information, visit [http://www.pbs.org/empires/islam/](http://www.pbs.org/empires/islam/)

**Wednesday, February 7**
1. Second half of **Islam: Empire of Faith**
2. Speaker on Islam: Michigan Tech Muslim Students Association

**Friday, February 9:** Winter Carnival: No class

**Week 5**

**Read WHB Chapters 8-10**

**Monday, February 12**
1. Lecture: The Postclassical Period, part 1
2. Music from Japan
3. Current events presentations, Groups 1-3: Japan

**Wednesday, February 14**
1. Current events presentations, Groups 4-6: Australia
2. Music from Australia
3. Introduce and begin **Gallipoli** (Australia; 1981; 111 min.; DVD) Directed by Peter Weir; Tomatometer Reading: 93% (based on 15 reviews) [http://www.rottentomato.com](http://www.rottentomato.com)

   Themes: World War I; the final days of the Ottoman Empire; the tragedy of war; the human sacrifices made by the Australia and New Zealand Army Corps (ANZAC), over 11,000 of whom were killed during the nine-month battle on the Turkish peninsula of Gallipoli.

**Friday, February 16**
1. Complete and discuss **Gallipoli**
2. Groups 7-9 meet for presentation planning

A-F: Submit Essay #1 to Alexa
G-L: Submit Essay #1 to Joanna

Keweenaw Symphony Orchestra with White Water: “Classically Folk”
Saturday, February 17, 7:30 p.m., Rozsa Center

Sunday, February 18: Chinese Spring Festival. Dinner in the MUB followed by performances in the Rozsa Center. Tickets will be about $10. Time TBA.

Week 6

Read WHB Chapters 11-12

Monday, February 19
1. Lecture: The Postclassical Period, part 2
2. Introduce and begin Gandhi (United Kingdom-India; 1982; 187 min.; DVD) Directed by Sir Richard Attenborough; Tomatometer Reading: 88% (based on 32 reviews)
http://www.rottentomato.com; Online Reviews: http://www.rottentomatoes.com/m/Gandhi-1008107/reviews.php
Themes: The decline of the British Empire; national independence; civil disobedience; ethnic/religions conflict

Wednesday, February 21
1. Part 2 of Gandhi
2. Speaker on Indian culture: Michigan Tech Indian Students Association

Friday, February 23
1. Part 3 of Gandhi
2. Current events presentations, Groups 7-9: India
3. Groups 10-12 meet for presentation planning

M-R: Submit Essay #1 to Joanna
S-Z: Submit Essay #1 to Alexa

Aquila Theatre in Geoffrey Chaucer’s The Canterbury Tales
Saturday, February 24, 7:30 p.m. and Sunday, February 25, 2:00 p.m., Rozsa Center

Week 7

Read WHB Chapters 13-15

Monday, February 26
1. Lecture: The Postclassical Period, part 3
2. Music from North Africa
3. Current events presentations, Groups 10-12: North Africa

**Wednesday, February 28**
1. Introduce and begin *The Battle of Algiers* (Algeria and Italy; 1965; 120 min.; DVD) Directed by Gillo Pontecorvo; Tomatometer Reading: 98% (based on 51 reviews)
   http://www.rottentomato.com
   Themes: Terror of both oppression and resistance
   Read *The Battle of Algiers* review (pp. 35-38) in WC.
2. Speaker on North African culture: Michigan Tech African Students Association

**Friday, March 2**
1. Complete and discuss *The Battle of Algiers*
2. Quiz 2 (over weeks 4-7)
3. Groups 13-15 meet for presentation planning

The Russian Classical Ballet
Sunday, March 4, 7:30 p.m., Rozsa Center

Saturday, March 3: African Night. Dinner in the MUB followed by performances in Walker. Tickets go on sale two weeks prior to the event in the MUB commons and perhaps also Fisher Hall. Tickets will be $10. Time TBA.

**Week 8**

Read WHB Chapters 16-18

**Monday, March 5**
1. Lecture: The Early Modern Period, part 1
2. Music from the Middle East
3. Current events presentations, Groups 13-15: The Middle East

**Wednesday, March 7**
1. Introduce and begin *West Beirut* (Lebanon; 1998; 105 min.; VHS) Directed by Ziad Doueiri;
   Tomatometer Reading: 92% (based on 13 reviews) http://www.rottentomato.com
   Themes: Personal life amidst the chaos of war and religious and ethnic conflict
   Read *West Beirut* review (pp. 93-96) in WC.
2. Speaker on Middle Eastern culture: Michigan Tech Muslim Students Association

**Friday, March 9**
1. Complete and discuss *West Beirut*
2. Groups 16-18 meet for presentation planning

March 10 - March 18: Spring Break

**Week 9**
Read WHB Chapters 19-20

Monday, March 19
1. Lecture: The Early Modern Period, part 2
2. Music from Europe
3. Current events presentations, Groups 16-18: Europe

Wednesday, March 21
1. Introduce and begin Before the Rain (Great Britain-Macedonia-France; 1994; 113 min.; VHS) Directed by Milcho Manchevski; Tomatometer Reading: 82% (based on 11 reviews)
http://www.rottentomato.com
Themes: Ethnic conflict, cyclical violence: “The film’s opening quotation, ‘Time never dies. The circle is not round,’ suggests that time spirals forward rather than completing a perfect circle. People are unable to learn from the mistakes of the past because the past doesn’t repeat itself precisely. We’ve yet to learn how to apply the lessons that should have been learned in one spiral to the new circumstances in subsequent spirals” (from Epinions.com review by “metalluk” http://www.epinions.com/content_170741698180).
Read Before the Rain review (pp. 39-42) in WC.

Friday, March 23
1. Complete and discuss Before the Rain
2. View and discuss The Diary of Immaculee (United States/Rwanda; 2006; 38 min.; DVD) Directed by Peter LeDonne
Themes: Ethnic violence and genocide in Rwanda; alternatives to cycles of violence?
3. Groups 19-21 meet for presentation planning

The Stuttgart Chamber Orchestra with Guitarist Eliot Fisk Conducted by Daniel Bernard Roumain
Sunday, March 25, 7:30 p.m., Rozsa Center

Week 10

Read WHB Chapters 21-23

Monday, March 25
1. Lecture: The Industrial Age, part 1
2. Music from Russia
3. Current events presentations, Groups 19-21: The Russian Federation

Wednesday, March 27
1. Introduce and begin Prisoner of the Mountains (Russia; 1996; 99 min. DVD) Directed by Sergei Bodrov; Tomatometer Reading: 87% (based on 23 reviews) http://www.rottentomato.com
Themes: Based on Leo Tolstoy’s 1872 story “A Prisoner of the Caucasus,” but updated to contemporary Chechnya; depicts the human toll of ethnic and religious conflicts and struggles for independence.
3. Current events presentations, Groups 25-27: Sub-Saharan Africa

**Wednesday, April 11**
1. Speakers on Sub-Saharan African culture: Tendeukai Hungwe (President) and Ruvimbo Hungwe (Vice President), Michigan Tech African Students Association
2. Introduce and begin *Guelwaar* (Senegal; 1993; 115 min.; VHS) Directed by Ousmane Sembène; Currently, there are not enough Tomatometer critic reviews for *Guelwaar* to receive a rating.
   Themes: Ethnic and religious conflict; problems with international food aid

**Friday, April 13**
1. Complete and discuss *Guelwaar*
2. View and discuss “Ethiopia Project Visit” (Oxfam America; 9 min.; VHS)
   Themes: Alternatives to cycles of perpetual dependence on food aid
3. Groups 28-30 meet for presentation planning

A-F: Submit Essay #2 to Joanna
G-L: Submit Essay #2 to Alexa

**Week 13**

Read WHB Chapters 30-32

**Monday, April 16**
1. Lecture: The Modern World, part 2
2. Music from Southeast Asia
3. Current events presentations, Groups 28-30

**Wednesday, April 18**
1. Speaker on Southeast Asian culture: Yat Choong Wan, Michigan Tech Malaysian Students Association
2. Introduce and begin *The Scent of Green Papaya* (Vietnam; 1993; 94 min.; DVD) Directed by Tran Anh Hung; Tomatometer Reading: 100% (based on 15 reviews)
   [http://www.rottentomato.com](http://www.rottentomato.com)
   Themes: Contemporary retelling of Aarne-Thompson type 510A fairy tale; tales of this type are told across a wide range of cultures; the oldest recorded version is from China from about 860 CE. In the West, this tale is most commonly known as the Cinderella story.

**Friday, April 20**
1. Complete and discuss *The Scent of Green Papaya*
2. Groups 31-33 meet for presentation planning

**Sambaguru featuring Kátia Moraes**
Friday, April 20, 7:30 p.m., and Saturday, April 21, 7:30 p.m., Rozsa Center
Week 14

Read WHB Chapters 33-35

Monday, April 23
1. Lecture: The Modern World, part 3
2. Music from China
3. Current events presentations, Groups 31-33

Wednesday, April 25
1. Speakers on Chinese culture: Weiming Zhao (President) and Weiwei Hu (Vice President), Michigan Tech Chinese Students and Scholars Association
2. Introduce and begin To Live (China; 1994; 135 min.; DVD) Directed by Yimou Zhang; Tomatometer Reading: 92% (based on 12 reviews) http://www.rottentomato.com
Themes: China’s modern history from the 1940s to the 1970s as seen through the experience of one family; through political intrigue, war, and chaos, what most people want is simply to live.

Friday, April 27
1. Complete and discuss To Live
2. Course evaluations
3. Quiz 4 (over weeks 12-14)