UN1002 World Cultures
Syllabus and Tour Guide
(Section E)

Room: Fisher 135
Time: 3:05-4:55 MWF
Term: Spring 2009
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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?

[Note on dating systems: Many historians now use BCE (Before the Common Era) and CE (Common Era) in place of BC and AD, respectively. For more remote times, the BP (Before the Present) is often used.]

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. Mathew
Arnold suggests something of this sort in the Preface to *Culture and Anarchy* (1869): “Culture
[is] a pursuit of our total perfection by means of getting to know, on all the matters which most
concern us, the best which has been thought and said in the world.”
However, the first definition of culture offered by the American Heritage Dictionary of the English Language is “The totality of socially transmitted [i.e., learned] 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

Part of what a general education is developing the skills needed to analyze and synthesize information and insights from diverse source materials. This section of World Cultures consists of the following components:

1. World Civilizations: The Global Experience
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 (see section G, below)
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 (up to 25 points each) for attending either or both

- **Chinese Spring Festival**, Friday, February 13 in the Rozsa Center. Organized by the MTU Chinese Students and Scholars Association (CSSA) [http://cssa.students.mtu.edu/](http://cssa.students.mtu.edu/)

To earn these points, within a week after the event, submit to me your ticket (or ticket stub), stapled to a one-paragraph (approximately 50- to 150-word) description of something you learned from the event.

G. World Cultures Performances

All students enrolled in World Cultures will attend three live performances this semester. Please get tickets to the following three events:

1. The African Children’s Choir presents Journey of Hope: Monday, March 2 or Tuesday, March 3 (pick one) at 7:30 p.m. in the Rozsa Center. For details, visit http://www.rozsa.mtu.edu/greatevents/gseason/14.shtml http://www.africanchildrenschoir.com/

2. Tissa Hami, Muslim American comic: Friday, March 27 or Saturday, March 28 (pick one) at 7:30 p.m. in the Rozsa Center. For details, visit http://www.rozsa.mtu.edu/greatevents/gseason/16.shtml http://www.youtube.com/watch?v=UeWqquQxI http://www.tissahami.com/

3. International Night: Saturday, April 4 in the Rozsa Center. Presented by the Michigan Tech International Club http://iclub.students.mtu.edu/ To get your tickets, visit the World Cultures page of the Rozsa Center’s Web site at www.aux.mtu.edu/wc_tickets/. 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).

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:

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, PowerPoint presentation on current events in the region under discussion during a particular week.
Each group will consist of four people, selected in alphabetical order (4 people per group x 6 groups per week = 24 people per week x 10 weeks [weeks 4-13] = 240 people in 60 groups).

[Add: Michigan Tech’s Online Directory is available at https://www.mtu.edu/mtuldap/web_lookup]

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. (Consider the value of triangulation, for example in "The Blind Man and the Elephant" http://www.wordinfo.info/Blind-Men-and-Elephant-crop.html and in Rashomon and Control Room, both of which we’ll watch during Week 3.)

General topic areas include the following:

- Something that is of global (or at least regional) significance that is being covered in Western (e.g., American) media, but is being covered significantly differently in the media of the country or region under review. (For example, radically different perspectives on the projection of U.S. political/diplomatic, economic and/or military power.)

- Something that is of global (or at least regional) significance that is either barely mentioned or not covered at all in Western (e.g., American) media, but is covered extensively (or reasonably so) in the media of the country or region under review. (For example, national or regional political and economic news.)

- Local or regional human-interest stories that are not covered in Western (e.g., U.S.) media. (For example, cultural events.)

(Since there will be six groups for each country or region, please coordinate [e.g., by email or during scheduled planning sessions] in order to avoid duplication of topics.)

Newsworthiness

In Community Journalism, Jack Lauterer offers the following “time-honored list” of factors to consider in determining the newsworthiness of a potential story: timeliness, audience, impact and proximity, significance/importance, magnitude, prominence, disaster/tragedy, the odd or unusual, conflict and controversy, human interest, and humor. Below is a brief discussion of some of these factors:

Impact: How many people are affected? and how seriously does the event affect them?

Timeliness: Events that have recently occurred and information that addresses the current concerns of readers tend to be more newsworthy.
**Proximity:** Other things being equal, events have a greater impact the closer they are to the audience.

**Prominence:** The position of a participant can affect the news value of an event. For instance, even a minor car accident involving the President of the United States is newsworthy, while an everyday fender-bender is not.

**Unusualness:** As 19th century editor John Bogart said, “When a dog bites a man, that is not news. But if a man bites a dog, that is news.”

You will have about 10 minutes for your group presentation, so plan on about 8 minutes for presentation and 2 minutes for Q&A. Practice and time your presentation in advance to be sure that you can complete it within this time.

You might take a “CNN Spotlight” approach, with your whole group concentrating on a single story and each member reporting on different aspects of that story. Or you might take a “CNN Headline News” approach, with each member reporting on a different story.

The following sites should provide valuable information for your presentation:

- Worldwide News in English  [http://www.thcbigproject.co.uk/news/](http://www.thcbigproject.co.uk/news/)

To compare coverage (or the lack thereof) in Western media, you might visit:

- The International section of the online *New York Times*  [http://www.nytimes.com/pages/world/index.html](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.)

- List on the title page of your presentation only the names of group members who actually participated in the production of your presentation.
- Cite your sources on the final page of your presentation (or on the next-to-the-last page if you use the final page as a call for questions).
- Copy your PowerPoint file to the folder entitled “WC PowerPoints” on the desktop of the class computer in Fisher 135.
The GTAs (Kevin and Steve) will evaluate your presentations, assigning from 0-20 points for each of the following criteria:

1. Chose a topic that was appropriate to the assignment.
2. Appeared to have researched their topic well; used media from the country or region covered.
3. Appeared to have been well organized as a group in advance of the presentation.
4. Made full use of their time but did not go overtime.
5. Were well prepared to respond to questions.

They will then combine their total points (up to 100 each), which, in effect, averages their two scores on a 200-point scale (presentations count for up to 200 points).

J. Using Computers and the Multimedia Projector in Fisher 135

Our room (Fisher 135) has a PC with Microsoft Office (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. Your first essay will be due during week 6, and your second essay will be due during 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 another 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.

Some people tend to prefer to write an essay in response to a relatively short, direct question; others find value in a more rambling discussion that can prompt divergent thinking about possible responses. Hence, I’ll provide both kinds of essay prompts: I’ll begin with a brief, direct question and follow this with a more extended discussion, which you’re welcome to consider or not, as you choose.
Your essays will be evaluated by the course GTAs (Kevin and Steve) using standard criteria for essay evaluation (which I’ll post to the class list). I’ll read random samples of the essays after Kevin and Steve have evaluated them.

To account for possible variations in Kevin’s and Steve’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. I’ve asked Kevin and Steve to focus primarily on content, but to also give some consideration to mechanics and style. (Sometimes, style and content are not easily distinguishable: If you can’t express or haven’t expressed your thoughts in a coherent manner, it may well be that your thoughts themselves are not yet coherent.)

I. 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/rla.html

M. On Wikipedia: My Two Cents

“Writing is unfortunately like painting; for the creations of the painter have the attitude of life, and yet if you ask them a question they preserve a solemn silence. And the same may be said of speeches. You would imagine that they had intelligence, but if you want to know anything and put a question to one of them, the speaker always gives one unvarying answer. And when they have been once written down they are tumbled about anywhere among those who may or may not understand them, and know not to whom they should reply, to whom not: and, if they are maltreated or abused, they have no parent to protect them; and they cannot protect or defend themselves.”
—Socrates speaking against writing in Plato’s Phaedrus (ca. 360 BCE)

As the above quote suggests, new communication technologies often provoke concern. There’s a whole cottage industry engaged in browbeating students who want to use Wikipedia (the charge is sometimes, but not always, led by 21st century Luddites). Two complaints are generally lodged against Wikipedia: (1) lack of accuracy; and (2) lack of depth.

Lack of Accuracy

There’s an old saying, “In God we trust—everyone else bring data” (attributed to W. Edwards Deming). Opponents of Wikipedia typically cite anecdotes, not carefully collected data. In the process, they may have created an urban legend. (Oddly, the charge of lack of accuracy may be equally well applied to the critics.)
In Wikipedia’s defense, please consider the results of a study published in the December 15, 2005 issue of *Nature*, which found that “Britannica content had an average of just under 3 errors per article whilst Wikipedia had an average of just under 4 errors—not as much difference, perhaps, as most people would expect”

http://www.nature.com/nature/journal/v438/n7070/full/438900a.html

(I leave it to you to imagine which gets corrected more quickly, an error in Wikipedia or an error in the hard copy of the Encyclopedia Britannica.)

Lack of Depth

A second potential problem with Wikipedia is lack of depth. In responding this complaint, Wikipedia founder Jimmy Wales has pointed out that Wikipedia is an online encyclopedia. As such, it is one possible starting point for inquiry—nothing more. It was never intended to be the last word, and, in fact, its many links and references should encourage further inquiry whenever readers need or want more than a quick insight into some topic.

Conclusion

Wikipedia currently consists of over 12 million articles in 253 languages


http://www.pcworld.com/article/129135/wikipedia_breaks_into_us_top_10_sites.html  To advise students not to use this resource rather than to help them learn how to use it wisely—as one possible starting point that is generally no more or no less flawed than an encyclopedia, newspaper, history book, etc.—is, I think, both futile and a mistake.

N. Film Selection Criteria and Themes

As Martha Nussbaum says, sharing the stories of others can help to “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.”

1. The films should be of high quality. (The films used this semester have an average Tomatometer Reading http://www.rottentomatoes.com of 93%, as compared to 76% for Grand Torino, 72% for The Curious Case of Benjamin Button, and 57% for Valkyrie.)

2. The film should represent some significant aspect of the culture of the country or region under discussion, either (a) by way of broad, historical sweep (20-50 years, for example); or (b) in microcosm through the experiences of a small group of people over a relatively short time.

3. Collectively, the films should address a range of issues, none of which are necessarily unique to the culture or country represented.
4. Collectively, the films should address a range of human experience, including both joy and tragedy.

5. As much as possible, the films should be directed by people who are themselves members of the culture represented.

There is a wide range of possible readings of any film or text. However, for the purposes of this course, the selected films might be taken to illustrate the following:

- The "Clash of Civilizations" described by Samuel P. Huntington.

- A corrective to Huntington's analysis, recognizing the great diversity within the civilizations he describes.

- The insanity, tragedy, and futility of seemingly unending cycles of violence. As Mahatma Gandhi is reputed to have said, "An eye for an eye makes the whole world blind."

- The fact that amidst all of the chaos of the world—often fueled by our (mis)leaders—what most people want for themselves and their families is simply want to live in relative comfort and dignity.

- That there are reasonable alternatives to the cycles of violence.

Nine world civilizations according to Huntington

O. 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.

The Study Guides and Strategies Web site is available at http://www.studygs.net/index.htm. This site offers study guides on over 130 topics in over 30 languages. For example, under Test Taking, check the entries on “taking notes in lectures” and on “multiple choice tests.”

Another way to find study tips is simply by Googling the appropriate topic. For example, a Google search for “multiple-choice tests” yields about 68,000 hits.

For additional online resources on academic skills, please see the below sites:

1. **Reading skills:**
   “Study Skills Self-help Information” (Virginia Polytechnic Institute and State University)
   [http://www.vt.edu/stdysk/stdyhlp.html](http://www.vt.edu/stdysk/stdyhlp.html)

2. **Note-taking skills:**
   “Five Methods of Note Taking” (California Polytechnic State University, San Luis Obispo)
   [http://www.sas.calpoly.edu/asc/ssd/notetaking_systems.html](http://www.sas.calpoly.edu/asc/ssd/notetaking_systems.html)

3. **Test-taking skills:**
   “Basic Rules for Taking a Multiple-Choice Test” (University of Lethbridge, Canada)
   [http://www.uleth.ca/edu/ru/te/rue/te/take/mc/how.html](http://www.uleth.ca/edu/ru/te/rue/te/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/](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.

**P. 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 HU0122 World Cultures Study Team is Pass/Fail and does not count toward graduation.
The student coaches for our section of World Cultures are Elissa Barris, Leah Cass, David Clanaugh, Nate Ngerebaba, Ncheks Ngini, Madeline Northey, Charity Rushford, and Travis White.

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 viii 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/.

Q. Quizzes

Each of the four quizzes will be multiple-choice.

Sample question: Agricultural civilizations flourished in the Indus Valley as early as 7000 BCE. By 1026 CE (AD), India began to be invaded by Muslims; and in the late 1400s, Europeans began to invade by sea. Finally, in the 1700s, the British gained increasing control over India fueled by A) religious fanaticism; B) the British Industrial Revolution; C) the attraction of agricultural surpluses in India; D) British preparations for war with the Ottoman Empire.

I will try in questions to provide some context to trigger your memory, and where timing is significant, I will generally not ask about specific dates (although I might give you a specific date in the question) but will ask about a range. In many or most cases, an exact date is less significant that a general sense of the larger historical time period. Hence, I might word a questions as follows: The Prophet Mohammed was born in about A) 630 BCE; B) 570 CE; C) 1320 CE; D) 1710 CE.

To account for the possibility of a bad question, the total number of points possible on any given quiz is typically about 105.

Past practice may or may not be a good indicator of future practice; however, the last time I taught World Cultures, quizzes ranged from 20-50 questions, with an average length of about 36 questions. Twenty percent of those questions were from the book, and 80 percent were from class activities (lectures, films, guest speakers, group presentations on current events, etc.) and from the three required cultural performances.

R. Using Scantron General Purpose Answer Sheets for Quizzes

For your quizzes, you'll enter data on a Scantron General Purpose Answer Sheet, 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 answer sheet. Please bring such a pencil to class on quiz days.

2. In the row of boxes at the top the name section of your answer sheet, enter your last name, first name, and middle initial, as indicated. Then, in each column, completely fill in the appropriate circle with the corresponding letter, leaving blank columns blank.

3. In the row of boxes at the top of the “IDENTIFICATION NUMBER” section of your answer sheet, enter your 9-digit student ID number (your M number). (Note that there are 10 columns in this section; the first is for the M in your M number and is already filled in.) Then, in each column, completely fill in circle with the corresponding digit.

4. You can ignore the “BIRTH DATE,” “SEX,” and “GRADE OR EDUCATION” sections of the form.

5. In the answer section of your answer sheet, completely fill in the appropriate 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 answer sheet, and if you erase an answer, be sure to erase it thoroughly.

S. Evaluation

Some people, it seems, do well at a variety of measures of learning; many, however, excel at one measure more than at another. Hence, assessment of your learning is spread across three broad measures: quizzes, essays, and presentations. Your final grade will be determined as follows:

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<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Quizzes: 4 at 100</td>
<td>400 points</td>
</tr>
<tr>
<td>Essays: 2 at 200</td>
<td>400 points</td>
</tr>
<tr>
<td>Group presentations:</td>
<td>200 points</td>
</tr>
<tr>
<td>total</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

**Extra credit:** For a description of how to earn up to 50 extra-credit points, see Section F, item 12.

**Additional extra credit:** For an additional 50 extra-credit points, bring to class during the first three weeks of the semester your copy of *World Civilizations: The Global Experience* with your name permanently marked on the inside front cover. If your last name begins with the letters A-L, show your book to Kevin; if your last name begins with the letters A-L, show your book to Steve.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930-1000</td>
<td>(93-100%)</td>
</tr>
<tr>
<td>AB</td>
<td>880-929</td>
<td>(88-92.9%)</td>
</tr>
<tr>
<td>B</td>
<td>830-879</td>
<td>(83-87.9%)</td>
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<tr>
<td>BC</td>
<td>780-829</td>
<td>(78-82.9%)</td>
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</table>
T. Requests

- **Please feel free to sit wherever you want to sit. However,** if you don’t have a strong preference for which side of the room you sit on, if your last name begins with the letter A-L, please sit on the left-hand (when facing the front) side of the room; and if your last name begins with the letter M-Z, please sit on the right-hand (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-G White; H-L Yellow; M-R Orange; S-Z Green. 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.

- Please ask permission before using a laptop in class.

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

U. 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 three 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.)

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

In order to facilitate circulation of the sign-in sheet,

1. I’ll start the clipboard at the first occupied row (e.g., row A) on the south (U.S. 41) side of the room.

2. Please circulate the clipboard from front to back on that side of the room before sending it across the aisle to the north (Portage Lake) side of the room.

3. After the clipboard reaches the last occupied row (e.g., row S) on the south side of the room, please pass it over to the last occupied row on the north side of the room.

4. From there, please circulate the clipboard from row to row from the back of the room to the front of the room.

5. If you’re the last person in the front-most occupied row on the north side of the room, after signing in, please leave the clipboard on the front edge of the stage.

6. If you miss the clipboard, please come to the front of the room after class and sign in.

V. 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.

Definitions 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 [Note: This is known as self-plagiarism].

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.

W. 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).

X. Schedule of Assignments and Class Activities

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

Note: The primary text, World Civilizations, is 14 chapters (987 pages) long. Divided by 14 weeks, that’s about three chapters (70 pages) per week or 10 pages per day. If you set aside enough time to read an average of 10 pages per day, this should not be an imposing task.

Week 1

Read WC Chapters 1-3 and page viii-xi in AG

Monday, January 12
1. General course introduction; review syllabus
2. Music as a representation of world cultures: World music sampler from “Gardens of Eden”

Wednesday, January 14
1. World music sampler from “Gardens of Eden”
2. Visit by Writing Center Associate Director Jill Hodges to talk about the Writing Center and registering for the 1-credit HU0122 World Cultures Study Team; please see Section P above
3. Begin documentary: “The Real Eve” (where we went, and how we got there) (Discovery Channel; 2001; 100 min.; DVD) “The Real Eve” is also available in 9 parts on YouTube; part 1 is at http://www.youtube.com/watch?v=xGzUkgmpf6U

Friday, January 16
1. World music sampler from “Gardens of Eden”
2. Complete and discuss “The Real Eve”
3. Initial meeting with your assigned current-events group

Week 2

Read WC Chapters 4-6 and Samuel P. Huntington’s article “The Clash of Civilizations?” (pp. 113-125) in AG. This article first appeared in the journal Foreign Affairs, Volume 72, Number 3 (Summer 1993), pages 22-49. You can also get an electronic version of the article directly from Foreign Affairs at http://www.foreignaffairs.org/19930601faessay5188/samuel-p-huntington/the-clash-of-civilizations.html
Monday, January 19: Martin Luther King, Jr. Day: No class

Wednesday, January 21
1. World Music: “Planet Chant”
2. Early modern humans to the Agricultural Revolution: View and discuss excerpt from “The Environmental Revolution” (some of the effects of the agricultural revolution) (Annenberg/CPB; 1990; 15-min. excerpt; VHS)
3. “The Clash of Civilizations?” and criticisms of Huntington’s essay
4. Groups 1-6 meet for planning on Japan

Friday, January 23
1. World Music: “Planet Chant”
On Gilgamesh: http://www.wsu.edu/~dee/MESO/GILG.HTM
Themes: Cultures in collision: What has the power to bring us together? A common threat or a common challenge (possibly such as poverty, hunger, and/or disease)? Shared stories and understanding one another’s cultures? Both are suggested by this production.
3. Discuss Darmok

Week 3

Read WC Chapters 7-9

Last week to claim 50 extra-credit points for your copy of World Civilizations: The Global Experience with your name permanently marked on the inside front cover. If your last name begins with the letters A-L, show your book to Kevin; if your last name begins with the letters A-L, show your book to Steve.

Monday, January 26
1. Music from Japan
2. Jorge Hiroshi Kurita Nagasawa: Japanese Culture
3. Groups 1 & 2 on Japan

Wednesday, January 28
1. Music from Japan
2. Introduce, view, and discuss Rashomon (Japan; 1950; 88 min.; DVD) Directed by Akira Kurosawa
Tomatometer Reading: 100% (based on 37 reviews) http://www.rottentomatoes.com
Themes: Our understanding of events changes with our role in and our perspectives on those events
3. Groups 3 & 4 on Japan
4. Groups 7-12 meet for planning on Australia, New Zealand, and Oceania

Friday, January 30 (Guests from ESL 0490)
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 105 reviews) [http://www.rottentomatoes.com](http://www.rottentomatoes.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 5 & 6 on Japan

**Week 4**

Read WC Chapters 10-12

**Monday, February 2**

**Wednesday, February 5**
1. Ishtiaque Amin (electrical engineering, Bangladesh) and Talal AlShareef (electrical engineering technology; Saudi Arabia), Michigan Tech Muslim Students Association: The Five Pillars of Islam
2. Second half of *Islam: Empire of Faith*

**Friday, February 6:** Winter Carnival: No class

**Week 5**

Read WC Chapters 13-15

**Monday, February 9**
1. Music from Australia
2. Groups 7, 8, & 9 on Australia, New Zealand, and Oceania

**Wednesday, February 11**
1. Music from Australia
2. Current events presentations, Groups 4-6: Australia
3. Introduce and begin *Gallipoli* (Australia; 1981; 111 min.; DVD) Directed by Peter Weir; Tomatometer Reading: 93% (based on 15 reviews) [http://www.rottentomatoes.com](http://www.rottentomatoes.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.
4. Groups 13-18 meet for planning on South Asia (India, Bangladesh, Sri Lanka, Nepal, Bhutan, and Maldives) (Note: Pakistan is sometimes grouped with South Asia, but for these presentation, I’ve grouped Pakistan with the Middle East.)
Friday, February 13
1. Complete and discuss Gallipoli
2. Groups 10, 11, & 12 on Australia, New Zealand, and Oceania

Extra-Credit Opportunity: Friday, February 13, Chinese Spring Festival (in the Rozsa Center). Organized by the MTU Chinese Students and Scholars Association
http://cssa.students.mtt.edu/

Week 6

Read WC Chapters 16-18

Monday, February 16
1. Music from India
2. Dr. Mehesh Gupta (ME-EM): Indian Culture
3. Introduce and begin Gandhi (United Kingdom-India; 1982; 187 min.; DVD) Directed by Sir Richard Attenborough; Tomatometer Reading: 85% (based on 39 reviews)
http://www.rottentomatoes.com; Online Reviews: http://www.rottentomatoes.com/m/Gandhi-1008107/reviews.php
Themes: The decline of the British Empire; national independence; civil disobedience; ethnic/religious conflict

Wednesday, February 18
1. Music from India
2. Groups 13, 14, & 15 on South Asia (India, Bangladesh, Sri Lanka, Nepal, Bhutan, and Maldives)
3. Part 2 of Gandhi
4. Groups 19-24 meet for planning on North Africa (Morocco, Tunisia, Algeria, Libya, Egypt, and Sudan)

Friday, February 20
1. Music from India
2. Part 3 of Gandhi
3. Groups 16, 17, & 18 on South Asia (India, Bangladesh, Sri Lanka, Nepal, Bhutan, and Maldives)

A-L: Submit Essay #1 to Kevin
M-Z: Submit Essay #1 to Steve

Week 7

Read WC Chapters 19-21 and The Battle of Algiers review, pp. 35-38 in AG

Monday, February 23
1. Music from North Africa
2. Groups 19, 20, & 21 on North Africa

Wednesday, February 25
1. Music from North Africa
2. Dr. Ossama Abdelkhalik (ME-EM): Egyptian and North African culture
3. Introduce and begin *The Battle of Algiers* (Algeria and Italy; 1965; 120 min.; DVD) Directed by Gillo Pontecorvo; Tomatometer Reading: 98% (based on 61 reviews) http://www.rottentomatoes.com

Themes: Terror of both oppression and resistance

4. **Groups 25-30 meet for planning on the Middle East** (Jordan, Lebanon, Syria, Israel, Gaza Strip, West Bank, Saudi Arabia, United Arab Emirates, Qatar, Bahrain, Yemen, Oman, Kuwait, Iraq, Iran, Afghanistan, and Pakistan)

Friday, February 27
1. Music from North Africa
2. **Groups 22, 23, & 24 on North Africa**
3. Complete and discuss *The Battle of Algiers*
4. Quiz 2 (over weeks 4-7)


Week 8

Read WC Chapters 22-24 and *West Beirut* review, pp. 105-108 in AG

Monday, March 2
1. Music from the Middle East (Southwest Asia)
2. **Groups 25, 26, & 27 on the Middle East**

Monday, March 2 or Tuesday, March 3 (pick one): The African Children’s Choir presents Journey of Hope (7:30 p.m. in the Rozsa Center). For details, visit http://www.rozsa.mtu.edu/greatevents/geseason/14.shtml
http://www.africanchildrenschoir.com/

Wednesday, March 4
1. Music from the Middle East
2. Mohammad Al-Jamal (mathematics): Jordanian and Middle Eastern culture
3. Introduce and begin *West Beirut* (Lebanon; 1998; 105 min.; VHS) Directed by Ziad Doueiri; Tomatometer Reading: 93% (based on 15 reviews) http://www.rottentomatoes.com

Themes: Personal life amidst the chaos of war and religious and ethnic conflict

4. **Groups 28, 29, & 30 on the Middle East**

5. **Groups 31-36 meet for planning on Southwestern Europe/the Balkan Peninsula** (Greece, Macedonia, Albania, Bulgaria, Montenegro, Serbia, Croatia, Bosnia and Herzegovina, and Kosovo)
**Friday, March 6**
1. Music from the Middle East
2. Complete and discuss *West Beirut*

**March 7 - March 15: Spring Break**

**Week 9**

Read WC Chapters 25-27 and *Before the Rain* review, pp. 39-42 in AG

**Monday, March 16**
1. Music from Southeastern Europe (Balkan Peninsula)
2. **Groups 31, 32, & 33 on Southeastern Europe**
3. Introduce and begin *Before the Rain* (Great Britain-Macedonia France; 1994; 113 min.; DVD) Directed by Milcho Manchevski; Tomatometer Reading: 85% (based on 13 reviews)
   [http://www.rottentomatoes.com](http://www.rottentomatoes.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](http://www.epinions.com/content_170741698180)).

**Wednesday, March 18**
1. Music from Southeastern Europe (Balkan Peninsula)
2. Complete and discuss *Before the Rain*
3. **Groups 37-42 meet for planning on former Soviet republics of Russia, Ukraine, Belarus, Estonia, Latvia, Lithuania, Azerbaijan, Georgia, and Moldova (those in Central Asia are in a separate group)**
Friday, March 20
1. Music from Southeastern Europe (Balkan Peninsula)
2. Dr. Victor Busov (School of Forestry): Bulgarian culture
3. View and discuss *The Diary of Immaculée* (United States/Rwanda; 2006; 38 min.; DVD)
   Directed by Peter LeDonne
   Themes: Ethnic violence and genocide in Rwanda; alternatives to cycles of violence?
4. Groups 34, 35, & 36 on Southwestern Europe

Week 10

Read WC Chapters 28-30

Monday, March 23
1. Music from Russia
2. Dr. Eugene Levin (School of Technology: Surveying Engineering): Russian culture
3. Groups 37, 38, & 39 on former Soviet republics (exclusive of those in Central Asia)

Wednesday, March 25
1. Music from Russia
2. 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.rottentomatoes.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. Groups 43-48 meet to plan for Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, or Mongolia)

Friday, March 27
1. Music from Russia
2. Complete and discuss *Prisoner of the Mountains*
3. Groups 40, 41, & 42 on former Soviet republics (exclusive of those in Central Asia)

Friday, March 27 or Saturday, March 28 (pick one): Tissa Hami, Muslim American comic (7:30 p.m. in the Rozsa Center). For details, visit http://www.rozsa.mtu.edu/greatevents/geseason/16.shtml http://www.youtube.com/watch?v=UeWqqcIqxl http://www.tissahami.com/

Week 11

Read WC Chapters 31-33

Monday, March 30
1. Music from Central Asia
2. Guest speaker on Central Asia?
3. Groups 43, 44, & 45 on Central Asia

Wednesday, April 1
1. Music from Central Asia
2. Groups 46, 47, & 48 on Central Asia
3. Introduce and begin Close to Eden (Mongolia/Russia; 1992; 109 min.; VHS) Directed by Nikita Mikhalkov; Currently, there are not enough Tomatometer critic reviews for Close to Eden to receive a rating. Themes: Collision of Russian and Mongolian cultures; post-imperial complex; nostalgic longing after former days of imperial glory (of both Gombo and Sergei)


Friday, April 3
1. Music from Central Asia
2. Complete and discuss Close to Eden
3. Quiz 3 (over weeks 8-11)

Saturday, April 4: International Night (in the Rozsa Center), Presented by the Michigan Tech International Club http://iclub.students.mtu.edu/

Week 12

Read WC Chapters 34-36

Monday, April 6
1. Music from Sub-Saharan Africa
2. Groups 49, 50, & 51 on Sub-Saharan Africa

Wednesday, April 8
1. Music from Sub-Saharan Africa
2. Jennifer Mwangi (environmental engineering), President, Michigan Tech African Students Association: Kenyan culture
4. Groups 55-60 meet to plan for Southeast Asia (Vietnam, Cambodia, Laos, Myanmar, Thailand, Malaysia, Singapore, Indonesia, East Timor, Brunei, and The Philippines)
Friday, April 10
1. Music from Sub-Saharan Africa
2. Complete and discuss Guelwaar
3. View and discuss “Ethiopia Project Visit” (Impact of modification of traditional [perhaps 3,000 year old] Maresha plow (Oxfam America; 9 min.; VHS)
Themes: Alternatives to cycles of perpetual dependence on food aid
4. Groups 53, 53, & 54 on Sub-Saharan Africa

A-L: Submit Essay #2 to Steve
M-Z: Submit Essay #2 to Kevin

Week 13

Read WC Chapters 37-39

Monday, April 13
1. Music from Southeast Asia
2. Groups 55, 56, & 57 on Southeast Asia

Wednesday, April 15
1. Music from Southeast Asia
2. Seow Chung Goh (mechanical engineering technology), President, Michigan Tech Malaysian Students Association: Malaysian culture
3. 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.rottentomatoes.com
Themes: Contemporary retelling of Aarne-Thompson type 510A fairy tale (see http://www.surlalunefairytales.com/cinderella/other.html#TAM); 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 Story of Cinderella; in Vietnam, it is most commonly known as the Story of Tam and Cam.

Friday, April 17
1. Music from Southeast Asia
2. Complete and discuss The Scent of Green Papaya
3. Groups 58, 59, & 60 on Southeast Asia
Week 14

Read WC Chapters 40-41 and To Live review, pp. 87-91 in AG

Monday, April 20
1. Music from China
2. Introduce and begin To Live (China; 1994; 135 min.; DVD) Directed by Yimou Zhang; Tomatometer Reading: 85% (based on 13 reviews) http://www.rottentomatoes.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.

Wednesday, April 22
1. Music from China
2. Xi Lin (Sissi) (pursuing Ph.D. in chemistry), President, Chinese Students and Scholars Association: Chinese culture
3. Complete and discuss To Live

Friday, April 24
1. Music from China
2. Course evaluations
3. Quiz 4 (over weeks 12-14)