

UGC 112 Fall 2013

Mondays/Wednesdays: 5:00 to 6:20 pm, O'Brian 112, North Campus

NOTE: This class meets only twice a week and both times it will be a lecture class (no recitations).

Folks/Guys/People:

First Announcement: August 20, 2013

(sent via e-mail)

Greetings! Welcome to this Fall 2013 UGC 112 class. Please go through this *entire* document with a fine tooth comb so that you do not, later, have to confront any unwanted surprises.

Below are details of the required textbook, as well as the basic course requirements. I know you are registered for this course because it is required; however, I must remind you that if you are registered for more than a total of fifteen credit hours you may not be able to do well in your courses—depending upon your other commitments—because there are only 24 hours in a day. If you do not already know, a good GPA is essential for admission to graduate school, landing a good job after graduation, getting a break on auto-insurance rates, and so on. In terms of brainpower, this will not be a difficult course (hey, it's history; how hard can it be), but in term of your *time* it will be a very demanding course. ← Read this sentence again.

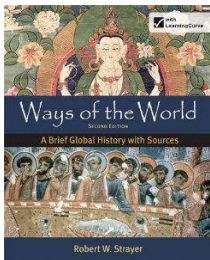
Warning: Like all UGC 112 classes, this course is a *controlled enrollment* course. So, what is a controlled enrollment course? In this case, it's a course that can only be **repeated** during the summer (if you fail or resign after last day of drop/add).



COURSE OVERVIEW

COURSE REQUIREMENTS (subject to change, at my discretion, but *with* prior notice)

(a) **Required Text.** The following required text (do *not* get any other edition—repeat, do *not* get any other edition) may be purchased from the University Bookstore or through the world wide web.



Ways of the World: A Brief Global History with Sources, Combined Volume

Author: Robert Strayer. Publisher: Bedford/St. Martin's. Published in 2012.

ISBN: 978-0312583460

- (b) **50%** of course grade: written and/or multiple choice tests/quizzes.
- (c) **30%** of course grade: final exam during *exam week*. **NOTE:** If you won't be available during exam week then please drop this section. Your exam schedule is available now via your "MYUB" page.
- (d) **20%** of course grade: term paper *project* (made up of a test + written assignment).

NOTE: If you are a senior, you will be expected to do extra work in this course.

SUPPLEMENTARY REQUIREMENTS (may have an impact, *at my discretion*, on your course grade)

- (a) Class attendance is mandatory (may be taken into consideration in the final computation of your course grade).
- (b) Participation, reflecting completion of assigned readings, is mandatory (may be taken into consideration in the final computation of your course grade); therefore, we may call on you in class.
- (c) If I sense that you are not doing your assigned readings, you may also, at my discretion, be subjected to “pop quizzes” from time to time. (By definition, a pop quiz cannot be made up if you miss one.)
- (d) You are not permitted to use any electronic devices of any kind while class is in session—this includes portable computers and cell phones.
- (e) It is mandatory that you have access to your own copy of the one required textbook. Years of teaching experience have taught me that students who do not have access to their own copies of required textbooks seldom, if at all, complete their reading assignments. (Note: I may make some tests “open book;” therefore, access to your own copy of the text will be of considerable advantage.)
- (f) Keeping up with current affairs. A lot of material we will be covering in this course will have relevance for comprehending what is going on outside the classroom today (locally, nationally, and internationally); therefore, you are required to be current with national and international news by visiting these four websites on a regular basis: <http://rt.com/usa>; www.npr.org; www.pbs.org/newshour; and www.bbc.com

EXTRA CREDIT

I constantly get requests every semester for an extra credit assignment. So here is an extra credit assignment. Keep a journal of *all class proceedings*. However, your journal must be in the following format (failure to meet any ONE or more of these requirements will **completely** nullify this assignment as extra-credit—reminder: extra-credit means extra work for me):

- (a) Journal entries must be in a *separate* “single-subject” spiral lined notebook. (Absolutely no other kind of notebook is acceptable. If you can’t afford one I will buy one for you—let me know.)
- (b) All entries must be legibly and neatly written.
- (c) All entries must be clearly dated.
- (d) If you are absent on a particular day leave that page blank (and mark it with the word “absent”).
- (e) All entries must begin on a separate page for *each* class session.
- (f) Any other notes you take for this course outside class must be written in the back of the notebook.
- (g) Notes for other courses you are taking should not be in this notebook.
- (h) Write your full name on the first page at the top or somewhere on the front or back cover.

COURSE DESCRIPTION (What this course is about)

Let me begin by pointing out that part of the curricular rationale for requiring you to take this course is squarely and unabashedly normative: by the end of it is hoped that you will have become lifelong participants in that constant struggle that is the burden of all civilized persons: how to help create and sustain a world that is free of all forms of injustice and tyranny. This is one of the most important courses you will ever take in this school.

Starting with the premise that you have already taken World Civilizations I (UGC111), this course continues with an introductory survey of major historical developments in politics, arts, and the sciences across the planet from the proto-modern period to the present. The pegs on which I will hang my survey include (but are not limited to): mercantilism and the origins of the European voyages of exploration/ exploitation; the European colonization of the Americas and its global consequences; the European colonization of Asia and later Africa; the agro/industrial transformations and the transition from mercantile to industrial capitalism; the Russian Revolution and the rise of communism; the Japanese “exceptionalism”; the two World Wars and the rise of the United States as a world power; the wars of liberation and independence in Asia and Africa; the Cold War and the revolutionary wars of Africa, Asia, and the Americas; the conflicts in the Middle East and their fall-out; and so on.

While there is a limit to what one can do in a single-semester course, I will do my best to, at least, weave together a coherent story out of these developments which can be summarized by means of four interrelated themes: modernization, globalization, oppression, and liberation. As I explore these themes, I will advance four central theses: (1) History is a biography of the present. (This is one of the reasons why we learn history.) In other words, your place today in this country at this moment in time is a consequence of everything that has gone before you. Hence, we are all children of history (but not necessarily its prisoners), not only in existential terms but also from the perspective of our identity—as individuals, as communities, as well as a nation/society. The present, therefore, is always historical. What this also implies is that the privilege you now have, at this moment, of being able to go to college (and thereby enjoying the luxury of being able to choose how you will put bread on the table when you grow up) is an outcome of the sacrifices of many, many, many people who have gone before you. (2) The movement of history has been toward a tighter and tighter interconnected world where no nation/society (regardless of whether it desires it or not) is completely unaffected by what others do elsewhere on the planet, however far away they may be. (3) The march of nations/societies has been toward a global convergence—under the aegis of corporate industrial capitalism—giving rise to what I may legitimately call a “world civilization” but where the word “civilization” is to be understood in a non-evaluative generic sense. (4) The historical antecedents as well as the continuing present of modernization/ globalization has been (and continues to be) soaked, literally, in the blood, sweat, and tears of millions of the world’s downtrodden and their struggles for a better life. We live in an age of permanent class warfare/ class struggle on a global scale.

PEDAGOGY (How I will teach this course)

There is no single text that can cover as broad a topic as world history to one's complete satisfaction. Consequently, for our purposes, the SECOND EDITION of *Ways of the World: A Brief Global History with Sources (Combined Version)* by Professor Robert W. Strayer—which will be supplemented by online readings I will assign—will have to do. Because you are taking this course in a university, my objectives in this course will include going beyond “informational” knowledge of world history to an introduction of key relevant concepts, ideas, and theories (such as class, race, gender, patriarchy, capitalism, otherness, nationalism, socialism, imperialism, democracy, etc., etc.) that can serve as a foundation for developing an analytical/ critical mind. In other words, although this is a course on history, in terms of theoretical and disciplinary approach, it will be taught from an inter-disciplinary perspective. That is, I will introduce you to whatever insights, concepts, and theories relevant to the study of a given topic, regardless of their disciplinary location. Simultaneously, taking a cue from the author of the required text, historiographically, I will adopt what I call the eight-C analytical approach to this survey of world history, which is summarized by the terms: *capriciousness, change, comparison, complexity, connection, contingency, contentiousness, and convergence*. Further, I will strive to inculcate in you a love for a deeper analysis of historical events by using a method that I call, for want of a better term, the “chain of analysis” approach.

From a structural point of view, the course has three parts to it: class lectures, course readings, and audio-visual material. Of course, each of these three parts will be related; however, they will not have identical content. For example: class lectures will not always be a repetition of material in course readings. In fact, my primary concern during class lectures/discussions will be to highlight *macrohistorical* processes and events (leaving the rest of the heavy lifting to Professor Strayer), and wherever possible to examine key issues by looking into neglected corners of history. Therefore, attendance in this course is mandatory. Missing the audio-visual material, for instance, will have severe repercussions on test-performance. (NOTE: Audio-visual material screened in class will not always be available outside class.)

As we proceed through the course, I do not want you to lose sight of the fact that history as a discipline is also about entertainment (generically speaking); that is, it is also about story-telling. In other words, for those who pursue the life of the mind, history is also a means to intellectual pleasure; the roots of which lie, in part, with the fact that history is fascinatingly ephemeral (in a non-pejorative sense) in that it is a permanent work in progress—thanks to the tireless efforts of all, besides historians, who make history as a discipline possible: from astronomers to archaeologists and from geneticists to journalists.

Please note that it is also my practice in all courses I teach to briefly introduce you, as the course progresses, to what I call “the ways of a research university” (research, publication, service, tenure, governance, and so on).

LEARNING OUTCOMES AND ASSESSMENT

See Syllabus—Appendix III in the syllabus packet

INSTRUCTOR BIOGRAPHY (about the lead instructor)

In one sense, I can say I am “living” world history. Although I have been living in this country longer than most of you, I was born and brought up in Africa, but my folks originally came from Asia (India); and, needless to say, I am teaching here in North America. Moreover, I have degrees from universities in Africa, England, Canada, and here in the United States—four different countries, three different continents. I want you to consider yourself privileged to be taking a course with me because I will bring to the table not only my expertise and passion as an instructor but analytical perspectives that can only come from the kind of geographically diverse educational experiences I have had. My research interests are indicated here: <http://bit.ly/lulatbooks>

COURSE ADMINISTRATIVE POLICIES

METHODS OF COMMUNICATING WITH THE INSTRUCTOR, AND POLICY ON E-MAILS

See Syllabus—Appendix II in the syllabus packet

POLICY ON ELECTRONIC DEVICES (PHONES, PORTABLE COMPUTERS, ETC.)

See Syllabus—Appendix II in the syllabus packet.

POLICY ON CLASSROOM SITTING ARRANGEMENT

See Syllabus—Appendix II in the syllabus packet.

POLICY ON COMPLAINTS

See Syllabus—Appendix II in the syllabus packet.

POLICY ON ACADEMIC FREEDOM

See Syllabus—Appendix II in the syllabus packet.

POLICY CONCERNING ACADEMIC DISHONESTY

See Syllabus—Appendix II in the syllabus packet.

POLICY ON STUDENT RESPONSIBILITY

See Syllabus—Appendix II in the syllabus packet.

POLICY CONCERNING DISCRIMINATION, AND SEXUAL HARASSMENT

See Syllabus—Appendix II in the syllabus packet.

POLICY ON CLASS NOTES.

See Syllabus—Appendix I in the syllabus packet.

POLICY ON CLASS PARTICIPATION

See Syllabus—Appendix I in the syllabus packet.

GRADING POLICY

See Syllabus—Appendix II in the syllabus packet.

POLICY ON DISABILITY

See Syllabus—Appendix II in the syllabus packet.

POLICY ON ATTENDANCE AND MISSED WORK

See Syllabus—Appendix II in the syllabus packet.

POLICY ON INCOMPLETES

See Syllabus—Appendix II in the syllabus packet.

POLICY ON READING ASSIGNMENTS

See Syllabus—Appendix I in the syllabus packet.

POLICY ON AV MATERIALS

See Syllabus—Appendix I in the syllabus packet.

POLICY ON CURRENT AFFAIRS

See Syllabus—Appendix I in the syllabus packet.

POLICY ON COVERAGE OF COURSE CONTENT

See Syllabus—Appendix II in the syllabus packet.

MISCELLANEOUS MATTERS

See Syllabus—Appendix II in the syllabus packet

UNIVERSITY POLICY ON “CLASSROOM ETIQUETTE”

Folks: What follows below in this section of the syllabus is a verbatim copy of the text of the U.B. policy on what I call “Classroom Etiquette.” This policy was originally adopted by the University Senate in Spring of 2000. Of course, it is absolutely tragic that the University felt compelled to adopt these policies in the first place. One would have liked to assume that college students are responsible ADULTS who know how to behave in a civilized manner—especially in an institution of higher learning! Fortunately, in my experience, I have found that most students, in fact, are responsible individuals and they would find what follows below as pure common sense. However, there are always the few who have to be told how to behave—the few who still think they are in kindergarten!

While I have your attention on this matter, note the following: If, after going through this university policy, those of you who are still inclined to behave like school children, and cannot resist doing so in my class, will leave me with no option but to treat you as school children as well. On a related matter: *After all else has failed*, I know of no other way of motivating an adult to be responsible, other than subjecting the person to public embarrassment. (If you know of a better way let me know.)

Obstruction or Disruption in the Classroom

Document source: <http://undergrad-catalog.buffalo.edu/policies/course/obstruction.shtml>

Consequences for Students Engaged in Disruptive Classroom Behavior

The university recognizes that faculty members are responsible for effective management of the classroom environment to promote conditions that will enhance student learning. Accordingly, instructors should set reasonable rules for classroom behavior and must articulate these rules, in writing, in materials provided to the students at the start of the semester. Fortunately, student obstructions or disruptions in UB classrooms are rare and seldom lead to disciplinary actions. The term “classroom disruption” means behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples could include persistently speaking without being recognized, continuing with conversations distracting the class or, in extreme cases, resorting to physical threats or personal insults. Lawful, civil expression of disagreement with the instructor or other students is not in itself “disruptive behavior” and is not proscribed under these or any other regulations. However, when student conduct interferes with or prevents the conduct of classes or other university functions or when the safety of members of the campus community is endangered by threats of disruption, violence, or violent acts, the administration has approved the following course of actions:

- If a student is disruptive, he/she should be asked to stop and warned that continuing such disruptive behavior can result in academic or disciplinary action. Many students may be unaware that their behavior is disruptive; therefore, a private conversation with the student is often effective and preferable as an initial step.
- Should the disruptive behavior continue, the faculty member is authorized to ask the student to leave the classroom or site.
- A student may be dismissed from the course for the remainder of the semester, subject to Student Conduct Regulations and due process proceedings, as appropriate.
- If a student refuses to leave the area after being instructed to do so, the student should be informed that this refusal is a separate violation subject to additional penalties.
- If, in the instructor’s best judgment, the behavior creates a safety risk or makes it impossible to continue class or function, the instructor should contact Public Safety to assist in removal of the student and/or may dismiss class for that day.

Behavioral Expectations in the Classroom

To prevent and respond to distracting behavior, faculty should clarify standards for the conduct of class, either in the syllabus, or by referencing the expectations cited in the Student Conduct Regulations. Classroom “etiquette” expectations should include:

- Attending classes and paying attention. Students should not ask an instructor in class to go over material they missed by skipping a class or not concentrating.
- Not coming to class late or leaving early. If a student has to enter a class late, he or she should do so quietly and should not disrupt the class by walking between the class and the instructor. Students should not leave class unless it is an absolute necessity.
- Not talking with other classmates while the instructor or another student is speaking. If a student has a question or comment, he or she should raise a hand, rather than starting a conversation about it with a neighbor.
- Showing respect and concern for others by not monopolizing class discussion. Students must allow others time to give their input and ask questions. Students should not stray from the topic of class discussion.
- Not eating and drinking during class time.
- Turning off electronic devices including cell phones, pagers, and beeper watches.
- Avoiding audible and visible signs of restlessness. These are both rude and disruptive to the rest of the class.
- Focusing on class material during class time. Sleeping, talking to others, doing work for another class, reading the newspaper, checking e-mail, and exploring the Internet are unacceptable and can be disruptive.
- Not packing bookbags or backpacks to leave until the instructor has dismissed class.

Last updated: Thursday, 23-Feb-2012 14:10:33 EST

Class Proceedings Schedule Part 1: Tests/Exams

Spring 2013	UGC 112	Tests/ Exam Schedule	AV Materials (Outside Class Assignments)
September 16, Monday	<p>Test no. 1: Part 1 (Readings only)</p> <p>WARNING: Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p>Covers some or all of these items:</p> <ul style="list-style-type: none"> Readings/class discussions for class nos. 1 through 5 (see topics/readings schedule below); PLUS anything else specified in the announcements section of your class home page. <p>Don't forget to read the Test Instructions! (Available via the class home page.)</p>	
September 23, Monday	<p>Test no. 1: Part 2 (Readings and AV materials)</p> <p>WARNING: Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p>Covers some or all of these items:</p> <ul style="list-style-type: none"> Readings/class discussions for class nos. 1 through 5 (see topics/readings schedule below); PLUS any <i>in-class</i> AV (audio-visual) materials not yet included on a test; PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→ PLUS anything else specified in the announcements section of your class home page. <p>Don't forget to read the Test Instructions! (Available via the class home page.)</p>	<p>Documentary: Online Video: James Burke: <i>In the Light of the Above</i>. NOTE: link available via the class home page (AV material--Visual Text). (Relevant topic: Renaissance—Historical Antecedents. See Chapters 9, and 13 of Strayer.)</p>
October 14, Monday	<p>Test no. 2: Part 1 (AV materials only)</p> <p>Note: This will be a <i>take-home preview test</i>.</p> <p>WARNING: Tests rejected by the computing center will be allocated ZERO points—that is, they will</p>	<p>Covers some or all of these items:</p> <ul style="list-style-type: none"> Any in-class AV (audio-visual) materials not yet included on a test; PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→ PLUS anything else specified in the announcements section of your class home page. <p>Don't forget to read the Test Instructions! (Available via the class home page.)</p>	<p>Film: <i>New World</i>. NOTE: available in the library. (Relevant topic: The Aftermath of the Columbian Project: The European Settlement of United States. See Chapter 13 of Strayer.)</p>

	not be graded!	
October 21, Monday	<p>Test no. 2: Part 2 (Readings only)</p> <p>WARNING: Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p>Covers some or all of these items:</p> <ul style="list-style-type: none"> • Readings/class discussions for class nos. 6 through 8 (see topics/readings schedule below); • PLUS anything else specified in the announcements section of your class home page. <p>Don't forget to read the Test Instructions! (Available via the class home page.)</p>
November 4, Monday	<p>Test no. 3: Part 1 (AV Materials only)</p> <p>WARNING: Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p>Covers some or all of these items:</p> <ul style="list-style-type: none"> • Any <i>in-class</i> AV materials not yet included on a test; • PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→ • PLUS anything else specified in the announcements section of your class home page. <p>Don't forget to read the Test Instructions! (Available via the class home page.)</p> <p>Documentaries:</p> <p>(a) Online Video: <i>When the Moors Ruled in Europe</i>. NOTE: link available via the class home page (AV material–Visual Text); also available in the library. (Relevant topic: Renaissance—Historical Antecedents. See Chapters 9, and 13 of Strayer.)</p> <p>(b) Online Video: <i>Frontline: Battle for Syria</i>. NOTE: link available via the class home page (AV material–Visual Text). (Relevant topics: The Islamic schism—Shia/Sunni; and the Ottoman's versus the Safavids. See Chapters 9, and 13 of Strayer.)</p>
November 11, Monday	<p>Test no. 3: Part 2 (Readings and AV materials)</p> <p>WARNING: Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p>Covers some or all of these items:</p> <ul style="list-style-type: none"> • Readings/class discussions for class nos. 9 through 12 (see topics/readings schedule below); • PLUS any <i>in-class</i> AV (audio-visual) materials not yet included on a test; • PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→ • PLUS anything else specified in the announcements section of your class home page. <p>Don't forget to read the Test Instructions! (Available via the class home page.)</p> <p>Documentary:</p> <p>(a) Online Video: James Burke: <i>Where Credit is Due</i>. NOTE: link available via the class home page (AV material–Visual Text). (Relevant topic: The Aftermath of the Columbian Project—the Industrial Revolution. See Chapter 17 of Strayer.)</p>
November 25, Monday	<p>Term paper instructions</p>	<p>Covers some or all of the documents in the <i>term paper project packet</i>. (See the syllabus packet available via the class home page.) Note: Scores from this test will be <i>averaged</i> with scores for your term paper.</p>

	<p>test WARNING: Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p>Don't forget to read the Test Instructions! (Available via the class home page.)</p>
<p>December 2, Monday</p>	<p>Test no. 4 (Readings and AV materials) WARNING: Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p>Covers some or all of these items:</p> <ul style="list-style-type: none"> • Readings/class discussions for class nos. 13 through 17 (see topics/readings schedule below); • PLUS any <i>in-class</i> AV materials not yet included on a test; • PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→ • PLUS anything else specified in the announcements section of your class home page. <p>Documentaries (available in the library):</p> <p>(a) Film: <i>Capitalism: A Love Story</i>. (Relevant topic: Capitalism and Democracy. See Chapter 17 of Strayer.)</p> <p>(b) Film: <i>Roger and Me</i>. (Relevant topic: Capitalism and Democracy. See Chapter 17 of Strayer.)</p> <p>(c) Film: <i>Inside Job</i>. (Relevant topic: Capitalism and Democracy. See Chapter 17 of Strayer.)</p> <p>Don't forget to read the Test Instructions! (Available via the class home page.)</p>
<p>December 9, Monday 7:15 pm-10:15 pm O'Brian 109</p>	<p>Final Exam WARNING: Exams rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p>Covers some or all of these items:</p> <ul style="list-style-type: none"> • Readings/class discussions for class nos. 18 through 23 (see topics/readings schedule below); • PLUS any <i>in-class</i> AV materials not yet included on a test; • PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→ • PLUS anything else specified in the announcements section of your class home page. <p>Docudramas (all titles are available in the library):</p> <p>(a) <i>Days of Glory</i>. (Relevant topic: The Second World War. See Chapter 20 of Strayer.)</p> <p>(b) <i>The Grey Zone</i>. (Relevant topic: The Second World War. See Chapter 20 of Strayer.)</p> <p>(c) <i>The Wind Shakes the Barley</i>. (Relevant topic: Resistance to Colonialism. See Chapter 22 of Strayer);</p> <p>(d) <i>Lumumba</i>. (Relevant topic: European Colonialism and the Struggle for Freedom. See Chapter 22 of Strayer);</p> <p>(e) <i>Mandela and De Klerk</i>. (Relevant topic: Struggle for freedom and democracy. See Chapter 22)</p> <p>Don't forget to read the Test Instructions! (Available via the class home page.)</p>
<p>December 9, Monday 7:15 am-10:15pm O'Brian 109</p>	<p>Final Exam WARNING: Exams rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p>Covers some or all of these items:</p> <ul style="list-style-type: none"> • Readings/class discussions for class nos. 24 through 28 (see topics/readings schedule below); • PLUS any <i>in-class</i> AV materials not yet included on a test; • PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you <p>Documentaries (NOTE: all titles are available in the library; however, some titles may also be available via links on the class home page.):</p> <p>Online video: Item M3 of links to AV material (Visual Text) available via the class home page.</p> <p>PLUS videos available in the library:</p> <p>(a) <i>The Empire in Africa</i> (Relevant topic: Neo-Imperialism and the Tyranny of Economic Globalization. See Chapter 23</p>

		<p>have been warned!)→</p> <ul style="list-style-type: none"> PLUS anything else specified in the announcements section of your class home page. <p>Don't forget to read the Test Instructions! (Available via the class home page.)</p>	<p>of Strayer.)</p> <p>(b) <i>Why We Fight</i> (Relevant topic: The corporatization of violence—the military-industrial complex. See Chapter 23 of Strayer.)</p> <p>(c) <i>Food, Inc.</i> (Relevant topic: The corporatization of food production—the assault on human health, and environmental sustainability. See Chapter 23 of Strayer.)</p> <p>(d) <i>Tapped.</i> (Relevant topic: corporatization of water resources—the assault on human health, and environmental sustainability. See Chapter 23 of Strayer.)</p> <p>(e) <i>End of the Line.</i> (Relevant topic: corporatization of marine fisheries—the assault on human health, and environmental sustainability. See Chapter 23 of Strayer.)</p>
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Class Proceedings Schedule Part 2: Topics/Readings

(NOTE: Readings must be completed by the date specified in the same row.
This document must be studied in conjunction with the rest of the syllabus packet.)

Periodization	Topics	Concepts/ Definitions / Historiographic Analyses/ Theoretical Approaches	Readings (Do not forget to consult the class home page as well.)	
Introduction to the course	–Overview of main themes	–Historical truth and the concept of multiple histories (history from whose point of view?)	Class no. 1 Mon 26–Aug	No readings
	–Overview of pedagogic approach	–The idea of “world history” –The EIGHT C's of studying world history (3+5): <i>capriciousness, change, comparison, complexity, connection, contingency, contentiousness, and convergence.</i> –The concept of <i>macrohistory</i>	Class no. 2 Wed 28–Aug	<p>READING(S) from the required text by Strayer: <i>Preface</i> and <i>Prologue</i>; PLUS the section <i>Breakout: the Mongol Empire</i> in Chapter 11; PLUS carefully study how the book is structured (meaning what are the components of the book: preface, prologue, parts, chapters, index, and so on) and how each of its chapters is organized (sections, questions, primary documents; and so on); PLUS study the copyright page; PLUS see if there are any announcements posted on the class home page.</p>
	No Class	MLK Day	No Class Mon 2–Sept	

<p>Part One: Civilizations and Empires Preamble: Historical Antecedents (before 1450)</p>	<ul style="list-style-type: none"> -Birth of a new religion -Islam and cross-cultural encounters -Empire plus civilization -Islam and the roots of the European Renaissance 	<ul style="list-style-type: none"> -Spirituality versus Materialism -Reason versus faith -The conjuncture of fortuitously propitious historical factors 	<p>Class no. 3 Wed 4-Sept</p>	<p>READING(S) from the required text by Strayer: entire Chapter 9 (including all graphic materials: pictures, maps, tables, etc. [excluding the documents section]); PLUS study the world maps at the very beginning and end of the book; PLUS part of the front matter titled “Working with Primary Sources”(comes after “Preface”); PLUS see if there are any announcements posted on the class home page.</p>
	<ul style="list-style-type: none"> -Legacy of the Roman Empire -Eastern Christendom -Western Christendom -Islam versus Christianity/The Crusades 	<ul style="list-style-type: none"> -Political authority versus religious authority -Rendering what belongs to Caesar unto Caesar -The Church and state 	<p>Class no. 4 Mon 9-Sept</p>	<p>READING(S) from the required text by Strayer: entire Chapter 10 (including all graphic materials: pictures, maps, tables, etc. [excluding the documents section]); PLUS study these two sections <i>Introduction</i> and <i>Instructions...</i> at the beginning of the online Course Glossary, as well as the terms <i>ahistoricism</i>, <i>historicality</i>, and <i>macrohistory</i>; and see if there are any announcements posted on the class home page.</p>
	<ul style="list-style-type: none"> -Empires: -The Persians -The Greeks -The Chinese -The Indians 	<ul style="list-style-type: none"> -The concept of “empire” and the political economy of malevolence and the historicity of impermanence -Civilizational hubris -The concept of “civilization:” behavioral versus material achievements 	<p>Class no. 5 Wed 11-Sept</p>	<p>READING(S) from the required text by Strayer: entire Chapter 3 (including all graphic materials: pictures, maps, tables, etc. [excluding the documents section]); PLUS study these terms in the online Course Glossary: <i>hubris</i>, <i>conjuncture of fortuitously propitious historical factors</i>, and <i>social change</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
	<ul style="list-style-type: none"> -Paleolithic societies -The Aztec and the Inca Empires of the Americas -The African Muslim Empire of Songhay -The Ming Dynasty of China -Nation building and Cultural Renaissance in Europe 	<ul style="list-style-type: none"> -Long distance trade (in pre-capitalist societies) -Temporal and spatial webs and the fallacy of civilizational autarky -The Crusades 	<p>Class no. 6 Mon 16-Sept</p>	<p>READING(S) from the required text by Strayer: entire Chapter 13 (including all graphic materials: pictures, maps, tables, etc. [excluding the documents section]); PLUS study any relevant term(s) in the online Course Glossary (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>

<p>Part Two: The Journey toward Modernity: The Proto-Modern Period 15th to 18th Century (1450 to 1770)</p>	<ul style="list-style-type: none"> -The Columbian Project -The geographic expansion of Europe: the colonization of the Americas -The Columbian Exchange -The Asian Empires -The European colonization of Southern Africa 	<ul style="list-style-type: none"> -Genocide -The concept of the Natural Law of Prior Claim -Historiography and Eurocentrism -Capitalism -Mercantilism -Imperialism -Settler colonialism 	<p>Class no. 7 Wed 18-Sept</p>	<p>READING(S) from the required text by Strayer: entire Chapter 13 (including all graphic materials: pictures, maps, tables, etc.); PLUS the part preceding Chapter 13 titled the <i>Big Picture</i>; PLUS entire Document nos. 13.3 in the section <i>Documents: Considering the Evidence</i>; PLUS study these terms in the online Course Glossary: <i>Natural Law of Prior Claim, Columbian Exchange, and Columbian Project</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
	<ul style="list-style-type: none"> -Europe and the Asia trade -The Atlantic Slave Trade 	<ul style="list-style-type: none"> -Economic globalization (comparing the past version with the present) -Race and Christianity -The Hamitic Theory and the ideology of whiteness -Sugar and European capital formation 	<p>Class No. 8 Mon 23-Sept</p>	<p>READING(S) from the required text by Strayer: entire Chapter 14 (including all graphic materials: pictures, maps, tables, etc.); PLUS readings HS2, HW4, HW5, and HW6 in the online class readings depository; PLUS the chart “The Lineage of Popular Musical Genres” in reading M1 in the online class readings; PLUS section in Chapter 5 of Strayer titled “Slavery in the Classical Era: The Case of the Roman Empire,” PLUS study any relevant term(s) in the online Course Glossary (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page. PLUS entire Document nos. 14.3 and 14.4 in the section <i>Documents: Considering the Evidence</i>.</p>
	<ul style="list-style-type: none"> -The Protestant Reformation -The globalization of Christianity -Religion in India 	<ul style="list-style-type: none"> -Christianity and imperialism -Religion in history: a double-edged sword 	<p>Class no. 9 Wed 25-Sept</p>	<p>READING(S) from the required text by Strayer: entire Chapter 15 (including all graphic materials: pictures, maps, tables, etc. [excluding the documents section]); PLUS study any relevant term(s) in the online Course Glossary (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>

	<ul style="list-style-type: none"> -The Enlightenment -Scientism versus Religion 	<ul style="list-style-type: none"> -Islam, Judaism and the historical antecedents of European science 	<p>Class no. 10 Mon 30-Sept</p>	<p>READING(S) from the required text by Strayer: Continuation of Chapter 15; PLUS study any relevant term(s) in the online Course Glossary (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
<p>Part Three: The European Footprint on World History 18th to 20th century (1770 to 1914)</p>	<ul style="list-style-type: none"> -The North American Revolution, 1775-1787 -The French Revolution, 1789-1815 -The Haitian Revolution, 1791-1804 -The Spanish American Revolutions, 1810-1825 	<ul style="list-style-type: none"> -The fallacy of Eurocentrism -Democracy versus the divine right to rule -Revolutions from above versus revolutions from below 	<p>Class no. 11 Wed 2-Oct</p>	<p>READING(S) from the required text by Strayer: The part preceding Chapter 16 titled the <i>Big Picture</i>; PLUS entire Chapter 16 (including all graphic materials: pictures, maps, tables, etc.); PLUS study these terms in the online Course Glossary: <i>conservatism/ conservatives</i>, and <i>left/ right</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
	<ul style="list-style-type: none"> -The Abolition of Slavery -The development of nationalism and the nation state -Women and society 	<ul style="list-style-type: none"> -The slave mode of production versus the industrial mode of production -defining modernity -Feminism -Patriarchy 	<p>Class no. 12 Mon 7-Oct</p>	<p>READING(S) from the required text by Strayer: Continuation of Chapter 16; PLUS entire Document no. 16.4 in the section <i>Documents: Considering the Evidence</i>. PLUS readings GEG2 and GVM2 in the online class readings depository; PLUS study this term in the online Course Glossary: <i>patriarchy</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
	<ul style="list-style-type: none"> -The Industrial Revolution 	<ul style="list-style-type: none"> -Class formation and class consciousness 	<p>Class no. 13 Wed 9-Oct</p>	<p>READING(S) from the required text by Strayer: entire Chapter 17 (including all graphic materials: pictures, maps, tables, etc. [excluding the documents section]); PLUS <i>carefully</i> study the all images in these two readings CW/CS11 and CW/CS12 in the online class readings depository; PLUS study these terms in the online Course Glossary: <i>wages—public</i>, all terms that begin with the word <i>class</i>, and <i>political consciousness</i> (including any footnotes--</p>

			always, always study the footnotes too); and see if there are any announcements posted on the class home page.
–Comparative case study: industrialization in the U.S. and in Russia	–The Russian Revolution –Capitalism versus socialism	Class no. 14 Mon 14–Oct	READING(S) from the required text by Strayer: Continuation of Chapter 17 ; PLUS reading nos. CW/CS1, CW/CS5, CG4, and CW/CS19, plus item 5 of reading FG1 in the online class readings depository ; PLUS study these terms in the online Course Glossary : <i>capitalism, and feudalism</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.
–The journey toward marginality: China, the Ottoman Empire, and the European juggernaut	–On the causes of the civilizational eclipse of Asia (China, India, and the Ottoman Empire)	Class no. 15 Wed 16–Oct	READING(S) from the required text by Strayer: entire Chapter 19 ; (including all graphic materials: pictures, maps, tables, etc.); PLUS entire Document nos. 19.1 and 19.5 in the section <i>Documents: Considering the Evidence</i> ; PLUS study these terms in the online Course Glossary : <i>agency/ structure, American Dream, and meritocracy</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.
–A new world power: The rise of Japan	–Comparing the historical trajectories of Japan and Ethiopia	Class no. 16 Mon 21–Oct	READING(S) from the required text by Strayer: entire Chapter 18 (including all graphic materials: pictures, maps, tables, etc. [excluding the documents section]); PLUS study any relevant term(s) in the online Course Glossary (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.
–Imperialism in the age of industrial capitalism: The colonization of Africa and	–On the causes of the Scramble for Africa –Articulating capitalist and pre-capitalist modes of	Class no. 17 Wed	READING(S) from the required text by Strayer: Continuation of Chapter 18 ; PLUS study these terms in the online

	<p>the Middle East –The economic and cultural consequences of European colonialism</p>	<p>production –On the historical agency of the subordinate</p>	23–Oct	<p>Course Glossary: <i>comprador/ compradorial elite, white man’s burden, imperialism, colonialism, and settler colonialism</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
<p>Part Four: The Journey toward Convergence/ Globalization 20th century (1914 to 2000)</p>	<p>–European Hubris and the Path to Self–Destruction I: the First World War;</p>		<p>Class no. 18 Mon 28–Oct</p>	<p>READING(S) from the required text by Strayer: The part preceding Chapter 20 titled the <i>Big Picture</i>; PLUS entire Chapter 20 (including all graphic materials: pictures, maps, tables, etc.); PLUS study any relevant term(s) in the online Course Glossary (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
	<p>–The Great Depression</p>	<p>–The pitfalls of capitalism</p>	<p>Class no. 19 Wed 30–Oct</p>	<p>READING(S) from the required text by Strayer: Continuation of Chapter 20; PLUS study any relevant term(s) in the online Course Glossary (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
	<p>–European Hubris and the Path to Self–Destruction II: The Rise of Fascism and the Second World War</p>	<p>–Race and fascism –The Holocaust</p>	<p>Class no. 20 Mon 4–Nov</p>	<p>READING(S) from the required text by Strayer: Continuation of Chapter 20; PLUS study these terms in the online Course Glossary: <i>appropriation, culture, essentialism, exoticism, fascism, Jim Crow, race/ racism, stereotype, textual erasure, marginality, and voyeurism</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
	<p>–Remaking the World: The Rise of the Superpowers (the United States and the Soviet Union); –The Formation of</p>	<p>–Comprehending the Israeli/Palestinian Conflict –The Universal Declaration of Human Rights</p>	<p>Class no. 21 Wed 6–Nov</p>	<p>READING(S) from the required text by Strayer: Continuation of Chapter 20; PLUS entire Document no. 20.2 in the section <i>Documents: Considering the Evidence</i>; PLUS reading nos. RG14, RW3, RW13, RW8, and RCR3 in the online class</p>

	the United Nations; –Manufacturing the Middle East Cauldron			readings depository; PLUS study any relevant term in the online Course Glossary (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.
	–The Cold War and Its Tyranny –The Rise and Fall of Communism	–On the causes of the Cold War –The Vietnam War –Theoretical analysis: capitalism, socialism, and democracy: separating myths from facts	Class no. 22 Mon 11–Nov	READING(S) from the required text by Strayer: entire Chapter 21 (including all graphic materials: pictures, maps, tables, etc. [excluding the documents section]); PLUS study this term in the online Course Glossary: cold war (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.
	–20 th century struggles for liberation and independence from European imperialism	–On the tyranny of the nation–state –Gandhi and nonviolent resistance	Class no. 23 Wed 13–Nov	READING(S) from the required text by Strayer: Continuation of Chapter 21 ; PLUS reading nos. RCR20(a) <i>through</i> RCR20(d), plus item 2 of reading FG1 in the online class readings depository ; PLUS study this term in the online Course Glossary: non-violent disobedience (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.
	–Comparative history: freedom struggles in India, South Africa, and the United States (Jim Crow period)	–On the Law of Historical Irreversibility: Comparing South Africa, Israel, and the United States	Class no. 24 Mon 18–Nov	READING(S) from the required text by Strayer: entire Chapter 22 (including all graphic materials: pictures, maps, tables, etc.); PLUS study these terms in the online Course Glossary: law of historical irreversibility and <i>whiteness</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.
Part Five: Staring at the Abyss: The March toward an Endgame? 21 st century (2000 to 2012, and beyond)	–Globalization and the World Economy in the 21 st Century –Globalization and Feminism	–Neo–imperialism and the reincarnation of “empire” –Globalization (old versus the new) –Techno–financialism	Class no. 25 Wed 20–Nov	READING(S) from the required text by Strayer: Continuation of Chapter 22 ; PLUS entire Document nos. 22.1 and 22.2 in the section <i>Documents: Considering the Evidence</i> ; PLUS study these terms in the online

			<p>Course Glossary: <i>transnational multi-media monopoly conglomerates</i>, and <i>techno-financial monopoly capitalism</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
<ul style="list-style-type: none"> -Globalization and Religion -Tyranny in a globalized world 	<ul style="list-style-type: none"> -Islam (practices and beliefs) -Religious terrorism -Somalia, Sudan, Bosnia-Herzegovina, Chechnya, Rwanda, Tibet 	<p>Class no. 26 Mon 25-Nov</p>	<p>READING(S) from the required text by Strayer: entire Chapter 23 (including all graphic materials: pictures, maps, tables, etc.); PLUS entire Document no. 11.1 in the section <i>Documents: Considering the Evidence</i>; PLUS items 1, 2, 3, 4, and 6 of Reading no. R1 <i>and</i> item M4 in the online class readings depository; PLUS study these terms in the online Course Glossary: <i>globalization</i> and <i>global warming</i> (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
Fall Recess	No class	Wed 27-Nov	Fall Recess
<ul style="list-style-type: none"> -Globalization and the Environment -Globalization and Disease 	<ul style="list-style-type: none"> -Global warming and climate change -Rainforests and human rights -Species jumping of pathogens -HIV/ AIDS 	<p>Class no. 27 Mon 2-Dec</p>	<p>READING(S) from the required text by Strayer: Continuation of Chapter 23; PLUS study any relevant term(s) in the online Course Glossary (including any footnotes--always, always study the footnotes too); and see if there are any announcements posted on the class home page.</p>
<ul style="list-style-type: none"> -Globalization and Class Warfare 	<ul style="list-style-type: none"> -Toward a new concept of modernity -Globalization and Neoliberal Economics 	<p>Class no. 28 Wed 4-Dec</p>	<p>READING(S) from the required text by Strayer: Continuation of Chapter 23; PLUS entire Document no. 23.5 in the section <i>Documents: Considering the Evidence</i>; PLUS readings CW/CS10(a), sections 1 and 19 of CW/CS18; GG3, and GG4 in the online class readings depository; PLUS read item 1(b) and <i>explore</i> items 2(a) through 2(e) of Reading no. CW/CS30 in the online class readings depository; PLUS study these terms in the online Course Glossary: <i>democracy</i>, <i>ignorantia/ignoranti</i> (including any footnotes-</p>

			-always, always study the footnotes too); and see if there are any announcements posted on the class home page.
Final Exam See Above	Final Exam See Above		

I hope you did learn something in this course—at the very least that you must not take things for granted.
(Appreciation is one of the best qualities a person can have.) I wish you all a great break!



UGC 112 Syllabus - Appendix III LEARNING OUTCOMES and ASSESSMENT

Part One: Measurable Learning Outcomes, plus Assessment Strategies

A. Course Subject Matter: *Content*

<p>By the end of this course, course participants who have <i>successfully</i> met <i>all</i> course requirements will know:</p> <ul style="list-style-type: none"> • the basic outline of the periodization of world history from the age of Columbus to the present (constituting the second half of humanity’s inadvertent journey toward “civilization” that commenced in Africa) specified in the class proceedings schedule; • the answer to the question: How is United States history connected to world history? • the contributions of other cultures and civilizations to human progress and achievements; • that human progress is not possible without cultural diversity (itself a reflection of successful human adaptation, over the eons, to planetary diversity); • these basic concepts: procedural democracy, authentic democracy, class, ethnicity, gender, race, patriarchy, capitalism, fascism; and communism. 	<p style="text-align: center;">Assessment strategies</p> <p>Cognizant of the fact that this course is within that body of knowledge that is both <i>non-positivistic</i> and <i>discursive</i>—hence, often precluding the one-to-one pairing of an assessment tool with a learning outcome—the assessment of learning outcomes in this course will be accomplished by a <i>dynamic</i> combination of these strategies:</p> <ul style="list-style-type: none"> • specific in-class verbal questioning; • instantaneous in-class (non-evaluative) written responses; • ad hoc analysis of general class discussions; • written assignments; • audio-visual assignments; • quizzes; • tests; • systematic perusal of student note books; and a • final exam.
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B. Course Subject Matter: *Method*

<p>By the end of this course, course participants who have <i>successfully</i> met <i>all</i> course requirements will know:</p> <ul style="list-style-type: none"> • the difference between <i>historiography</i> and <i>history</i>; • the concept of historical <i>periodization</i> as a fundamental tool of historiography; • the key analytical approaches to the <i>historiography</i> of world history, namely: making <i>comparisons</i>; comprehending <i>connections</i>; observing <i>change</i>; and understanding historical <i>contingency</i>; • the difference between historical <i>structures</i> (themselves an outcome of a conjuncture of fortuitously propitious historical factors) and historical <i>agency</i>; • the difference between <i>primary</i> source documents and <i>secondary</i> source documents for purposes of research • the relevance of an <i>interdisciplinary</i> approach to the study of history. 	<p style="text-align: center;">Assessment strategies</p> <p>Cognizant of the fact that this course is within that body of knowledge that is both <i>non-positivistic</i> and <i>discursive</i>—hence, often precluding the one-to-one pairing of an assessment tool with a learning outcome—the assessment of learning outcomes in this course will be accomplished by a <i>dynamic</i> combination of these strategies:</p> <ul style="list-style-type: none"> • specific in-class verbal questioning; • instantaneous in-class (non-evaluative) written responses; • ad hoc analysis of general class discussions; • written assignments; • audio-visual assignments; • quizzes; • tests; • systematic perusal of student note books; and a • final exam.
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C. Generic intellectual skills

<p>By the end of this course, those course participants who have <i>successfully</i> met <i>all</i> course requirements will have <i>enhanced</i> their:</p> <ul style="list-style-type: none">• writing skills in accordance with accepted professional scholarly standards;• reading skills (based on the awareness that true reading requires thoughtful engagement with the text);• verbal articulation skills in an academic setting;• research skills (information literacy);• ability to think <i>critically</i>¹.	<p>Assessment strategies</p> <p>Cognizant of the fact that this course is within that body of knowledge that is both <i>non-positivistic</i> and <i>discursive</i>—hence, often precluding the one-to-one pairing of an assessment tool with a learning outcome—the assessment of learning outcomes in this course will be accomplished by a <i>dynamic</i> combination of these strategies:</p> <ul style="list-style-type: none">• specific in-class verbal questioning;• instantaneous in-class (non-evaluative) written responses;• ad hoc analysis of general class discussions;• written assignments;• audio-visual assignments;• quizzes;• tests;• systematic perusal of student note books; and a• final exam.
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Part Two: Intended but *Unmeasurable* Learning Outcomes

<p>By the end of this course, those course participants who have <i>successfully</i> met <i>all</i> course requirements will:</p> <ul style="list-style-type: none">• acquire (or enhance) a commitment to a lifelong pursuit of the <i>life of the mind</i>.• have developed a perspective on democracy that goes beyond simply the <i>procedural</i>: an uncompromising insistence on the <i>substantive</i>, at the heart of which lies human rights, civil rights, and social justice for all (regardless of class, gender, race, ethnicity, and so on).• will acquire (or enhance) strong commitment to apply moral reasoning to ethical dilemmas they will confront.• will have acquired a behavioral commitment to not simply tolerance but <i>acceptance</i> of human cultural diversity—irrespective of skin color or any other similar marker—as not only a legitimate expression of adaptations of the human species to their diverse geographic environments, across the millennia, but as the basis (by means of voluntary and involuntary cultural “border-crossings” across time and space) of all civilizational progress.• will possess a vision of human material development (and behaving accordingly) that is honestly mindful of the demands of planetary environmental sustainability.• will possess a behavioral commitment to view education broadly as a life-long process that encompasses much more than training for specific career goals: ranging from the pursuit of the life of the mind to ethical, informed, and engaged citizenship at all levels—locally, nationally, and globally—in the service of improving the human condition.
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¹ Defined in this course as the disciplined intellectual practice of *critically*, skillfully, and consistently investigating, problematizing, conceptualizing, analyzing, synthesizing, theorizing, evaluating, and applying information—against the backdrop of a habit of thought characterized by, among other things: the scrupulous application of moral reasoning to ethical questions; a fiery passion for truth and justice; a profound belief in the value of honest research; patience and open-mindedness to take seriously the views of others; a deep sense of commitment to the acquisition of knowledge and information on a variety of issues, both, personal as well as public; uncompromising honesty in confronting personal biases, prejudices, stereotypes, etc.; possession of limitless curiosity regarding all kinds of intellectual subject matter; and a refusal to make judgments that are not based on reasoned reflection.