

**Department of History**  
**Huron University College at Western University**  
**(2021-2022)**

**Basic Course Information**

Course Number: History 2702E  
Course Name: Ten Days that Shook the World  
Prerequisites: None  
Anti-requisites: None  
Instructor: Dr. Jun Fang  
Office: Room V126, HUC  
Tel: 519-438-7224 ext. 239  
Email: [jfang9@uwo.ca](mailto:jfang9@uwo.ca)  
Office hours: Mon. & Wed. 10:30 am - 12:00 pm  
Scheduled Class Time: Mon. 12:30-2:30 pm & Wed. 1:30-2:30 pm, W108

**Course Introduction**

American journalist John Reed (1887-1920) coined “ten days that shook the world” to describe ten consecutive days during the Russian October Revolution in 1917. This course uses the phrase differently: for ten separate days, whose case studies we will combine to fashion a discontinuous history of the world since 1910. What runs through all ten days is the key role of interactions across cultures. Such interactions are rarely equal. They build up structured disparities—imperialism, racism—that shape the world; they also invite resistance out of which have emerged concepts concerning the appropriate exercise and limitation of power. As we move among the case studies, our goal is not to gain total knowledge of the world, but to understand the processes by which we claim to know the world.

**Course Learning Objectives**

By the end of this course students will be able to: (1) interpret the key role of interactions across cultures; (2) evaluate historiographical debates among historians across a wide range of topics in the world; (3) sharpen their analytical skills; (4) articulate their critical views, both in class discussions and in written works; and (5) demonstrate the value of historical inquiry.

**Class Methods**

The course consists of lectures and tutorials, as well as films. Most of the ten units run for two weeks and consist of four lectures plus tutorials. The tutorials, starting in the second week of the fall term, will focus on the readings and interpretation of the assigned texts. The films are particularly persuasive texts of the third sort. You are responsible for viewing the suggested films outside class.

**Required Readings**

The course readings are available at the course website under “Resources”.

## Method of Evaluation/Assessment

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

- (1) First term paper (8-10 pages) on an event covered by the first four units. For each of the first four units I have suggested a question for you to consider, but you are free to work on any topic related to the first four units. It is worth 15% and is due on November 10, 2021.
- (2) Fall in-class test on Nov. 22, 2021 (2 hours) is worth 15%.
- (3) Final exam during the spring exam period (2 hours) is 30%.
- (4) Second term paper (10-12 pages), on any of the events covered in the second term, is due on March 9, 2022 and is worth 20%.
- (5) Tutorial attendance and participation throughout the year will account for 20%. Students will be marked following each class. Those who attend every class and participate in every discussion in such a fashion as to indicate that they have read and thoughtfully considered the course material will receive 100 percent of the participation mark. Those who attend every class but do not speak will receive 50 percent. Those who attend less than 50% of the classes and tutorial discussions will receive zero of the attendance and participation mark.

## Teaching Schedule

### *Fall Term*

Sept. 8            Course introduction

**Unit 1**            22 August, 1910: Japan annexes Korea

Sept. 13          Lecture 1 What happened that day?  
 Sept. 15          Lecture 2 Japanese invasion of Korea since 1592  
 Sept. 20          Lecture 3 Korea under Japanese colonial rule  
 Sept. 22          Lecture 4 Comfort women

### *Readings*

Sept. 13          Stewart Lone, "The Japanese Annexation of Korea 1910: The Failure of East Asian Co-Prosperity," *Modern Asian Studies*, Vol. 25, No. 1 (Feb. 1991), pp. 143-173.  
 Sept. 20          John Jennings, "The Forgotten Plague: Opium and Narcotics in Korea under Japanese Rule," *Modern Asian Studies*, Vol. 29, No. 4 (Oct. 1995), pp. 795-815.

Question: Did Japanese imperialism differ from Western imperialism?

**Unit 2**            6 April 1930: Gandhi marches to the sea to oppose the salt tax

Sept. 27          Lecture 1 What happened that day?  
 Sept. 29          Lecture 2 British Raj in India  
 Oct. 4            Lecture 3 Gandhi's progress  
 Oct. 6            Lecture 4 The power of non-violent resistance  
 Film            Richard Attenborough, "Gandhi"

### *Readings*

Sept. 27          George Hendrick, "The Influence of Thoreau's 'Civil Disobedience' on Gandhi's Satyagraha," *The New England Quarterly*, Vol. 29, No. 4 (Dec. 1956), pp. 462-471.

- Oct. 4 A.P. Sharma, "Gandhi's Advocacy of Non-Violence in International Politics (1936-45)," *Proceedings of the Indian History Congress*, Vol. 45 (1984), pp. 822-828.

Question: How effective was Gandhi's nonviolence strategy in India's independence movement?

**Unit 3** 6 October, 1950: Chinese communists launch the Battle of Chamdoo

- Oct. 13 Lecture 1 What happened that day?  
 Oct. 18 Lecture 2 Tibet's historical relations with China  
 Oct. 20 Lecture 3 The 1959 Lhasa riot  
 Oct. 25 Lecture 4 Tibet since 1959

*Readings*

- Oct. 13 Melvyn Goldstein, "The United States, Tibet, and the Cold War," *Journal of Cold War Studies*, Vol. 8, No. 3 (Summer 2006), pp. 145-164.  
 Oct. 20 Baogang He and Barry Sautman, "The Politics of Dalai Lama's New Initiative for Autonomy," *Pacific Affairs*, Vol. 78, No. 4 (Winter 2005/2006), pp. 601-629.

Question: Was/is Tibet a nation?

**Unit 4** 19 August, 1953: The CIA and MI6 topple the Mosaddegh government in Iran

- Oct. 27 Lecture 1 What happened that day?  
 Nov. 8 Lecture 2 Iranian nationalism and imperial oil interests  
**Nov. 10** Lecture 3 Iran under Pahlavi (**First-term paper due**)  
 Nov. 15 Lecture 4 Islamic Revolution in 1979

*Readings*

- Oct. 27 Ray Takeyh, "What Really Happened in Iran: The CIA, the Ouster of Mosaddeq, and the Restoration of the Shah," *Foreign Affairs*, Vol. 93, No. 4 (Jul./Aug. 2014), pp. 2-12.  
 Nov. 10 Evaleila Pesaran, "Towards an Anti-Western Stance: The Economic Discourse of Iran's 1979 Revolution," *Iranian Studies*, Vol. 41, No. 5 (Dec. 2008), pp. 693-718.

Question: Why did the US and UK overthrow the democratically elected Mosaddegh government?

**Unit 5** 1 November, 1954: Algerians fight for independence

**Nov. 22 In-class mid-term exam**

- Nov. 24 Lecture 1 What happened that day?  
 Nov. 29 Lecture 2 French colonial rule in Algeria since 1830  
 Dec. 1 Lecture 3 The brutal Algerian War  
 Dec. 6 Lecture 4 Consequences of French imperialism  
 Film Gillo Pontecorvo, "The Battle of Algiers"

*Readings*

- Nov. 22 Gil Merom, "A 'Grand Design'? Charles de Gaulle and the End of the Algerian War," *Armed Forces and Society*, Vol. 25, No. 2 (Winter 1999), pp. 267-287.

- Nov. 29 Tzvetan Todorov and Arthur Denner, "Torture in the Algerian War," *South Central Review*, Vol. 24, No. 1 (Spring 2007), pp. 18-26; Camille Pecastaing, "The Politics of Apology," *World Affairs*, Vol. 175, No. 6 (Mar./Apr. 2013), pp. 51-56.

## Winter Term

**Unit 6** 17 April, 1961: Cuban exiles begins the Bay of Pigs invasion

- Jan. 3 Lecture 1 What happened that day?  
 Jan. 5 Lecture 2 The Cuban Revolution of 1959  
 Jan. 10 Lecture 3 Cuban Missile Crisis  
 Jan. 12 Lecture 4 CIA assassination attempts on Fidel Castro & his regime's durability

### Readings

- Jan. 3 Rebecca Friedman, "Crisis Management at the Dead Center: The 1960-1961 Presidential Transition and the Bay of Pigs Fiasco," *Presidential Studies Quarterly*, Vol. 41, No. 2 (Jun. 2011), pp. 307-333.  
 Jan. 10 William Medland, "The Cuban Missile Crisis: Evolving Historical Perspectives," *The History Teacher*, Vol. 23, No. 4 (Aug. 1990), pp. 433-447.

**Unit 7** 2 & 4 August, 1964: North Vietnam and the US clash on the Gulf of Tonkin

- Jan. 17 Lecture 1 What happened these days?  
 Jan. 19 Lecture 2 Why were the Americans in Vietnam?  
 Jan. 24 Lecture 3 Viet Minh and Viet Cong  
 Jan. 26 Lecture 4 Nixon Doctrine  
 Jan. 31 Lecture 5 The fall of Saigon  
 Feb. 2 Lecture 6 The impact of the Vietnam War

### Readings

- Jan. 17 Adam Roberts, "The Fog of Crisis: The 1964 Tonkin Gulf Incidents," *The World Today*, Vol. 26, No. 5 (May 1970), pp. 209-217.  
 Jan. 24 Edwin Martini, "Hearts, Minds, and Herbicides: The Politics of the Chemical War in Vietnam," *Diplomatic History*, Vol. 37, No. 1 (Jan. 2013), pp. 58-84.  
 Jan. 31 George Herring, "Some Legacies and Lessons of Vietnam," *The Virginia Quarterly Review*, Vol. 60, No. 2 (Spring 1984), pp. 210-228.

**Unit 8** 20-21 August, 1968: Warsaw Pact troops invade Czechoslovakia

- Feb. 7 Lecture 1 What happened these days?  
 Feb. 9 Lecture 2 Prague Spring  
 Feb. 14 Lecture 3 Warsaw Pact and Brezhnev Doctrine  
 Feb. 16 Lecture 4 The Velvet Revolution of 1989

### Readings

- Feb. 7 Anna Stoneman, "Socialism with a Human Face: The Leadership and Legacy of the Prague Spring," *The History Teacher*, Vol. 49, No. 1 (Nov. 2015), pp. 103-125.  
 Feb. 14 Stephen Glazer, "The Brezhnev Doctrine," *The International Lawyer*, Vol. 5, No. 1 (Jan. 1971), pp. 109-179.

**Unit 9** Dec. 25, 1979: Soviet Union invades Afghanistan

- Feb. 28 Lecture 1 What happened that day?  
 Mar. 2 Lecture 2 Why were the Russians in Afghanistan?  
 Mar. 7 Lecture 3 Graveyard of empires  
 Mar. 9 Lecture 4 The Afghanistan War and its role in the collapse of the USSR

(**Second term paper due**)

*Readings*

- Feb. 28 David Gompert et al, "The Soviet Invasion of Afghanistan, 1979," in *What America and China Can Learn* (Santa Monica, CA: RAND Corporation, 2014), pp. 129-138.  
 Mar. 7 Rafael Reuveny and Aseem Prakash, "The Afghanistan War and the Breakdown of the Soviet Union," *Review of International Studies*, Vol. 25, No. 4 (Oct. 1999), pp. 693-708.

**Unit 10** Oct. 7, 2001—The US-led forces launch bombing campaign against Taliban

- Mar. 14 Lecture 1 What happened that day?  
 Mar. 16 Lecture 2 What were the goals of the US-led invasion?  
 Mar. 21 Lecture 3 The killing of Bin Laden  
 Mar. 23 Lecture 4 The Taliban resurgence and US withdrawal  
 Mar. 28 Lecture 5 Is Afghanistan America's second Vietnam?

*Readings*

- Mar. 14 Colin McInnes, "A Different Kind of War? September 11 and the United States' Afghan War," *Review of International Studies*, Vol. 29, No. 2 (Apr. 2003), pp. 165-184.  
 Mar. 21 A.P.V. Rogers and Dominic McGoldrick, "Assassination and Targeted Killing: The Killing of Osama bin Laden," *The International and Comparative Law Quarterly*, Vol. 60, No. 3 (Jul. 2011), pp. 778-788.

- Mar. 30 Review

**Rules and Regulations**

The History Department has specified that:

1. All essays are to be typed and double-spaced.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Since this is an essay course, students must complete the written assignments worth more than 10% to pass the course.

**Appeal**

Before appealing a mark, take time to consider the assignment and the instructor's comments. Then discuss the mark with the instructor. If the resolution is not satisfactory, make your appeal in writing to Dr. Tom Peace ([tpeace@huron.uwo.ca](mailto:tpeace@huron.uwo.ca)), Chair of Huron's History Department.



## **Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Pandemic Contingency**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

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

### **Statement on Use of Electronic Devices**

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

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine

appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

#### **(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

#### **(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.