

**History 105 – The Roots of Contemporary Issues – Fall 2015**  
**Dr. Clif Stratton**  
**Assistant Clinical Professor, Assistant Director, RCI Program**  
**Department of History**

“History is not determined by fate. There is always an alternative.” -Mikhail Gorbachev

**Office.** Wilson-Short Hall 320

**Hours.** Mon/Wed 1-3, Tue 9:30-11:30, or by appt.

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**Blackboard.** learn.wsu.edu

**Wordpress.** [history105.libraries.wsu.edu/fall2015](http://history105.libraries.wsu.edu/fall2015)

**Course Description.** This is not a course on the state of the contemporary world. Rather it is a course that seeks to offer an understanding of the world today by emphasizing **historical roots**. Our world has grown increasingly complex and interconnected, and the planet’s diverse peoples are facing common issues that will have tremendous impacts on our immediate future. Yet these dynamics are also far from new. In this course, we will develop a **historical understanding** of the ways that humans have connected with faraway places for centuries. We will unpack this complex world by focusing on five global issues under the umbrella of five themes that all speak to critical facets of the human experience. Additionally, you will select a global historical topic of interest to you and learn and practice research, analytical, and written communication skills. We will spend approximately three weeks on each theme:

**Globalization** – We will explore the historical transformations that have occurred as human populations have developed economic, cultural, social, and political relationships across vast distances. In particular, we will focus on the historical relationship between **colonialism and capitalism**. We will examine the rise of European empires from c. 1500 CE and the ways in their increasingly global economic endeavors have transformed all societies involved. This will prepare us to investigate more specific historical and contemporary aspects of the modern, globalized world.

**Environment** – We will investigate the reciprocal relationship between humans and environmental change, and the impact of new systems of energy production and consumption on both the environment and varying forms of human organization. Specifically, we will examine the relationship among **carbon energy** (coal and oil), **mass** (democratic) **politics, and changing** (natural) **landscapes**.

**Inequality** – Though some forms of inequality - particularly economic and gender - have existed in varying forms and degrees since the first settled human societies, colonialism, capitalism, and industrialization have given rise to new and deeper forms of inequality, especially the idea of **race** and the practice of **racism**. After briefly examining race’s origins as an idea, the practical forms it has taken (slavery,

colonialism), and challenges to it, including decolonization movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries, we will spend a week examining the historical relationship between race and mass incarceration. To do so, we will read and discuss Bryan Stevenson's *Just Mercy*, WSU's Common Reading book for 2015-2016.

**Ways of Thinking** – We will attempt to recognize, confront, and move beyond some of the narrowness with which people and media outlets in the West (Europe and the United States) have understood other peoples of the world, particularly during periods of increased globalization. Specifically, we will examine the contested meanings and strategies of **war and terror**. Contrary to what some argue – that terrorism is culturally engrained/produced and primarily Islamic – we will locate the origins of modern political terrorism in the politics and history of the late Cold War. This will help us develop more informed understandings of 9/11, US wars in Iraq and Afghanistan, the rise of ISIS, and the Palestinian-Israeli conflict, the focus of our final issue.

**Conflicts** – We will explore the historical roots of conflicts between people with competing nationalist and ideological ambitions in a globalizing world. Our goal is to understand the global context of specific conflicts, their origins in specific historical moments, and the global nature of their causes. Specifically, we will locate the origins of the **Palestinian-Israeli Conflict** not in millennia-old religious or cultural rivalry or incompatibility, but rather within the context of modern imperialism and competing nationalisms.

### **Learning Goals & Objectives.**

1. Develop Critical and Creative Thinking: Students will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, especially via interpretation and synthesis of historical documents, analytical writing and speaking, and comparative thinking.
2. Increase Information Literacy: Students will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand, particularly by becoming acquainted with the library and technology resources available at Washington State University and with primary and secondary sources.
3. Develop Communication skills: Students will write (both formally and informally), speak (in small and large groups) and listen (in lecture and to each other) to achieve intended meaning and understanding among all participants.
4. Foster Diversity: Students will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives, especially via primary and secondary sources that expose students to a wide variety of world views over time and across space.
5. Enhance Depth, Breadth, and Integration of Learning: Students will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large. Depth will be achieved through attention to a long chronology, breadth will be achieved through

attention to a global arena, and integration will be achieved through attention to the importance of interdisciplinarity in the study of history.

**Required Texts - Bring assigned readings to class regularly.**

Mamdani, Mahmood. *Good Muslim, Bad Muslim: America, The Cold War, and the Roots of Terror*. New York: Three Rivers Press, 2004.

Shepard, Todd. *Voices of Decolonization: A Brief History with Documents*. Boston: Bedford/St. Martins, 2014.

Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. New York: Spiegel and Grau, 2014.

\*\*\*All other assigned reading materials listed in the course schedule below are available on Blackboard as either electronic links or downloadable pdfs. To access these materials, Go to learn.wsu.edu > History 105 > Contents > (Issue) folder > Readings.

**Grade Requirements**

30% essays

15% reading responses

15% participation

20% digital history research

15% digital history project

05% project peer review

**Grading Scale for Final Grades**

93-100	A	90-92	A-	88-89	B+	83-87	B	80-82	B-	78-79	C+
73-77	C	70-72	C-	68-69	D+	60-67	D	0-59	F		

**Assignments**

Digital History Research: The creation of an original digital history project using Wordpress ([www.history105.libraries.wsu.edu/fall2015](http://www.history105.libraries.wsu.edu/fall2015)) is a key component of this class. You will conduct research on a topic related to at least one of the broader themes of this course (see themes listed above) that achieves understanding of both **historical depth and global origins and implications**, and incorporates **diverse perspectives** (primary and secondary sources) into the final analysis. The researching of the topic and the beginning stages of the writing process are broken down into a series of revisions. These assignments are designed to familiarize you with WSU's library resources, including databases to identify newspapers, scholarly articles, primary sources, and book-length monographs; aid you in acquiring **information literacy skills**, including posing historical questions, distinguishing between different kinds of sources (both academic and non-academic), identifying and writing thesis statements, and understanding the relationship between arguments and evidence. These skills will enable you to construct an intellectually rigorous and visually appealing digital history

exhibit by semester's end. Late revisions/drafts will lose 10 percentage points for every 24 hours beyond the deadline.

*Digital History Project:* The series of research assignments and writing workshops listed in the course schedule are designed to help you successfully complete an original research project using historical arguments, analysis, and **information obtained through credible and relevant sources**. This project, as indicated above, must connect to one or more of the themes we will study. You will include and **critically analyze** a variety of primary and secondary source documents in this project to support and argue your thesis. Projects should be well written in narrative form, free of major typographical errors, employ relevant and useful visual images, provide proper citation of sources, and be a minimum of 1500 words in length, not counting Works Cited and Illustrations sections. Your final product should function well as a digital space where readers can follow your historical argument and learn something useful about the historical topic you've chosen, including its contemporary relevance.

*Peer Review:* During the last two weeks of the semester, you will be assigned another student's digital history project to review. A different student will review your project. You will not be allowed to complete this assignment if you have not delivered a draft for peer review (you can't review someone else's work if you haven't completed your own). I will provide all reviewers with a rubric and form to fill out and you will have approximately a week to do so. You will have time to discuss your review with classmates during the final days of the semester, in time to submit your final projects.

*Participation:* I expect you to come to each class prepared and engaged. This means having read assigned readings, being ready to discuss readings and issues in small groups, actively engaging in class lectures (ask/respond to questions & take notes), and responding to films. You will often be asked to **informally respond, in written form**, to a set of discussion questions that encourage risk-taking, exploring assumptions, and **recognizing both shared and differing experiences** across geographic space and historical time. Or, participation may take the form of a short reading quiz. Many of these exercises will be collected and graded as participation points and will be drawn from the assigned readings for the day. If you're not in class, you will not be able to make up these assignments - an incentive for regular attendance. I will drop the lowest two participation scores at semester's end. Since there is no assigned essay for issue 5 (Palestinian-Israeli conflict), participation points will count double on those days.

*Reading Responses:* Most readings, particularly those we will engage directly in class, will have reading response questions, attached to them in the form of a worksheet. You can download response questions from Blackboard by going to Lesson > (Issue) folder > Responses. Consult the course schedule in this syllabus or the Blackboard calendar for due dates and specific readings. Print out responses and bring them to class on due dates in order to facilitate discussion. Submissions will not be accepted electronically or

in hand-written form. You may submit late responses (for a 10-point penalty) **no later than the next class meeting**.

*Essays:* At least 3 times during the semester you will write a minimum **1200-word** essay (not counting footnotes) that responds to a central question. Choose 3 of 4 essays, or write all 4 and I'll drop the lowest grade. Take detailed notes during class discussions and while reading and continually review them. Essays must include a concise answer to the central question, utilize and properly cite assigned readings, lectures, films, and class discussions by integrating them into your own narrative, and reflect an **understanding of change over time and across space** regarding the historical issue under consideration. You will also be assessed on the mechanics of writing – spelling, sentence structure, organization, grammar, etc. – as well as their appropriate inclusion of citations, with an emphasis on **source analysis and integration**. You should not do outside research for these essays. Late essays will lose 10 percentage points for every 24 hours beyond the deadline. Central questions to which your essays should respond:

- Describe the system of global capitalism created by European colonialism since c. 1500 CE. How have colonized people responded? (**colonialism and capitalism**)
- How have industrial carbon energy systems transformed natural landscapes and generated mass political movements over the last 200 years? (**carbon, politics, landscapes**)
- Using the case of Walter McMillian as a focal point, discuss the historical relationship among race, colonialism, and the enslavement, policing, and incarceration of nonwhite bodies. (**race & incarceration**)
- Describe the relationship between U.S. foreign policy and terror during the late Cold War. How does a historical understanding of this history help us make a more informed political analysis of the “War on Terror” today? (**war & terror**)

**Extra Credit:** Part of the objective of this course is to provide incentive for you to seek out events and resources on campus that relate in ways big and small to the issues we explore in class, to the research topic that you've chosen for the semester, or that provide a window into issues, ideas, and ways of thinking previously un-encountered. To meet this end, attend up to 4 campus events (Common Reading lectures, film screenings, roundtable discussions, etc), take notes during the event, prepare a minimum 250-word summary of the event that also includes what you learned by attending. Submit your response no later than the next class period. Each submission (up to 4) will account for 0.5% additional points on your final average (max. of 2%).

**Attendance.** Attendance is a minimum requirement for college coursework. I expect you to attend class regularly. I do not accept excuses for missed days, and any in-class work missed as a result of absence cannot be made up. If an assignment is due in class, like a reading response, then you may submit it late (no later than the next class period) with a 15-point reduction. It is up to you to seek out historical content that you missed

either from a classmate, your teaching assistant, or myself (during office hours only, no email). Keep in mind that you are expected to include any content offered during class in your essays or, if applicable, your final digital history project.

**Classroom Etiquette.** You are expected to engage in the material and activities scheduled for the day. Things that prevent you from doing so and will warrant immediate dismissal include *texting, sleeping, side conversations, work for other classes, Internet surfing*. Stow away phones in pockets or backpacks until class has concluded. Laptops and tablets are for note-taking or source access only. Following a warning, a second violation will revoke your privileges for the semester. Lastly, you are asked to be respectful of each other's ideas and when in disagreement, to counter those ideas using reason and evidence.

**Academic Integrity.** You are expected to practice the highest standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment and reporting to the Office of Student Conduct, and possible failure of the course. These include directly quoting from outside sources without a complete citation or without quotation marks, lack of citation of sources even if you are not quoting but instead paraphrasing, passing off another student's work as your own, or any other form of academic misrepresentation. When in doubt on collaboration, citation, quotation, or any issue, please contact me before embarking on a perilous path. Also see <https://conduct.wsu.edu/academic-integrity-policies-and-resources/>.

**Schedule of Lectures, Assignments, and Readings.** *Dates subject to change.*

**Week 1: Globalization – colonialism & capitalism**

Mon. 8/24 – Course expectations, syllabus discussed

Wed. 8/26 – Research workshop 1: thinking historically about contemporary issues<sup>1</sup>

Fri. 8/28 – Sugar, slavery, and the rise of global capitalism<sup>2</sup>

**Week 2: Globalization – colonialism & capitalism**

Mon. 8/31 – The abolition of slavery and the rise of industrialization<sup>3</sup>

Digital history research #1 due on Wordpress Tuesday by 5pm

Wed. 9/2 – The 'new' imperialism and the inequality of nations<sup>4</sup>

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<sup>1</sup> Arrive in class with the following: (1) a recent (last 5 years) news article that deals in some way with a topic you intend to research historically, (2) a brief paragraph-length description of your chosen research topic, (3) and two preliminary historical research questions.

<sup>2</sup> Clayton Goodwin, "Why Haiti Is Poor," *New African* 492 (Feb., 2010), 38-41.

<sup>3</sup> Naomi Klein, *This Changes Everything: Capitalism vs. The Climate* (New York: Simon & Schuster, 2014), 170-176.

**Davis/Shepard response due Friday in class**

Fri. 9/4 – Drought and the dogma of economic liberalism<sup>5</sup>

**Week 3: Globalization – colonialism & capitalism**

Mon. 9/7 – Labor Day – thank a laborer or a labor activist!

Wed. 9/9 – Workshop 2: secondary sources – Meet in Holland Library 20E

Fri. 9/11 – Global war, economic depression, and reactionary politics<sup>6</sup>

**Week 4: Globalization – colonialism & capitalism**

**Shepard response due Monday in class**

Mon. 9/14 – Decolonization: making empire unstable<sup>7</sup>

Wed. 9/16 – Rasta & empire: Aksum and the historical roots of Robert Nesta Marley

**Digital history research #2 due on Wordpress Thursday by 5pm**

Fri. 9/18 – Empire after decolonization: global economic institutions and poverty<sup>8</sup>

**Week 5: Humans & the Environment – carbon, politics, & landscapes**

Mon. 9/21 – Workshop 3: primary sources & annotated bibliographies – Holland 20E

Wed. 9/23 – Energy and protest in the era of climate change<sup>9</sup>

Fri. 9/25 – Energy before carbon: harnessing sun, wind, and water<sup>10</sup>

**Essay on colonialism & capitalism due Friday by 5pm**

**Week 6: Humans & the Environment – carbon, politics, & landscapes**

Mon. 9/28 – Putting coal to work: the industrial revolution<sup>11</sup>

<sup>4</sup> Todd Shepard, *Voices of Decolonization: A Brief History With Documents* (Boston: Bedford/St. Martins, 2014), 13-15.

<sup>5</sup> Mike Davis, *Late Victorian Holocausts: El Niño Famines and the Making of the Third World* (London: Verso, 2000), 1-16.

<sup>6</sup> Shepard, *Voices of Decolonization*, 15-20; Vladimir Lenin, “Imperialism as a Special Stage of Capitalism” in *Imperialism: The Highest Stage of Capitalism*, 1917, accessed June 16, 2015, <https://www.marxists.org/archive/lenin/works/1916/imp-hsc/ch07.htm>.

<sup>7</sup> Shepard, *Voices of Decolonization*, 1-13, 20-33, 169-171.

<sup>8</sup> Shepard, *Voices of Decolonization*, doc. #39.

<sup>9</sup> Conduct the following WSU library database searches, print both selected articles, and bring them to class along with a combined 250-word summary of the articles. Navigate: wsulibs.wsu.edu > advanced search > Databases (top right) > ProQuest Newsstand > advanced search > “Paddle in Seattle” > Date: Last 12 months. Select one of the articles returned. Navigate: wsulibs.wsu.edu > advanced search > Databases (top right) > ProQuest Newsstand > advanced search > “coal train” AND “Washington State” > Date: Last 3 years. Select one of the articles returned. Print both articles, write a combined 250-word summary of the events, and bring all three to class.

<sup>10</sup> Steven Solomon, *Water: The Epic Struggle for Wealth, Power, and Civilization* (New York: HarperCollins, 2010), 96-125.

**Mitchell response due Wednesday in class**

Wed. 9/30 – Democracy and empire: the politics of coal and the shift to oil<sup>12</sup>

Fri. 10/2 – Killing for coal in Ludlow, Colorado<sup>13</sup>

**Digital history research #3 due on Wordpress Friday by 5pm**

**Week 7: Humans & the Environment – carbon, politics, & landscapes**

**Santiago response due Monday in class**

Mon. 10/5 – Oil, empire, & revolution in Mexico<sup>14</sup>

Wed. 10/7 – The Saudi connection: ARAMCO and the United States<sup>15</sup>

Fri. 10/9 – Pipelines and violence in post-Soviet Georgia<sup>16</sup>

**Week 8: Roots of inequality – race & incarceration**

**Mon. 10/12 – Workshop 4: thesis statements and outlines – Meet in Holland 20E**

Wed. 10/14 – The colonial origins of race: “the colour of money”<sup>17</sup>

**Essay on carbon, politics, & landscapes due Thursday by 5pm**

Fri. 10/16 – Carceral voyages: the Middle Passage<sup>18</sup>

**Week 9: Roots of inequality – race & incarceration**

Mon. 10/19 – White men’s countries: labor, immigration, and exclusion laws

<sup>11</sup> “Our Heritage, The Luddite Rebellion, 1811-1813,” accessed June 16, 2015,

<http://luddites200.org.uk/theLuddites.html>

<sup>12</sup> Timothy Mitchell, *Carbon Democracy: Political Power in the Age of Oil* (London: Verso, 2013), 12-42.

<sup>13</sup> Caleb Crain, “There Was Blood: The Ludlow Massacre Revisited,” *The New Yorker*, January 19, 2009, accessed March 15, 2015,

<http://www.newyorker.com/magazine/2009/01/19/there-was-blood>.

<sup>14</sup> Myrna Santiago, *The Ecology of Oil: Environment, Labor, and the Mexican Revolution, 1900-1938* (New York: Cambridge University Press, 2006), 101-122.

<sup>15</sup> Standard Oil of California, “Oil For Dollars – Saudi Arabia,” 1948, 27:47, YouTube, accessed June 16, 2015, <https://www.youtube.com/watch?v=VLWrdXEL7rk>.

<sup>16</sup> James Marriott and Mika Minio-Paluello, *The Oil Road: Journeys from the Caspian Sea to the City of London* (London: Verso, 2013), 159-166.

<sup>17</sup> Watch (in class): BBC Four, “Episode 1: The Colour of Money,” *Racism: A History*, Tim Robinson, Dir-Prod, March 2007, (accessed March 19, 2013)

<http://www.youtube.com/watch?v=efl6T8lovqY>. Complete in class film worksheet for double participation.

<sup>18</sup> James Barbot, Jr. “How Slaves Were Acquired” (1732)

[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=467](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=467); Alexander Falconridge, “An Account of the Middle Passage” (1788)

[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=471](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=471); James Barbot, Jr. “A Description of an Uprising Aboard a Slave Ship” (1732)

[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=472](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=472).



Wed. 10/21 – Slavery by another name: chain gangs, prisons, and white supremacy<sup>19</sup>

Digital history research #4 due on Wordpress Thursday by 5pm

Fri. 10/23 – Contesting racism, forced labor, and empire in the 20<sup>th</sup> century<sup>20</sup>

### Week 10: Roots of inequality – race & incarceration

Stevenson response (intro, chps. 1, 3, 5) due Monday in class

Mon. 10/26 – Race and death row in Alabama, part I<sup>21</sup>

Stevenson response (chps. 7, 9, 11) due Wednesday in class

Wed. 10/28 – Race and death row in Alabama, part II<sup>22</sup>

Fri. 10/30 – Race and death row in Alabama, part III<sup>23</sup>

### Week 11: Diverse Ways of thinking – war & terror

Mon. 11/2 – War and terror: which is which?

Mamdani response (pgs. 3-36) due Wednesday in class

Wed. 11/4 – “Culture Talk”: understanding Mamdani’s main arguments<sup>24</sup>

Essay on race & incarceration due Friday by 5pm

Fri. 11/6 – Workshop 5: hyperlinks & visual sources – Meet in Holland 20E

### Week 12: Diverse Ways of thinking – war & terror

Mon. 11/9 – Orientalism: Europe invents an eastern ‘other’

Wed. 11/11 – Veteran’s Day – no class.

First draft digital history project due on Wordpress Thursday by 5pm

Fri. 11/13 – U.S. foreign policy in an era of militant nationalism

### Week 13: Ways of thinking – war & terror

Mamdani response (pgs. 119-146, 153-164) due Monday in class

Mon. 11/16 – An American *jihad* comes to Central Asia<sup>25</sup>

Wed. 11/18 – The War on Terror after *Operation Iraqi Freedom*<sup>26</sup>

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<sup>19</sup> Douglas Blackmon, “America’s Twentieth Century Slavery,” *Washington Monthly* 45, 1-2 (Jan./Feb., 2013), 22-26; “Michelle Alexander: Roots of Today’s Mass Incarceration Crisis Date to Slavery, Jim Crow,” *Democracy Now!*, March 4, 2015, accessed June 17, 2015,

[http://www.democracynow.org/2015/3/4/michelle\\_alexander\\_roots\\_of\\_todays\\_crisis](http://www.democracynow.org/2015/3/4/michelle_alexander_roots_of_todays_crisis)

<sup>20</sup> Shepard, *Voices of Decolonization*, documents #6, #8, #9.

<sup>21</sup> Bryan Stevenson, *Just Mercy: A Story of Justice and Redemption* (New York: Spiegel & Grau, 2015), 3-34 (intro, ch. 1), 47-66 (ch. 3), 92-114 (ch. 5).

<sup>22</sup> Stevenson, *Just Mercy*, 127-146 (ch. 7), 163-185 (ch. 9), 203-226 (ch. 11).

<sup>23</sup> Stevenson, *Just Mercy*, 242-255 (ch. 13), 275-294 (ch. 15), 311-314 (epilogue).

<sup>24</sup> Mahmood Mamdani, *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror* (New York: Three Leaves Press, 2004), 3-36.

<sup>25</sup> Mamdani, *Good Muslim, Bad Muslim*, 119-146, 153-164.

Mamdani response (pgs. 178-211) due Wednesday in class

Fri. 11/20 – Iraq, the Ba’thist purge, and the rise of ISIS<sup>27</sup>

#### Week 14: Conflicts – Palestinian-Israeli conflict

Mon. 11/30 – Racism, Zionism, and the Great War (1897-1917)

Second draft digital history project available to peer reviewers Wednesday by 5pm

Wed. 12/2 – Palestine under British mandate (1917-1937)

Fri. 12/4 – Partition & Occupation (1937-1967)<sup>28</sup>

Essay on war and terror due Friday by 5pm

#### Week 15: Conflicts – Palestinian-Israeli conflict

Mamdani response (pgs. 211-225) due Monday in class\*\*\*

Mon. 12/7 – Settlements, failed peace, and state terror (1967-present)<sup>29</sup>

Wed. 12/9 – Digital history project peer review, session 1

Fri. 12/11 – Digital history project peer review, session 2

Final digital history project due on Wordpress Wednesday, December 16 by 5pm

**Access Center.** Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. You may also visit <http://accesscenter.wsu.edu>.

**Writing Center.** The Writing Center is a free service for all students at WSU who want or need help on their writing. Tutors work with students to help clarify, organize and support ideas and then translate those ideas into writing. I highly recommend you take advantage of this service for your outlines, essays, and research papers. For more information, see:

<http://universitycollege.wsu.edu/units/writingprogram/units/writingcenter/undergrad/>

**Campus Safety.** Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate

<sup>26</sup> In class: selections from *Dirty Wars*, directed by Rick Rowley (New York: Big Noise Films, 2013), DVD.

<sup>27</sup> Mamdani, *Good Muslim, Bad Muslim*, 178-202.

<sup>28</sup> Reja e-Busailah, "The Fall of Lydda, 1948: Impressions and Reminiscences," *Arab Studies Quarterly* 3, 2 (Spring, 1973), 123-131.

<sup>29</sup> Mamdani, *Good Muslim, Bad Muslim*, 211-225.

actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/>.