**History 3C: Template**

**Study Guide 1: Theoretical Foundations**

**Name:**

**Date:**

**Dr. White**

**Please eliminate all highlighted areas before you submit this Study Guide. I will immediately subtract 100 points for leaving any highlighted text in this Study Guide.**

**Maintain the format of this Study Guide. I do not grade Study Guides that do not maintain the format!**

**Note: The general objective is to write down things that will help you to remember this material four to six weeks from now or whenever you are writing the response to the final prompt(s). However, no prompt should be left blank or empty. Nothing is optional in this Study Guide. If you do not understand what the prompt is asking, please feel free to ask me. As-a-matter-of-fact, this Study Guide is mandatory to stay in the course. You cannot proceed with the two remaining Study Guides or the final essay without having submitted this Study Guide. This Study Guide is worth 1000 points.**

**Standards for Grading:**

1. **One to three sentence responses are not what I consider college level work. Again, the objective with this assignment is to really explore your thoughts extensively. One to three sentences responses are not much of an exploration, yet alone extensive. I automatically give the equivalent of a “D” for this level of work, or 600 points.**
2. **One paragraph or bullets containing five to seven sentences, give or take a sentence or two, is commensurate with doing satisfactory to good college level work. I automatically give the equivalent of a “C” or “B” for this level of work, or between 700 and 899 points.**
3. **Two to three or more paragraph responses containing five to seven sentences each or 10 or more bullet-points, from my perspective, is indeed doing an extensive exploration of one’s thoughts. This is the objective that all of you should strive to obtain, and this is what takes this activity beyond the realm of the mundane or superficial. This is what I consider outstanding, college-level work at the highest level and worthy of the maximum amount of points.**

**Indicate by making a check mark below as to what is included in your Study Guide. I will not accept your Study Guide if you have not checked off the items included:**

**\_\_\_\_\_ Historians’ Fallacies**

**\_\_\_\_\_ Modern Researcher: Handling Ideas**

**\_\_\_\_\_ History Inside Out**

**\_\_\_\_\_ Lottery of Birth**

**\_\_\_\_\_ Introduction: The Decolonization of Asia and Africa in the twentieth century**

1. **Historians’ Fallacies: Introduction (100 points):**
	1. **What is the main point/focus/claim/argument of this text? Response:**
	2. **What quote(s) or passage(s) helped you to understand this text? Response:**
	3. **What questions arose for you in reading this text? Response:**
	4. **Identify and define any term(s) that you don’t know: Response:**
	5. **Perspective:**
		1. **Yours:**
		2. **Your Classmates:**
2. **Modern Researcher: Handling Ideas (100 points):**
	1. **What is the main point/focus/claim/argument of this text? Response:**
	2. **What quote(s) or passage(s) helped you to understand this text? Response:**
	3. **What questions arose for you in reading this text? Response:**
	4. **Identify and define any term(s) that you don’t know: Response:**
	5. **Perspective:**
		1. **Yours:**
		2. **Your Classmates:**
3. **History Inside Out (100 points):**
	1. **What is the main point/focus/claim/argument of this text? Response:**
	2. **What quote(s) or passage(s) helped you to understand this text? Response:**
	3. **What questions arose for you in reading this text? Response:**
	4. **Identify and define any term(s) that you don’t know: Response:**
	5. **Perspective:**
		1. **Yours:**
		2. **Your Classmates:**
4. **Lottery of Birth (200 points):**
	1. **Introduction:**
	2. **Birth:**
	3. **Education:**
	4. **Employment:**
	5. **Obedience:**
	6. **Questioning:**
	7. **Creativity:**
	8. **Perspective:**
		1. **Yours:**
		2. **Classmates:**
5. **Introduction: The Decolonization of Asia and Africa in the twentieth century (500 points):**
	1. **According to Prasenjit Duara, what is the historian’s perspective regarding decolonization? Response:**
	2. **According to Prasenjit Duara, why are there few historical studies of decolonization as a whole? Response:**
	3. **How does Prasenjit Duara reference what “decolonization” means within the “early years of the twentieth century until the 1960s”? Response:**
	4. **How does Prasenjit Duara go on to characterize the variations of decolonization? Response:**
	5. **How does Prasenjit Duara characterize the dynamics of imperialism during this period? Response:**
	6. **What is meant by the “imagined community of the nation,” and how was it used? Response:**
	7. **According to Prasenjit Duara, what is the “misguided evolutionary frame-work”? Response:**
	8. **According to Prasenjit Duara, how did “World War II make conditions still more unfavorable for colonialism”? Response:**
	9. **According to Prasenjit Duara, what two pillars did decolonization and the anti-imperialist movement reside on, and what was meant by each of these pillars? Response:**
	10. **According to Prasenjit Duara, how were women’s issues and rights a part of the decolonization and anti-imperialist movements? Response:**
	11. **According to Prasenjit Duara, how was the priority of the nation given over the agendas of workers, feminists, ethnic groups or others, and how does he characterize the discourse that emerges from this priority discourse? Response:**
	12. **According to Prasenjit Duara, what were the tensions and how does he characterize the tensions that existed between the ideals of the twin pillars and the program of nation-making? Response:**
	13. **According to Prasenjit Duara, given the tensions that existed within the decolonization movements, what are the interpretive threads that should assist our thinking? Response:**
	14. **After reading this introduction, what are your thoughts regarding colonization? Response:**