

HISTORY 103

World Civilizations II--From 1450-1920

This course continues the survey initiated in History 102, by bringing it up to 1920, at which point western notions of industry, business, and power had become global. The basis for the global interconnectedness of the 21st century had been established.

INSTRUCTOR INFORMATION

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LEARNING OUTCOMES

Students will

1. Examine how different cultures can understand one another through shared historical information
2. Study the phenomenon of change in human experience, how change connects the past to the present
3. Recognize that world history cannot be seen merely as a mirror reflecting Western viewpoints and cultures.
4. Examine how economies, cultures, diplomacy, politics, etc. are shaped by developments around the world, how an international context is key to understanding local and national affairs
5. Recognize that key aspects of the past and present have been shaped by global forces--exchanges of foods, technologies, religions, ideas, diseases, etc.
6. Focus on the activities of human civilizations rather than human history as a whole, where civilization is defined as "a form of human social organization that arises from the capacity of certain peoples to produce food surpluses beyond their basic needs, and to develop a variety of specialized occupations, a heightened social differentiation on a class and gender basis, intensified economic exchanges between social groups, an regional and long-distance trading networks. Surplus agricultural production spurs the growth of large towns and then cities inhabited by merchants, artisans, ritual specialists, and political leaders. Both specialization and town life contribute to an increase in creativity and innovation that have been characteristic of all civilizations." Peter Stearns et al. *World Civilizations, the Global Experience*. New York: Harper Collins, 1992.
7. Compare different civilizations through time
8. Examine contacts between cultures and the responses adopted by each to those contacts

REQUIRED MATERIALS

Each week, you will be required to read

1. lecture background material out of *World History*, by William J Duiker and Jackson Spielvogel and
2. seminar discussion material out of *World Civilizations, Sources, Images and Interpretations*, edited by Sherman et al.

For your research paper, you will follow the guidelines as laid out in *A Short Guide to Writing about History*, by Richard Marius and Melvin E. Page.

COURSE CONTENT AND SCHEDULE

There are two lectures each week, one each on Monday and Wednesday. At registration, each student will have selected one seminar, one either on Monday or Wednesday (immediately following the lecture).

Week One (Jan. 6 & 8)
Introduction

Week Two (Jan. 13 & 15)
Lectures

- Duiker and Spielvogel, ch. 14
- Lecture One -- New Encounters: The creation of a World Market -1
 - Lecture Two -- New Encounters: The creation of a World Market - 2

Seminar

Sherman et al, ch. 13

Week Three (Jan. 20 & 22)

Lectures

Duiker and Spielvogel, ch. 15

--Lecture One -- The Reformations

--Lecture Two -- State Building

Seminar

Sherman et al, ch. 14

Week Four (Jan. 27 & 29)

Lectures

Duiker and Spielvogel, ch. 16, 17

--Lecture One -- The Muslim Empires

--Lecture Two -- The East Asian World

Seminar

Sherman et al., ch. 15

Week Five (Feb. 3 & 5)

Lectures

Duiker and Spielvogel, ch. 18

--Lecture One -- TEST ONE

--Lecture Two -- The Scientific Revolution

Seminar

Sherman et al, ch. 16

Week Six (Feb. 10 & 12)

Lectures

Duiker and Spielvogel, ch. 19

--Lecture One -- The Enlightenment

--Lecture Two -- Europe on the Eve of a New World Order

Seminar

Sherman et al, ch. 17

Week Seven (Feb. 17 & 19)

Lectures

Duiker and Spielvogel, ch. 20

--Lecture One -- Industrialization

--Lecture Two -- Nationalism

Seminar

Sherman et al., ch. 18

Week Eight (Feb. 24 & 26)

Lectures

Duiker and Spielvogel, ch. 21

--Lecture One -- Mass Society

--Lecture Two --The United States

Seminar

Sherman et al., ch. 19

Week Nine (Mar 3 & 5)

Lectures

Duiker and Spielvogel, ch. 22

--Lecture One -- Imperialism

--Lecture Two -- Africa
Seminar
Sherman et al., ch. 20

Week Ten (Mar 10 & 12)

Lectures
Duiker and Spielvogel, ch. 23
--Lecture One -- TEST TWO
--Lecture Two -- Asia Under Challenge
Seminar
Sherman et al. ch. 21

Week Eleven (Mar 17 & 19)

Lectures
Duiker and Spielvogel, ch. 24
--Lecture One -- Twentieth Century Crises: War
--Lecture Two --Twentieth Century Crises: Revolution
Seminar
Sherman et al, ch 22

Week Twelve (Mar. 24 & 26)

Lectures
Duiker and Spielvogel, ch. 25
--Lecture One -- Nationalism, Revolution, and Dictatorship -1
--Lecture Two -- Nationalism, Revolution, and Dictatorship -2
Seminar
Sherman et al., ch. 23

Week Thirteen (Mar. 31 & Apr.2)

Lectures
Duiker and Spielvogel, ch. 26
--Lecture One -- Easter Monday
--Lecture Two -- World War II and its Aftermath
Seminar
Sherman et al., ch. 24

Week Fourteen (Apr. 7 & 9)

Lectures
Duiker and Spielvogel, pp. 390-5, 580-5, 806-10, 996-1003
--Lecture One -- The Present as History
--Lecture Two -- Review
Seminar
Sherman et al. ch. 26

Test Three in Exam period

STUDENT ASSESSMENT (ASSIGNMENTS)

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|---------------------------------|-----|
| 1. Three tests | 45% |
| 2. Seminars | 10% |
| and 4 Presentations | 15% |
| 3. Two Research Projects/Essays | 30% |

1. The three tests will be non-cumulative and cover both lecture and seminar material. There will be both short-answer and essay-type questions. The tests will be worth 15% each and may include take home components.
2. For each seminar, student attendance will be monitored, with three absences resulting in a failing grade for the seminar portion of course requirements. Answers to the following questions will assist in understanding the seminar material.
 - a. For each of the Primary and Visual sources, answer the following
 - i. Who created the source, and why?
 - ii. What are the author's likely biases and assumptions?
 - iii. Who was the source's intended audience?
 - b. For each of the Secondary sources, answer the following:
 - i. What is the author's thesis (main point or argument)?
 - ii. What sort of evidence is used to support the thesis, and what political or ideological biases are evident?
 - iii. Does the thesis make sense?

For the seminars, students will do three 300-word, double-spaced, typed and oral presentations based on sources from *World Civilizations*, the dates to be determined in semester's second week. The presentations will be answers to the guide questions below. Work is due on the date assigned and late work will not be accepted. All students will benefit from answering all the questions as these will be the basis of test questions.

Late work will not be accepted.

Chapter 13

1. What was the mix of Portuguese motives in dealing with non-western people? What does Afonso I reveal about African responses?
2. What assumptions did the Spaniards have about Native Americans? How did these compare with the Dutch perspective? Can the account of the Aztec perspectives be trusted?
3. How does Cronon see the ecology of New England changing after 1600?
4. Compare the Fairbank/Ssu-yu Teng views of European contact with China and Japan with those of Lehmann.
5. How does Bush compare the impacts of European expansion on various parts of the non-European world?

Chapter 14

1. Compare the religious perspectives of Luther and the Society of Jesus.
2. Contrast the views of power between the monarchs (Peter and James) and Parliament. What does Hobbes contribute to this discussion?
3. Using Cameron and Boxer/Quataert, summarize what each argues about what the reformation did and did not do.
4. Using Laslett and Blum, "what have we lost?" Is there a tone of irony in Laslett's article?

Chapter 15

1. What was the "way of the samurai"?
2. Compare the lot of 16th/17th century Japanese and Indian women.
3. Compare Mogul, Chinese, and Ottoman social and political orders.
4. Compare Mansfield's analysis of the Ottomans with Spence's of China.

Chapter 16

1. On what do Descartes, Newton, Kant, and Diderot agree? What is new about their approach?
2. What is the basis of Wolstonecraft's argument? Would she agree with the above? How do Anderson and Zinsser view the role of women?
3. What is Rousseau's "contract"? How does he conceive freedom?

4. Compare Clark and Crocker on the Enlightenment.

Chapter 17

1. What were the grievances of the 3rd Estate? How did these compare to the principles of the Dec. of the Rights of Man and Citizen?
2. What about the role of women in the French Revolution?
3. Compare the Reign of Terror and Napoleonic responses to the French Revolution.
4. Compare Metternich's conservatism with Mill's liberalism.
5. What are the theoretical bases for von Trietschke's nationalism?
6. Label and contrast Lefebvre's views of the French revolution with Sutherland's.

Chapter 18

1. Compare/contrast the views of the Knights of Labour with those of Marx and Engels. Was Marx a "rationalistic optimist"? (Ulam)
2. What was the "self-help" philosophy? Did it apply to women? Why did Pankhurst become militant?
3. What were Darwin's key ideas? Are they scientific?
4. Why was England the first to industrialize?
5. What were the impacts of industrialization on ordinary people and families?

Chapter 19

1. Compare the views of the Dec. of the Rights of Man and Citizen, the Dec. of Independence, Bolivar, and MacKenzie.
2. Compare the policies of the US and Mexico to its minorities and poor.
3. What does Jensen see as the revolutionary changes in the US resulting from the break from Britain?
4. How does Burr define the issues/problems of independence in South America?

Chapter 20

1. Compare the views of Africans of Oettinger and Park.
2. Compare the political analyses of Barbot and Moffatt.
3. Compare Moshweshewe's self-understanding and view of Europeans with the views of de Fellefonds.
4. What is Thornton's view of the slave trade? Does it make sense? Why?
5. What were the Kongan views of politics and government? How did Christianity influence the views?

Chapter 21

1. How do the views of the Taiping rebels compare with those of the Manifesto of the United League?
2. Why did Japan reject westerners? What changes to this attitude are reflected in the Constitution?
3. Compare the Manifesto of the United League with the Proclamation of the Young Turks.
4. How do Naquin and Rawshy characterize Chinese society? Does this explain the problems China faced in confronting the West?
5. What issues of modernization bedevilled both the Ottomans and the Indians?

Chapter 22

1. Why did Europeans feel the need for colonies? Use Fabri, Kipling, and Rhodes.
2. Evaluate and summarize the responses of representatives from Vietnam, Java, and Cuba.
3. Compare the economic arguments of Hobsbawm and Chamberlain on the motives for imperialism.
4. Why does Headrick reject economic arguments, and what does he offer instead?

Chapter 23

1. Compare/contrast Wilson's 14 points and Lenin's April Theses.
2. What are the principles of fascism? How could it be compared to religious doctrines? Use Carsten as well
3. How did Bettelheim deal with the reality of evil while in the concentration camp? Use Goldhagen as well
4. What did Stalin see as the agrarian problem, and how did he attempt to solve it?
5. Compare the Mexican, US, and Canadian responses to the depression?
6. According to Anderson, Zinsser, and Hubertson, did women's role improve in the first half of the 20th century?

Chapter 24

1. How does Hingoro explain Japanese expansion?
2. How did Mao mobilize the masses? What role did women play in this>?
3. Compare the approaches of Ho Chi Minh and Gandhi.
4. Compare the experiences Chipenda and Awolowo.
5. What impact does Panikkar see WW I as having on Asia?
6. Compare the use of ideas and propaganda in Japan and China

Chapter 26

1. What was Mao's view of modernization?
2. To what do Garthoff and Heilbroner attribute the end of communism?
3. Does economic growth automatically connect to democratization (Gold)?
4. Do you agree with Lukacs view of the 20th century?
5. How do Mazrui and Tidy see the revival of African culture?
6. Evaluate Wilson's analysis of environmental threats and his solutions.

3. Students will do two research projects/essays, due February 19 and April 2, on one of the following topics. While using the research and citing techniques of the traditional term paper, the student will adopt an alternate format to deliver the thesis and relevant supporting information. Read carefully the selections from Marius and Page on researching and presenting information. Each paper must have an identifiable thesis and supporting documentation. Late work will not be accepted.

Letter

--Mercator
--Voltaire
--Adam Smith
--Mary Wolstonecraft
--Mehmed II
--Montezuma
--Machiavelli
--Gandhi
--Peter the Great
--Tecumseh
--Shaka

Diary

--John Ludd
--everyday life anywhere
--Linnaeus
--Kubalai Khan
--Osman
--Babar
--Hung-wu
--Akhbar
--Luther
--Che Gueverra
--Galileo
--Bolivar
--Dowager Empress

Travel Account

--Magellan
--trans-Siberian railway
--James Cook

--Ibn Batuta
--Zheng He
--Lewis and Clark
--Vasco da Gama

Television/Movie Script. (documentary)

--major war
--revolution
--any event (approval by Jan 20)

An Annal (a year in the life of the world)

--1490, 1525, 1650, 1750, 1850, 1900,
1920, 1960

Architecture

--Great Zimbabwe
--Suleymaniye Mosque/Topkapi Palace
--Forbidden City
--skyscrapers
--St Petersburg
--Versailles

Apology/Sermon

--any ideology, religion, or doctrine
(approval by Jan. 20)

Comparison (specify times and places)

--women
--work
--technology
--religions

Assignment and Marking Conditions and Standards

1. Each essay will contain no more than 1000 words.
2. Topics must be chosen by January 27 for paper 1 and by Mar 12 for paper 2. Students will submit a proposal with a list of sources (minimum of three books and two articles, specific to the topic*). Attached will be a photocopy of the first two pages of each source and a short summary explaining why that source is appropriate for the paper.
3. The final product must contain a minimum of 12 footnotes -- the citing of specific information, ideas, or quotes. It will include a title page and proper footnote and bibliographical style. Attached to the back will be a copy of the original proposal.
4. Two copies of the essay must be handed in, one to be kept on file for five years.
5. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.

6. The final grade will be determined on the basis of quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.

Note Each student must do at least one essay. As an alternative to the second essay, students may create a time line, due Dec. 4. This will lay out the major civilizations covered this semester, highlighting key political, social, cultural, artistic, religious, and economic developments for each civilization. This is an invaluable tool for study purposes (even for those who chose two papers!).

GRADING SYSTEM

A+ = 95-100	B- = 70-74
A = 90-94	C+ = 65-69
A- = 85-89	C = 60-64
B+ = 80-84	D = 50-59
B = 75-79	F = 0-49

For each seminar, the students will do the following:

1. For each of the Primary and Visual sources, answer the following
 - A. Who created the source, and why?
 - B. What are the author's likely biases and assumptions?
 - C. Who was the source's intended audience?
2. For secondary sources, answer the following:
 - A. What is the author's thesis (main point or argument)?
 - B. What sort of evidence is used to support the thesis, and what political or ideological biases are evident?
 - C. Does the thesis make sense?

For the term paper, using the sources provided in class, the student will write a 1000 word essay on one of the following topics. The first will be due before class on Feb. 25, while the second will be due before class on Apr. 3.

No late work will be accepted.

A. The first paper will be on aspects of the following topics.

1. Three major impacts of the age of exploration.
2. The reason for and the nature of changes in the manner of the production of goods between 1700 and 1900.
3. The various consequences of the industrial revolution.
4. The sources, nature, and varieties of revolutionary thought, and its spread, from 1688-1871.
5. The sources, nature, and influence of enlightenment thought.
6. Cross cultural studies, with emphasis on such aspects as religion, women's roles, and everyday life, 1500 -1900.
7. The relative status of non-western societies from 1500-1900 (Ottomans, China, Japan, India,. etc.)

B. The second paper will be on aspects of the following topics

1. The nature and extent of imperialism in the 19th century.
2. The end of imperialism in the 20th century.
3. Major issues such as technology, totalitarianism, nationalism, mass society.
4. Social issues -- the place of race, gender, class.
5. The role of revolution in the 20th century
6. The major themes of world civilization, as covered in both History 102 and 103.

These topics are very broad and will need to be focussed. By January 28 (for paper 1) and March 18 (for paper 2), the student will hand in a proposal for a paper including an approach to the literature, as well as a tentative outline for the paper. This will enable the instructor to give feedback and direct the student on how to complete the paper.

Each paper will contain a thesis paragraph. The remainder of the essay will use historical sources (properly cited) from the texts and lectures to support that thesis. Examples should

be used from the various parts of the world which the question (that you have chosen) asks you to compare or address. Drafts can be evaluated by the instructor at any time.

