

# 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 -- *Traditions and Encounters*, by Jerry H. Bentley and Herbert F. Ziegler
2. seminar discussion -- *World Civilizations, Sources, Images and Interpretations*, edited by Sherman et al.

Research papers 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. 5 & 7)  
Introduction

Week Two (Jan. 12 & 14)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 23 -- New Encounters and Global Connections

--Lecture Two -- ch. 24 -- Europe Transformed - 1

Seminar

Sherman et al, ch. 13

Week Three (Jan. 19 & 21)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 24 -- Europe Transformed -2

--Lecture Two -- ch. 25 -- New Worlds

Seminar

Sherman et al, ch. 14

Week Four (Jan. 26 & 28)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 26 -- Africa and the Atlantic World

--Lecture Two -- ch, 27 -- Change in the East

Seminar

Sherman et al., ch. 15

Week Five (Feb. 2 & 4)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 28 -- The Gunpowder Empires - 1

--Lecture Two -- ch 28 -- The Gunpowder Empires - 2

Seminar

Sherman et al, ch. 16

Week Six (Feb. 9 & 11)

Lectures

Bentley and Ziegler

--Lecture One -- **Test One**

--Lecture Two -- ch. 29 -- The Russian Empire

Seminar

Sherman et al, ch. 17

Week Seven (Feb. 16 & 18)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 30 -- Revolutions and Developments in the Atlantic World - 1

--Lecture Two -- ch. 30 -- Revolutions and Developments in the Atlantic World - 2

Seminar

Sherman et al., ch. 19

Week Eight (Feb. 23 & 25)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 31 -- Industrial Societies - 1

--Lecture Two -- ch. 31 -- Industrial Societies - 2

Seminar

Sherman et al., ch. 18

Week Nine (Mar 1 & 3)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 32 -- The Americas

--Lecture Two -- ch. 33 -- Crossroads - 1

Seminar

Sherman et al., ch. 20

Week Ten (Mar 8 & 10)

Lectures

Bentley and Ziegler

--Lecture One -- Crossroads - 2

--Lecture Two -- **Test Two**

Seminar

Sherman et al. ch. 21

Week Eleven (Mar 15 & 17)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 34 -- Global Empires

--Lecture Two -- ch. 35 -- The Great War

Seminar

Sherman et al, ch 22

Week Twelve (Mar. 22 & 24)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 35 -- The Great War

--Lecture Two -- ch. 36 -- An Age of Anxiety

Seminar

Sherman et al., ch. 23

Week Thirteen (Mar. 29 & 31)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 37 -- A Second World War

--Lecture Two -- ch. 38 -- Superpowers and Cold War

Seminar

Sherman et al., ch. 25

Week Fourteen (Apr. 5 & 7)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 39 -- Decolonization

--Lecture Two -- ch. 40 -- No Borders?

Seminar

Sherman et al. ch. 26

**Test Three in Exam period**

**STUDENT ASSESSMENT (ASSIGNMENTS)**

1. Three tests	45%
2. Seminars	10%
and 3 Presentations	15%
3. Two Research 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 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 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 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 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 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?

#### 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. What are the key principles of Wilson’s 14 points? Refer to the ideologies (-isms).covered so far.
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. According to Anderson, Zinsser, and Hubertson, did women's role improve in the first half of the 20<sup>th</sup> 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. What impact does Panikkar see WW I as having on Asia?
5. Compare the use of ideas and propaganda in Japan and China

#### Chapter 25

1. Compare the cold war perspectives of the US (Truman and Marshall) with that of Ponomaryov. How does Gormly see the cold war?
2. Explain and evaluate the communist/Maoist vision of reform in China. Were women and workers better off?
3. The UN declared against colonialism. Did the Nigerian people thrive after colonialism? What does Fieldhouse say about it?
4. Compare the Martin Luther King Jr's view (tone and message) of civil rights with that of Redstockings' view of women's rights.

#### 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 20<sup>th</sup> century?
5. 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 (or correspondence between two people)

- Mercator
- Rousseau
- Mary Wolstonecraft
- Mehmed II
- Montezuma
- Machiavalli
- Gandhi
- Thatcher
- Peter the Great
- Tecumseh
- Shaka

#### Diary

- John Ludd
- everyday life anywhere
- Linnaeus
- Simone de Beauvoir
- Hung-wu
- Akhbar
- Luther
- Che Gueverra
- Matahari
- 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 before submission date).  
Examples: Marxism, liberalism, conservatism, anarchism, Maoism, imperialism, nationalism, totalitarianism, etc.

Comparison (specify times and places)

- women
- work



### Assignment and Marking Conditions and Standards

1. Each essay will be approximately 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.

### **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