

# HISTORY 102

## World Civilizations I--Before 1450

### INSTRUCTOR INFORMATION

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### INTENDED 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. There are older cultures and societies outside of the western tradition
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

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

Each week, you will be required to read from the following books.

1. The background material for lectures can be found in *Traditions and Encounters* by Jerry H. Bentley and Herbert Ziegler. For study purposes, questions will be provided. These will form the basis for your tests.
2. Seminar discussions are from material out of *World Civilizations, Sources, Images and Interpretations*, edited by Sherman et al. The questions for discussion are attached.
3. For your research project/paper, you will follow the guidelines as laid out in *A Short Guide to Writing about History*, by Richard Marius and Melvin E. Page. Details are attached.

### COURSE CONTENT AND SCHEDULE

#### Week One (Sept. 8)

Introduction -- About Human Origins

#### Week Two (Sept. 13 & 15)

Lectures

Bentley and Ziegler

--Lecture One -- Ch. 1 -- Before History

--Lecture Two -- Ch. 2 -- Southwest Asia

Seminar

Sherman et al, ch. 1

Week Three (Sept. 20 & 22)

Lectures

Bentley and Ziegler

--Lecture One -- Ch. 3 -- Early African Societies

--Lecture Two -- Ch. 4 -- Ancient India

Seminar

Sherman et al, ch. 2

Week Four (Sept. 27 & 29)

Lectures

Bentley and Ziegler

--Lecture One -- Ch. 5 -- China in Antiquity

--Lecture Two -- Ch. 6 -- Americas and Oceania

Seminar

Sherman et al., ch. 3

Week Five (Oct. 4 & 6)

Lectures

Bentley and Ziegler

--Lecture One -- TEST ONE

--Lecture Two -- Ch. 7 -- Empires of Persia

Seminar

Sherman et al, ch. 12

Week Six (Oct. 11 & 13)

Lectures

Bentley and Ziegler

--Lecture One -- THANKSGIVING HOLIDAY

--Lecture Two -- Ch. 8 The Unification of China

Seminar

Sherman et al., ch. 4

Week Seven (Oct. 18 & 20) -- project 1 due)

Lectures

Bentley and Ziegler

--Lecture One -- Ch. 9 India

--Lecture Two -- Ch. 10 -- The Greeks

Seminar

Open discussion

Week Eight (Oct. 25 & 27))

Lectures

Bentley and Ziegler

--Lecture One -- Ch. 11 -- The Romans

--Lecture Two -- Ch. 12 -- The Silk Roads

Seminar

Sherman et al., ch. 5

Week Nine (Nov 1& 3)

Lectures

Bentley and Ziegler

--Lecture One -- Ch. 13 -- Byzantium

--Lecture Two -- Ch. 14 -- The Rise of Islam

Seminar

Sherman et al., ch. 6

Week Ten (Nov. 8 & 10)

Lectures

Bentley and Ziegler

--Lecture One -- Ch. 15 East Asia

--Lecture Two -- TEST TWO

Seminar  
Sherman et al. ch. 8

Week Eleven (Nov. 15 & 17)

Lectures  
Bentley and Ziegler  
--Lecture One -- Culture and Memory  
--Lecture Two -- Ch. 16 India and Southeast Asia

Seminar  
Sherman et al, ch. 7

Week Twelve (Nov. 22 & 24)

Lectures  
Bentley and Ziegler  
--Lecture One -- Ch. 17 -- The Emergence of Europe  
--Lecture Two -- Ch. 18 -- The Mongol Legacy

Seminar  
Sherman et al., ch. 9

Week Thirteen (Nov. 29 & Dec 1 -- project 2 due)

Lectures  
Bentley and Ziegler  
--Lecture One -- Ch. 19 -- African Societies  
--Lecture Two -- Ch. 20 -- Medieval Europe

Sherman et al., ch. 10

Week Fourteen (Dec. 6 & 8)

Lectures  
Bentley and Ziegler  
--Lecture One -- Ch. 21 -- The Americas and Oceania  
--Lecture Two -- Ch. 22 -- Cross-cultural Connections

Seminar  
Sherman et al. ch. 11

TEST THREE in exam period.

**STUDENT ASSESSMENT (ASSIGNMENTS)**

1. Three tests	45%
2. Seminars	10%
and 3 Presentations	15%
3. Research Project/Essay	
proposal (mandatory)	5%
paper	25%

1. The three tests will be non-cumulative, will cover both lecture and seminar material, and will contain both short-answer and essay questions. They will be worth 15% each.
2. For each seminar, student attendance will be monitored, with more than 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.

#### Chapter One

1. What view of life emerges from the Epic of Gilgamesh? How does this compare with the Biblical story of Noah and the ark?
2. What fundamental principles of justice underlie the code of Hammurabi? How does its view of society compare with ours?
3. Using the documents on pp. 18-24, evaluate the role of geographic and climatic factors in the rise of civilizations in SW Asia and N Africa. What alternative does Braidwood offer?
4. Evaluate McNeill and Muller's views of the origins and consequences of civilization.

#### Chapter Two

1. Using the documents on pp. 30-2, explain the hierarchies embedded in Indian life. Mention religious and social factors. Do such hierarchies solve the problems they attempt to address?
2. Using the *Lawbook of Man* and the *Kamasutra*, what views of women are evident? How do these compare with those of SW Asia and N Africa (last chapter)?
3. Compare the concepts of human purpose and meaning in Jainism and Buddhism.
4. What does the example of the Harappan civilization illustrate about the problems of doing Ancient History? What are the risks of generalizations about such early cultures?

#### Chapter Three

1. What is the Confucian view of man and society? What constitutes proper living? (use also Mencius)
2. Compare the Buddhist and Confucian views of women. How do they compare to Indian, SW Asian, and Egyptian views?
3. What is the point of the two Daoist stories? How does Daoism compare/contrast with Legalism and Confucianism?
4. Using the visual sources and the Rawski article, explain Chinese notions of kinship and family? Why have ordinary Chinese not been terribly political?
5. How does Smith explain the development of cultural identity, and how does he apply it to China? What does he see as Chinese cultural identity? How does it differ from that of India, especially religiously?

#### Chapter Twelve

1. Compare/contrast Ibn Battuta, Joao dos Santos, and Pieter de Marees' views of Africa. What perspectives and biases did each bring to the table, and how do you account for them?
2. Compare/contrast the Inca and Aztec worlds.
3. What does Wilford argue about the origin of North Americans? Compare/contrast the sources that historians use to piece together the histories of the Americas and Africa with that of other early civilizations.
4. How does Nash portray the clash in values between them and the later Europeans? Does Ortiz support his view?

#### Chapter Four

1. Contrast the two cities described in the Homer selection. What does he suggest as the basis for a prosperous, successful state? Compare/contrast this to the views underlying the Constitution of Lacedaemonia.
2. Compare/contrast the political views in Thucydides' record of Pericles speech, Sophocles' *Antigone*, and Plato's *Republic*.
3. Compare Hippocrates view of the world with contemporary religious views in China, Japan, and SW Asia.
4. How does Andrews refute traditional ideas about democratic, open Athens? To what modern state does he compare Athens?

5. What does Hooper reject and propose instead about the Greeks? Do the documents support or refute his views? Have the Greeks been overly romanticized or appropriately admired?

#### Chapter Five

1. According to Polybius, what principles underlay the Roman constitution? Was it inherently a stable or unstable creation? Why or why not?
2. Using Jesus words as quoted by St Matthew, how would Pliny's life measure up? How does St. Matthew compare with the Old Testament selection in Chapter One?
3. Compare St. Jerome's and A. H. M. Jones's views on the fall of Rome.
4. Compare the Roman view of women with those of the previous chapters.
5. What does Roebuck argue about the spread of Christianity? Was Rome conducive to its spread? In what ways was Christianity contradictory to Roman civilization?

#### Chapter Six

1. Using the documents on pp. 114-117, compare Islam to Judaism and Christianity in terms of struggle, proper behaviour, and attitudes toward women. What might have been the appeal of Islam?
2. Using the writings of Avicenna and Ibn-Munqidh, summarize and evaluate attitudes toward learning, culture, and outsiders.
3. To what does Lewis attribute the spread of Islam? How would this both be a strength and weakness for Islam's future? Compare/contrast his theses with that of Watt. What are the strengths and weaknesses of each article?
4. Contrast/compare the theses of Hourani and Brown in explaining the emerging character of Islam, especially by the 11th century.

#### Chapter Eight

1. What lessons were Chinese people supposed to learn from the two stories on pp. 151-5?
2. What was the value of secret societies in China? What were possible benefit in joining them? Were there possible detriments to Chinese civilizations from these organizations?
3. How did the Japanese compare their origins to those of China?
4. What is Gernet's thesis about collectivism and the manner in which political and legal systems worked in the countryside? What would have been the motivation of the central leadership in creating such systems? Did they have a choice?
5. Snow describes Zheng He as the Chinese Columbus. In what way was this true? untrue? Why didn't the Chinese 'discover' America?

#### Chapter Seven

1. The selection, *The Key to Paradise*, suggests why Islam might appeal to Hindus. How do the two religions compare/contrast? How does Sikhism relate to Hinduism and Islam, both in content and purpose? Use Spear as well.
2. What concepts of government did Islamic scholars tend to promote?
3. Discuss and evaluate the Chinese impacts on Vietnam and Cambodia.
4. What does Eaton suggest about European 'voyages of discovery' and relative importance of Asia and Europe in international trade and diplomacy before the fifteenth century?

#### Chapter Nine

1. How does al-Jahiz compare the Turks and Arabs? Using Bosworth's article as source material, how do you think al-Jahiz would have compared the Mongols to the Turks and Arabs?
2. Compare Timur and Mehmed's approaches to conquest. Account for similarities and differences.
3. What was the position/status of women in Mongol society? How does women's position/status compare in established urban and settled areas with that of nomadic ones?
4. Summarize and evaluate Mongol imperialism. How does it compare with the imperialism of settled and urban areas? Think of Rome, the Mughals, e.g.

#### Chapter Ten

1. Why were the Justinian Institutes created? What did they reveal about the sources of Byzantium?

2. What underlying tensions in Medieval society are revealed by the selections on Feudal contracts, Secular and Ecclesiastical authority, and the life of Saint Godric?
3. What were the motives of Pope Urban II and Francis of Assisi in following their 'voices'? What does a comparison of their motives reveal about Catholic Christianity of that time?
4. How does Firenne explain the beginning of Medieval Civilization? What does Le Goff see as the values that came to characterize the Medieval world of Europe?

#### Chapter Eleven

1. In the *Decameron*, what conflicting views of the world are reflected in the reaction to the Plague? How does Langer evaluate the Plague?
2. Contrast the view of women in the selections from the Goodman of Paris and Christine de Pizan. How do you account for the difference? Are there continuities in perspective?
3. What world-views did the Italian Renaissance popularize? Refer to Petrarch, Vergerio, and Machiavelli.
4. Contrast/compare the views of Burckhardt and Burke on the Renaissance. Who is correct? Was the Renaissance a radical break from the Medieval world, or was there a gradual evolutionary change? In fact, can history be packaged into nice, neat eras? If so, how and why?

3. Students will do one research project/essay, due November 22, on one of the following topics. While incorporating research and citing techniques of the traditional term paper, as well as delivering a clearly identifiable thesis and supporting information, the paper will be presented in an alternate style. Read carefully the selections from Marius and Page on researching and presenting information. Late work will not be accepted.

#### Assignment and Marking Conditions and Standards

1. The essay will contain no less than 2000 and no more than 2500 words (i.e., 7-10 pages).
2. Topics must be chosen by October 13. Students must submit a proposal with a list of sources (minimum of five books and two academic 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. While you may use reference works to define the topic, the sources used for the essay must be books and articles focussed on the topic. Papers will not be considered unless a proposal is first submitted. Late work is not accepted without prior consultation with the instructor.
3. The final product must contain a minimum of 25 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.

#### Letter

- Moses
- Cyrus
- Zoroaster
- St. Paul
- Plato
- Lao Tzu
- Leonardo da Vinci

--building styles (China, Japan)

--mounds (North America)

--Tenochtitlan

--Medieval Manor

#### Education and Learning

--the math, science, or astronomy of ancient Mesopotamia, India, China, Central America

#### Architecture

- sphinx
- Great Zimbabwe

#### Diary

--Amenhotep

--Siddhartha Gautama

- Qin Shi Huangdi
- woman of any society/any time
- commoner, priest, scholar, any society/any time
- a Roman emperor
- St. Francis of Assisi
- a gladiator
- Machiavalli

### Travel Account

- reporter with Alexander the Great
- Great Wall
- Inca territory
- Rome's empire at a given date
- Mongol invasions
- Zhenghe's expeditions
- crusades
- Marco Polo

### Epic Poem

- Harappa
- Shang China
- Aztec civilization
- crusades
- life of Charlemagne
- black death and peasant rebellions

### Television/Movie Script. (documentary)

- birth and expansion of Islam
- Punic Wars
- life in Sparta
- Mayan life
- Great Zimbabwe
- Baghdad
- Medieval Cathedrals
- first universities
- parsi* community in India

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

3000 BCE, 1500 BCE, 500 BCE, 632 CE, 800 CE, 1000 CE, 1200 CE, 1500 CE

### Apology/Sermon

- Socrates
- comparative religions and philosophies-- one of the following making an apology to another from this list -- Hinduism, Islam, Judaism, Christianity, Greek philosophy, Buddhism, Sikhism, Stoicism, Epicureanism

### **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

# 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
- technology
- religions

### 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