

# HISTORY 103

## World Civilizations II--From 1450-Present

Continues the survey initiated in History 102, by bringing it up to the present. Western notions of industry, business, and power had become global. The basis for the global interconnectedness of the 21st century had been established. (T)

### 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*, Sherman et al, eds.

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. 10 & 12)

Introduction

Week Two (Jan. 17 & 19)

Lectures

Bentley and Ziegler

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

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

Seminar

Sherman et al, ch. 13

Week Three (Jan. 24 & 26)

Lectures

Bentley and Ziegler

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

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

**PAPER/PROJECT OUTLINE DUE**

Seminar

Sherman et al, ch. 14

Week Four (Jan. 31 & Feb. 2)

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. 7 & 9)

Lectures

Bentley and Ziegler

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

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

Seminar

Sherman et al, ch. 16

Week Six (Feb. 14 & 16)

Lectures

Bentley and Ziegler

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

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

Seminar

Sherman et al, ch. 17

Week Seven (Feb. 21 & 23)

Lectures

Bentley and Ziegler

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

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

Seminar

Sherman et al., ch. 19

Week Eight (Feb. 28 & Mar 2)

Lectures

Bentley and Ziegler

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

--Lecture Two -- ch. 32 -- The Americas

Seminar

Sherman et al., ch. 18

Week Nine (Mar 7 & 9)

Lectures

Bentley and Ziegler

- Lecture One -- ch. 33 -- Crossroads - 1
- Lecture Two -- ch. 33 -- Crossroads - 2

Seminar

Sherman et al., ch. 20

Week Ten (Mar 14 & 16)

Lectures

- Bentley and Ziegler
- Lecture One -- ch. 34 -- Global Empires
- Lecture Two -- **Test Two**

Seminar

Sherman et al. ch. 21

Week Eleven (Mar 21 & 23)

Lectures

- Bentley and Ziegler
- Lecture One -- ch. 35 -- The Great War
- Lecture Two -- ch. 35 -- The Great War

Seminar

Sherman et al, ch 22

Week Twelve (Mar. 28 & 30)

Lectures

- Bentley and Ziegler
- Lecture One -- NO CLASS -- Easter Monday
- Lecture Two -- ch. 36 -- An Age of Anxiety
- NOTE: for this class, read also Sherman et al., ch. 23
- There is no seminar this week.

Week Thirteen (Apr. 5 & 7)

Lectures

- Bentley and Ziegler
- Lecture One -- ch. 37 -- A Second World War
- PAPER/PROJECT due**
- Lecture Two -- ch. 38 -- Superpowers and Cold War

Seminar

Sherman et al., ch. 25

Week Fourteen (Apr. 12 & 14)

Lectures

- Bentley and Ziegler
- Lecture One -- ch. 39 -- Decolonization
- Lecture Two -- ch. 40 -- No Borders?

Seminar

Sherman et al. ch. 26

**STUDENT ASSESSMENT (ASSIGNMENTS)**

- |                     |     |                                    |
|---------------------|-----|------------------------------------|
| 1. Three tests      | 45% | <b>(Test Three in Exam period)</b> |
| 2. Seminars         | 10% |                                    |
| and 3 Presentations | 15% |                                    |
| 3. Research Essay   | 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 used on tests.

#### 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 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. Do Anderson, Zinsser, and Hubertson, believe that women's roles improved 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.

### Guide Questions for Bentley and Ziegler

#### Part V -- The Early Modern Era (pp. 602-3)

1. What distinguishes the Early Modern Period (1500–1800) from both the previous era (1000-1500) and the following Modern era (1800-present)? Explain the extent and limits of European dominance during this era.
2. Name 3 global processes that touched people in all parts of the world in this era.

#### Chapter 23

1. List the motivations for Europeans venturing out in ships and explain the technology that enabled them to do so.
2. Summarize the roles (dates and places) of the Portuguese, Spanish, English, and Dutch traders during this period. How did the efforts of these countries lead to global trade networks?
3. Describe the Columbian Exchange and evaluate its consequences.

#### Chapter 24

1. How and why did Western Christendom fracture? What were the consequences?
2. What led to the creation of new sovereign states? Which were the major ones and what were they like?
3. Explain the theory and practice of early capitalism in Europe.
4. What was radical about both the scientific revolution and the enlightenment? Summarize the major ideas of both.

#### Chapter 25

1. Describe the collision of worlds resulting from the Spanish invasion of the Americas.
2. Describe the various settler societies established by Europeans in the Americas. What was the impact on the established peoples of the Americas?
3. What role did slavery play in the Americas? Summarize the roles of the Portuguese, Spanish, French, and English with respect to these issues.

#### Chapter 26

1. Name and describe the major west, east, central and south African states in the early modern era.
2. Explain the origins and course of the slave trade in the early modern era. What survival techniques and responses emerged from the enslaved?

#### Chapter 27

1. How did the Ming and Qing dynasties restore and maintain the traditional glories and values of China's past?

2. Assess China's relative economic, military, and technological strength compared to Europe's. Evaluate the state of Chinese cultural practices and traditions in this era.
3. How was Japan unified in this era? Explain its relationship with Europeans.

#### Chapter 28

1. Compare/contrast the origins and nature of the 3 Islamic empires. How were they similar/different?

#### Chapter 29

1. Summarize the emergence of the rise of the Russian State.
2. Explain Russia's ambivalent and often contradictory relationship with both Europe and Asia. Which values dominated? Why?

### PART VI Age of Revolution, Industry, and Empire

1. Explain the three developments that propelled Europe into global dominance in this era
2. What were some of the responses to/impacts on non-Europeans?

#### Chapter 30

1. What was the intellectual foundation of the political upheavals after 1750?
2. Compare/contrast the French and American revolutions.
3. Summarize global responses to revolution, both in terms of ideologies and tests of the limits of revolutionary ideals.
4. What is nationalism? What was its impact on Europe? the rest of the world?

#### Chapter 31

1. Define industrialization and explain why it occurred. What were its main features?
2. How did industrialization influence capitalism? What is capitalism?
3. Explain the social impact of industrialization.
4. What is socialism and how did it challenge the order of the time?
5. What were the global impacts of industrialization?

#### Chapter 32

Compare the stories of the US, Canada, and Latin America in founding independent societies, in politics, in economics, and cultural/ethnic policies.

#### Chapter 33

1. Describe the Ottoman empire's decline. How did it attempt to save/reform itself?
2. What was the nature of the decline of the Russian empire?
3. Describe the Chinese empire's decline. Why did reform not happen?
4. Describe Japan's response to the rise of Europe.

#### Chapter 34

1. What were the motives for the 19th century wave of imperialism?
2. What were the major imperial domains of the major European imperial powers? What happened in Africa? Why?
3. Explain the rise of the two non-European empires in this era.
4. What were the legacies of empire? Did they sow the seeds of their own destruction?

### PART VII

1. Explain how and why Europe was globally dominant in 1914. How and why did the two world wars impact this dominance.
2. What new alignment resulted, and what 2 developments caused it?

#### Chapter 35

1. List 6 major factors leading to the Great War.

2. What made this war so brutal? What is meant by 'total war'?
3. Why was there a revolution in Russia?
4. Explain the process and impacts of the Paris Peace Conference.

#### Chapter 36

1. What is meant by the 'age of anxiety?' Note and explain such developments as 'postwar pessimism,' revolution in thought, and experimentation in art and architecture.
2. What were the causes and results of the Great Depression?
3. Contrast the communist and fascist/nazi challenges to liberalism. Why were they 'challenges'?
4. How did India, China, and Japan deal with the new realities of the postwar period?

#### Chapter 37

1. Explain the Asian and European sources of WW II.
2. Compare the 'total war' impact of WW I and II.
3. What was the human toll of this war? How did people respond (1035ff)?
4. How and why did the cold war start?

#### Chapter 38

1. What is meant by a bipolar world? How and where did this condition mostly clearly manifest itself? How did this play out in both the US and the USSR (domestically)?
2. List and evaluate the challenges to superpower dominance.
3. How and why did the cold war end?

#### Chapter 39

1. What was decolonization? Explain India's role in this process.
2. What was/is the problem in southwest Asia (middle east)?
3. How did decolonization play out in Africa?
4. What were typical post-colonial legacies? Note China, India, Islamism, Latin America, Africa.

#### Chapter 40

1. What is new about current globalization trends? How have economic and cultural globalization played out?
2. List and explain 4 major problems produced by globalization.
3. What traditional 'boundaries' is globalization challenging?

**3. Students will do a research project/essay, due April 5,** on one of the following topics. While using research and citing techniques of a 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 will have an identifiable thesis and supporting documentation. Late work will not be accepted. Note, these are recommendations. Students may propose their own topic but it must be approved before hand.

#### 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 26, by which date students will submit a proposal with a list of sources (minimum of five 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 will 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