

	<p><i>School of Arts & Science</i> HUMANITIES DEPARTMENT</p> <p>HIST 103-001 World Civilizations 2: Post 1450 2009W</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	M -- 8:30-9:20, 11:30-12:20, Tu – 1:30-2:20, W -- 1:30-11:20, Th. 4:30-5:20		
(c)	Location:	Y323		
(d)	Phone:	3347		
(e)	Email:	cbolt@camosun.bc.ca		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

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.

3. Required Materials

There are two lectures each week, one each on Monday and Wednesday. At registration, each student will select a seminar, either on Monday or Wednesday.

Background readings for lectures are found in *Traditions and Encounters* by Jerry H. Bentley and Herbert Ziegler. Study questions are attached and will form the basis for your tests. Read the Primary Sources for each chapter as well. We will refer to them in class.

Seminar discussions are from material out of the *Course Pack*.

For those of you who choose a research project/paper, follow the guidelines as laid out in the *Style Guide* created by the Camosun history department and found on the Humanities web-page. You may want to purchase a copy of Rampolla, *A Pocket Guide to the Writing of History*, available in the bookstore.

The publisher has created a student site (link below) to link you to material that you may find useful or entertaining. Of particular value are the following: Timeline, Chapter Outline, Overview, and Contexts and Connections. Please note that consulting these is not required to complete the course but they help in understanding the material.

http://highered.mcgraw-hill.com/sites/0073406937/student_view0/

4. Course Content and Schedule

The Origins of Global Interdependence

Week One (Jan.5 & 7)

Lectures Lecture One – Introduction
 Lecture Two – ch. 23 -- Transoceanic Encounters and Global Connections
Seminar – Use of Library and the writing of papers

Week Two (Jan. 12 & 14)

Lectures
 Bentley and Ziegler
 --Lecture One -- ch. 24 -- Europe Transformed – 1
 --Lecture Two -- ch. 24 -- Europe Transformed - 2
Seminar
 Course (CP) Lesson 1

Week Three (Jan. 19 & 21)

Lectures
 Bentley and Ziegler
 --Lecture One -- ch. 25 -- New Worlds
 --Lecture Two -- ch. 26 -- Africa and the Atlantic World
Seminar
 CP, Lesson 2

Week Four (Jan. 26 & 28)

Lectures
 Bentley and Ziegler
 --Lecture One -- ch. 27 – Tradition and Change in East Asia
 --Lecture Two -- ch. 28 – The Islamic Empires -- 1

Seminar

CP, Lesson 3

Journal (1) Due on January 26

Paper/Project Proposal Due on January 28

Week Five (Feb. 2 & 4)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 28 -- The Islamic Empires -- 2

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

Seminar

Papers/Projects discussed

An Age of Revolution, Industry, and Empire

Week Six (Feb. 9 & 11)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 29 - The Atlantic World - 1

--Lecture Two -- ch. 29 -- The Atlantic World -- 2

Seminar

Discussion Question: Why did the American, French, and Latin American Revolution take such different courses? Examine the roles of ideology, ethnicity, and world position/status in each. What is the key element in these differences? You are to hand in a typed, one page summary of your conclusions before the seminar.

Week Seven (Feb. 16 & 18)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 30 -- Industrial Societies

--Lecture Two -- ch. 31 -- The Americas

Seminar

CP, Lesson 4

Journal (2) Due on Feb. 18

Week Eight (Feb. 23 & Feb. 25)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 32 -- Societies at Crossroads - 1

--Lecture Two -- ch. 32 -- Societies at Crossroads - 2

Seminar

CP, Lesson 5

Article Review Due for those doing Paper/Project on February 25

Week Nine (Mar 2 & 4)

Lecture (Mar. 2)

Bentley and Ziegler

--Lecture One -- ch. 33 -- The Building of Global Empires

Seminar
CP, Lesson 6

Contemporary Global Realignment

Lecture (Mar. 4)
Bentley and Ziegler
--Lecture Two -- ch. 34 – The Great War

Seminar
CP, Lesson 6

Week Ten (Mar 9 & 11)

Lectures
Bentley and Ziegler
--Lecture One – **Test Two**
--Lecture Two -- ch. 35 – An Age of Anxiety - 1

Seminar
CP, Lesson 7

Week Eleven (Mar 16 & 18)

Lectures
Bentley and Ziegler
--Lecture One -- ch. 35 – An Age of Anxiety -2
--Lecture Two -- ch. 36 – Nationalism and Political Identities

Seminar
CP, Lesson 8

Journal (3) Due on Mar. 16 as well as Article Review for those doing Journal Option

Week Twelve (Mar. 23 & 25 –Paper Project due on 25th)

Lectures
Bentley and Ziegler
--Lecture One -- ch. 37 – New Conflagrations
--Lecture Two -- ch. 38 – The Bipolar World

Seminar
Group exercise. In preparation (to be handed in) do a quick pro and con on the Vietnam war. The pros and cons will be from the perspective of four groups. The year is 1965.
1. Teams of American military advisors sent to South Vietnam in 1965. Draft a resolution to President Lyndon Johnson arguing that the United States should continue to support the government of South Vietnam against the communists of North Vietnam.
2. The government of South Vietnam calling for US support against what they see as Communist Aggression.
3. US. Politicians and war protestors call for an immediate pullout from Vietnam. Draft a position paper.
4. The Viet Cong want an end to western imperialism in Vietnam. Draft a position paper.

Week Thirteen (Mar. 30 & April 1)

Lectures
Bentley and Ziegler
--Lecture One -- ch. 39 – The End of Empire -1

--Lecture Two -- ch. 39 – The End of Empire - 2
Seminar
CP, Lesson 9

Week Fourteen (Apr. 6 & 8)

Lectures

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

Seminar

Roundtable discussion on Modernity.

Journal (4) Due on April 8

5. Student Assessment

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|------------------------|-----|
| 1. Three tests | 45% |
| 2. Seminars | 15% |
| 3. A. Research Project | |
| Proposal | 5% |
| Article Review | 10% |
| Paper | 25% |
| Or | |
| B. Journal and review | 40% |

1. Tests

The tests will be non-cumulative, cover both lecture and seminar material, and will include both short-answer and essay-type questions. Guide questions are attached to the course syllabus. The first test is worth 10 marks, the second worth 15, and the third worth 20.

2. Seminars

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. For each of the Primary sources, consider 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?
- iv. How does each source connect with the others

For the Weeks 6 & 12 seminars, you are to hand in short summaries before the seminars.

3. Project or Journal

Option A.

This is a research project/essay, due, before the lecture, on **March 25**, 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 the *Style Guide* carefully to

understand the required standards for researching and writing essays. Late work will not be accepted.

Assignment and Marking Conditions/Standards

A. The essay will contain between 1500 and 2500 words (i.e., 7-10 pages).

B. Topics must be chosen by **January 28**. Students will submit a proposal with a list of sources (minimum of five books and two academic articles, specific to the topic*). The proposal will introduce the topic (who, what, when, where – not how or why), explain what the paper will answer, and lay out the approach/style of presentation. There is no need to formulate a thesis at this point; these are to be generated by research rather than the other way around.

**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.

C. In a 300 word essay, the student will review one of the two chosen articles. The review will consist of 3 paragraphs, due **February 25**:

--the first will state the theme of the argument (author's argument)

--the second will explain the style, structure, and sources

--the third will evaluate the article's thesis and delivery

D. The final product, **due March 25**, must contain a minimum of 20 footnotes -- the citing of specific information, ideas, or quotes. It will include a title page and proper footnote and bibliographical style. Attached will be a copy of the original proposal.

E. Two copies of the essay must be handed in, one to be kept on file for five years, the other (graded) to be handed back to the student.

F. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.

G. 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.

Please note that regular consultation with the instructor will keep the project on target.

****All work is due in class, before the class meets, on the assigned date. Attendance in that class is mandatory. Failure to follow these rules forfeits the mark.**

Option B.

You may choose to keep a journal, responding after each chapter to one of the questions from the Study Guide, under the heading, JOURNAL REFLECTION. For each chapter, there are one or more issues to which you may respond. Choose one.

Note: an academic journal is not the same as a personal one. Instead, your entries must be analytical, intellectual responses and based on two foundations:

--the course material, your texts, the Coursepack, and the lectures.

--your previous knowledge, intuitive reactions, and feelings about the material

With respect to the latter, it is not simply enough to say that you like or do not like something. Each entry should be about a page long, that is, no more than 500 words. Be precise and to the point but do not over-edit.

Your grade will be based on the following:

- engagement of material
- depth of response
- use of course material
- quality of writing (but not expected to be literary masterpieces)

The entries may be handwritten or printed but hard copies are due on these assigned dates – **Jan. 26, Feb. 18, Mar. 16, and Apr. 8.**

For those choosing this option, you will also submit, by **Mar. 16**, an academic journal review. It will be based on one of your journal topics which has especially caught your interest. *Consult with your instructor when you have a topic that interests you.* Find an article. See 3C above for how an article review must be set up and consult the *History Guide* for additional information.

Possible topics for Paper/Project

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

Apology/Sermon

--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)

Architecture

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

--any ideology, religion, or doctrine (approval before submission date). Examples: Marxism, liberalism, conservatism, anarchism, Maoism, imperialism, nationalism, totalitarianism, feminism, environmentalism, etc.

Comparisons (specify times and places)

- work
- technology
- religions
- military strategy
- nomadic societies

6. Grading System

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Introduction

Early Human Societies

According to anthropologists (see distribution maps), human beings, similar to those of today, inhabited the earth at least as early as 40,000 years ago. Hunting and gathering were the predominant modes of survival. By 15,000 years ago, because of demographic pressure on resources and the environment, they had spread to all major continents and many island groups.

This pressure necessitated new approaches to dealing with nature. By 12,000 years ago, domestication of animals had occurred, and by about 9,000 years ago, the first agriculturists were plying their trade with both animal and plant life, selectively breeding to increase output. Climate change, ever larger numbers of people, increasing knowledge of growing patterns of wild grains and foods, and other such factors likely led to the so-called **agricultural revolution**, a change which transformed the way that human beings interacted with each other and with the natural environment. Control over both nature and (re)production has characterized any and all societies which switched from being primarily focussed on hunting and gathering to agriculture. Agriculture, and its attendant exploitation of the natural environment, particularly of animals and plants, allowed for dramatic increases in the number of people that could inhabit any given region. It was occasionally resisted because it required people to settle down and have their activities coordinated, giving them far less freedom of movement.

From about 10,000 years ago to the present, humans have been organizing themselves into ever larger groups and units, based primarily on ever-increasing agricultural yields. The first city, likely Jericho, emerged about 7,000 years ago. The agricultural revolution has not ended. All the major changes in production, governance, and social relations as a consequence of this millennia-old shift are still being experienced today.

Because writing does not seem to have been part of societies prior to about 5500 years ago, the period prior to this date is often referred to as **pre-history**. However, this does not mean that people before this time had no history or were less human. They merely lacked written methods for detailing their feelings, religious practices, social and political arrangements, and so forth. The sources used to understand these times are **material**; archeology is best suited to interpret them. The label '**historical period**,' merely marks the beginning of recording the past (history) in the fashion with which we are accustomed.

Early Complex Societies -- Up to 500 BCE

Human beings appear always to have displayed common responses to life's situations. For one thing, they live in **societies**, defined as any organizations into which people group themselves, examples being kin groups, tribes, towns, cities, corporations, churches, or private organizations. Societies can be classified on a continuum of **simple** to **complex**. These labels do not connote value. Simple societies (e.g., kin and tribal groups) have less differentiated social and political structures, a smaller population, less complicated technology, and, often (but not necessarily), a more interactive relationship to nature.

The first complex societies, based on an earlier foundation of agriculture, emerged about 5,000 - 5,500 years ago. Increasing specialization of labour changed relationships between men and women, usually to the disadvantage of women. Complex societies required most people to work harder as they harnessed human resources on a far larger scale than did smaller societies. It fundamentally altered the human relationship with the natural environment. Such societies had common characteristics:

- agricultural surplus
- irrigation and water control (key to all early complex societies) to generate this surplus
- urban centers
- writing/commerce-trade/law codes and codes of conduct
- formal education
- organized religious systems
- class division [elites (monarchs, aristocrats, priests), merchants, artisans, peasants, slaves]
- specialization of labour
- specialized military
- government bureaucracy
- more developed systems of technology and communication

Locations of the First Major Complex Societies.

There were five major areas (according to current understanding) where such societies emerged, oriented to rivers and water bodies, and scattered throughout the world.

A. **Mesopotamia** (Sumer), along the Tigris and Euphrates Rivers, was the first of many Middle Eastern complex societies that flourished from 5500 to 3000 thousand years ago (3500-1000 BCE). From this area came law codes and Judaism, the religion which is the foundation of two major world religions.

B. In the Mediterranean area, **Egypt and Nubia**, along the Nile River, both had complex societies, the Egyptian one lasting dating from 3100 BCE.

C. India, along the Indus River valley in present-day Pakistan, around 4,500 years ago (2500 BCE), produced the **Harappan** civilization that was superseded by an Aryan society that took over approximately 1500 BCE. The combination produced Hinduism, remarkable architecture and art, and science and mathematics. Harappan society covered a vast area of Asia, the largest empire the world had seen until that point.

D. The first major **Chinese** complex societies coalesced around 1500 BCE, in the Shang kingdom, giving rise to numerous dynasties that ran China until the early 20th century.

E. The Americas, particularly from **Mexico through Central America down to Peru**, witnessed numerous complex societies which moved to their own rhythms (i.e., with virtually no known contact with the complex societies of the above regions). Collectively, they made remarkable achievements in metallurgy and gold-working, writing, weaving, architecture, mathematics, astronomy, and so forth. Animal and plant domestication took place, and the Americas produced such foods as corn, peppers, squash, beans and potatoes, many of which spread throughout the hemisphere. The first complex societies were the Olmecs (1200 BCE to 400 CE), followed by the Zapotecs (500 BCE - 750 CE), the Chavin (900-300 BCE) and the Maya (300 BCE - 900 CE). The use of iron and of the wheel remained unknown until the 16th century.

Notes

1. While it is clear that humans in these societies developed unique ways of life as well as diverse views about such issues as death, child-rearing, or governance, they also displayed common responses and shared basic features. Ideas, artifacts, and diseases which arose in one part of the world showed up elsewhere and modified the societies with which they interacted, whether through migration or by ever more frequent contact. There were numerous common ideas and practices concerning such things as organizing a state, dealing with changing technology, understanding and relating to the natural environment, coming to terms with social organization and (in)equality, and worship.

2. These similarities (and often simultaneities) make it possible to categorize and catalogue distinct and discrete periods of world history, delineating eras from the development of agriculture to the present industrial world. Remember -- labels are human creations, useful for understanding but subject to change when greater knowledge and more information becomes available.

3. Complex societies, while initially embracing only small numbers of human beings, have developed over time to include virtually all of humanity. This perspective is a necessary corrective to a long-held view in western education that world history coincided with the rise of western civilization. Of course, Chinese societies, North American societies, African societies, etc. all share similar biases about the cosmic centrality of their histories and traditions.

Classical Societies -- 500 BCE-500 CE

Continuity With the Past

As we approach recent times, there is ever more evidence and many more sources/records that show how societies were organized and how ordinary people lived. The complex societies which emerged during this period have direct links to societies that exist today.

The dominant complex societies of this 'Classical' era were found in four areas -- **Persia, the Mediterranean, China, and India**. Although they extended far beyond the river valleys from which they arose, similar to the early complex societies, the classical ones did not touch all of world's peoples who lived during this time. Living beyond these societies were northern Europeans, central Asians, Africans below the Sahara, and most of the Americas. These areas had their own significant histories and varieties of societies, from small tribal groups to agricultural settlements.

The large empires which emerged in these four dominant areas dispersed ideas, disease, and trade goods over ever greater distances. Still, there was continuity with the past, and they built on the achievements of the agriculturally-based river valley societies: their technologies, their artistic styles, and even their ideas, writing systems, science, and mathematical concepts. They had large populations (by the beginning of CE, China had perhaps 60 million, the Roman Empire 54 million, and India 50 million people). They set in motion institutions and values that continue to shape the world. Each improved on earlier technologies for agriculture, manufacturing, and urban life.

Common Challenges and Responses

Given their relative size, the societies faced common challenges and met many of them in similar ways.

1. Because their territories were vast, they needed advanced methods of transportation and communication. They built roads and supported networks of trade that connected not only the far-flung regions of their own imperial territories but also linked these four societies to each other. The most famous inter-imperial connection was a collection of roads/routes known as the **Silk Roads**.

2. Central governments created elaborate systems of bureaucracy and administration to maintain control over the far reaches of their empires. Common systems of law, citizenship rights, common languages, and common currencies were devised to create uniform political, economic, and social standards throughout their territories.

3. Threats to these empires came from bordering nomadic and migratory peoples who often sought to capitalize on the wealth and surplus production produced by the complex societies.

4. This, in turn, generated new forms of military to defend and even to expand imperial territories in order to secure their borders. The innovative use of iron gave those who had it great military and technological advantages.

5. To finance these roads/communications networks, bureaucracies, and military advancements and campaigns, rulers of these empires created ever more sophisticated systems of taxation and tribute. Many required compulsory, uncompensated military and labour service.

6. Typical of most large societies, they faced issues of equitable wealth and land distribution. Elites who acquired and accumulated wealth and land enjoyed great advantages over those with less. Class conflict often led to uprisings and/or civil war.

7. Because these empires were larger than any previously known political entities, they had to accommodate people of varying religions, linguistic, and cultural backgrounds. They tended to succeed in proportion to levels of toleration for multi-culturalism. One of the early great Persian empires, led by the Cyrus, succeeded largely because of its acceptance of the cultural ways of others.

8. One method of unifying people of varying backgrounds and cultures were universalistic religions (as opposed to ones based on specific, localized, city-states), philosophies, and value systems. Persia developed Zoroastrianism, India produced Hinduism and Buddhism, China created Confucianism and Daoism, and Rome used Christianity and Greek philosophy. These systems unified people around ideas and images rather than local values. They addressed issues relevant to all humans through time and space, rather than those specific to specific people, in specific times, in specific places.

While the similarities are vast, there were a number of significant differences in food crops, architectural styles, and religions/philosophical systems. Classical China and India, e.g., depended on rice, millet, and wheat, while wheat was the staple in Persia and the Mediterranean. China and India used much wood in their construction, while Persia/Mediterranean used brick and stone.

The Classical Age Ends

Around 500, the fall of the western portion of the Roman empire and the ending of empires in China (Han), India (Gupta), and Persia opened a new era of world history. Their demise was hastened by waves of invasions from northern Europe and central and northern Asia. Nomadic and tribal peoples pushed up against these imperial powers and, although the invaders forced the complex societies to undergo fundamental change, in the long run, the legacies of the three classical domains persisted, and their ideas, value-systems, styles of governance, social arrangements, and intellectual/religious/cultural approaches to life eventually assimilated these less complex societies.

The Post-Classical Period -- 500-1450

The collapse of the classical empires (large complex societies) in the Mediterranean area, China, India, and Persia opened a new era of world history. Their demise had been hastened by waves of invasions of nomadic and tribal peoples from northern Europe and central and northern Asia. Nonetheless, the ideas, value-systems, styles of governance, social structures, and intellectual/religious/cultural systems of the complex societies persisted and assimilated simpler societies. Only in India would decentralization remain the rule throughout this period. In China and in the eastern part of the Roman Empire (known afterward as Byzantium), stable centralized authority would continue through this period. In Persia, Islam would take over after the 7th century.

The assimilation of nomadic and tribal peoples and the emergence of new powerful centralized states would create new linkages, producing vast communications networks that, over this 1000 years, would result in unprecedented spread of ideas, goods, and diseases throughout the Eurasian and African continents. Four major themes describe the developments of this era.

1. The Rise of Islam

The creation of Islam and its spread through the explosive expansion of the Arabs in the 7th century brought about the first 'global civilization' after older Mediterranean and Middle Eastern empires had faded. Arab Islamic civilization influenced almost all the leading societies of Asia, Africa, and Europe. Islamic centers produced many of the world's major developments in science, medicine, mathematics, astronomy, literature, architecture and learning from 900 - 1200. These developments would play a major role in the rise of Europe after the 13th century. Arab empires would decline at the end of this era as Turkic nomadic and tribal peoples challenged their power. In turn, these people would convert to Islam and form new empires such as the Ottoman (middle east) and the Mughal (India). The universal nature of Islam and the values it imparted would be lasting.

2 Expansion of the Influence of Complex Societies

During this era, the complex style of social organization would come to many parts of the world previously little touched by it. By the end of the era, at least seven zones could qualify under this designation: Middle East and North Africa, India, China and East Asia, Eastern Europe, Western Europe, sub-Saharan Africa, and the Americas. Japan's rise is also significant.

This expansion of complex societies was built on three factors. **First**, there was the spread of earlier agricultural and complex societies. **Secondly**, after the collapse of the classical empires, surviving, established centers of the old empires sought to compensate for the disruptions around them by looking for new areas of contact and expansion. The Byzantine Empire for example, probed northward as new rivals (Arabs) appeared in the Mediterranean area. **Thirdly**, the era produced a religious fervor which created great missionary movements in three universalistic world religions (see below).

Another major development was the emergence of a European identity. By 1000, Germanic tribalism, Roman Christianity (not Byzantine Orthodox Christianity), and Roman law and political practice had synthesized a new outlook, a world-view eventually labelled 'European civilization.' Between 1000-1300, states and peoples in Western Europe freely borrowed religious, technological, scientific, philosophical, military, and economic aspects from older complex societies. A number of its kingdoms and states became significant, if not major, world players by 1500. In fact, one of the signals that the post-classical era was over were the ocean voyages of western Europeans that would lead to adding the previously isolated Americas to world networks and irrevocably change world dietary patterns.

3. World Religions

This era witnessed the spread of major world religions across much of Asia, Europe and Africa. While **Hinduism** emerged as the majority religion in India and a few pockets of Southeast Asia, **Buddhism** spread from India to China and other parts of central and East Asia, including Japan and Southeast Asia. **Islam** spread across the Middle East and North Africa and became an important minority religion in India, western China, and parts of sub-Saharan Africa. By the end of the era, it was also making inroads in Southeast Asia (today, the largest population of Muslims is in Indonesia!). **Christianity** spread north to both east (Orthodox) and west Europe (Roman Catholicism) and, in the latter, would become a glue to bind a new European civilization.

Although the major world religions differed significantly, they did focus on an overreaching divine force, spirituality, and the afterlife. Most significantly, all extended beyond local cultures to win the adherence of diverse peoples to a core of beliefs and rituals. In short, they were **universal** religions, and they encompassed both elites and ordinary people. New institutions such as Christian churches, Buddhist monasteries, and Muslim mosques came to the fore. In all, religious abstraction became more widespread, as the universe became envisaged as part of a large divine plan.

The spread was facilitated by a number of factors. **First**, the fall of the classical empires had created change and confusion and many people were searching for new religious structures. **Second**, these religions (Islam, Buddhism, and Christianity) were missionary faiths. **Third**, a vastly expanded system of international trade encouraged the spread of religious ideals along trade routes. **Fourth**, this same system of trade made universal religious systems seem more sensible than local gods and religions. Ideas about common and shared humanity gained popularity.

Nonetheless, there was a failure to find agreement on fundamental beliefs. These religions competed fiercely, often with mutual detestation, particularly on the side of Muslims and Christians. Religion was a driving force behind many of the wars and conflicts of this and later eras.

4. World Network

There was an increasing level of interchange among the major complex societies of Africa, Asia and Europe, even if such contacts included only small numbers of people. Most everyday people did not

have direct relations with people from distant parts of the world, although indirect ones could have huge, even deadly, consequences.

First, increased levels of trade. **New north-south connections** in both eastern and western Europe and the rise of African merchant routes along the east coast and overland through the Sahara. Trade in the Indian Ocean and the South China Seas would lead to the incorporation of the islands of southeast Asia into the older trade networks.

Second, the spread of **technology/knowledge**. The knowledge of paper, in use in China for hundreds of years before its spread to the Middle East by 900, would reach Europe by the 13th century. Ideas about mathematics, medicine, engineering, philosophy, and science circulated throughout the areas. Arab map-making, Chinese navigational (compasses) and military (gunpowder) technology, and western shipbuilding and artillery innovations would disperse.

Third, **disease**. The most notorious example was the bubonic plague which spread along the Eurasian/African trade routes in the 13th and 14th centuries as a consequence of the Mongol invasion. Serious recovery began in the 15th century.

By 1500, one could identify 3 categories of societies across the globe.

The first, older complex societies, were essentially the ones that had been dominant in the classical era. Arab society took over much of the Middle East and North Africa; Byzantium (the eastern half of the Roman empire), which had continued as a world dominant power for nearly 1000 years after Rome had collapsed, disappeared into the Islamic Ottoman Empire in 1453. China dominated East Asia. India, usually a series of strong regional states, continued to sponsor trade and cultural development on the Indian sub-continent and southeast Asia. The leading edge of art, politics, commerce, wealth, and great cities of the post-classical era were in these centers. In the Americas, the Aztec and Inca societies achieved high levels of complexity but, unlike in the Eurasian orbit, lacked contact with significant similar societies (see below).

The second, newer complex societies, were less strongly organized. These included Japan, southeast Asia, Northern Europe, and parts of sub-Saharan Africa. They participated to some degree in the world network, gradually increasing their involvement as the era progressed.

The third set of societies lacked sustained contact with the above, and engaged in no apparent technological, cultural, biological, social, or religious exchange with them. These included societies in the Americas and the Polynesian islands.

This era ended when Europeans ventured out onto the Pacific Ocean and brought the Americas and Oceania into the world networks. The consequences were complex, with the trade networks spreading technology, ideas, and foodstuffs to all parts of the globe but also killer diseases. In the subsequent centuries, often referred to as the Modern Era, no significant part of the world would remain isolated.

Study Guide Questions

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. What specific motives prompted European overseas voyages? Of all these motives, which do you think took precedence?
2. What new knowledge and technologies enabled fifteenth-century mariners to make long overseas voyages? Where did much of this new technology originate?
3. What was Columbus's goal in setting forth across the Atlantic in 1492? Was his voyage successful?
4. What was the significance of Magellan's voyage of 1519–1522?
5. What factors contributed to the dramatic economic growth and the ensuing population growth of Russia in the eighteenth century?
6. How were the English and Dutch trading companies organized and administered? How were these companies able to establish themselves in Asia?
7. Compare the Spanish conquest of the Philippines with the Dutch conquest of Indonesia. What kind of colony emerged in each case?
8. What factors led to the Seven Years' War in the 18th century? What was the global outcome of that conflict?
9. What were some of the positive aspects of the Columbian Exchange? What were some of the destructive aspects of this exchange? Give specific examples.
10. Overall, what was the demographic impact (demography concerns the health and size of populations) of European contact with the New World?

Topics For consideration and for Journals.

Exploration was a much more complicated affair than just exploration for discovery's sake alone. In 1498, in Calicut, Vasco da Gama was asked what he wanted. He replied, "Christians and spices." It is easy to oversimplify the results of the European exploration by centering either on the benefits brought by the Europeans or the view that the Europeans brought nothing but hardship to contented, peaceful societies. Which of the two, Christians or spices, were of more concern to Europeans? May political leaders have misused the sincere faith of missionaries as a convenient excuse for conquest? Do the authors of the text do a good job examining the balance between the ravages of disease and the benefits of the Columbian exchange?

Chapter 24

1. How and why did Western Christendom fracture? What were the consequences?
2. What theological concerns prompted Martin Luther's challenge of the authority of the Catholic Church?
3. What are some of the reasons suggested for the widespread persecution of suspected witches in the 16th and 17th centuries?
4. What led to the creation of new sovereign states? Which were the major ones and what were they like? What is the fundamental difference between absolute monarchy and a constitutional government? What factors encouraged the evolution of a constitutional government in England and the Netherlands?
5. How did Louis XIV maintain control over the nobles of France?
6. What aspects of European culture did Peter I seek to graft onto Russian society? What aspects did he reject?
7. What factors led to the dramatic population growth of Europe between 1500 and 1700?
8. Explain the theory and practice of early capitalism in Europe. What financial innovations supported the growth of capitalism in Europe?
9. What are some of the social changes that resulted from the growth of capitalism? What groups would have been most threatened by or resistant to these changes?
10. Three great minds collaborated to shatter the ancient Ptolemaic view of the universe. Note the contributions of Copernicus, Kepler, and Galileo.

11. In what ways can it be said that "Isaac Newton symbolized the scientific revolution"? What was his role in the Enlightenment?

12. What were the principle concerns of the philosophes of the Enlightenment? What solution did they propose?

Topics For consideration and for Journals.

1. Consider the *Malleus Maleficarum* or the corresponding Papal Bull. Confessions from accused witches and descriptions of the punishment used to acquire the confessions are grisly but strangely entertaining. What factors might explain the witch craze? Compare the European witch-hunts with their later American counterpart in Salem. Consider economic, social, or gender explanations.

2. The thinkers and discoveries of the scientific revolution and the Enlightenment, with every advancement, were in a real sense undermining an old world and creating a new one. Think of the trial of Galileo and Voltaire's *Candide*. Most of the main ideas of the Enlightenment are squirreled away in *Candide*.

Imagine you are a member of a French salon in the 18th century. You are privileged and well educated and consider yourself enlightened, although you have some trouble with the aggressive attacks by Monsieur Voltaire on the Catholic Church and His Majesty's government. In your salon, you debate great issues of the day (pick two):

- Rightful authority: reason or divine?
- Absolute versus constitutional government
- Traditional Christianity (in France, the Catholic Church) versus Deism
- The best test of truth: science and reason or the revealed truths of religion?
- The nature and fundamental rights of humanity

Chapter 25

1. Describe the collision of worlds resulting from the Spanish invasion of the Americas. What was the impact of the encomienda system of land distribution on the future of Spanish America?

2. How did Pizarro conquer the Inca Empire with 180 men?

3. What kinds of communities were established in the New World colonies of Portugal and Spain? How were they organized? How were they governed?

4. Compare the French and English settlements of North America. What kind of settlers came to each? How did these colonies differ from the Iberian colonies further south?

5. Describe the typical relations between French and English settlers and the Native Americans.

6. What determined the social hierarchy in the Iberian colonies? Who tended to have wealth and power? What was the basis of the economy of the Spanish empire? Who profited most from this?

7. Explain how sugar production came to dictate so much of colonial Brazilian life.

8. What became the basis of the economy and settlement in the North American colonies of France and England? When and how did slavery come to North America? How did the arrival of slavery impact the societies that emerged there?

9. What was distinctive about the European exploration and settlement of Australia?

Topics For consideration and for Journals

Explain the social and economic structure of the *encomiendas* and the rights and responsibilities of the *encomenderos* who were to make the natives work for the profit of the Europeans, were supposed to look after their health and welfare, and were charged with converting them to Christianity. How was it possible to reconcile all of these concerns? Was this any different from outright slavery, and if so, how? Why did the Spaniards have a worse reputation than the English, French, Dutch and Portuguese colonizers? Did they really deserve that label? Were the others any better? Note: the English and French, for instance, explored an area with a smaller population and no massive supply of gold or silver on hand. They were forced to trade. On the other hand, they also sought to colonize the areas to a much greater extent than the Spanish or the Portuguese. English colonists made strenuous efforts to remain separate, whereas the Spanish engendered an increasingly mixed society. What effects did these factors have?

Chapter 26

1. Compare the decline of Songhay with the decline of the Swahili city-states of east Africa.
2. How was the kingdom of Kongo transformed by its contacts with the Portuguese?
3. What were the objectives of Dutch colonists in South Africa? What kind of colony did they establish? Compare these objectives to the Portuguese objectives in colonizing Angola.
4. In what ways did Islam adapt to the customs and traditions of sub-Saharan Africa? Consider Songhay as an example. Where had strict Islam taken root by the end of the 17th century?
5. Besides religion, what other changes came to sub-Saharan Africa as a result of increased contact with the outside world?
6. Compare the institution of slavery within traditional African society with slavery as practiced in Europe and the New World. What was the impact of the trans-Atlantic slave trade on the societies of west Africa? Consider social, political, and demographic effects.
7. What factors ultimately led to the abolition of the slave trade and ultimately to the abolition of slavery itself?

Topics For consideration and for Journals.

Slavery is one of the most important events not only in world history. The number of slaves who made the unwilling journey across the Atlantic is huge. It should be noted that the slave trade had roots across the Atlantic, in the much earlier African and trans-Saharan slave trade. What really drove the slave trade? Were the Europeans its cause, or were there African tribes that benefited from the slave trade as well? How did the nature of slavery change with European involvement? Did they really make slavery that much worse, and if so, how?

Chapter 27

1. What steps did the Ming dynasty take to restore traditional Chinese culture and remove all foreign influences associated with Mongol rule?
2. What factors led to the collapse of the Ming dynasty? How did Manchurian invaders gain control of China?
3. Describe the structure of the typical Chinese family. What was the status of women within Ming and Qing societies?
4. What factors led to rapid population growth in China?
5. Why did the Qing dynasty discourage Chinese travel abroad and try to control contacts with foreigners? What was the impact of this policy?
6. 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.
7. How did the Tokugawa shogunate come to power in 16th century Japan? What steps did the shoguns take to control the daimyo?
8. What factors led to the economic and population growth of Japan under the Tokugawa shoguns?
9. To what extent was the culture of Japan influenced by China?
10. Why did the shoguns decide to cut off relations with the outside world? How was this isolation accomplished? What did this decision mean for the future of Japan?

Topics For consideration and for Journals

Christianity returned to China in the sixteenth century through the efforts of the Jesuit Matteo Ricci, among others. Ricci attempted to win converts and impressed the central court of Wanli with examples of European technology. An amazing facility for languages helps explain Ricci's success more, however. His work, *The True Meaning of the Lord of Heaven*, attempted to convince the Chinese that the philosophies of Jesus and Confucius were similar. Kangxi eventually put an end to Christian preaching in China, but only in response to a papal declaration against Confucianism. Despite limited success in winning converts, the work of Matteo Ricci and others dramatically increased the European knowledge of China. In Japan the story is even less auspicious for Christianity. In the 1630s the Tokugawa shoguns carried out a policy known as *sakoku*, by which the shoguns expelled European merchants and missionaries and prevented the Japanese from visiting foreign lands. With the exception of a few Chinese and Dutch merchants, Japan was cut off from the world.

Chapter 28

1. Compare/contrast the origins and nature of the 3 Islamic empires. How were they similar/different?
2. How did the Ottoman Turks defeat the Byzantine Empire? What was the basis of their military strength?
3. Discuss the religious and political issues that separated the Ottoman Turks and the Safavid Turks, two neighboring Islamic states, in the 16th century.
4. By what steps did Shah Abbas achieve a strong and unified Safavid state?
5. Compare Akbar's policies with those of Aurangzeb.
6. What were some of the principal commodities traded in and out of the Islamic states? Which state had the most to offer western merchants?
7. Identify and compare the status of religious minorities within the three Islamic empires. Which empire faced the greatest challenges in this regard?
8. What factors led to the economic and military decline of the Islamic empires?

Topics For consideration and for Journals

1. In an age of magnificent rulers, that of the Mughal Akbar was special. How did it compare to that of the other Mughal leaders? Note the often-troubled relationship between the Islamic Mughals and Hindu Indians. What were the guiding reasons for Akbar's tolerance? Was he a politician who, like England's Elizabeth I or France's Henri IV, attempted to place religion in the background during a turbulent religious age, or was there a more spiritually transcendent reason behind his respect for other religions? Some of his words hint at a belief that all religions were attempts at arriving at one great divine truth. Can such an approach work?
 2. Shah Ismail is one of those extraordinary characters that remind us of the difficulties (and in some cases impossibility) of fathoming the human mind. Was he truly devoted to Shi'ism, or was he merely using the religion as a vehicle for uniting his people and providing them with a sense of mission? What was it about Twelver Shiism that he found so appealing? What role did religion play in the rise and fall of the Safavid Empire? What are the historical and theological differences between Shia and Sunni? Look up the Agha Khan.
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PART VI Age of Revolution, Industry, and Empire

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

Chapter 29

1. What was the intellectual foundation of the political upheavals after 1750? I.e., in what specific ways did the ideals of the Enlightenment challenge long-held assumptions about government and social order?
2. What specific issues and concerns led the British colonies of North America to revolt against their sovereign? What was the outcome of that rebellion?
3. What were the principal causes of the French Revolution of 1789? Were these concerns addressed by the revolution? How was French society restructured during the most radical phase of the Revolution (1793–94)? Were these permanent changes, or short-lived ones? Compare to the American Revolution.
4. Conventional wisdom holds that Napoleon ended the revolution when he proclaimed himself emperor in 1804. In what ways did he continue the ideals of the revolution? In what ways did he reverse them?
5. What events led to the slave revolt of Saint-Domingue (Haiti)? Why was this rebellion successful when so many other slave revolts failed?
6. Describe the basic social structure of Latin American society in 1800. What factors led to the revolutions that followed? What kind of states emerged in Mexico, Gran Colombia, and Brazil after the revolutions?
7. What factors led the western powers to abolish the slave trade and then slavery in the 19th century?
8. What is nationalism? What was its impact on Europe? Note the unifications of Italy and Germany. What about the impact of nationalism on the rest of the world?

Topics For consideration and for Journals

1. What did Otto von Bismarck mean with his admonition (that has shaded the popular perception of Bismarck—and of German nationalism till the present), that the “great questions of the day will not be settled by speeches or majority votes [...] but by blood and iron?” Did he mean that force and violence is the way the world should be or was he just realistic about how the world actually works? Was Bismarck a prophet of a new brand of amoral politics, or was he an observant commentator? Explain *realpolitik*.
2. What is the nature of ‘revolution’ as described in this chapter? Do they achieve their goals? Note Simón Bolívar’s lament that “those who have served the revolution have plowed the sea.” What did he mean? Do revolutions turn out differently from what they were intended to produce? Was Jefferson as happy with the political realities of the *Constitution*, for example, as he was with the ideals of the *Declaration of Independence*? Was the Haitian Revolution truer to itself than its French or American counterparts? Do “revolutions devour their young.” It seems easy to understand why conservative creoles would execute Hidalgo or Iturbide, but why would de Gouges or Robespierre be swallowed up by the very revolution they helped create?

Chapter 30

1. What inventions led to the mechanization of the cotton industry after 1750? Why was the textile industry so prominent at this time?
2. Explain how Great Britain took such a commanding lead in the Industrial Revolution.
3. When and how did industrialization spread to the European continent and to the United States? What factors in those countries tended to support industry?
4. What are some of the characteristics of “industrial capitalism”? How did industrial giants like J. D. Rockefeller achieve such dominance over the marketplace?
5. What was the impact of the Industrial Revolution on the material standard of living in Europe and America? Who benefited the most from this? Note also the impact on working-class families, the changes for working-class men, women, and children.
6. What is socialism and how did it challenge the order of the time?
7. In what ways did the major industrial nations of the west become more responsive to the needs and interests of working people?
8. Compare the process of industrialization in Russia and Japan in the late 19th century.
9. What was the impact of western industrialism on the non-industrial countries of Asia and South America?

Topics For consideration and for Journals

1. Some would say that of all the “revolutions” in human history, the Industrial Revolution ranks second only to the discovery of agriculture in its influence on every aspect of human life. Note such areas as material standards, world population, migration, the disappearance of slavery, the market economy (consumerism), new social classes, home life, the world of work, and the role of women and children. Compare these to pre-industrial values.
2. Marx and Engels penned the *Manifesto of the Communist Party* in 1848. What do they mean when they say that the “history of all hitherto existing society is the history of class struggle?” What classes were struggling? What were they struggling over? Had it always been the same two classes struggling? Who would eventually win? Why would they win? Was this victory inevitable? How can this struggle be a force of history? Why did the workers have nothing to lose but their chains?

Chapter 31

1. How did the United States gain control over North American territory from the east to the west coast in the 19th century?
2. What specific issues and events led to the American Civil War? What was the outcome of that conflict and what did it mean for the nation as a whole?
3. Summarize the steps by which Canada became politically united and independent of Britain. How was the government of the Dominion of Canada like and unlike that of the United States?

4. What kinds of constitutions emerged in the independent republics of Latin America? Which groups held political power?
5. How did the caudillos rise to power in Latin America? Who benefited most from their rule?
6. What factors led to La Reforma, the reform movement in Mexico? What was the ultimate outcome of this conflict?
7. Compare 19th century migration patterns to North America and Latin America. Where did migrants come from in each case? What opportunities did they find in each region?
8. What factors contributed to the tremendous economic growth of the United States in the late 19th century? What were some of the problems generated by that economic growth?
9. Compare the economic development of Canada with that of Latin America. Neither became an economic powerhouse like the United States. What are the similarities and differences?
10. Note the political and economic status of each of the following groups in the United States in the late 19th century: Native Americans, African-Americans, women, and foreign-born immigrants.

Topics for Consideration and Journals

1. Having considered European nationalism, the American concept of manifest destiny is its American counterpart. Were the Americans any less nationalistic than the Europeans? Why did they feel a sense of ownership of the continent? What was their view of the indigenous people who stood in the way of American expansion? How was the Monroe Doctrine an expression of this growing American sense of nationalism? They created a true American empire, a product of a nationalistic and expansionistic fervor. How would this desire for conquest and greatness push the United States onto the world stage? When the United States pushed all the way westward and California became a state, America had a second coast and a new outlook on the world. What were the results of this movement?
2. Explain the relationship between the following pairs. Show how one led to the other.
 - Manifest destiny and the Trail of Tears
 - British North America and the Northwest Rebellion
 - *La Reforma* and Porfirio Diaz
 - Creole elites and Emiliano Zapata

Chapter 32

1. What factors led to the territorial decline of the Ottoman Empire over the course of the 19th century? What territories were lost?
2. Describe the Ottoman Empire's decline. How did it attempt to save/reform itself? Compare the reforms of the Tanzimat era with the program of the Young Turks.
3. What was the nature of the decline of the Russian empire? What significant political and legal reforms did the Russian government implement in the late nineteenth century? What was Count Witte's program for the industrialization of Russia? What were the results?
4. What were the sources of social discontent and agitation in Russia in the late nineteenth century? How did the government respond? What events led to the Russian Revolution of 1905? What was the outcome of this revolution?
5. Describe the Chinese empire's decline. Why did reform not happen?
6. Why was the opium trade so important to the British? What factors led to the Opium War and how was this war resolved? What was the impact of the Treaty of Nanjing on the Chinese Empire? What nations benefited from this treaty?
7. What were the causes of the Taiping revolution? What was the outcome? Overall, what weaknesses led to the collapse of the Qing dynasty?
8. What was Japan's response to the rise of Europe? What factors led to the collapse of the Tokugawa government and the restoration of the emperor Meiji in 1868?
9. How did Japanese reformers achieve rapid industrialization of Japan? What were the results of this effort? What were the costs?

Topics For consideration and for Journals

1. From the Meiji Restoration, Japan was able to turn the tide and begin to modernize successfully. Why were they able to do so when the other states couldn't? Why did the Japanese cry of "Revere the emperor, expel the barbarians" draw so many more followers and inspire so much more success than did the Chinese

Self-Strengthening Movement's slogan of "Chinese learning at the base, Western learning for use?" Is the empress dowager Cixi's decision to take money designed to modernize and expand the Chinese navy and instead use it to construct a marble boat in a lake for decoration relevant here? Go back to earlier sections on Japan and consider in what ways Japan was fundamentally different from the other states. Note Japan's deliberate and selective westernization. Was this westernization carried out because of a love of the western Europeans and Americans or for other reasons?

2. The emancipation of the Russian serfs was supposed to end a fundamental imbalance in Russian society. Why was Russia struggling with such an antiquated system when similar systems had been phased out of most of the rest of Europe centuries earlier? In what ways was the continuing existence of serfdom emblematic of other areas in which the Russians trailed the western Europeans? Was Alexander II correct when he stated: "It is better to abolish serfdom from above than to wait until the serfs begin to liberate themselves from below"? Then why was he assassinated in 1881 (not a polite 'Thank You!') How did emancipation remain incomplete, and what implications did this have for Russia's future? Compare the concurrent efforts to eliminate serfdom in Russia and abolish slavery in the United States. Were there any similarities? What did the abolishment of both systems eventually mean for the advancement of the two countries? Note that slavery was abolished later (by months) in the United States.

Chapter 33

1. Summarize the economic, political, and cultural motives of 19th century imperialists. To what extent did these motives overlap and to what extent did they conflict with one another?
2. What were the principal "tools of empire"—the various technologies that gave the Europeans such an advantage?
3. How did the British establish control over India in the early 19th century? How did the Sepoy Mutiny contribute to this process?
4. Which Asian states managed to maintain their sovereignty in the 19th century? Why these states?
5. Who were the major players in the "scramble for Africa"? What was the principal objective of this land-grab? Compare the British conquest of South Africa with that of Egypt and Sudan.
6. Note the emergence of newcomers, late to the imperialist game. A. What did the United States gain from the Spanish-American War? Note the political status of each of these acquisitions. B. Where did the Japanese direct their ambitions as a new imperial power? How successful were they?
7. How did the imperial powers transform the economies of their colonies? Consider especially India and Ceylon.
8. Summarize the significant migrations of the late 19th century. What were the typical destinations?
9. What were the legacies of empire? Did they sow the seeds of their own destruction? How did imperialism foster conflicts within colonial societies?

Topics For consideration and for Journals

1. Cecil Rhodes's stated: "We are the finest race in the world and the more of the world we inhabit the better it is for the human race." Why would he, and many other Englishmen, have come to believe this? Were the British any different from any other imperial power at any time in the world? Qianlong, as quoted in Ch.26, pointed out to George III that: "Our Celestial Empire possesses all things in prolific abundance and lacks no product within its own borders. There was therefore no need to import the manufactures of outside barbarians." Was there something more to the imperialism of the second half of the 19th century? Note Rudyard Kipling's *The White Man's Burden*. What did he see as the 'burden'?

2. Race gradually became a central part of the explosion of imperialism. Consider the ideas of de Gobineau and Spencer in conjunction with the illustration on page 935. Had Europeans "crossed the line" with regard to earlier forms of imperialism? Is there a major difference between talking about 'conquering barbarians' and 'ruling over sub-humans'? Does this connect with the ideas of Darwin and the rise of science? Was Social Darwinism correct in asserting that if the theory applies to the animal kingdom, then why not for human society?

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 two developments caused it?

Chapter 34

1. List 6 major factors leading to the Great War. What goals and values were expressed in the various nationalistic movements of the early 20th century? Which ethnic groups in particular asserted the right of self-determination?
2. Summarize the forces set in motion by the assassination of the Archduke Ferdinand in 1914. When and why did the war begin?
3. What made this war so brutal? What is meant by 'total war'? What was the typical experience of soldiers in World War I? What role did women play in the war effort? Were these changes long- or short-term?
4. Explain how new technologies changed the experience of war.
5. Explain the enlarged role of the government.
6. What factors caused the Russian Revolutions in February and October of 1917? What changes emerged initially from these revolutions? How did Lenin and the Bolsheviks come to power?
7. When and why did the United States enter the war? What did this move mean for the war and the world?
8. Explain the process and impacts of the Paris Peace Conference. What was the intent of the League of Nations? What were the weaknesses of this body?
9. How did the mandate system work in the Middle East? Who profited most from this system?

Topics for Consideration and for Journals

1. Why did so many nations and peoples actively desire war in 1914? Why did people and states view war as a positive instrument of diplomacy during the late 19th and early 20th centuries? How did technology and the changing nature of warfare affect this perception? No one, least of all the generals, expected a long war in 1914. Why would Germany in particular have wanted and expected a short war? How did the perception of technology change when it (repeatedly) failed to provide the key to a rapid victory?
2. In a war that inspired so many important changes and movements, it is difficult to imagine an event that equals the Russian Revolutions in long-term significance. Certainly the political balance in Europe was never the same. It might be argued that the true roots of the Cold War stretch back a quarter-century earlier than the Yalta Conference. Despite the eventual fate of the Soviet Union, Lenin is still one of the most important political thinkers of the 20th century. Compare/contrast the philosophies of Marx, Lenin, and Stalin

Chapter 35

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. Why did liberal values such as progress and democracy fall under attack at this time?
2. What were some of the economic problems facing the world powers in the 1920s? Specifically, what factors led to the crash of 1929 and the depression that followed?
3. What are some examples of "economic nationalism"? How effective were these measures?
4. What was the impact of the depression on social attitudes? On women and families?
5. What did John Maynard Keynes recommend as a solution to the economic crisis? How did the New Deal of President Roosevelt exemplify this solution?
6. How did Lenin and the Bolsheviks secure their power in Russia? How did Stalin secure his power within the party and within the Soviet Union?
7. What are the defining characteristics of fascism in both Italy and Germany? Consider the organizational structure and symbols that each adopted. To whom did this message appeal?
8. Contrast the communist and fascist/Nazi challenges to liberalism. Why were they 'challenges'?
9. What was the social vision of the Nazis? What attitudes are expressed in the passage from *Mein Kampf* on page 998? How did this vision impact women, families, and minorities?

Topics For consideration and for Journals

1. What did Gertrude Stein mean when she said to Ernest Hemingway, "You are all a lost generation?" Why was this generation so alienated from its traditional surroundings? What had World War I done to them? Note Remarque's *All Quiet on the Western Front* and the works of Hemingway. Remarque wrote:

While they continued to write and talk, we saw the wounded and dying.
While they taught that duty to one's country is the greatest thing, we
already knew that death-throes are stronger. But for all that we were no

mutineers, no deserters, no cowards—they were very free with all these expressions. We loved our country as much as they; we went courageously into every action; but also we distinguished the false from true, we had suddenly learned to see. And we saw that there was nothing of their world left. We were all at once terribly alone; and alone we must see it through.

Is this response typical in the aftermath of wars? Was there something about WW I that made it so unique—so modern and total and destructive—that the experience was completely new

Not only the bloodshed and chaos of World War I, but also new scientific discoveries, intellectual reinterpretations, and artistic innovations called into question the old order—the traditional way of viewing the world. It was an age almost like the scientific revolution, the creation of an entirely new way of understanding the world and of processing information. Heisenberg’s “uncertainty principle” is that rare phenomenon: the complex scientific principle that captures the popular imagination and expresses the *zeitgeist* of an age. If scientists couldn’t explain the world with any certainty, then what hope did the rest of society have of understanding anything? Wasn’t science and progress the new religion? This truly was an “age of anxiety.”

2. Compare Hitler and Stalin’s totalitarianism. In what ways were the two systems similar? Why would the two leaders who were, at least theoretically, coming from opposite ends of the political spectrum have ended up with similarly repressive systems? What key differences were there between Hitler and Stalin? Why did Mussolini’s fascism not develop as radically? In what ways were these dictators “children of chaos”?

Chapter 36

1. Compare/contrast the paths to autonomy in the Asian states. Note the differences in Indian, Chinese, and Japanese approaches. What worked?

A. India. What was the status of India within the British Empire after World War I? What were some of the sources of tension in India at this time?

B. China. Two warring factions emerged in China between the wars: the Nationalists and the Communists. What values and interests did each represent? What advantages did each have?

C. Japan. Two political factions dominated Japanese politics after World War I: the internationalists and the militarists. What values and interests did each represent? What advantages did each have?

2. To what extent was the continent of Africa transformed by the Great War? What circumstances caused changes to occur and what was the nature of those changes? In what parts of the world were there successes, and where were there failures?

3. What factors caused Africans to challenge European authority during the Great War?

4. Explain the role of the United States and the financial interests of U.S. businesses in the evolution of economic imperialism in Latin America. Describe the reaction of various Latin American states to neocolonialism.

5. Looking at the careers of artist Diego Rivera and entertainer Carmen Miranda, how did popular culture relate to international politics and diplomacy between the United States and Latin America during the decades after the Great War?

Topics For consideration and for Journals

1. Was the United States’ “Good Neighbor Policy” both ‘good’ and ‘neighbourly’? Why did the American government adopt the idea of “dollar diplomacy” in the first place? Were there any benefits for Latin Americans? Why did Latin Americans tend to see these policies as imperialist? Did they have any reason to be wary of American intentions? Note the Monroe Doctrine. Why did the United States make this declaration? Was it even realistic in 1823? How was the nature of the Monroe Doctrine altered by the Roosevelt Corollary? Now, how were “dollar diplomacy” and the “Good Neighbor Policy” related to these ideas?

2. After WW II, African empires ended and the continent was restructured. Nationalism became and remains a major issue. Had there been nations prior to the arrival of the Europeans? Before Islam arrived? What makes a nation? Why did African leaders seize on the idea of nationalism? Was African nationalism any different from European nationalism, in either a positive or a negative sense? How did they attempt to

define their nations? How is the idea of pan-Africa (a single African nation) related to the slave trade and the African Diaspora? Were Liberia and Sierra Leone, the two states in Africa that were specifically created as homelands for repatriated African-Americans and British Africans, more successful than other African states? What problems did they face? Why were the Europeans so reluctant to recognize African independence, especially in light of the Africans' contributions in the First World War? The question of nationalism is still not settled in Africa. Why has it lingered past the formation of independent states?

3. Compare the goals and methods of Gandhi, Sun Yat sen and Mao Zedong. What worked for each and what did not? Contrast them with the leaders who emerged in Africa—mostly European-educated urban elites—and Latin America. Why were some of these leaders and movements more successful than others? What conditions lead to the success or failure of movements, in general?

4. Was the partition of India into Hindu and Muslim states, a good idea? Explain the religious and political histories that complicate this issue.

Chapter 37

1. Overall: know the Asian and European sources of WW II.

2. Why were the numerically superior Chinese so easily defeated by the Japanese? Why did the Chinese resistance efforts fail?

3. Note the specific steps taken by Italy and Germany in the 1930s that were in direct violation of the terms of the Treaty of Versailles. Why didn't Britain and France object when Hitler and Mussolini violated the peace treaty? What were the consequences?

4. Describe the strategy of the Blitzkrieg. How were the Germans able to overwhelm continental Europe so quickly?

5. Compare the 'total war' impact of WW I and II. What was the human toll of this war? How did people respond (1035ff)?

6. What steps did the United States take to support the Allies, both in Asia and in Europe, before Pearl Harbor? . What was the Japanese purpose in attacking the United States? What was their long-range plan?

7. What factors led to the defeat of the Axis powers in Europe?

8. What were some of the forms of resistance to occupying forces? How effective were these efforts? Why was resistance so difficult?

9. How did the war affect civilian populations, families, and women on the home front?

Topics For consideration and for Journals

1. How should one rate the decision to drop atomic bombs on Hiroshima and Nagasaki? Certainly the Japanese, especially in the infamous rape of Nanjing, had been guilty of unspeakable atrocities. The war in the Pacific was brutal and racist on all sides. Most Americans don't understand that the United States, even today, is associated with this event in the minds of millions of people around the world. Why was the bomb dropped? Could it have been meant as a display for someone else's benefit? Were there other reasons that dealt far more with hate and revenge than national policy? Hermann Hagedorn's poem *The Bomb That Fell on America* notes that "The bomb that fell on Hiroshima fell on America too." What did he mean? Why does the legacy of that decision still haunt the United States today?

2. What does the Holocaust say about the balance of good and evil in human nature? Why didn't anyone do something to stop this tragedy?

3. What were the Soviet perspectives in the cold war? The Soviet Union, like the United States, generated propaganda that reduced the international economic and political world into a struggle of good versus evil. The American propagandistic portrayal of Stalin alternated radically in the years before and after World War II (Stalin was *Time Magazine's* "Man of the Year" twice -- in 1939 and 1942) speaks volumes about the confused image presented in the United States. The Soviet Union suffered drastic damage, sacrificed immensely, and loss unbelievable numbers of people in World War II. They felt the western Allies never understood that and the belated moves to open a second front in Europe is still a sore point today. Did the Soviets react with paranoia, or were they justified in their concerns about the United States?

The alliance was a marriage of convenience, with little love on both sides. Was it doomed from the beginning? Did the roots of this split perhaps go back to the Russian Revolution and the Treaty of Versailles? Hitler, in the bunker in Berlin, pointed out in his last political musings, that the United States

and the Soviet Union would come out of the war as superpowers and would be driven by historical forces to a trial of strength.

Chapter 38

1. Overall: 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. What factors led to the division of Germany and Berlin at the end of World War II? What factors led to the Korean War and how was that conflict resolved?
3. How did fears of communist infiltration affect American culture in the 1950s and early 1960s?
4. What factors led to the postwar civil rights movement in the United States? How did this movement reflect global events and concerns at the same time?
5. What technological achievements can be attributed to the rivalry of the cold war?
6. How did France and Yugoslavia escape from the bipolar alliances of the cold war?
7. In what specific ways did the Chinese Communist Party mount "a frontal attack on Chinese traditions" after 1949? What aspects of Chinese society were most dramatically affected?
8. Why were the two communist giants, China and the Soviet Union, unable to sustain an alliance?
9. Compare the American defeat in Vietnam with the Soviet defeat in Afghanistan. In what ways did each conflict reflect the limits of cold war bi-polarism?
10. Why did communism fail to connect with nationalism? How did this failure lead to the collapse of the Soviet empire? What role did Mikhail play in this collapse? Why did his reforms fail?

Topics for Consideration and for Journals

1. Compare the American experience in Vietnam to the Soviet experience in Afghanistan. What are the similarities? What role did the other superpower play in the defeat of the Americans in Vietnam and the Soviets in Afghanistan? What did these defeats do to the era of superpower bipolar dominance? How were the Vietnamese and Afghani victories representative of growing nationalism in developing states? Why were states more willing to challenge the authority of the superpowers then? Were the losses by the Americans and Soviets to be expected? Every great empire that has eventually fallen. Why should the Soviets and Americans be any different than the Persians, Romans, British, French, or Spanish?

Why was the United States in the position to suffer that defeat in the first place? Often the United States acts as the instigator. Is it a stabilizing or destabilizing force in the world? Is America simply reacting to outside events and trying to make sense of the world or is it trying to force its own worldview on the rest of humanity? The founding of the first American colonies was accompanied by the notion of the "city upon a hill." There is an old anecdote wherein a British diplomat is asked why British foreign policy usually went smoother than American foreign policy. His answer: "The Americans want to be liked; we just want to be obeyed." Does this say something about the strange situation that America constantly finds itself in?

2. Many leaders attempted to "push the envelope" in confronting Soviet domination or attempting to modify traditional communist doctrine and ruling practices. Link the varying ideas and actions of Josip Broz in Yugoslavia, Imre Nagy in Hungary, and Alexander Dubcek in Czechoslovakia. Communism was facing as grave a threat from the inside as it was from the outside. What did these challenges to the status quo have in common? Were there basic questions being asked about the economic theory and practice of communism, or were the challenges mainly tied to a lack of political freedom? What role did the capitalist world, mainly the United States, play in fomenting this displeasure? Did the United States make promises in Hungary and Czechoslovakia (and Cuba, for that matter) that it didn't really intend to keep? How many of the decisions reached by the Soviet Union during this period were based solely on imperialist considerations? What were the possible limits of change in the communist world? What were the dangers of too much change too quickly?

Chapter 39

Overall: What have been typical post-colonial legacies? Note China, India, Islamism, Latin America, Africa.

1. What was decolonization?
2. What factors led to the partition of India? What kinds of states emerged?
3. What were the goals of the nonaligned movement? How successful was this effort? What were some of the obstacles to nonalignment?

4. Trace the Arab-Israeli conflict from 1947 to 1980. Why has this conflict been so difficult to resolve? What united and what has kept the Arab nations divided since independence? I.e., what was/is the problem in southwest Asia (middle east)?
5. How did decolonization play out in Africa? Compare the process of independence for both Ghana and Kenya. What factors might account for the differences?
6. What steps did the Chinese Communist Party take to transform the economy of China after the revolution? What were the results of these measures?
7. What have been the greatest challenges confronting the new Indian democracy after independence in 1947? How has India managed to survive as a democracy while other nations of east Asia have not?
8. What are the goals and concerns of the modern movements within the Islamic world? What specific policies and actions have emerged from this movement?
9. What factors led the Reagan administration to support the Contra rebels of Nicaragua? What was the outcome of this policy?
10. What kind of society emerged in South Africa under apartheid? What factors led to the end of apartheid?

Topics For consideration and for Journals

1. India is the world's largest democracy. Is it possible to have a stable democracy in a country this large and this diverse? Note the ideas of Rousseau, Montesquieu, and Jefferson who asked similar questions. How did Muhammad Ali Jinnah see the question of Pakistan? What were his goals? Why didn't he feel that India's Muslims could receive fair treatment as a minority population? Why was Gandhi so afraid of the "vivisection" of India? In what ways was Gandhi a nationalist? Why didn't Gandhi want India to industrialize on a European model? Why did some of his own followers, most notably Nehru, question his philosophy?

2. Many look at Africa and ask 'why does it remain "backward" and who is to blame?' *The Economist's* cover in 2000 stated that Africa is "hopeless." For most westerners, African history seems non-existent or not worth studying, until the West arrived in Africa bearing the "gifts" of "civilization." The flip side is that any continuing "hopelessness" can be and often is ascribed to the meddling, even today, of the colonial powers—i.e., the West. In the case of countries such as Algeria, Ghana, Kenya, Nigeria and South Africa, to what extent are the colonial powers responsible for the situation of those nations *after* independence? What effect did the manner of independence have in the various African nations? Did it matter whether independence came peacefully or not? What role did the cold war play, if any, in shaping national or transnational consciousness in these places? Chapter 36 deals with these questions. See Marcus Garvey on "Africa for Africans" and Muhammed Ali Jinnah on the need for Pakistan. In what ways are Africa and India similar/different? How does Latin America compare?

3. The nature and complexity of the Islamic world is not dealt with effectively in western media because it sees the Islamic world in both jaundiced and simplistic ways. Much of the responsibility for that arises from nightly news sound bite images of fundamentalist Islamic terrorists, an image that distorts and misrepresents the lives of one billion Muslims. At the same time, there are serious problems plaguing Islamic nations. Why have powerful and inflexible sects of Islam developed recently? Why are they popular in certain segments of the world of Islam? How does this religious view relate to the general tolerance of Muhammad, as expressed in the Qu'ran, and of so many Islamic states over the centuries? Why would fundamentalist Islam become such a central part of certain nationalist movements? Are there economic factors at work here as well? In what ways does Islam serve as a unifying agent in some parts of the Arabic world but also act to cause trouble between Sunnis and Shiites in places like Pakistan? Do some world leaders, as has been the case throughout history with different rulers and different religions, exploit Islam for their own political agendas?

Chapter 40

1. Overall: list and explain 4 major problems produced by globalization. What traditional 'boundaries' is globalization challenging?
2. What are some of the characteristics of global corporations? What are the advantages and disadvantages of corporations which operate without any national regulation?
3. What factors led to the oil embargo of 1973–1975? What were the results?
4. Discuss the concept of consumption as a form of self-expression. Summarize the critique of global consumerism using Barbie, Sara, and Licca to illustrate your answer.
5. What events led to the invasion of Afghanistan by the United States and the Northern Alliance in 2001?

6. What have been the principal causes of mass migration since World War II? What are some of the challenges presented by these migrations to host countries?

Topics For consideration and for Journals

1. Consider the Americanization of global culture. Americans seldom consider how pervasive American culture is around the world; if they acknowledge it, they rarely see anything wrong with it. Urban areas around the world include American chain stores and restaurants. What is the significance of such a homogenous landscape? Why are many people around the world horrified by the pervasive nature of American culture? Why is there a backlash in parts of the Islamic world? Europe? New Zealand? Why is Euro-Disney the butt of a million jokes in France? Has the United States surpassed all previous empires in imposing its worldview on the entire globe?

2. Has the status of women improved around the world? Mao Zedong (on page 1157) said, “Women hold up half the sky.” Did Chinese reforms make improvements for the conditions of women? Note the quote from a Pakistani woman (page 1159), “It’s my fate. From childhood, I have seen nothing but suffering.” Consider issues such as the one-child family rule, the “missing” Chinese baby girls, and dowry deaths. What are the major problems facing women in the new millennium? Are Canadian and western European women immune to gender oppression? The concepts of, and practice of, a “glass ceiling” and the “mommy track” in business are still common. How are women in Canada still exploited by the capitalist system?

3. Since the beginning of historical writing, at the dawn of ancient civilization, most societies have destroyed themselves through careless mismanagement of the environment. The collapse of the Maya through a combination of constant warfare, overpopulation, and ecological degradation could not be more pertinent in today’s world. Chapter 40 includes a section on these issues. Note the table of population figures on page 1143. Not only does Asia have a population 12 times larger than North America, but it currently has a billion more people than the entire world did in 1950. Can humans survive? Remember Thomas Malthus’ predictions. Can fertilizers and new agricultural methods—including genetic crops—raise the population ceiling?

4. Create a debate between one pair of the following

--the Ayatollah Khomeini and Betty Friedan arguing about Barbie as a symbol of modern womanhood

--representatives from Greenpeace and the WTO debating the need for strict environmental regulations of industry

--Adam Smith and Fidel Castro on the benefits of free trade

--Ho Chi Minh and Mohandas Gandhi debating the use of violence as a strategy for national liberation