The Modern World
Fall 2012
University of Massachusetts-Lowell
Professor Patrick Young
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Office Hours: Tuesdays 1:45-2:45, Thursdays 9-11, and by appointment
Course Website: http://continuinged.uml.edu/online

Course Description

This course will survey major developments in modern world history from the middle of the eighteenth century through the present. Its main overarching theme will be the rise of modernity in global context and the conflicts and enduring dilemmas that modernity has generated. In addition to some textbook and lecture overview, the course will mainly involve direct interpretation of original source materials, including political documents, literary, religious and philosophical texts, art and architecture. Our guiding aim throughout will be to habituate ourselves to the method of the historian: raising historical questions, critically analyzing evidence, forming and testing interpretations.

Course Objectives

After taking the course, students should be able to

- identify and analyze the main themes and problems of modern world history
- read and analyze original historical source materials and use them as evidence for historical explanations
- synthesize information from original source documents, textbook, lecture and class discussion in essays and examinations
- demonstrate improvement in written work

Required Texts

The following are required texts for the course. They are available at the University bookstore, and should be purchased as soon as possible. All images shown in class will be housed on the course website, and I will provide any supplementary readings directly in class or online. Since much of the work of the course will consist of primary source analysis, students are required to bring the Andrea/Overfield “The Human Record” source book to class every day.


**Course Website**

The course website is at [http://continuinged.uml.edu/online](http://continuinged.uml.edu/online)

The website is an essential component of the course, and it employs the Blackboard Vista course management software. All of the essential assignments, images and individual class outlines will be posted there. You should go to the web address as soon as possible, bookmark it, confirm your registration to obtain a user name and password, and log on.

*See the handout “Blackboard Vista Access Information” for instructions on logging in.*

Please contact me if you are having any difficulties whatsoever in accessing or using the course website.

**Course Requirements**

The work of the course will break down as follows:

- Unit One response paragraph, worksheet and test 20%
- Unit Two worksheet and paper 20%
- Unit Three paper 20%
- Final examination 25%
- Class participation 15%

Due dates for the assignments are provided below. There will also be periodic opportunities for extra credit work.

*Please note:* Late written work cannot be accepted without penalty unless arrangements are made with me in advance of the due date. Written work should also be submitted directly to me in hard copy format. The penalty for lateness is one-half letter grade per day. Missed or late assignments can have a dire effect on your grade, and you should contact me if there are any circumstances that make it difficult for you to complete a piece of work in timely fashion.

**On Class Discussion:**

Class discussion is a central component of this course, and students will be required to participate in an active and informed way in those discussions. Each class will center around direct analysis and discussion of documents from the *Human Record* reader, textbook reading and PowerPoint images. In addition, students will sign up at the beginning of the term to be “primary discussant” during a single class of their choosing at some point over the course of the semester. This will be combined with a grade for daily participation, to produce an overall class discussion grade. Missing the class for which
you are responsible, as well as lateness and/or incomplete preparation for the discussion will lower the participation grade, as will any more than three absences.

Schedule of Classes

9/6 Course Introduction: What does it mean to be “modern”?

Unit One: Revolutions of the Atlantic World, 1750-1848

9/11 A Modern View of Human Nature? The Enlightenment

handouts:
   Immanuel Kant, “What is Enlightenment?”
   John Locke, “On Human Understanding”
   Jean-Jacques Rousseau, “Emile”

key questions:
   How do children learn, according to Locke, and what is the best way to instruct them?
   Why, according to Rousseau, are books “the curse of childhood”?
   In what ways do the educational theories of Locke and Rousseau suggest a “modern” view of human nature?

terms to know:  Enlightenment, tabula rasa (blank slate)

9/13 Democratic Revolutions in Europe and the Americas

Bentley and Ziegler: 620-629
Human Record: 174-177

key questions:
   What, according to the textbook, were the factors that brought about the American and French Revolutions?
   What were the main principles of the American and French Revolutions, as embodied in the American Declaration of Independence and the French Declaration of Rights of Man and Citizen?
   What do the textbook authors mean in saying that “the French Revolution was a more radical affair than its American counterpart”?

terms to know:  revolution, popular sovereignty, National Assembly

9/18 The Spread of Revolution: Europe, the Caribbean, Latin America

Bentley and Ziegler: 629-640
Human Record, 189-191

key questions:
   How did slavery and women's rights "test the limits of revolutionary ideals", according to the textbook? To what degree, if any, did slaves and women gain benefits from these revolutions?
   What was the historical impact of revolutionary movements in the Caribbean and Latin America?

terms to know:  Olympe de Gouges, Napoleon Bonaparte, Toussaint Louverture, Simon Bolivar
**response paragraph due**

**question:** Choose one of the four figures listed above, and explain that person's historical significance. What important historical changes, if any, did your chosen figure help bring about?

9/20  Economic Modernity in the 18th Century Atlantic World  
Bentley and Ziegler: 650-659  
*Human Record*, 166-171  
**key questions:**  
How was the new practice of coffee drinking in the 18th century symptomatic of an emerging modern international capitalist economy?  
Explain these core principles of Adam Smith's economic theory: self-interest, supply and demand, free market/free trade.  
**terms to know:** joint stock companies, plantation agriculture, mercantilism

9/25  The Industrial Transformation of Work and Society  
Bentley and Ziegler: 660-674  
handout: “Factory Rules”  
**key questions:**  
How did the industrial factory transform work and the work environment?  
What was the impact of the Industrial Revolution upon women, children and family life?  
What were the global effects of industrialization?  
**terms to know:** time discipline, urbanization/migration, socialism

9/27  In-Class Group Discussions: Assessing the Historical Impact of Industrialization  
*worksheet due*

10/2  In-Class Midterm Examination

**Unit Two: Nations, Empires and Colonies, 1848-1914**

10/4  “Societies at Crossroads”: The Ottoman and Russian Empires  
Bentley and Ziegler: 704-716  
*Human Record*: 324-5  
**key questions:**  
What were the main reasons for the decline of the Ottoman Empire in the nineteenth century, and how did reformers attempt to address the Empire's problems?  
Why did the Crimean War prompt Russian leaders to attempt to modernize the country, and how did they do so?  
Why was Russia socially and politically unstable at the turn of the century?
terms to know: Young Turks, Emancipation of the Serfs, Revolution of 1905

10/9 Continuity and Change in Nineteenth Century China and Japan
Bentley and Ziegler: 717-728
Human Record: 362-367
key questions:
What does it mean to say the Chinese Empire was "under siege" in the nineteenth century?
What specific reforms did the Meiji government enact to modernize Japan?
What were the different reactions in Japan to the influence of the West and to modernization in Japan?
terms to know: Opium War, Boxer Rebellion, Meiji Restoration

10/11 Imperialism at the 1889 Paris World’s Fair
Bentley and Ziegler: 730-740
Rudyard Kipling on the “White Man’s Burden”, Bentley and Ziegler, 735
Human Record: 295-302
key questions:
What were the main motives for European imperialism?
What did Rudyard Kipling mean in referring to imperialism as “the white man’s burden”?
What are the three main justifications Jules Ferry gives for French imperialism?
terms to know: British India

10/16 Pre-Colonial Africa
Bentley and Ziegler: 740-743
Achebe: Things Fall Apart, chapters 1-13
key questions:
What kind of person is Okonkwo, and what is his relationship to his society?
What are the main features of Ibo society, as Achebe depicts it in Things Fall Apart?
terms to know: Scramble for Africa, Berlin Conference

*worksheet due

10/18 An African View of Imperialism: Achebe’s Things Fall Apart
Achebe: Things Fall Apart, chapter 14-finish
Human Record: 304-309; 314-317
key questions:
How did the treaties and agreements signed between African and European leaders shape the colonial relationship?
How do the villagers of Umuofia come into contact with Europeans, and what is their reaction to them?
How do the Christian missionaries begin to make headway in converting the villagers to their faith?
What are the possible meanings of Achebe's title, *Things Fall Apart*?

10/23 In-Class Group Discussions: Assessing the Impact of Imperialism
Bentley and Ziegler: 749-754
key questions:
According to the textbook, was the economic legacy of imperialism more a positive or a negative one?
To what degree did imperialism create the conditions for long-term conflict within the colonies?

**Unit Three: Crisis, Conflict and Cataclysm, 1914-1945**

10/25 The Ordeal of Total War: World War I
Bentley and Ziegler: 762-777
*Human Record*: 377-389
course website: view images of Otto Dix, "War" and Kathe Kollwitz, "Images of War"
key questions:
What were the short- and longer-term causes of the First World War?
What does it mean to say that World War I was a “total war”?
Why was World War I so traumatizing for the soldiers who fought it?
terms to know: home front, propaganda, Gallipoli

*Unit Two paper due*

10/30 An Uneasy Peace
Bentley and Ziegler: 777-788; 797-802
*Human Record*: 389-394
course website: view "WWI Peace Settlement maps"
key questions:
Why was the revolution in Russia in 1917 such a significant historical event?
What reforms did the new communist government enact in Russia immediately after coming to power in 1917-1918?
How successful were diplomats at the Paris Peace Conference in creating the conditions for a lasting world peace?
What were the causes and consequences of the Great Depression?
terms to know: Lenin, Wilson's 14 Points, Mandate System

11/1 Liberal Crisis and the Communist and Fascist Alternatives
Bentley and Ziegler: 802-810
*Human Record*: 396-409
key questions:
What were the main beliefs and aims of fascism?
How and why did Stalin undertake a radical modernization campaign in the USSR in the 1930’s?

terms to know: Adolph Hitler, Five Year Plans, Collectivization of Agriculture

11/6 Nationalism, Communism and Political Turmoil in Asia
Bentley and Ziegler: 812-820
Human Record: 442-447; 459-467
key questions:
What is Gandhi’s critique of British rule in India, and why does he recommend nonviolence (satyagraha) as a strategy for Indian independence?
What were the causes of political turmoil in China in the 1920’s?
How does Mao Zedong adapt Marxism to Chinese conditions? What is the political and military strategy he proposes for the Chinese Communist Army?
What explains the rise of ultra-nationalist politics in Japan?
terms to know: Indian National Congress, Japanese imperialism

11/8 World War II
Bentley and Ziegler: 834-848
key questions:
How did Japan and China come into conflict in the 1930's, and what were the Japanese objectives in pursuing aggression in Asia?
What specific events in Europe and Asia brought about the Second World War?
What were the similarities and differences in the conduct of World War I and World War II?
terms to know: Rape of Nanjing, blitzkrieg, Operation Barbarossa

11/13 Atrocities of Modern Warfare: The Holocaust and Hiroshima
Bentley and Ziegler: 848-853
Human Record: 408-424
handout: Bruno Bettelheim, “The Informed Heart”
key questions:
How does Rudolf Höss defend his role in the Holocaust, and is his defense of that role at all credible?
How did American political leaders justify the atomic bombing of Hiroshima and Nagasaki, and is that justification morally acceptable in your view?
How did those who survived the Final Solution and Hiroshima attempt to come to terms with their experiences?
terms to know: Final Solution, comfort women
Unit Four: Global Realignments, 1945-Present

11/15 Godzilla and the Cold War
Bentley and Ziegler: 853-861
key questions:
How did the United States and Soviet Union go so quickly from being allies to antagonists in the first years after the war? How exactly did the two countries view one another in these years?
How did the Cold War play out on a global scale?
In what ways can it be said that Godzilla is an artifact of the Cold War?
terms to know: United Nations, Berlin Wall, Korean conflict

11/20 Independence and its Aftermath in India
Bentley and Ziegler: 864-868
“Muhammad Ali Jinnah on the Need for a Muslim Pakistan”, Bentley and Ziegler p. 869
Human Record: 487-491
key questions:
How did religious tensions play out in Indian politics during and after the country’s gaining of independence from British Imperial control?
terms to know: non-alignment, Narmada Dam

*Unit Three paper due

11/27 Nationalism, Religion and Political Conflict in the Middle East
Bentley and Ziegler: 871-873; 882-883
key questions:
How did Israel become an independent state after the war, and what were the consequences of that event for the region of the Middle East?
What were the main objectives of Arab nationalists like Gamal Abdel Nasser?
What is “Islamism”, and why has it grown in influence in the Middle East in recent decades?
terms to know: Suez Crisis, Iranian Revolution of 1979
*extra credit option

11/29 Decolonization in Africa
Bentley and Ziegler: 873-879
“Kwame Nkrumah on African Unity”, Bentley and Ziegler, p. 877
Human Record: 482-487
key questions:
Why did Kwame Nkrumah believe pan-African unity to be the most promising course for the newly independent nations of Africa?
What are the main challenges that have hindered national unity and economic development in many areas of Africa since independence?
How did ethnic tensions lead to political instability and violence in Nigeria after independence?

*extra credit option

12/4 Communist Decline and the Chinese Transformation
Bentley and Ziegler: 879-881; 890-896
*Human Record*: 509-518

key questions:
How and why did Deng Xiaoping propose a change of course in China?
What were the criticisms of the Soviet system offered by Soviet leader
Mikhail Gorbachev in the 1980’s?
What specific events in the 1980's brought on the end of the Cold War and
Soviet Communism?

*terms to know:*
the Great Leap Forward, Chinese Cultural Revolution

12/6 Globalization
Bentley and Ziegler: 896-903
Faïza Guène, *Kiffe-Kiffe Tomorrow*

key questions:
What is globalization?
What are the main economic and cultural changes associated with
globalization?
In what ways has the world become more culturally integrated over recent
years?
In what ways might it be said that Dora, the 15-year old narrator of *Kiffe-
Kiffe Tomorrow*, is a product of globalization? How does Dora
grapple with the challenges in her life?

*Final Examination*