

World Civilizations II

Fall 2014

University of Massachusetts-Lowell

Professor Patrick Young

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office hours: Tuesdays 9:15-10:45, Thursdays 12:30-1:45, and by appointment

Course Description

This course will survey major developments in modern world history from the late eighteenth century through the present. Its main overarching subject 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 texts and personal memoirs; and visual sources such as art, popular illustrations, photography and film. 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 major 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. Additional readings, and all images shown in class, will be housed on the course website.

Robert W. Strayer, *Ways of the World: A Brief Global History*, Second Edition, Volume II: Since the Fifteenth Century (New York: MacMillan, 2013)

Chinua Achebe, *Things Fall Apart* (New York: Anchor, 1994).

Faïza Guène, *Kiffe-Kiffe Tomorrow* (Boston: Mariner, 2006).

Course Website

The course website can be accessed by logging in at:

<https://continuinged.uml.edu/login/login.cfm>

The website is a vital component of the course, and employs the Blackboard Learn course management software. All of the essential assignments, class readings, images and other course materials will be posted there. You should log on as soon as possible and familiarize yourself with the website's content.

Please contact me, or Continuing Ed if you are having any difficulties whatsoever at any point in accessing or using the course website.

Course Requirements

The work of the course will break down as follows:

- Unit One document analysis, worksheet and test 20%
- Unit Two worksheet and paper 20%
- Unit Three paper 20%
- final examination/paper 25%
- class participation 15%

Due dates for the assignments are provided below. There will also be opportunities for extra credit work in the final unit of the course.

***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, unless I agree to an exception. 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 expected to participate in an active and informed way during the semester. Each individual class will center around direct analysis and discussion of assigned readings and PowerPoint images, and provide ample opportunity for participation. In addition, students will sign up at the beginning of the term to be "primary discussant" during a single class of their choosing, in which they will play a lead role in discussing the topic at hand. As part of that requirement, the primary discussants must submit answers to that day's "discussion questions" to me via email at least one hour in advance of the class, along with any questions of their own they may wish to raise for discussion.

The primary discussant work will be combined with a grade for daily participation, to produce an overall class participation 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. It goes without saying that cell phone usage and text messaging are strictly forbidden in class.

Schedule of Classes

9/4 Course Introduction

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

9/9 A Modern View of Human Nature? The Enlightenment
reading:

Strayer, *Ways of the World*: 517-520
John Locke, "On Human Understanding," handout
Jean-Jacques Rousseau, "Emile," handout

discussion questions:

What is meant by the term "Enlightenment"?
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 might the educational theories of Locke and Rousseau suggest a "modern" view of human nature?

9/11 Political Revolution in Europe and North America

reading:

Strayer, *Ways of the World*: 535-546
preamble to The Declaration of Independence, course website
"Declaration of the Rights of Man and of the Citizen", course website

discussion 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?
How did the American and French Revolutions differ in their historical outcomes?

9/16 The Spread and Legacies of Revolution

reading:

Strayer, *Ways of the World*: 546-565

discussion questions:

What were the causes and consequences of the political upheaval in the French Caribbean colony of Saint Dominique (Haiti)?
How did the Spanish and Portuguese colonies of Latin America achieve their independence in the early nineteenth century?

What were the main historical “echoes” of the Atlantic Revolutions, according to the textbook?

***one page document analysis due**

9/18 New Commercial Exchanges of the 18th Century Atlantic World

reading:

Strayer, *Ways of the World*: 567-573

Catherine M. Tucker, “Coffee and the Rise of the World System,”
course website

Adam Smith, “The Wealth of Nations”, course website

discussion questions:

How did the trade and consumption of coffee reflect 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.

What was/is the Industrial Revolution, and why did it take root first in Europe?

9/23 The Industrial Transformation of Work and Society

reading:

Strayer, *Ways of the World*, 575-586

“Factory Rules,” handout

discussion questions:

How did the industrial factory transform work and the work environment?

What specific social changes followed from industrialization?

How did industrialization give rise to new forms of social and political mobilization and protest?

How did industrialization in Europe more broadly affect international economic relationships in the world?

9/25 In-Class Group Discussions: Assessing the Historical Impact of Industrialization

***worksheet due**

9/30 **In-Class Midterm Examination**

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

10/2 ‘Empires in Collision’: Chinese and Ottoman Decline in the Nineteenth Century

reading:

Strayer, *Ways of the World*, 639-655

Li Hung-Chang, “Report to the Emperor: Problems of Industrialization,”
course website

discussion questions:

What were the domestic and foreign problems that led to China’s “century of crisis”?

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?

What were the outcomes of reform efforts in the Chinese and Ottoman Empires?

10/7 Modernization and Cross-Cultural Encounter in Japan: A Study of Images
reading:

Strayer, *Ways of the World*, 655-664

“Images of the West in Late Tokugawa and Meiji Japan”, course website

discussion questions:

What internal changes were at work in Tokugawa Japan in the first half of the nineteenth century?

How did the Japanese response to increased Western power and influence in the nineteenth century resemble and/or differ from that in China and the Ottoman Empire?

What specific reforms did the Meiji government enact to modernize Japan?

What were the different reactions within Japan to the influence of the West and to modernization?

10/9 The Drive to Empire

reading:

Strayer, *Ways of the World*, 603-617

choose one:

“Images of Imperialism in Great Britain,” course website

Rudyard Kipling, “The White Man’s Burden,” course website

Jules Ferry, “Speech Before the French National Assembly,” course website

discussion questions:

What economic and cultural factors drove European imperialism in the nineteenth century? How did Europeans justify empire?

How did European nation-states, along with Japan and the United States, establish colonial holdings in the later nineteenth century?

What were the different ways in which populations in the newly-established colonies responded to foreign imperial control?

10/14 Pre-Colonial Africa

reading:

Achebe: *Things Fall Apart*, chapters 1-13

discussion questions:

What is Okonkwo like as a character, and what is his relationship to his society?

What are the main features of Ibo society, as Achebe depicts it in *Things Fall Apart*?

How would you characterize Achebe's own point of view on Okonkwo and Ibo society?

***worksheet due**

10/16 An African View of Imperialism: Achebe's *Things Fall Apart*
reading:

Achebe: *Things Fall Apart*, chapter 14-finish

discussion questions:

How in the novel 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 train of events leads to Okonkwo's undoing in the final part of the novel?

What are the possible meanings of Achebe's title, *Things Fall Apart*? In what sense exactly do things "fall apart" for Okonkwo and Umuofia?

10/21 Assessing the Historical Impact of Imperialism: In-Class Group Discussions
reading:

Strayer, *Ways of the World*, 617-635

Unit Three: Encounters with 'Total War,' Revolution and Genocide, 1914-1945

10/23 The Ordeal of 'Total War': World War I
reading:

Strayer, *Ways of the World*, 675-684

choose one:

Henry S. Clapham, "Mud and Khaki, Memoirs of an Incomplete Soldier", course website

"Memories of Senegalese Soldiers," course website

"Images of War: Otto Dix and Kathe Kollwitz", course website

discussion 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?

Why was the war such an unsettling event within world history?

***Unit Two paper due**

10/28 Popular Revolutions of the Twentieth Century: Mexico, Russia and China
reading:

Strayer, *Ways of the World*, 713-732

"Anna Dubova, A Russian Peasant Girl and Urban Woman," in Strayer, 730-731

Deng Yingchao, "The Spirit of the May 4th Movement," course website
"Women and Revolution" image file, course website

discussion questions:

- How did communism become a global phenomenon in the twentieth century world?
- What were the similarities and differences in the communist revolutions of Russia and China?
- What policies did the Russian and Chinese Communist governments adopt to build socialism within their respective countries, and how successful were they?
- How did women figure in these revolutions, and how were their roles affected by them?

10/30 Radical Nationalism in Europe and Asia

reading:

Strayer, *Ways of the World*, 684-697
"Ideologies of the Axis Powers," course website

discussion questions:

- What were the causes and consequences of the Great Depression?
- What were the main beliefs and aims of fascism, and why did it become an appealing alternative to liberal democracy?
- How did Japan move toward authoritarian government in the 1930's, and what were the similarities and differences between Japanese nationalism and European fascism?

11/4 The Return of Total War: World War II

reading:

Strayer, *Ways of the World*: 697-706
Iris Chang, excerpt from "The Rape of Nanjing," course website

discussion questions:

- 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?
- Why were acts of atrocity such as the Rape of Nanjing such a regular occurrence during the war? What conditions enabled these acts to occur?

11/6 Considering Twentieth Century Genocide

reading:

Rudolf Höss, "Memoirs", course website
Bruno Bettelheim, "The Informed Heart", course website
"Etty Hillesum, Witness to the Holocaust," Strayer pp. 704-705

questions for discussion:

- How does Rudolf Höss defend his role in the Holocaust, and is his defense of that role at all credible?

How did those who experienced the Final Solution attempt to come to terms with their experiences, both during and after the ordeal?

11/13 Godzilla! Hiroshima, the Cold War and Globalization

reading:

Strayer, *Ways of the World*, 732-738

discussion questions:

What is meant by the term “Cold War”?

How did the Cold War play out on a global scale?

How did the character of *gojira* (Godzilla) reflect its historical context?

***Unit Three paper due**

Unit Four: Global Realignment, 1945-Present

11/18 The End of Empire

reading:

Strayer, *Ways of the World*, 749-759

Mohandas Gandhi, “Indian Home Rule,” course website

Jawaharlal Nehru, “On Gandhi”, course website

discussion questions:

What “conjuncture” of historical forces brought about the end of European empire after 1945, according to Strayer?

How did the Indian National Congress become a powerful force of opposition to British imperial control on the Indian Subcontinent?

What political and religious divisions found expression in the drive to Indian independence?

11/20 Pathways to Independence: Challenges of Economic Development

reading:

Strayer, *Ways of the World*, 771-774

Jacques Leslie, “Large Dams Just Aren’t Worth the Cost,” course website

discussion questions:

What were some of the impediments to economic development in newly-established independent nations?

How did the countries of Latin America and East Asia differently adapt to the challenges of development and integration into the world market?

What were the motivations driving large-scale dam construction projects after 1945, and what are some of the criticisms leveled at such projects?

11/25 Postcolonial Nationalism, Religion and Political Conflict: The Case of the Middle East

reading:

Strayer, *Ways of the World*, 775-779

Gamal Abdel Nasser, “Speech on Victory Day, 1961”, course website

discussion 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?
- Compare how the role of Islam in public life has been differently defined in Turkey and Iran.

11/26 Communist Decline and the Chinese Transformation

reading:

- Strayer, *Ways of the World*, 739-745
- Deng Xiaoping, "Speeches and Writings", course website
- Mikhail Gorbachev, "Perestroika", course website

discussion questions:

- What were the main historical causes behind the decline and ultimately the end of what Strayer terms the "communist experiment"?
- What proposals did the leaders Deng Xiaoping and Mikhail Gorbachev introduce in the 1980's to reform their respective Communist systems?
- What specific events in the 1980's brought on the end of the Cold War and Soviet Communism?

12/2 Globalization: Economic and Cultural Integration

reading:

- Strayer, *Ways of the World*, 783-795
- Faïza Guène, *Kiffe-Kiffe Tomorrow*, 1-42

discussion questions:

- What is globalization?
- What are the main economic changes associated with globalization, and what specific divisions has globalization engendered?
- How has America's global role been impacted by the globalization and the end of the Cold War?

12/4 Identity and Dislocation in the Global Present: A Teenager's Story

reading:

- Faïza Guène, *Kiffe-Kiffe Tomorrow*, 43-179

discussion questions:

- 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, and how effective is she in doing so?

12/9 Final Review

***Final Examination/Paper**

