

World Civilizations II

Spring 2017

University of Massachusetts-Lowell

Professor Patrick Young

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office hours: Tuesday 9:30-11, Thursday 11-12:30

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 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
- relate and compare historical developments in different parts of the world
- better historicize issues of contemporary global importance
- 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

*This course satisfies the “Diversity and Cultural Awareness” (DCA) requirement for the Core Curriculum’s Essential Learning Outcomes

Required Texts

The following are the required texts for the course. They are available at the University bookstore, and should be purchased as soon as possible. Additional readings indicated on the syllabus, as well as all images shown in class and/or needed for assignments, will be housed in digital format on the course website.

Robert W. Strayer, *Ways of the World: A Brief Global History*, Third Edition, Volume II: Since the Fifteenth Century (New York: MacMillan, 2016)

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

Course Website

The course website can be accessed by logging in at:

<https://lowell.umassonline.net/webapps/login/>

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 Information Technologies, if you are having difficulties 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/Assignment 25%
- class participation 15%

Due dates for the assignments are provided below. There will also be opportunities for extra credit work, as circumstances allow.

note on late work: Late written work cannot be accepted without penalty unless arrangements are made with me in advance of the due date (24 hours at least). Written work should also be submitted directly to me in hard copy format, unless I agree to electronic submission. 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 required work in timely fashion.

note on academic integrity: Students are advised to review the University's policy on academic integrity, especially as it relates to plagiarism and other instances of academic fraud:

<https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Academic-Integrity.aspx>

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” for at least one class of their choosing, in which they will play a lead role in discussing the topic at hand. As part of that obligation, the primary discussants are required to 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. Texting and computer usage unrelated to course content are strictly forbidden in class, and will also diminish the class participation grade.

Schedule of Classes

1/17 Course Introduction

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

1/19 A Modern View of Human Nature? The Enlightenment
reading:

Strayer, *Ways of the World*, 671-674

John Locke, “Some Thoughts Concerning Education,” 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?

1/24 Political Revolution in Europe and North America

reading:

Strayer, *Ways of the World*, 697-708

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?

How do the American Declaration of Independence and the French Declaration of Rights of Man and Citizen define the nature of government, and what is “revolutionary” about these documents?

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

1/26 The Spread and Legacies of Revolution

reading:

Strayer, *Ways of the World*, 709-728

discussion questions:

What were the causes and consequences of the political upheaval in the French Caribbean colony of Saint Dominque (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?

***document analysis assignment due**

1/31 New Commercial Exchanges of the 18th Century Atlantic World

reading:

Strayer, *Ways of the World*, 620-632

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

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

discussion questions:

What were the main historical causes and consequences of the dramatic expansion of the Atlantic slave trade in the eighteenth and nineteenth centuries?

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.

2/2 The Industrial Transformation of Work and Society

reading:

Strayer, *Ways of the World*, 737-757

“Factory Rules,” handout

Gustave Doré, “London: A Pilgrimage,” image file on course website

discussion questions:

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

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

What specific social changes followed from industrialization? What can Gustave Doré’s illustrations tell us about how industrialization affected society?

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?

2/7 In-Class Group Discussions: Assessing the Historical Impact of Industrialization
*worksheet due

2/9 **In-Class Midterm Examination**

Unit Two: Nations, Empires and Cross-Cultural Encounter, 1848-1914

2/14 ‘Empires in Collision’: Chinese and Ottoman Decline in the Nineteenth Century

reading:

Strayer, *Ways of the World*, 833-851

“Emperor Qianlong: Edict on Trade with Great Britain,” course website

“Commercial Convention (Balta Liman): Britain and the Ottoman Empire,” 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 can the Chinese emperor’s edict and Balta Liman treaty tell us about how the relationship between Asia and the West was changing in the nineteenth century?

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

2/16 Modernization and Cross-Cultural Encounter in Japan: A Study of Images

reading:

Strayer, *Ways of the World*, 852-861

“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 can the illustrations tell us about Japanese reactions to the Meiji modernization program, and to the increased cultural influence of the West upon Japan?

2/21 **Monday Class Schedule; No Class**

2/23 The Drive to Empire

reading:

Strayer, *Ways of the World*, 787-801

choose one:

Jules Ferry, "Speech Before the French National Assembly,"
course website

Rudyard Kipling, "The White Man's Burden," course website
"Images of Imperialism in Great Britain," 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?

2/28 Pre-Colonial Africa

reading:

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

discussion questions:

What is Okonkwo like as a character, and how does he relate to others, and to his society more generally?

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**

3/2 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?

3/7 Assessing the Historical Impact of Imperialism: In-Class Group Discussions

reading:

Strayer, *Ways of the World*, 802-823

Unit Three: Twentieth Century Encounters with ‘Total War,’ Revolution and Genocide

3/9 Twentieth Century Popular Revolt: The Case of Mexico
reading:

Strayer, *Ways of the World*, 766-772

“History of Mexico City” short documentary on Diego Rivera murals, at
<https://www.youtube.com/watch?v=O-DKc4i5bIQ>

discussion questions:

What were the main characteristics of political and social development in Latin America over the course of the nineteenth century?

How did Latin America relate economically to the Industrial West, and to the world economy, in the nineteenth century?

What were the causes and consequences of the Mexican Revolution?

***Unit Two paper due**

Spring Break

3/21 The Trauma of ‘Total War’: World War I
reading:

Strayer, *Ways of the World*, 881-891

choose one group for focus:

1. frontline soldiers

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

Otto Dix, “Der Krieg/The War”, image file on course website

2. women

Naomi Loughnan, “Genteel Women in the Factories,” course website

Kathe Kollwitz, “Krieg/War”, image file on course website

3. colonial subjects

“Memories of Senegalese Soldiers,” course website

WWI propaganda posters, 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 and societies that fought it?

Why is the war considered by historians to be such an unsettling event within world history?

***optional worksheet due**

3/23 Revolutionary Change in Russia and China
reading:

Strayer, *Ways of the World*, 929-947

Mao Tse Tung, "Women and the Revolution," course website
"Anna Dubova, A Russian Peasant Girl and Urban Woman," in Strayer,
730-731

"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 social roles impacted by them?

***optional worksheet due**

3/28 Capitalist Crisis and the Rise of Radical Nationalism in Europe and Asia

reading:

Strayer, *Ways of the World*, 891-906

Benito Mussolini, "The Political and Social Doctrine of Fascism," course website

"Cardinal Principals of the National Entity of Japan," 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?

3/30 The Return of Total War: World War II

reading:

Strayer, *Ways of the World*, 906-916

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 did acts of atrocity such as the Rape of Nanjing recur with such frequency during the war? What conditions enabled these acts to occur?

4/4 Considering Twentieth Century Genocide

reading:

Rudolf Höss, "Memoirs", course website

Bruno Bettelheim, "The Informed Heart", course website
"Etty Hillesum, Witness to the Holocaust," Strayer 902-903

questions for discussion:

What specific historical circumstances gave rise to the Holocaust?
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?

***optional worksheet due**

Unit Four: Global Realignments and Problems, 1945-present

4/6 Godzilla! Hiroshima, the Cold War and Globalization

reading:

Strayer, *Ways of the World*, 947-958
"The Decision to Drop the Atom Bomb," course website
"Recollections of Hiroshima Survivors," course website

discussion questions:

What considerations shaped the American decision to drop the atomic bomb on Japan in the later stages of the war?
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?

4/11 The End of Empire and "Decolonization"

reading:

Strayer, *Ways of the World*, 975-987
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?

***Unit Three Assignment due**

4/13 Post-Colonial Possibilities and Challenges in Africa

reading:

William Duiker and Jackson Spielvogel, "The Struggle for Independence in Africa," course website
Patrice Lumumba, "Independence Day Speech," course website
Ngugi wa Thiong'o, "Minutes of Glory," course website

discussion questions:

How did former European colonies in Africa win their independence from colonial control in the 1950's and 1960's?

What political and economic challenges have complicated or undermined the establishment of stable and independent nation-states in post-colonial Africa?

What, if anything, do the struggles of Wanjiru/Beatrice in "Minutes of Glory" reveal about the larger challenges of the new post-colonial era in Africa?

4/18 Political Turmoil in the Contemporary Middle East: Three "Moments"

reading:

William Duiker and Jackson Spielvogel, "Crescent of Conflict," course website

Gamal Abdel Nasser, "Speech on Victory Day, 1961", course website

Ayatollah Khomeini, "America, the Great Satan" (1980), 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?

How has oil production impacted the region's economic and political fortunes?

How exactly has the "Islamic Revival" affected politics and social life in the contemporary Middle East?

4/20 Communist Decline and the Chinese Transformation

reading:

Strayer, *Ways of the World*, 958-965

Deng Xiaoping, "Speeches and Writings", course website

Wang Xin, "A Chinese Peasant Maps His Road to Wealth, 1984", 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?

How did Wang Xin experience and perceive changes in the course of the Chinese communist revolution?

4/25 Globalization and its Discontents

reading:

Strayer, *Ways of the World*, 1023-1036

discussion questions:

What is globalization?

What are the main economic changes associated with globalization, and what specific divisions and criticisms has globalization engendered?

How has America's global role been impacted by the globalization and the end of the Cold War?

4/27 Final Examination/Paper Review

***Final Examination/Paper**