

SE '00
HE 15220
Poy

Chaminade University
History 152: World Civilizations II
Off-Campus Evening Program

Syllabus

Instructor: Kris Matsumoto
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Course Description: History 151 & 152 examine the development of World Civilizations and their historical interactions in order to provide a framework for understanding the modern world. History 152 focuses on World Civilizations since AD 1500.

Texts: A History of World Societies, 4th ed., vol. 2, by McKay, Hill and Buckler

Student Responsibilities:

- **Students are responsible for all deadlines and all material covered in class and are encouraged to attend class regularly and to take notes.**
- Students are urged to read the material in the text before coming to class, and are urged to review the material again after class in order to master the terms and concepts covered during the lectures.
- Vocabulary terms and essay questions will be provided before the tests and students are urged to prepare written responses or outlines to prepare for tests.
- Grades are not arbitrarily assigned; rather, students will receive the grades they earn.
- **Scores for work that is not submitted when due will be reduced by one letter grade, unless documentation from a supervisor or health care professional is provided.**
- **This is an accelerated course. Make note of the deadlines and plan ahead; do not leave things to the last minute.**

Course Evaluation: Student performance will be evaluated as follows:

1.	Two Vocabulary Tests (Short Essay) (Weeks 4 and 9)	20%
2.	Midterm Examination (Essay) (Week 5)	20%
3.	Final Examination (Essay) (Week 10)	20%
4.	Two Short Research Papers (Weeks 4 and 9)	20%
5.	Oral Presentations	20%

Note: Cheating and plagiarism are grounds for disciplinary action.

Oral Presentations:

- Students will prepare and present at least two oral presentations (depending upon the size of the class) based on a relevant topic in the history of World Civilizations.
- **Presentations will be made when scheduled and cannot be rescheduled or made up unless written documentation from a supervisor or health care provider is timely submitted.**
- This activity will require some research.
- Library sources are recommended.
- Our textbook may be used, but other sources should be consulted as well.
- Students may use the research conducted for these presentations in the preparation of their research papers.
- These presentations are designed to enhance and supplement the material covered in class.
- Students are encouraged to make use of photographs, videorecordings, and other media.

- Students will not be permitted to read their papers; instead, students will prepare and submit an outline which they may consult while speaking before the class.

Guidelines for Papers:

- Each student will submit two short papers.
- Each paper must be at least 5 pages in length. (This is a minimum requirement.)
- This does not include cover pages, illustrations or bibliographies.
- A formal outline identifying your thesis statement must be submitted with each paper.
- Each paper must be typed and double-spaced.
- Margins--top, bottom, left and right--may not exceed one-inch.
- Font size may not exceed 12 pitch; pages must be numbered.
- You must consult and make reference to at least 5 sources.
- It is recommended that you purchase and consult an English reference manual in order to conform the format of your paper to a system of uniform citation (e.g., Chicago Manual of Style)
- Please be sure to restate the material you use in your own words. (Avoid plagiarism.)
- Please do not use general encyclopedias.
- Please do not use children's books.
- Your research should be balanced. When possible, you should consult different types of materials (primary sources, secondary sources in the form of monographs, periodicals, etc.).
- It is highly recommended that you conduct your research at the State Library located on Punchbowl Street.
- Do not write your paper exclusively from one source.
- Do not write your paper exclusively from the internet.
- Your paper should contain some critical analysis and should not be primarily a recitation of historical facts.
- Proof read your paper for grammatical and typographical errors, and make the necessary corrections before submission.
- Do not turn in a paper you prepared for another class or a paper prepared by someone else.
- Please see me if you would like me to review an outline or draft of your paper.
- Papers will not be returned.
- **Points will be deducted for failing to conform to the standards enumerated above. This is a college course and the appropriate standards apply to all work prepared for this class.**

Class Schedule:

Wk.: Topics & Reading Assignments:

1 Age of Discovery, Reformation, Wars of Religion

Essay Questions:

1. What was the "Age of Discovery"? What consequences did "discovery" have for the native peoples of the "New World"?
2. What factors contributed to the wars of religion in Germany and France? How were the conflicts ultimately resolved?

Vocabulary Terms:

Age of Discovery: Leif Erikson, Vikings, Henry the Navigator, Ferdinand and Isabella, Columbus, Vasco da Gama, Pedro Alvarez Cabral, Hernando Cortes, Tenochtitlan, Aztec Empire, Montezuma, Inca Empire, Cuzco, Huayna Capak, Huascar, Atauhualpa, split

inheritance, cult of the mummies, Francisco Pizarro, encomienda system, Indian Wars; **Protestant Reformation/Wars of Religion:** Protestant Reformation, Roman Catholic Church, sacraments, transubstantiation, consubstantiation, Martin Luther, indulgences, sola fide, Karl V, Ulrich Zwingli, Anabaptists, John Calvin, Huguenots, St. Bartholomew's Day Massacre, Henry of Navarre, Thirty Years War, Holy Roman Empire, Habsburg Dynasty, Gustavus Adolphus, Peace of Westphalia, Catholic Reformation, Counter Reformation, Council of Trent, Ignatius Loyola, Society of Jesus

2 **Absolutism, Rise of Constitutionalism in England, Eastern Europe**

Essay Questions:

1. What are the principle features of an absolute monarchy? Trace the rise of absolutism in France.
2. Describe the social, economic and political differences between Eastern Europe and Western Europe in the early modern period.
3. What was the Holy Roman Empire? How did it differ from the nation states in Western Europe?
4. What factors contributed to the coming of the Glorious Revolution? What permanent political changes resulted from the event?

Vocabulary Terms:

Absolutism (France): Henry of Navarre, Cardinal Richelieu, Louis XIV, Versailles, Mazarin, Colbert, Mercantilism; **Constitutionalism (England):** Tudor Dynasty, Stuart Dynasty, Henry VIII, Elizabeth I, James I, Charles I, Charles II, English Civil War, Cromwell, James II, Glorious Revolution, William of Orange, William and Mary, Bill of Rights; **Eastern Europe:** Prussia, Hohenzollern Dynasty, Fredrick William the Great Elector, Fredrick II, Austria, Habsburg Dynasty, Maria Theresa, Joseph II, Magyars, Russia, Romanov dynasty, Catherine the Great, Nicholas II, serfdom, Ottoman Empire, Ottoman Turks

3 **Scientific Revolution, Enlightenment, American Revolution**

Essay Questions:

1. What was the "Scientific Revolution"? How did the Scientific Revolution affect the authority of the church and political leaders of Europe?
2. What was the Enlightenment? Compare and contrast the ideas of Voltaire, Montesquieu and Rousseau and the impact they had on European society and politics.
3. What factors contributed to the coming of the American Revolution? Describe the principle features of new government created by the U.S. Constitution.

Vocabulary Terms:

Scientific Revolution/Enlightenment: Aristotle, Nicholas Copernicus, Tyco Brache, Johannes Kepler, Galileo Galilei, Sir Isaac Newton, Principia, John Locke, Francis Bacon, Enlightened Despotism, Voltaire, Montesquieu, Rosseau; **American Revolution:** Seven Years War, Stamp Act, American Revolution, Declaration of Independence, George Washington, Benjamin Franklin, Thomas Jefferson, James Madison, U.S. Constitution, Bill of Rights

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Vocabulary Test #1; Paper #1 due in class; French Revolution, Napoleonic Era, Congress of Vienna

Essay Questions:

1. What factors contributed to the coming of the French Revolution? How do you account for the different phases of the Revolution?
2. Trace Napoleon Bonaparte's rise to power in France. What consequences did his rise to power have for the rest of Europe?
3. Describe the political settlement adopted by the Great Powers at the Congress of Vienna. What were their objectives and how successful were they in achieving them?
4. What was the "Industrial Revolution"? How did it alter European society and politics?

Vocabulary Terms:

French Revolution/Napoleonic Era: Louis XVI, Marie Antoinette, French Revolution, Third Estate, Tennis Court Oath, Storming of the Bastille, Robespierre, Reign of Terror, Napoleon Bonaparte, Josephine, Directory, Continental System, 100 Days, Waterloo;
Congress of Vienna: Rosetta Stone, Count Klemens von Metternich, Balance of Power, Conservatism, Liberalism, Revolutions of 1848

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Midterm Examination

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Nationalism, Socialism; Slavery, Civil War; China, Japan

Essay Questions:

1. Describe the principle tenets of Conservatism, Liberalism and Socialism and how they shaped European politics in the 19th Century.
2. How did the ideas of Karl Marx differ from those of the Utopian Socialists who preceded him? After his death, the Socialist movement split into two camps. What were they called, and how did their tactics differ?
3. Describe the "tributary system" and the maritime voyages of Admiral Cheng Ho during the Ming dynasty. What do they reveal about China's view of itself vis-a-vis other nations. How was this view different from that of the European powers?
4. Describe the process of the political unification of Japan in the 16th century. How did the Tokugawa bakufu consolidate its control over the country?

Vocabulary Terms:

Conservatism, Liberalism, Socialism, Utopian Socialism, Scientific Socialism, Karl Marx, Friedrich Engels, Communist Manifesto, Industrial Revolution, steam engine, Revolutions of 1848, Socialism, Communism; China/Japan: Mongols, Genghis Khan, Kublai Khan, Marco Polo, tributary system, Ming Dynasty, Cheng Ho, eunuchs, Confucianism, Shinto, Buddhism, Yamato, Fujiwara, samurai, Minamoto no Yoritomo, Kamakura bakufu, Ashikaga bakufu, daimyo, Zen Buddhism, Oda Nobunaga, Toyotomi Hideyoshi, Tokugawa Ieyasu, Battle of Sekigahara, *sakoku*, alternate residence, Deshima, 47 Ronin, Commodore Perry, Meiji Restoration

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Unification of Germany, Unification of Italy, Congress of Berlin, Eastern Question, World War I, Treaty of Versailles

Essay Questions:

1. Describe the process of political unification in Germany and Italy. How did these events alter the balance of power in Europe?
2. What factors contributed to the coming of the American Civil War? Describe the post-war settlement.
3. Although slavery was abolished after the American Civil War, the freed slaves and other African-Americans did not find their condition very much improved. Explain.
4. What factors contributed to the outbreak of the First World War? What events helped to turn the tide in favor of the Entente?

Italian/German Unification: Count Camilo Cavour, Victor Emmanuel, Piedmont-Sardinia, Count Otto von Bismarck, Junkers, Schleswig-Holstein, Alsace-Lorraine, Revanche;

American Civil War: Slavery, Trans-Atlantic Slave Trade, Missouri Compromise, Harriet Tubman, Abolitionist Movement, Underground Railroad, Frederick Douglass, American Civil War, Bleeding Kansas, John Brown's Raid, Fugitive Slave Act, Fort Sumter, Abraham Lincoln, Bull Run, Antietam, Gettysburg, Robert E. Lee, Ulysses S. Grant, **Emancipation Proclamation**, **Reconstruction**, Reconstruction Amendments, sharecropping system, Jim Crow, Plessy v. Ferguson, Indian Wars, Ghost Dance Movement; **World War I:** Imperialism, Nationalism, Ottoman Empire, Eastern Question, Balkans, Bulgaria, Rumania, Serbia, Sarajevo, Bosnia-Herzegovina, Franz Ferdinand, Franz Josef, Schlieffen Plan, World War I, Triple Alliance, Entente, Wilhelm II, blank check, trench warfare, war propaganda, Verdun, fin-de-siecle-Vienna

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Russian Revolution, World Economic Crisis, Nazi Machtergreifung

Essay Questions:

1. Describe the events leading to the Bolshevik seizure of power in Russia. Describe the social, economic and political changes accomplished by Lenin and his successors.
2. What were the principle provisions of the Treaty of Versailles? What were the objectives of the Great Powers at the Paris Peace Conference? What was the likelihood that the settlement would preserve peace in the long run?
3. What factors contributed to Hitler's rise to power in Germany? What is meant by the "path of legality"? What impact did the Nazi seizure of power have for Germany and the rest of Europe?

Vocabulary Terms:

Russian Revolution: Nicholas, Alexandria, Rasputin, Kerensky, St. Petersburg, Petrograd, Bolsheviks, Petrograd Soviet, USSR, Lenin, Trotsky, Stalin, Shostakovic, kulaks, Gulag Archipelago; **Peace of Paris:** Treaty of Versailles, war guilt clause, reparations, League of Nations Treaty of Saint Germaine, Treaty of Trianon; **Fascism:** Benito Mussolini, Weimar Republic, hyperinflation, Spirit of Locarno, Great Depression, FDR, New Deal, TVA, Adolf Hitler, NSDAP, "path of legality", Reichstag Fire, Enabling Act, Crystal Night, *Anschluss*, Munich Conference, *Sudetenland*

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Vocabulary Test #2; Paper #2 due in class; World War II, Cold War, Civil Rights

Essay Questions:

1. Discuss the origins and major historical events of the “Cold War.” What impact did the Vietnam War have on the Cold War consensus among American policy makers? Explain how the Cold War finally came to an end.
2. In the middle of the twentieth century African Americans and those sympathetic to their cause began the long struggle to bring an end to prejudice and discrimination, and to procure equality. Discuss the role of individuals like Martin Luther King, Jr., John Lewis, and Rosa Parks and organizations like the SCLC, SNCC, and CORE in the Civil Rights Movement. Explain the significance of the Supreme Court case *Brown v. Board of Education of Topeka, KS (1954)* and the Civil Rights Act (1964) and the Voting Rights Act (1965).

Vocabulary Terms:

World War II: Blitzkrieg, Rommel, Battle of Stalingrad, Red Army, Potsdam, Yalta, FDR, Truman, Churchill, Stalin, D-Day Invasion, Eisenhower, 442 Regimental Combat Team, concentration camps, death camps, Auschwitz, Dachau, Holocaust, submarine warfare, Hans/Sophie Scholl, Klaus von Stauffenberg, **Cold War:** Truman Doctrine, “iron curtain”, Eastern bloc, Berlin Airlift, BRD, DDR, Korean War, JFK, Bay of Pigs, Cuban Missile Crisis, Nikita Khrushchev, LBJ, Vietnam War; **Civil Rights Movement:** Brown v. Board of Education, Thurgood Marshall, Rosa Parks, Emmett Till, Martin Luther King, Jr., John Lewis, Civil Rights Act (1964), Loving v. Virginia, Malcolm X, Elijah Muhammad, Black Panthers