

11/15/201

Course: History, World Civilizations
Time: M-W-F, 9:00 – 9:50
Place: Henry Hall 121
Semester: Fall Day 2000

Instructor: Frank Bailey
Number: office: 735-4888
Office Hours: M-W-F 2:00-3:00
or by appointment

World Cultures in Perspective

Texts: Adler, *World Civilizations*, vol. I, 2nd ed.

Scope of the Course: This course will study the origins, development, achievements, transformations, and passing of several of the world’s major civilizations from about the 1600’s till modern times. We will sample broadly from various regions; however, our emphasis will not necessarily be chronological or even a simple narration of “facts” and dates. Rather, we shall focus upon a critical examination of the key social, cultural, political and economic practices and institutions that allowed past societies to comprehend and confront such universal concerns as survival, government, law, gender, relations, the nature of God(s) and the pursuit of a better life.

Course Objectives: Through the examination of past societies this course will allow you to:

- Develop a better understanding of how different cultures have approached the universal challenges of survival and prosperity
- Develop and comprehend how history is not simply things that happened in the past, but the **study** of a knowable past and there for greatly impacted by the perspectives and ideologies of the present
- Comprehend how history contributes to and defines the present
- Develop a better understanding of the histories of various and diverse regions from across the globe
- Better develop your writing skills as a college level student

Readings: More than anything else, this course is designed around readings and discussions. You should come to each class meeting with the reading assignment completed and with a willingness to engage in a lively discussion that focuses on the themes and content of the reading.

Requirements: There are several requirements for this course. In addition to keeping up with the background readings in the McKay, Hill and Buckler text, you are required to read six short articles drawn from the fields of biographical, social and cultural history; you are expected to write on four of the articles. The writing requirements for these readings consist of a 1 to 2 page essay that addresses key thematic concerns or questions raised by the topics being examined. I will identify these concerns for you well in advance of the assignment’s date. These essays are to be typed and double-spaced. There will also be two examinations, the midterm and the final. These examinations will

focus on key concepts covered and shall not be cumulative, in that, material on the final will consist of topics covered after the midterm. In addition to the readings, essays, and exams, each student will also be responsible for meeting with me 3 times during the semester. These meetings are more for my benefit so that I can gauge the success of the course throughout the semester as well as to allow you, the student, a chance to ask any questions you might have.

Grading: Your examinations are worth 200 points each. The four writings are worth 25 points each for a total of 100 points. In all, the total number of points achievable is 500. The class grading goes as follows:

A = 500-450 C = 399-350
B = 449-400 D = 349-300

Any students who earn less than 300 points will receive an F for the course.

Please note that all written assignments must be handed in on time. Those not done so shall receive a 10-point deduction per day late. For any work not turned in there shall be a penalty of double the face value of the assignment.

Attendance: Students are expected to be on time and in attendance at all class sessions. For each class missed there shall be a ten-point penalty assessed.

Class Schedule

Week 1 Aug 27-31	Introductions Lecture: Review European Expansion Read: chapter 16
Week 2 Sept 3-7	Lecture: Absolutism vs. Constitutionalism in Europe read: chapter 17 Handout
Week 3 Sept 10-14	Lecture: Changing Views in the West The Changing life of the People of Europe Read: chapters 18 and 19
Week 4 Sept 17-21	Lecture: Africa, 1400-1800 The Middle East and India, 1450-1800 Read: chapters 20 and 21 handout
Week 5 Sept 24-28	Lecture: China and Japan 1400-1800 Read: chapter 22

Week 6 Lecture: The revolution in Western Politics, 1775-1815
Oct 1-5 Read: chapter 23
 handout

Week 7 **Midterm**
Oct 8-12 Lecture: The Industrial Revolution
 Read: chapter 24

Week 8 Lecture: Ideologies and Upheavals
Oct 15-19 Read: chapters 25
 handout

Week 9 Lecture: Nationalism the World and the West
Oct 22-26 Read: 26 and 27

Week 10 Lecture: Nation Building
Oct 29- Read: chapter 28
Nov 2 handout

Week 11 Revolutions
Nov 5-9 Read: chapter 29

Week 12 Lecture: War and Revolution
Nov 12-16 Read: chapter 29
 handout

Week 13 Lecture: Nationalism in Asia and Anxiety in the West
Nov 19-23 Read: chapters 30 and 31

Week 14 Lecture: The Second World War
Nov 26-30 Read: chapter 32

Week 15 ~~Lecture~~: Recovery and Crisis after the War
Dec 3-7 Read: chapter 32

Week 16 Lecture: The world in perspective
Dec 10-14 Review

Final Exam To be announced

Frank Bailey
HI 152
Fall 2001

Name: _____
Date: _____

Pretest

Introduction: This "pretest" is a survey designed to gauge, in concert with a "post test" that will be administered at the end of the semester, the progress of this course throughout the semester in order to help me identify areas that need improvement in my teaching so that I can better improve this course and my abilities as an instructor. This survey in no way will impact your grade for this course, either positively or negatively. This "test" is only a tool designed to improve my abilities as an instructor but will only work if you are completely honest in your answers! So please, be honest in your responses.

General Information: Please fill out the following information.

Age: _____ Gender: _____ (M/F) Ethnicity: _____ Major: _____
Class standing: _____ Country/State of Origin: _____

Section I—Historiographic Skills: On a scale from 1 to 5 answer each of the following questions as best you can and be honest, this test will in no way influence your grade in this class.

I am able to demonstrate an understanding of and utilize:

1. critical analysis and its application within the field of History

Strongly Disagree	Disagree	Somewhat	Agree	
Strongly Agree				
1	2	3	4	5

2. analytical reasoning and its application within the field of History

Strongly Disagree	Disagree	Somewhat	Agree	
Strongly Agree				
1	2	3	4	5

3. proper, error free, persuasive writing skills in my assignments

Strongly Disagree	Disagree	Somewhat	Agree	
Strongly Agree				
1	2	3	4	5

4. the importance of interpretation in the field of History

Strongly Disagree	Disagree		Somewhat	Agree
Strongly Agree				
1	2	3	4	5

Section II—Historiographic Interpretations: On a scale from 1 to 5 answer each of the following questions as best you can and be honest, this test will in no way influence your grade in this class.

I am able to demonstrate an understanding of:

1. Marxist interpretations

Strongly Disagree	Disagree		Somewhat	Agree
Strongly Agree				
1	2	3	4	5

- a. Karl Marx argued that class-consciousness was not the key to a socialist revolution. T F

2. Feminist interpretations

Strongly Disagree	Disagree		Somewhat	Agree
Strongly Agree				
1	2	3	4	5

- a. Feminist historical interpretations argue that men have subjugated women. T F

3. Postmodern interpretations

Strongly Disagree	Disagree		Somewhat	Agree
Strongly Agree				
1	2	3	4	5

- a. Postmodernists argue that all history is nothing more than autobiographies of the Historians. T F

4. Ethnographic interpretations

Strongly Disagree	Disagree		Somewhat	Agree
Strongly Agree				
1	2	3	4	5

- a. Ethnographic histories try to examine events in the past from a cross-cultural perspective. T F

5. Historiography

Strongly Disagree	Disagree		Somewhat	Agree
	Strongly Agree			
<hr/>				
1	2	3	4	5

- a. Historiography is the study of historians. T F

Section III—History: In this section please answer to the best of your ability the following multiple-choice questions. Once again this survey in no way will affect your grade for this course.

1. According to Machiavelli, the sole test of “good” government was whether it
 - a. provided the requisite public services
 - b. was based on Christian morality
 - c. allowed the individual true liberty
 - d. was effective
2. Fifteenth-century Europeans were forced to look westward because of territorial expansion by the
 - a. Russians
 - b. Magyars
 - c. Byzantines
 - d. Ottoman Turks
3. Before the Scientific Revolution, Europeans’ view of the Universe was based on the ideas of
 - a. Plato
 - b. medieval scholastics
 - c. Aristotle
 - d. Isaac Newton
4. Leo Africanus is best known for his
 - a. conquest of Songhay
 - b. description of African society
 - c. expulsion of Jesuits from Ethiopia
 - d. role in transatlantic slave trade

5. In Chinese society between 1400 and 1800 the most revered profession was that of
 - a. merchant
 - b. soldier
 - c. farmer
 - d. scholar

6. By the sixteenth century, most Japanese samurai
 - a. possessed large manorial estates
 - b. were salaried fighters employed by great lords
 - c. had adopted Christianity
 - d. had abandoned the *Bushido* code of behavior

7. The primary division within the Jacobins was between
 - a. the mountain and the Plain
 - b. the Girondins and the Mountain
 - c. the Girondins and the sans-culottes
 - d. republicans and royalists

8. The first modern factories arose in the
 - a. furniture-making industry
 - b. steel industry
 - c. textile industry
 - d. ceramics industry

9. The greatest symbol of conservative repression between 1815 and 1871 was the
 - a. Holy Roman Empire
 - b. Holy Alliance
 - c. Bourbon Restoration
 - d. congress system

10. The most striking difference between the new imperialism and the old in the 19th century was the new imperialism's
 - a. violence
 - b. economic domination
 - c. formal political control
 - d. efforts to civilize native peoples

11. Leon Trotsky's role in the Bolshevik seizure of power was
 - a. rather limited
 - b. to recruit military force and reassure the Petrograd Soviet
 - c. to provide ideological justification
 - d. to destroy leftist opposition in the Petrograd Soviet

12. Ho Chi Minh, the young Vietnamese delegate at the Versailles Peace Conference at the end of WWI, is indicative of the
 - a. impact of Wilson on Asian nationalists
 - b. grudging acceptance of the mandate system
 - c. influence of Gandhi's principle of nonviolent resistance
 - d. appeal of Marxism-Leninism among Asian patriots

13. Albert Einstein's theory of special relativity included all of the following statements *except*
 - a. time and space are relative to the viewpoint of the observer
 - b. matter and energy are interchangeable
 - c. a particle of matter contains enormous potential energy
 - d. an atom could be split

14. The strategic decision that most epitomized Hitler's violence and unlimited ambition was the
 - a. offensive into the eastern Mediterranean
 - b. invasion of the Soviet Union
 - c. declaration of war against the United States
 - d. bombing of British cities during the Battle of Berlin

15. World War II was finally brought to an end by the
 - a. conquest of Berlin
 - b. Battle of the Bulge
 - c. Surrender of the German general staff
 - d. Atomic bombs dropped on Japan

16. The "Cold War" was an ideological conflict between
 - a. the East and the West
 - b. the U.S.S.R and the United States
 - c. capitalism and communism
 - d. democracy and communism

17. Post-colonialism refers to
 - a. the spread of European empires across the globe
 - b. the conquest of Spain over the Americas
 - c. the drive for independence by former colonies across the globe after WWII
 - d. an increase in economic dependency by recently politically independent former colonies

18. The Korean war was significant for
 - a. it demonstrated the power of the "new" United Nations
 - b. it demonstrated the dominance of America over the Soviet Union
 - c. it demonstrated the weakness of the Chinese Army
 - d. it made General MacArthur a legend

19. Vietnam was a hot spot during the “cold war” that shattered
- a. the Geneva Peace Accord
 - b. the 50’s self-created image of America as the “white knight” of the world
 - c. the dominance of Communism in Asia
 - d. the Domino theory that shaped American foreign affairs policy
20. The latter half of the 20th century saw the rise of “Globalization” which
- a. has served to maintain the dominance of the “First World” nations over the “Third World” nations
 - b. has promoted a “global” identity at the cost of local indigenous identities
 - c. has served to increase Western hegemony over the globe
 - d. advanced capitalism as the global mode of economic, political and social interaction

Post Test

Introduction: This “post test” is a survey designed to gage, in concert with a “pretest” that was administered at the beginning of the semester, the progress of this course throughout the semester in order to help me identify areas that need improvement in my teaching so that I can better improve this course and my abilities as an instructor. This survey in no way will impact your grade for this course, either positively or negatively. This “test” is only a tool designed to improve my abilities as an instructor but will only work if you are completely honest in your answers! So please, be honest in your responses.

Section I—Historiographic Skills: On a scale from 1 to 5 answer each of the following questions as best you can and be honest, this test will in no way influence your grade in this class.

I am able to demonstrate an understanding of and utilize:

1. critical analysis and its application within the field of History

Strongly Disagree	Disagree	Somewhat	Agree	
Strongly Agree				
1	2	3	4	5

2. analytical reasoning and its application within the field of History

Strongly Disagree	Disagree	Somewhat	Agree	
Strongly Agree				
1	2	3	4	5

3. proper, error free, persuasive writing skills in my assignments

Strongly Disagree	Disagree	Somewhat	Agree	
Strongly Agree				
1	2	3	4	5

4. the importance of interpretation in the field of History

Strongly Disagree	Disagree	Somewhat	Agree	
Strongly Agree				
1	2	3	4	5

Section II—Historiographic Interpretations: On a scale from 1 to 5 answer each of the following questions as best you can and be honest, this test will in no way influence your grade in this class.

I am able to demonstrate an understanding of:

1. Marxist interpretations

Strongly Disagree	Disagree		Somewhat	Agree
Strongly Agree				
<hr/>				
1	2	3	4	5

a. Karl Marx argued that class-consciousness was not the key to a socialist revolution. T F

2. Feminist interpretations

Strongly Disagree	Disagree		Somewhat	Agree
Strongly Agree				
<hr/>				
1	2	3	4	5

a. Feminist historical interpretations argue that men have subjugated women. T F

3. Postmodern interpretations

Strongly Disagree	Disagree		Somewhat	Agree
Strongly Agree				
<hr/>				
1	2	3	4	5

a. Postmodernists argue that all history is nothing more than autobiographies of the Historians. T F

4. Ethnographic interpretations

Strongly Disagree	Disagree		Somewhat	Agree
Strongly Agree				
<hr/>				
1	2	3	4	5

a. Ethnographic histories try to examine events in the past from a cross-cultural perspective. T F

6. By the sixteenth century, most Japanese samurai
 - a. possessed large manorial estates
 - b. were salaried fighters employed by great lords
 - c. had adopted Christianity
 - d. had abandoned the *Bushido* code of behavior

7. The primary division within the Jacobins was between
 - a. the mountain and the Plain
 - b. the Girondins and the Mountain
 - c. the Girondins and the sans-culottes
 - d. republicans and royalists

8. The first modern factories arose in the
 - a. furniture-making industry
 - b. steel industry
 - c. textile industry
 - d. ceramics industry

9. The greatest symbol of conservative repression between 1815 and 1871 was the
 - a. Holy Roman Empire
 - b. Holy Alliance
 - c. Bourbon Restoration
 - d. congress system

10. The most striking difference between the new imperialism and the old in the 19th century was the new imperialism's
 - a. violence
 - b. economic domination
 - c. formal political control
 - d. efforts to civilize native peoples

11. Leon Trotsky's role in the Bolshevik seizure of power was
 - a. rather limited
 - b. to recruit military force and reassure the Petrograd Soviet
 - c. to provide ideological justification
 - d. to destroy leftist opposition in the Petrograd Soviet

12. Ho Chi Minh, the young Vietnamese delegate at the Versailles Peace Conference at the end of WWI, is indicative of the
 - a. impact of Wilson on Asian nationalists
 - b. grudging acceptance of the mandate system
 - c. influence of Gandhi's principle of nonviolent resistance
 - d. appeal of Marxism-Leninism among Asian patriots

5. Historiography

Strongly Disagree	Disagree		Somewhat	Agree
Strongly Agree				
1	2	3	4	5

- a. Historiography is the study of historians. T F

Section III—History: In this section please answer to the best of your ability the following multiple-choice questions. Once again this survey in no way will affect your grade for this course.

1. According to Machiavelli, the sole test of “good” government was whether it
 - a. provided the requisite public services
 - b. was based on Christian morality
 - c. allowed the individual true liberty
 - d. was effective
2. Fifteenth-century Europeans were forced to look westward because of territorial expansion by the
 - a. Russians
 - b. Magyars
 - c. Byzantines
 - d. Ottoman Turks
3. Before the Scientific Revolution, Europeans’ view of the Universe was based on the ideas of
 - a. Plato
 - b. medieval scholastics
 - c. Aristotle
 - d. Isaac Newton
4. Leo Africanus is best known for his
 - a. conquest of Songhay
 - b. description of African society
 - c. expulsion of Jesuits from Ethiopia
 - d. role in transatlantic slave trade
5. In Chinese society between 1400 and 1800 the most revered profession was that of
 - a. merchant
 - b. soldier
 - c. farmer
 - d. scholar

13. Albert Einstein's theory of special relativity included all of the following statements *except*
- time and space are relative to the viewpoint of the observer
 - matter and energy are interchangeable
 - a particle of matter contains enormous potential energy
 - an atom could be split
14. The strategic decision that most epitomized Hitler's violence and unlimited ambition was the
- offensive into the eastern Mediterranean
 - invasion of the Soviet Union
 - declaration of war against the United States
 - bombing of British cities during the Battle of Berlin
15. World War II was finally brought to an end by the
- conquest of Berlin
 - Battle of the Bulge
 - Surrender of the German general staff
 - Atomic bombs dropped on Japan
16. The "Cold War" was an ideological conflict between
- the East and the West
 - the U.S.S.R and the United States
 - capitalism and communism
 - democracy and communism
17. Post-colonialism refers to
- the spread of European empires across the globe
 - the conquest of Spain over the Americas
 - the drive for independence by former colonies across the globe after WWII
 - an increase in economic dependency by recently politically independent former colonies
18. The Korean war was significant for
- it demonstrated the power of the "new" United Nations
 - it demonstrated the dominance of America over the Soviet Union
 - it demonstrated the weakness of the Chinese Army
 - it made General MacArthur a legend
19. Vietnam was a hot spot during the "cold war" that shattered
- the Geneva Peace Accord
 - the 50's self-created image of America as the "white knight" of the world
 - the dominance of Communism in Asia
 - the Domino theory that shaped American foreign affairs policy

20. The latter half of the 20th century saw the rise of “Globalization” which
- has served to maintain the dominance of the “First World” nations over the “Third World” nations
 - has promoted a “global” identity at the cost of local indigenous identities
 - has served to increase Western hegemony over the globe
 - advanced capitalism as the global mode of economic, political and social interaction

Section IV – Course Development: On a scale from 1 to 5 answer each of the following questions as best you can and be honest, this test will in no way influence your grade in this class.

1. Class lectures were effective in helping me with the course materials.

Strongly Disagree	Disagree	Somewhat	Agree
Strongly Agree			
1	2	3	4
			5

2. Group discussions in class were effective in helping me with the course materials.

Strongly Disagree	Disagree	Somewhat	Agree
Strongly Agree			
1	2	3	4
			5

3. The reading and corresponding writing assignments were effective in helping me with the course materials.

Strongly Disagree	Disagree	Somewhat	Agree
Strongly Agree			
1	2	3	4
			5

4. The videos shown in class were effective in helping me with the course materials.

Strongly Disagree	Disagree	Somewhat	Agree
Strongly Agree			
1	2	3	4

Section V – Personal Impute: In the space below please let me know what you would have liked to have done in this course, or not have done, that would have made the class more interesting and instructive.