LEARNING COMMUNITIES: WORLD CIVILIZATION III

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INTRODUCTORY ESSAY

This course is the third in a sequence of World Civilization survey courses offered as part of the Middle Georgia College (MGC) history program, part of the college’s Social Science, Education, and Health and Exercise Science Division. In addition, this course was created to fit into MGC’s Learning Communities program, one of a select group of campus-wide classes connected through a common theme—“Lives in Conflict”—and sharing a common text and campus events which stress that theme.

Middle Georgia College is a predominantly two-year college where every student is required to take at least one World Civilization survey course; as such, the audience for this class is generally the traditional freshman or sophomore college student. Two broad points should be made about this course: first, while it is a World history course, it stresses European, or Western, history more heavily than the rest of the world; and, second, despite the given chronological boundaries of the course, some material does predate 1815.

Over the several years that I taught this course, I consciously decided to teach the class in this manner because I thought it best served the interests of the student body and its composition at MGC. Several factors went into this decision:

First, students at MGC are only required to take one of the three world civilization courses that are offered. We can try to see a trajectory through the study of history and to do so we need to know, as the old adage goes, where we've been to have some idea of where we're going. As a consequence, because most students never had the second of MGC’s World Civilization surveys (and many of the college’s students do not have strong backgrounds in history), I presented material that predates 1815 so that the students could understand this bigger picture/flow of history.

Second, I incorporated conference days and seminar days into the course as a means of involving students in learning in a variety of contexts. Given the time constraints of the course, and in an attempt to show clear trends in history, I stressed Western, or European, history more heavily than other areas. One of the reasons I did this was because what we can see in the period from 1815 to the present is the trajectory of the West in global domination that eventually crumbled as Western hegemony ended, particularly with the devastation of World Wars One and Two. So, a way for me to get the students to think about World history—and at the college we stress the interaction of the world's peoples—was through examining the largely Western-driven forms of imperialism that spread across the globe.
SYLLABUS. WORLD CIVILIZATION III, 1815—PRESENT

TEXT

You can also use just the second half version of the combined text, which is


COURSE DESCRIPTION
This course surveys world history from early modern times to the present (since 1815 A.D.), with major emphasis on the expansion of European civilization and the growing interaction of East and West. During the semester, I will be stressing a “macro” rather than a “micro” approach to history. This means that, while there will be lecturing, I am as much interested in you understanding the broader themes of each unit as the specific events and dates of each unit. As such, the approach is not necessarily chronological, but topical. We will go over major themes in the history of world civilizations from 1815 to the present through lecture and discussion, possible movie watching, timeline exercises, journal keeping, and readings of primary sources. Hopefully, we will be able to spend an equal amount of time covering each unit. Be aware that I consider your textbook as your aid to help you keep a perspective on what the class is covering; it should be helpful in contextualizing what we cover in each unit. It is imperative that you keep up with the assigned primary readings.

LEARNING COMMUNITY
This semester, this course is part of the college’s Learning Community, which will be exploring the concept of “lives in conflict,” something particularly suited for a World Civilization course. Throughout the semester, the Learning Community courses will be sharing a common text and collectively attending scheduled college events. We hope that you find this learning experience rewarding as you share knowledge, study with your classmates, and (hopefully) make connections between history and other disciplines. To facilitate your experience, a section of the college web site has been created pertaining specifically to Learning Communities (at “Address”), which highlights, among other things, spring semester Learning Community events.

COURSE OBJECTIVES
Upon completion of the course, students will be able to do the following:

1. Identify and evaluate major political, economic and cultural trends in the history of world societies from 1815 to the present.
2. Demonstrate an understanding of the increasingly global interactions of modern states and societies.
3. Appreciate the cultural diversity of humanity through its history.
4. Analyze and interpret in written essays the historical data from the text, classroom discussions, and other sources.
5. Demonstrate an understanding of the significance of world history in shaping human life and events.

LEARNING OUTCOMES (LEARNING COMMUNITIES)

Through completion of the course:

1. Students will demonstrate the ability to read critically from the Learning Community common text.
2. Students will demonstrate a clear understanding of the Learning Community theme and its application to their course study.
3. Students will demonstrate a critical understanding of the diverse views presented during Learning Community events.

METHOD OF EVALUATION

I strive to give you every opportunity to succeed in this course. As such, I have structured the class in such a way to incorporate the following elements:

- Jeopardy! review days prior to the midterm and final in which you can earn extra credit
- Detailed study guides for the midterm and final
- Provision of the writing project prompt at least six weeks prior to its due date
- Provision of the journal guidelines from the very beginning of the semester
- Possible extra credit points for stellar attendance
- Dropping of your lowest reader response grade
- Seminar days to relax and vary the class structure
- A week following the midterm and a week prior to finals where I will set class time aside so that you can meet with me individually for help on class work

Nevertheless, as college students, you are expected to be responsible individuals who are pro-active in earning your education. As a consequence, make sure that you pay attention to the following methods of evaluation, which stress the responsibilities you have as members of this class.

ATTENDANCE

Attendance in this class will play a role in the grades you receive; late students will not be permitted into class or to hand in reader responses for that day. You are expected to come to class every class day, but it is understandable that there will be times when you cannot help but miss class. Therefore, I have set the attendance policy at allowing you to miss five days without a reduction in your grade. However, once you accumulate more than five absences, you will automatically be withdrawn from the course if you reach five absences before midterm and you will automatically receive a “WF” in the course if you reach your fifth absence after midterm. Be aware that I do not make a distinction between “excused” and “unexcused” absences, so use your absences wisely. In addition, when you are in class, you are expected to be paying attention to what the class is doing; in other words, no using electronic devices—IPods or mp3 players, cell phones, Blackberries, etc., working on material from another class, sleeping, etc. If I see that you are doing those things or being disruptive or rude in some other manner, you will be counted as absent for that day. In addition, you should not leave your seat during class without my prior permission; if you need to sharpen your pencil, throw something out, get a drink, etc. you need to do so before class begins or after class ends. If leaving your seat repeatedly at inappropriate times becomes an
issue, you will be counted as absent. If any student repeatedly causes problems/disruptions in class, that student will be told to leave the classroom, only to return when they cease creating such problems/distractions.

**ELECTRONIC DEVICES USE POLICY**

Cell phones, pagers, and other electronic communication devices should not be used in the classroom. If you use these devices during class time, you will be marked absent and I will give the entire class a pop quiz. If there is some emergency that you are dealing with and need phone contact, speak to me about this before class so that I am aware of the situation.

**SERIOUS VIOLATIONS**

A charge of academic dishonesty, including plagiarism, cheating, or misusing library property will result in a failing grade for the course and the incident will be reported to the Office of Student Services. Please note that two reports of Academic Dishonesty on your record will result in expulsion from the college.

**DISABILITIES/SPECIAL NEEDS**

Reasonable accommodations will be made for students with a documented disability verified through the Director of Student Life. Students can also receive extra help from the Academic Resource Center in the form of free tutoring and other individual assistance.

**GRADING**

Grades in this course will come from a variety of sources, as follows:

- Reader Responses, In-Class Work 100 points (10 points each, ratio-adjusted)
  
  Includes possible pop-quizzes (see Electronic Devices Use Policy)

- Seminar 25 points
- Learning Community Event 50 points
- Journal 80 points
- Midterm 150 points
- Final 150 points
- Writing Project 150 or 200 points
- Participation Important in borderline cases
- Total **655 or 705 points**

Note: If you do well enough on the writing project that it helps your final grade, I will count your writing project out of 200 points

Note: If you fail any two of the following—midterm, final, writing project—you will fail the course

Extra Credit: Jeopardy! Review, Pretest

Grades are on a 90 / 80 / 70 / 60 scale not counting participation—see below. Anything below 60 is failing.
100 class points will come from reader responses and in-class work. There will be no set amount of these given, but any time that new readings are assigned, there will be the possibility at the beginning of class that you will be asked to respond to a question for that reading. Due to time constraints, it is also possible that the responses will be short take home assignments collected at the beginning of the next class period. Because these responses are largely for me to make you think about the assignment, each reader response and in-class activity will only be worth 10 points so that it will not affect your grade too badly, except in a possibly cumulative manner (this would only be in the case that you never do the readings). I will drop the lowest of your reader responses when calculating your final grade.

80 more points will come from your journal, which you will be keeping over the course of the semester. There is a separate sheet explaining what you need to do for the journal. If you would like for me to check you journal to see if you are completing them in the correct manner, just ask. Your completed journal will be due at the time the college schedules our finals meeting.

In addition, each student has to come to one seminar day, which will be worth 25 points. Seminars will be divided so that there is one day for each of three of the four units, consisting of an introduction by each person, a ten-question true-false test, a name game (a combination Wheel of Fortune and Hangman), and answering a series of general questions related to that unit. Each part of that day will relate directly to the unit we are covering. While the people signed up for this day must meet then, these will be the only people that do have to meet at the time—attendance is not required of the other students. If you miss the seminar day you are signed up for, you will be able to make it up by attending one of the later ones, but you will only receive—at maximum—half credit, unless we have previously discussed why you are going to miss and I approve your reason.

You will also have one writing project due; along with your exams, your writing project will make up the largest portion of your class grade. The writing project will be worth either 150 or 200 points, whichever is most beneficial for your grade. As with your journal, you will be getting a different sheet detailing your writing project (of which you will write on your choice of a few choices that I give you). As with your journal, I will be checking on your progress on your writing project during our individual conferences.

There will also be two exams in this class, a midterm and a final. The midterm will cover the first two units of class and the final will cover the last two units of class. The structure of both exams will be the same and both will be worth 150 points. There will be four parts to each exam: 1) a listing of important events, of which you will have to pick some to put in numerical order, writing why that event was significant; 2) a listing of important identification terms, of which you will have to pick some and explain the significance of those terms; 3) roughly twenty five true/false questions that you will have to correct if they are false; and, 4) a sampling of quotes from the assigned readings that you will have to match with the correct corresponding heading of given choices. In the case of the events and identification terms, I will give you a sheet at the beginning of each unit from which I directly draw the possibilities on the test. In the case of the true/false questions, I will give you a list of true/false questions, based on material drawn directly from lecture, from which I choose the questions that appear on the test. The sampling of quotes will come directly from assigned readings.

There will also be minor possibilities for extra credit, which you can earn on the taking the pretest at the end of the semester as a posttest and on our Jeopardy! review days. You will only be able to take the pretest as a posttest if you have missed no more than two classes.

Participation can also be a factor in this class. There will be no set points for participation, but it is expected that you will come to class every day ready to actively participate in class activities. Doing otherwise will impact your grade negatively. On the other hand, if you regularly make good contributions to class discussion and it is clear that you are working diligently as a student, that will be
one of my considerations in the case of borderline end of semester grades. Your active participation is vital to this class—you are largely responsible for making the class run smoothly!

**LATE POLICY**

You can make up the *midterm* or *final* from class if you miss the day that you were to have either turned in or taken that exam. You cannot make up the *reader responses*, which you have to take during that class period. If you know in advance of a class meeting that you will miss, you can check with me to see if you can complete a *reader response* in advance. Taking the *midterm* or *final* late will result in a loss of one full letter grade (10%) for every class period that they are not completed; if you know that you will be absent the day of an exam (for a legitimate reason that I approve), you can arrange to take that exam early so as to avoid late penalties. In the case of the *seminar*, you will lose half (50%) of the seminar grade if you do not come to the seminar you signed up for unless you have made previous arrangements with me. You cannot turn in either the *journal* or *writing project* late as they will both be due during the time scheduled for our final exam. If you turn in the *journal* and/or *writing project* late, you will receive a 0 on those assignments.

**COURSE SCHEDULE AND ASSIGNED READINGS**

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**UNIT ONE, “THE WORLD IN 1815”**

**TUES, JAN 10TH: SYLLABUS, PRE-TEST**

For our first unit we will be considering the “state” of the world in 1800.

- What empires/countries were the most powerful? Why? What interactions had different parts of the world experienced? What was the result of the European settlement after the Napoleonic Wars? These are all questions we will explore in this unit.

**THURS, JAN 12TH: WHY 1815?: THE WORLD IN 1800: CHINA VS. WESTERN EUROPE (637-655, 529-546)**


- How did the West (Locke’s Second Treatise) and China differ in their justifications for who was in power?

*Timeline Events*: Sir Isaac Newton publishes *Principia*; Battle of Waterloo; Galileo put under house arrest by the Inquisition

*Identification Terms*: “Four great inventions of Ancient China”; geocentric theory vs. heliocentric theory; imperial examination system, scholar-bureaucrats; “Mandate of Heaven,” dynastic cycles; Enlightenment; Zheng He (Cheng Ho).


*Documents*: Olaudah Equiano, “The Middle Passage” and “Negro” Definition (handouts).

- How do Equiano and the “Negro” definition differ in their recounting of European-African relations? How might the “Negro” definition justify the slave trade?
**Shared Text: Beah, Long Way Gone** (pages 193-201)

- What are Beah’s reactions when he first visits New York City?

**Timeline Events**: organization of English (British) East India Company; successful slave revolt in Haiti; Liberia founded

**Identification Terms**: “Columbian Exchange”; mercantilism; triangular trade; middle passage; “scientific racism.”


**Documents**: Andrew Ure, “The Philosophy of the Manufacturers” (1835); Friedrich Engels, “Industrial Manchester” (1844).

- What are different views to the changes caused by the Industrial Revolution, either from a capitalist (Ure) or worker (Engels) perspective?

**Timeline Events**: Crystal Palace Fair; Communist Manifesto published; Sadler Committee.


**TUES, JAN 24TH: EUROPE AFTER 1815: THE CONGRESS OF VIENNA AND THE PAX BRITANNICA** (686-689)

**Documents**: Prince Clemens von Metternich, “Political Confession of Faith” (1820); Henry David Thoreau, “Civil Disobedience” (1846).

- What are the differences between conservative (Metternich) and liberal (Thoreau) views towards the involvement of government in regulating people’s affairs at this time?

**Timeline Events**: Congress of Vienna; Publication of Thoughts on the Revolution in France; Franco-Prussian War.

**Identification Terms**: “Concert of Europe,” collective security; Pax Britannica.

## UNIT TWO, “THE NEW IMPERIALISM”

**THURS, JAN 26TH: SEMINAR #1.**

During the latter part of the nineteenth century and beginning of the twentieth century, the West experienced dominance over the rest of the world that no area or territory had ever before experienced. This dominance has been labeled as the “New Imperialism.”

- What were the reasons and justifications for the “New Imperialism?” What important events helped the West secure such dominance?


**Documents**: Rudyard Kipling, “The White Man’s Burden” (1899); and Joseph A. Schumpeter, “Sociology of Imperialism”(1918).

- How do Kipling and Schumpeter differ in the justification(s) they provide for imperialism?

**Timeline Events**: Battle of Omdurman.
Identification Terms: Transportation-communications revolution; Social Darwinism; Suez Canal; “gunboat diplomacy”; direct imperialism vs. indirect imperialism; determinism; “White Man’s Burden”; Otto von Bismarck, Realpolitik; “Spring(time) of Nations.”

THURS, FEB. 2ND: THE UNITED STATES: “MANIFEST DESTINY” TO LATIN AMERICA AND EAST ASIA (669-672, 712-717)

Documents: Lewis Henry Morgan, “The Destiny of the Indian” (1851); “Memorial and Protest of the Cherokee Nation” (1830) and “Black Hawk’s Surrender Speech” (1832).

• What are the different positions provided towards the “Indian Question,” from both a governmental-settler perspective (Morgan) and from a Native American perspective (the Cherokees, Black Hawk)?

Timeline Events: Mexican-American War; Spanish-American War; “Trail of Tears”; “Open Door” Notes; Massacre at Wounded Knee.

Identification Terms: “Manifest Destiny”; “Turner/ frontier thesis”; “Ghost dance” movement; The Influence of Sea Power Upon History; Simon Bolivar, Jose de San Martin; Monroe Doctrine, Roosevelt Corollary.

TUES, FEB. 7TH: EUROPE AND ASIA: THE BRITISH IN INDIA (792-798, 824-840, 844-850); GUNGA DIN (MOVIE CLIP)


• What are British attitudes towards their Indian subjects? In response, why do the Indians rebel?

Timeline Events: Sepoy Rebellion.

Identification Terms: suttee and thuggee; “The Great Game.”

THURS, FEB. 9TH: EUROPE AND EAST ASIA: CHINA AND JAPAN (792-798, 824-840, 844-850)

Documents: Commissioner Lin’s Letter to Queen Victoria (1840); “The People of Canton: Against the English” (1842); Josiah Strong, “On Anglo-Saxon Predominance” (1891).

• What are Chinese attitudes and reactions towards British incursions? In contrast, how did Strong view Anglo-Saxon power?

Timeline Events: Commodore Matthew Perry “opens” Japan; Taiping Rebellion; Opium War; Meiji Restoration; Boxer Rebellion.

Identification Terms: Self-Strengthening Movement, Hundred Days Reform.

TUES, FEB. 14TH: EUROPE AND AFRICA (810-818, 867-872).


• How do Morel and Livingstone view European imperialism in Africa differently?

Timeline Events: Berlin Conference; Boer War; Fashoda Crisis; Herero Massacre

Identification Terms: “Cairo to the Cape” plan; quinine; Leopold II, the Congo— True/False Possibilities for Midterm (see my directory page)
UNIT THREE, “ERA OF THE WORLD WARS, 1914-1945”

More than any other century of world history, the twentieth century was marked by “total” war.

- What were the causes for the First and Second World Wars? What was the significance of the outcome of these conflicts?

  TUES, MAR 6TH: WESTERN EUROPEAN CULTURAL AND INTELLECTUAL CRISIS (744-745, 758-762)

Documents: Charles Darwin, *The Descent of Man* (1871); J.H. Gladstone, “Points of Supposed Collision Between the Scriptures and Natural Science” (1872).

- What does Darwin argue? What do his critics, such as Gladstone, argue in response?

Timeline Events: The Interpretation of Dreams published; sinking of the Titanic; Descent of Man published.

Identification Terms: Ubermensch; theory of relativity; Impressionism, Expressionism, Cubism.

  THURS, MAR 8TH: WORLD WAR I: CAUSES AND MEANINGS (872-892, 852-855)

Document: World War One Poetry

- How do the poets depict World War One and the war’s effects on soldiers?


  Charles Morris, “War and Civilization” (1895) (handout)

- How do Valery and Morris see the effects of war differently?

Timeline Events: Assassination of Archduke Franz Ferdinand; Russian Revolution begins

Identification Terms: “Twenty-One Demands,” “May Fourth Movement”; Gallipoli; Zimmerman telegram; Carl Von Clausewitz, *On War*; Central Powers vs. Allied

Powers; trench warfare; Armenian massacre

  TUES, MAR 13TH: NO CLASS: SPRING BREAK

  THURS, MAR 15TH: NO CLASS: SPRING BREAK

  TUES, MAR 20TH: INTER-WAR POLITICS AND CULTURE (895-920)

Documents: Benito Mussolini, “What is Fascism” (1932); W.H. Auden, “The Unknown Citizen” (1939)

- How do Mussolini and Auden approach the idea of fascist/totalitarian governments and the effects of those governments on its citizens differently?

Timeline Events: Stalin’s “Five Year Plan(s)” begin(s); Treaty of Versailles

Identification Terms: “Fourteen Points”; *Mein Kampf*; “war guilt clause”; totalitarianism.
UNIT FOUR, “THE CONTEMPORARY WORLD, 1945-PRESENT”

The period of world history following World War II has often been referred to as the contemporary world. For nearly fifty years after World War II, the world was dominated by two superpowers—the capitalist-democratic United States and the communist Soviet Union. During the Cold War, European nations lost their grip on the rest of the world as countries in Asia and Africa asserted their voices and underwent the process of “decolonization.” A legacy of Western dominance remains today as evidenced by the turmoil in the Middle East. We will finish this unit in considering the current state of our world.

THURS, APRIL 3RD: THE MEANINGS OF WORLD WAR TWO; THE COLD WAR AND A BI-POLAR WORLD (951-958)


- How do Churchill and Stalin view the early stages of the Cold War differently?

Timeline Events: Yalta Conference (who were the “Big Three”?); Cuban Missile Crisis; Berlin Blockade and Airlift; Sputnik launched; Churchill’s “Iron Curtain Speech”; Soviet invasion of Afghanistan; Soviet Union dissolves.

Identification Terms: Holocaust, genocide; Rosenbergs; SDI (“Star Wars”); “domino theory,” containment; Marshall Plan, Truman Doctrine; People’s Republic of China; MAD; détente, “Second Cold War”.

THURS, APRIL 5TH: DECOLONIZATION: ASIA AND AFRICA (798-802, 1042-1043, 818-819, 1019-1022, 1031-1036)


- How do Macmillan and Vewoerd differ in their thoughts on European decolonization in Africa (specifically South Africa)?

Shared Text: Beah, Long Way Gone (pages 1-25).

- In what ways does Beah depict the legacy of decolonization in Africa?

Timeline Events: “Wind of Change” speech; Indian and Pakistani independence; Ghana gains independence; Great Salt March; Sharpeville Massacre.
Identification Terms: A Passage to India; negritude, Harlem Renaissance; satyagraha; Amritsar Massacre; apartheid, Nelson Mandela; Commonwealth of Nations.

**Tues, April 10th: The Crisis in the Middle East: Israel and Palestine (771-773, 1117-1125)**


- What is the divide over Palestine between the Israelis and Palestinians? What is at stake for them?

**Timeline Events:** Camp David Accords; Dreyfus Affair.

**Identification Terms:** Balfour Declaration; “Zionism”; PLO.

**Thurs, April 12th: Our World, Our Concerns**


- How does Khomeini present a conflict between Islamic and Western values?

**Timeline Events:** Iranian Revolution; Chernobyl nuclear meltdown; Tiananmen Square protests.

**Identification Terms:** Bhopal disaster; “Huntington Thesis”; Iran-Iraq War; Malthusian Crisis, Green Revolution; NPT (which are the “acknowledged nuclear weapons states”?)

**True/False Possibilities for Final (see my directory page):**

- Tues, April 17th: Seminar #4
- Thurs, April 19th: Jeopardy! (Review, Units Three and Four)
- Tues, April 24th: Final (Units Three and Four)
- Thurs, April 26th: CONFERENCES: FINAL, WRITING PROJECT, JOURNAL
- Tues, May 1st: CONFERENCES: FINAL, WRITING PROJECT, JOURNAL
- Wed, May 2nd: FINALS WEEK:
- Tues, May 9th: Writing Project, Journal (due by ABSOLUTELY NO LATER than end of time for class final) 10:15 a.m.-12:15 p.m. Tuesday, May 8th:

**Directions and Suggestions for Readings, Timeline Events, and Identification Terms**

I strongly suggest that you buy a pack of index cards on which you can write and study your timeline events and identification terms.

When reading the assigned primary documents, think about the following questions:

Each day for readings is divided into a set of documents that approach a major theme or concept from conflicting perspectives. You need to read these documents, keeping in mind how the different authors/people approach the theme for that day from different perspectives.

- Who is the author? Is this person important? If so, why?
- What is the reading about? How might this reflect on the course material for that day?
- Is the author making an argument in this reading?

If so, what is the author’s argument? Do you agree or disagree with this argument? Why?

- What would your response to the document question be?

When completing your Timeline Events:
• Provide the year that event happened (or the order the events happened)
• Provide a specific reason for why that event is important

When completing your *Identification Terms*:

• Explain who or what that person, thing, event, or idea is
• Explain why that person, thing, event, or idea is important
• Think in terms of the “W” questions—Who? What? When? Where? Why?