

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

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DEPARTMENT/SCHOOL: History and Philosophy      COLLEGE: Arts and Sciences  
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1. Subject Code, Number, and Title: HIST 110 - The World Since 1500

2. Credit Hours 3

3. Course Description

A survey of world civilizations (Africa, Asia, Europe, Western Hemisphere) from 1500 to the present. The course will emphasize the diversity and interrelationships of world cultures and civilizations.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**

- Global Awareness
- U.S. Diversity

**Knowledge of the Disciplines**

- Arts
- Humanities
- Science
- Social Science

**Learning Beyond the Classroom (*LBC designation*)**

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

History 110 meets the Global Awareness requirement of the Perspective on a Diverse World, because it seeks to give students knowledge and understanding of the political organization, religious beliefs, and cultural practices of the world's peoples, and their interconnections over half a millennium. They will be encouraged to think globally so that they can see how events or new ideas that developed in one area, affected another, how America's cultural practices related to those of other societies, how wars and imperialism produced radical political and economic changes, and why social, cultural and racial intolerance existed in so many countries. In the process, students will work on their skills of reading and interpreting historical material, asking the questions that historians ask, and responding to questions both verbally and in writing. The most important goal of the course is to give students the knowledge and understanding of the past that they need to interpret the contemporary world.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

**Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.**

(a) HIS 110 covers a range of global issues that affected most nations in the populated world from 1500 to the present, including some that were environmental like climate change and global outbreaks of contagious diseases, and others man-made - war, invasion and occupation, revolution, industrialization, colonialism and imperialism. It also covers the most

influential international ideologies of this period, the religions of Christianity and Islam, the political creeds of liberalism, socialism and communism, and the social reform movements they stimulated such as slave emancipation, workers' rights and feminism. Some of these had a wider global reach than others and students learn that industrialization was and in some sense still is, one of the most significant global dividers. Similarly, no area of the world covered in the course has escaped the influence of war and the course explores this global issue in several ways - one by showing the connection between superior military technology and world power status, and second, by drawing attention to the fact that major wars whether in Asia, the Middle East, Europe or the United States, throughout the 500 year period, had the capacity to bring about radical changes, not just in national borders and governments but in cultural values.

(b) Since the course is taught by at least three faculty members, methods of evaluation may vary. The prevailing method is in-class examinations that include written responses to questions, some in the form of short paragraph answers and others in essays. Currently, the questions are intended to test the student's understanding of specific events and issues in different countries at different times. In the revised syllabus the questions will be designed to focus more directly on global issues and interconnections. Here are some examples:

1. How did the invention of long-distance sailing ships and the use of gunpowder in weapons contribute to the rise of Western European states to dominance over the earlier great powers, China and the Ottoman empire?
2. Explain how the Spanish conquest in Central and South America affected a) Native Americans; b) West Africans; and c) Europeans.
3. How did the slave trade conducted by Western European nations affect a) West and East Africa, b) Central and South America and c) the North American colonies, in the 17<sup>th</sup> and 18<sup>th</sup> centuries?
4. What common strategies did the early Islamic rulers - the Ottomans whose empire covered the Middle East, North Africa and South Eastern Europe, the Safavids in Iran and the Mughals in India - adopt to pacify and unify their empires? What happened when their successors abandoned these strategies?

Another method of assessment used by two of the faculty in the course is an Area Report. Students choose a country that they knew little about before they took the class and write a 4-5 page paper about a particular historical event or issue in that country. To meet the new requirements, they would be asked to choose an event that had some connection to another country or countries. For example, the French revolution encouraged a slave uprising in the French colony of Haiti that led to its independence in 1804. This successful challenge to a European power inspired leaders throughout Latin America to fight for their countries' independence from Spain and Portugal.

**Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.**

(a) HIS 110 provides many opportunities for students to think about their own culture as it developed from colonial times to the present, and to relate it to the cultures of Europe, Africa, Latin America and Asia. The course emphasizes the difference between the dominant and the minority cultures in America. Students learn that the dominant cultural influence in early America was British/Western European and derived from the Protestant Reformation and the ideas of the Enlightenment, and that minority cultures began with the Native Americans, then the African slave culture and by the 19<sup>th</sup> century included Asian culture among the Chinese on the West Coast and a Latin American culture in the Southwest. Each minority group contributed to the dominant culture in the areas of food, music, cultural practices and ideas, while at different times facing denigration and repression. The course also teaches students that as the United States became increasingly powerful, militarily and economically, it spread its cultural values to the under-developed world, primarily through economic imperialism. In parts of Asia and the Middle East, this policy stimulated a revival of traditional religious and ethnic cultures to counter Western influence. Students will have an opportunity to talk about American cultural influence abroad and to give their views on the attempts in the second half of the 20<sup>th</sup> century to export ideologies such as democracy and capitalism on the one hand, and commercial products like Coca-Cola and blue jeans, movies and popular music, on the other.

(2b) Questions that would evaluate students' understanding of their own culture and its relation to other cultures might include:

1. What were the cultural differences that contributed to the tension between the American colonies and Great Britain in the years following the French and Indian Wars (Seven Years War) 1756-63? What were the cultural similarities that endured beyond independence?
2. Why did a distinct African-American culture survive and in some areas become part of the dominant American culture, while Native American culture did not?
3. During the Cold War, which elements of its culture did the United States want all non-communist countries to adopt? Describe the different methods it used to ensure that this happened. Choose one country in Asia, one country in Latin America and one country in Europe to illustrate your answer.
4. Assume that you are a Muslim immigrant from Pakistan arriving to begin a new life in the United States. Compare and contrast your world view and cultural values with those in your new country in the areas of: a) family values; b) women's rights; c) the relative importance of the individual and the community; d) consumerism.

**Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.**

(a) Students in HIS 110 are encouraged to look for similarities in the historical dynamics that shaped and influenced different nations while recognizing the need to take into account specific circumstances related to time and place. They learn that the Spaniards, the Portuguese, the French and the British created colonies through conquest and settlement in both the Americas and Africa, and that a multitude of variations determined the nature of the government, the strength of the economy and the social cohesion of the states and nations that these colonies became upon independence. To understand how these and other historical dynamics shaped the independent nations of the Americas and of modern Africa, students examine the different motivations for conquest and colonization in the two continents, the extent of white settlement, the nature of race relations during the colonial period and the degree to which Europeans succeeded in imposing their religious and political cultures. Students are also encouraged to make comparisons in the events leading to international/global alliances and conflicts. They learn that the threat of war and economic self-interest were major historical dynamics in the creation of alliances for many nations throughout the period, that war was the most prevalent form of global conflict, that ideological wars were the most brutal, and that advances in military technology increased the human cost of war. The horrors of World War I prompted the first attempt at a truly global alliance - the League of Nations in 1919, whose purpose was the prevention of future wars. Students learn the reasons for its failure and compare it to the second attempt at a global alliance, the United Nations, formed after World War II.

(b) Discussion and examination questions used to evaluate these historical dynamics under the revised syllabus will be along these lines:

1. What features of the Spanish political system, social structure, religious and cultural values remained in the Spanish Latin American colonies after they gained independence? Why did Native Americans remain powerless?
2. Compare and contrast the motives and outcomes of European conquest in the New World in the 16<sup>th</sup> and 17<sup>th</sup> centuries with the European partition of Africa in the second half of the 19<sup>th</sup> century. What historical changes had taken place in Europe over the time period that account for the differences?
3. Explain why China and Japan reacted so differently to Western intrusion and demands for trading rights in the period 1840-1890. What were the outcomes of this different response?
4. After World War I, the American President, Woodrow Wilson, insisted that the Central European powers, Germany, Austria and Hungary who had lost the war, had to become democracies. Explain why the new democratic governments had all failed by 1933.

**Explore the causes and consequences of social, cultural and racial intolerance in the world.**

(4a) Students in HIS 110 cannot avoid a consciousness of the many cases of intolerance by the dominant elite towards other religious, ethnic and racial groups in the global context over 500 years of history. A book currently used by one teacher of the course, Bartolome de Las Casas, "The Devastation of the Indies" is an account of Spanish atrocities towards Native Americans in the New World in the early 16<sup>th</sup> century. The book describes Spanish cruelty without a clear explanation of its cause, which gives students the opportunity to suggest the reasons for it, as well as the arguments that the *conquistadors* might have used to justify their behavior. Other examples of racial intolerance covered in the course are the slave trade, and the abuse of slaves in plantation agriculture in the Americas and the Caribbean, British contempt for the non-white people it ruled over in its empire, especially in Asia and Africa - a contempt made worse by its claim to be bringing them 'civilization,' and similar attitudes of the French towards their non-white colonial subjects. Students are encouraged to recognize the success of rulers who introduced religious and ethnic tolerance, notable examples being Suleiman the Magnificent of the early Ottoman empire, Akbar, the Mughal ruler of India and Emperor Kang Hsi of China, and the failure of the followers who reversed their policies. The course also covers the widespread anti-Semitism that culminated in the Holocaust. Students have the opportunity to discuss who was responsible for this hideous event. Was it just Hitler and his ministers, just the camp doctors and guards, or a broader segment of the German population? The course also introduces students to the prevalence of discrimination against women in almost every culture in this time period. One of the texts used in the course, Jonathan Spence's book, "The Death of Woman Wang" has as one of its themes, the inferiority of women that was imbedded in the Confucian legal code. Students discuss why this was so, and what changes occurred when the Communists governed China after 1947. They also study the women's movements in Europe in the late 19<sup>th</sup> century that took up to fifty years to win women's right to equal citizenship.

(4b) Questions designed to evaluate student understanding of social, cultural and racial intolerance in the world will include the following:

1. How do you explain the atrocities committed by the Spanish *conquistadors* in the New World in the 1500s? How did their supporters justify their behavior?
2. Explain why Akbar, an early Mughul ruler of India, and Kang Hsi, the first emperor of the Ch'ing dynasty in China, encouraged religious tolerance throughout their empires. Why did their successors depart from this policy and what was the result?
3. What cultural beliefs held by white Europeans justified them treating Africans as commodities to be bought in West Africa, stacked in the holds of ships and sold to white landowners in the Americas? How do you account for the strength of the anti-slavery

movement in Britain that led to the abolition of the slave trade in 1807-8 and of slavery throughout British colonies in 1834?

4. Who should take responsibility for the Nazi Holocaust carried out in World War II? Was it just Hitler and only two of his ministers? Was it just the camp doctors and guards or was it the German people who supported Hitler?

5. Why were female children unwelcome in Chinese families and what kinds of discrimination did they suffer as adults, legally and socially?

**Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.**

(a) The different text books used by teachers of HIS 110 all include excerpts from original documents relating to specific issues and concerns from all parts of the world. The one cited in this application has two themes for these documents: 'Diversity and Dominance' and 'Environment and Technology.' In addition, as the sample syllabus included with this application shows, one of us uses other original texts to give students a sense of what it was like to live through certain events discussed in the text book. These include the two already mentioned: Bartolome de Las Casas, "The Devastation of the Indies" and Jonathan Spence, "The Death of Woman Wang," and a third book, "Hiroshima Diary," written by Dr. Michihiko Hachiya, who was working in a hospital in Hiroshima when the first atomic bomb was dropped on the city. Students are expected to read these primary sources, analyze the contents and use the material in class discussions and in response to questions on their syllabus and exams. Even before the changes in the Gen. Ed. program, the course was designed to give students sufficient understanding of cultures and events around the world, that they would be able to make informed judgments about contemporary global issues. The revisions undertaken to meet the new requirements can only strengthen this ability.

(b) Students' skill at analyzing and synthesizing diverse sources is honed in class discussion, and tested in their exams and area report. Here are some sample questions:

1. According to Ebu's-Su'ud, the mufti of Istanbul from 1545-1574, what was the relationship between the religious law, that he proclaimed through *fatwas*, and imperial law proclaimed by the Sultan? Which issues caused tension between the two? (Diversity and Dominance, p 418-9)

2. What do the accounts of the European visitors to Latin America (Diversity and Dominance, p 394-5 in the text) tell us about racial and ethnic discrimination in the Spanish colonies in the 18<sup>th</sup> century? What had changed since Las Casas wrote about his experiences in the 16<sup>th</sup> century?

3. What does Jonathan Spence's book, "The Death of Woman Wang" tell us about the structure of government and the legal system in China, and the Confucian values that underlay them?

4 How did the Russian Revolution of 1917 change the position of women in the family and in the state?  
(Diversity and Dominance, p 624-5)

5. How did Dr. Hachiya, comes to terms with Japan's surrender to the Americans and how did he respond to the American soldiers when they came to the hospital in the early days of the postwar occupation?

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

EASTERN MICHIGAN UNIVERSITY  
DEPT. OF HISTORY AND PHILOSOPHY  
HIS 110 – THE WORLD FROM 1500  
(With Minor Revisions)

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## REQUIRED TEXTS

Bulliet, Crossley etc.	<u>The Earth and Its Peoples, Vol. 2 (Brief Ed.)</u>
Bartolome de Las Casas	<u>The Devastation of the Indies</u>
Jonathan Spence	<u>The Death of Woman Wang</u>
Michihiko Hachiya	<u>Hiroshima Diary</u>

## GENERAL EDUCATION RATIONALE

History 109 meets the Global Awareness requirement of the Perspective on a Diverse World, because it seeks to give students knowledge and understanding of the political organization, religious beliefs, and cultural practices of the world's peoples, and their interconnections over half a millennium. They will be encouraged to think globally so that they can see how events or new ideas that developed in one area, affected another, how America's cultural practices related to those of other societies, how wars and imperialism produced radical political and economic changes, and why social, cultural and racial intolerance existed in so many countries. In the process, students will work on their skills of reading and interpreting historical material, asking the questions that historians ask, and responding to questions both verbally and in writing. The most important goal of the course is to give students the knowledge and understanding of the past that they need to interpret the contemporary world.

## COURSE DESCRIPTION

The course covers 500 years in which the world's diverse peoples became more closely linked through developments in trade, transport and communication, and through conquest. We shall trace the dissipation of

the power and influence of China which remained the world's most advanced society for the first 200 years of the course, the rise and decline of the great Islamic empires in the Middle East and in the Indian sub-continent, the path to world dominance of Western Europe which took them first to the New World and then to Asia and Africa. We shall also cover the shift of power in the 20<sup>th</sup> century from Western Europe to the United States and the Soviet Union after two world wars and the collapse of European empires, followed by the Cold War, American hegemony and the rise of China as an industrial giant. We shall focus on these major developments and the wars and revolutions, new ideas and technology that brought them about, but we shall also spend time with three groups of ordinary people who experienced some of the events without the power to shape them – Native Americans during the Spanish conquest, Chinese peasant women in the 1600s, and the citizens of Hiroshima, Japan after the US dropped the first atomic bomb.

### Goals of the Course

The course has ambitious goals – to give students some knowledge and understanding of the political and economic organization, the religious beliefs and cultural practices of the worlds' peoples, and their interconnections over half a millennium. They will be encouraged to think globally so that they can see how events or new ideas that developed in one area, affected another, how America's cultural practices related to those of other societies, how wars and imperialism produced radical political and economic changes, and why social, cultural and racial intolerance existed in so many countries. In the process, students will work on their skills of reading and interpreting historical material, asking the questions that historians ask, and responding to questions both verbally and in writing. The most important goal of the course is to give students the knowledge and understanding of the past that they need to interpret the contemporary world.

### Hints to Students

1. **Complete the weekly readings before the class meets.** Class time will be devoted to discussion, based upon the weekly questions printed on the syllabus below. The questions will help you to make sense of the reading and if you have not thought about them before class begins, you will find it difficult to follow either the lecture or the discussion. The questions will also make up the first and second exams.
2. **Communicate with the instructor.** If you have problems that prevent your attendance in class or your ability to complete class assignments on time, be sure to let me know as soon as possible. This is the best way to ensure successful completion of the course. No make-up exams will be given unless the student has given prior notification of his/her inability to take the exam on the specified day.
3. **Come to class!** Learning is both a solitary and a communal endeavor. In the class room you learn the skills that take you beyond any particular academic discipline - how to express your ideas, how to listen to others; how to ask questions (the most useful skill of all) and how to learn from your mistakes. Take responsibility for your attendance - it pays dividends.

### Course Requirements

1. There will be THREE exams. The first TWO will consist of SIX of the discussion questions on the syllabus to be answered in short essays. The FINAL will be all multiple choice. For each exam, there will be a TAKE HOME ESSAY ALTERNATIVE.
2. To encourage more in-depth knowledge of one area, and an understanding of global connections, students will be asked to choose a country or region at a particular time in its history and **to write a 4-5 page REPORT** on an event or issue that demonstrates the connections between that area and another part of the world. Some of the connections to consider would be a) trade (including the slave trade); b) a religious or political ideology; c) a war of conquest that transformed the area; d) a technological advance that opened up new global contacts.

**Grades**

The three exams and the area report will each be worth 25% of the final grade.

**Grading Scale**

Grading Scale (%): 93-100 = A; 89-92 = A-; 86-88 = B+; 83-85 = B; 79-82 = B-; 76-78 = C+; 73-75 = C; 66-68 = D+; 63-65 = D; 59-62 = D-; below 59% = E

**SCHEDULE OF CLASS TOPICS, READINGS AND ASSIGNMENT DUE DATES****PART I – The Rise of Western Europe in a World Dominated by China and the Islamic Empires****Week 1 Introduction to the Course**

Sept. 7 An overview of the world in 1500 – peoples, governments, economies, religions and the maritime connections between the different parts of the world.

**Week 2 Changes in Europe in Religion, Science, Society and Politics 1500-1750**

**Reading:** Text: chpt. 15

Sept. 12 **Topic: The Protestant Reformation and the Scientific Revolution**  
**Discussion Questions**

1. What problems did the Catholic Church have in the 15<sup>th</sup> and 16<sup>th</sup> centuries that provoked the Protestant Reformation?
2. What specific action by the Pope inspired Luther to openly criticize the Church?
3. How did Luther's 'revelations' depart from the accepted doctrines of the Catholic Church and why did Luther survive his challenge to the Church?
4. How did Calvin's religious doctrine differ from that of Luther?
5. How does your text explain the witch hunts of the 1600s? Who were most of the victims and why?
6. How did Copernicus, Galileo and Newton challenge the Christian and Aristotelian view of the universe? What scientific methods and concepts did they introduce?
7. How did the application of rational scientific methods to politics, economics and the individual, challenge existing systems of government and authority in Western Europe?

Sept. 14 **Social and Economic Life and the Creation of Strong Centralized Monarchies**  
**Discussion Questions**

1. List the different social groups in Europe from those with the most wealth and power to the poorest. How did each group make a living?
2. What were the new sources of wealth in the 1600s and which countries benefited the most from exploiting them?
3. What determined a woman's status in Western Europe? Why did so few women participate in cultural movements?
4. What was the Holy Roman Empire, which family ruled over it and why did it fail to become politically or economically unified?
  5. What was the impact of Protestantism in France and England?
  6. Why did the English fight a civil war in 1642-9? What was the outcome?
7. How did Louis XIV create a successful centralized and autocratic monarchy in France?

Week 3      European Discovery and Conquest of the New World and the Introduction of Slavery into the area

Reading: Text chpt. 16; Las Casas, The Devastation of the Indies

Sept. 19      Topic: Europeans in the New World

Discussion Questions

1. What areas of the Americas did the Spanish Empire cover?
2. What aspect of Spanish culture, political, religious and social institutions did the Spaniards impose on Native Americans?
3. What was the structure of Spanish colonial government after 1524?
4. What methods did the Catholic Church use to convert Native Americans?
5. According to Las Casas, how did the Europeans treat the Native Americans that they came to control and how did they justify their methods?
6. Why didn't the Native Americans offer a stronger resistance to the Spanish *conquistadors*?
7. What was Las Casas' motive for denouncing the behavior of his fellow Spaniards and did he achieve any significant reforms?

Sept. 21      Economic Exploitation and the Slave Trade in the New World

Discussion Questions

1. What did the Americas contribute to the wealth of Spain and Portugal?
2. Explain the *encomienda* system.
3. What caused the catastrophic decline in the Native American population following the Spanish conquest?
4. Why did the Portuguese in Brazil import African slaves rather than using Native American labor?
5. What had brought most of the English settlers to North America and how did they interact with Native Americans?
6. How did French settlement patterns differ from those of the British?
7. Why did slave labor become so extensive in the Americas and the Caribbean and how did European settlers justify it?
8. How did the slave trade affect the West African kingdoms?

Week 4      The Last Great Islamic Empires 1500-1800

Reading: Text: chpt. 17

Sept. 26      Topic: The Ottoman, Safavid and Mughal Empires

Discussion Questions

1. By 1600, which modern Middle Eastern and European countries were under Ottoman rule?
2. Who were the Janissaries and what training did they go through before they became soldiers? Why did Ottoman rulers use this type of army?
3. How did Suleiman the Magnificent build a militarily strong, religious and unified empire out of the diverse populations it contained?
4. What changes had brought about the decline of the Ottoman Empire by the 1700s?
5. Explain the difference between the Sunni and Shi-ite versions of Islam. Which one did the Safavids practice?
6. What was Akbar's contribution to the extent, security and culture of the Mughal empire?
7. How were Hindus – practitioners of one of India's ancient traditional faiths – treated in the Islamic Mughal state?
8. What had caused the decline of Mughal power by the mid-1700s?

**Review for First Exam**

**Sept. 28**      **FIRST EXAM**

Week 5      The Far East – Japan and China face European Intervention

Reading: Text chpt. 18; Jonathan Spence, The Death of Woman Wang

Oct. 3 Topic: Japanese Unification and Adaptation to Western Intrusion

Discussion Questions

1. Define the following: a) *daimyo*; b) *samurai*. Which of the *daimyo* emerged victorious from the civil war in the late 1500s and which country did he invade?
2. What measures did the Tokugawa shoguns take to establish their authority throughout Japan?
3. How far were the Tokugawa rulers responsible for Japan's economic growth in the 17<sup>th</sup> and 18<sup>th</sup> centuries?
4. How did the Japanese respond to European traders and missionaries in the 1600s?
5. What was the social crisis in 18<sup>th</sup> century Japan that the incident of the 47 Ronin exemplified?

Oct. 5 Topic: Imperial China under the later Ming and Qing Dynasties

Discussion Questions

1. What brought about the collapse of the Ming dynasty?
2. How did these problems affect the area described by Spence in "Woman Wang"?
3. What does 'Woman Wang' tell us about the structure of government and the legal system in China and the Confucian values that underlay them?
4. What does it tell us about the status of women?
  5. Where did the new dynasty, the Qing, originate and how did it gain power?
6. What were the major achievements of the Qing emperors in the 1600s and 1700s?
  7. How did Emperor Kangxi treat the Jesuit missionaries and what does this tell us about his attitude towards religion?

**PART II – WESTERN DOMINANCE IN THE MODERN WORLD**

Week 6      The Ideas of the European Enlightenment and Revolutions in the Atlantic World

Reading: Text: chpt. 19

Oct. 10 Topic: The Enlightenment and the American Revolution

Discussion Questions

1. What ideas about government and human nature did John Locke and Jean-Jacques Rousseau contribute to the Enlightenment?
2. How did the Seven Years War (French and Indian War) 1756-1763, change British policy towards its North American colonies?
3. Why did the taxes the British government tried to impose after 1763, cause such a sense of outrage among the colonists?
4. What problems beset each side in the war of independence and why did the Americans win?
5. Which groups were excluded from the enlightened principles of the Constitution of 1787 and the Bill of Rights of 1791?

Oct. 12 Topic: The French Revolution and Revolutions in Latin America

Discussion Questions

1. List the different social groups within the 3 Estates of France and briefly explain the grievances each one had against the existing system of government.

2. What was the national crisis, first for the government and then in the countryside that led Louis XVI to call the Estates General?
3. Which of the 3 Estates dominated the moderate stage of the revolution and what did they achieve?
  4. Why did the constitutional monarchy set up in 1791 fail to end the revolution?
5. What did Napoleon Bonaparte achieve for France? Did he destroy the positive achievements of the revolution?
  6. What were the terms of the Treaty of Vienna? Why were they doomed to failure?
7. What was the connection between the French revolution and the slave rebellion in Haiti? What was the outcome of the rebellion?
8. Which countries in Latin America did the French revolution inspire to seek independence from Spain?

Week 7            The Industrial Revolution in the West and British Imperialism in Africa and India

Reading: Text: chpts. 20, 21

Oct 17 Topic: The Industrial Revolution 1780-1850

Discussion Questions

1. What were the causes of the industrial revolution and why did it start in Britain?
2. What were the new technologies that characterized the industrial revolution and which industries were the first to be mechanized?
3. What did James Watt invent and what contribution did it make to economic in Britain and the US?
4. In what specific ways did the industrial revolution change the living and working conditions of working people and the class structure?
5. Define the following: a) *laissez-faire*; b) positivism; c) utopian socialism.
6. What strategies did industrial workers adopt to improve their lives?
7. What was the impact of the industrial revolution on Europe's relations with a) China; b) Egypt and c) India?

Oct. 19 Topic: British Imperialism in Africa and India 1750-1870

Discussion Questions

1. What advances had some states made in Africa in the century before 1870?
2. What was the typical pattern of European penetration into Africa before 1870?
3. What was the effect on Africa of the British suppression of the slave trade in 1807?
4. Define the following terms: a) *sepoys*; b) *nawab*; c) East India Company.
5. What caused the Sepoy Rebellion of 1857 and how did it change British policies in India and Indian attitudes towards the British?
6. Why had Britain become the most powerful European imperialist nation in the world by 1870? List the areas under British rule in Africa and Asia in that year.

Week 8            The Second Industrial Revolution and the New Powers in the West

Reading: Text: chpt. 23

Oct 24 Topic: New Technologies and the World Economy

Discussion Questions

1. What were the new industries, utilities and forms of transport developed in the late 1800s and how had they transformed Western European and US economies by 1900?
2. How did the Second Industrial Revolution affect Western demographics (population statistics), emigration patterns and urban living conditions?
3. Explain the main ideas of socialism as they were expressed by Karl Marx in the Communist Manifesto.
4. What jobs were available for working-class girls and women in industrial countries?
5. What was the concept of 'separate spheres' and how did it shape the lives of middle class women?

Oct. 26 Topic: Nationalism, Liberalism and the Unification of Germany

Discussion Questions

1. Which two major ethnic groups in Europe were not part of a single nation in 1850?
2. What was the connection between the liberal revolutions of 1848 and a conservative commitment to promoting nationalism?
3. What steps did Otto von Bismarck take to bring about the unification of Germany in 1871?
4. How did the Franco-Prussian war of 1870 change the political climate of Europe?
5. What did Charles Darwin contribute to the new form of nationalism?
6. How did Bismarck manage to win the support of big industrialists and working people without granting participatory democracy?
7. What economic and political changes made the United States a major world power after the Civil War?
8. What was the Japanese response to the 'visit' of American warships to their country in 1853? How did their response differ from that of China?

Week 9      The New Imperialism – European Partition of Africa and Western Dominance in Asia

Reading: Text: chpt. 24

Oct. 31 Topic: The Partition of Africa

Discussion Questions

1. What were the political, economic and cultural motives for Europeans and Americans to grab territories and impose their will on other societies in the period 1870-1914?
2. What technological advantages did the Western powers have that enabled them to dominate Africa, Asia and Latin America with very little resistance?
3. Why did Britain intervene to put down a military uprising in Egypt in 1882?
4. Identify and explain the historical significance of the following: a) Henry Morton Stanley; b) Leopold II; c) the Berlin Conference of 1884-5; d) Afrikaners; e) Cecil Rhodes.
5. Using the map on page 578, list the European powers involved in the Partition of Africa and the territories that each held in 1914.
6. Which Western countries came to dominate which areas of Southeast Asia and Indonesia by 1900?
7. How did the European partition of Africa differ in motivation and outcomes from the European conquest of the New World in the 16<sup>th</sup> century?
8. How did the Western intrusion into so many areas affect the world economy and the global environment?

**Review for the Second Exam.**

Nov. 2 **SECOND EXAM.**

**PART III – THE DECLINE OF EUROPEAN POWER**

Week 10      The Middle East, World War I and the Russian Revolution – 1914-1918

Reading: Text: chpt. 25

Nov. 7 Topic: World War I

Discussion Questions

1. What were the two major changes to the balance of power in Europe and the Middle East that had undermined political stability by 1900?
2. By 1907, what were the two major alliances that divided the European powers?
3. What was the specific event that triggered war in Europe?

4. Why did the war on the Western Front become a stalemate with troops on both sides stuck in trenches and dying in large numbers with every attempt at an offensive?
5. How did the war change life on the Home Front?
6. Why did the Ottoman Turks enter the war? Which side were they on? What did they do to the neighboring Armenians?
7. Explain what the Balfour Declaration was and why the British made it while making contradictory promises to Arab rulers and the French?

Nov. 9 Topic: The Russian Revolution and the World After 1918

Discussion Questions

1. In what ways did World War I create a revolutionary crisis in Russia?
2. Explain the programs and strategies of the Mensheviks and the Bolsheviks.
3. What were the three main points of Lenin's program and what contribution did the program make to the success of the Bolsheviks in November 1917?
4. What was the Treaty of Brest-Litovsk?
5. What gains did Russian women make in the early years of the revolution?
6. Who fought on each side in the Russian Civil War, who won and what was Lenin's program for recovery?
7. Which three men dominated the Paris peace talks after World War I and what were the main provisions of the Treaty of Versailles?
8. Who took control of Turkey after World War I and what reforms did he make?
9. Why had the democracies set up by Woodrow Wilson in Germany, Austria, Hungary, Czechoslovakia and Yugoslavia, all failed by 1933?

Week 11      The Collapse of Western European Hegemony 1929-1949

Reading: Text: chpt. 26

Nov. 14      Topic: The Depression and the Rise of Fascism in Italy and Germany

Discussion Questions

1. Why did a stock market crash in New York create a global economic crisis?
2. What were the political effects of the Depression in the US, Britain, France, Germany and Japan?
3. What were the effects of the Depression in Africa and Asia?
4. What were the core ideas of the Fascist movement in both Italy and Germany?
5. Why were most Italians and most Germans willing to support dictatorial leaders who had no respect for individual rights and freedoms?
6. What were Hitler's racial theories and how were they put into effect before and during World War II?
7. List the actions that Hitler took that broke the terms of the Treaty of Versailles. Why did the allies 'appease' Hitler rather than confronting him?
8. What were the terms of the Nazi-Soviet pact of 1939?

Nov. 16      Topic: Japanese Aggression in East Asia and World War II

1. What does the 1931 Japanese conquest of Manchuria tell us about the Japanese military and government at that time?
2. Identify and explain the historical importance of the following: a) Chiang Kai-shek; b) Mao Zedong; c) the Long March
3. What was the response of the US and the League of Nations to the Japanese invasion of China in 1937?
4. What kind of warfare did the Japanese wage in China and why did the Communists under Mao Zedong get more popular support than the Nationalists under Chiang Kai-shek for their resistance to the Japanese?
5. Explain the meaning of *blitzkrieg* and how it made World War II different from the first world war. What other forms of military technology were also used in WWII?

6. How long did it take Hitler to conquer Western Europe? Which country ‘stood alone’ in 1940?
7. Where did most of the land fighting of World War II take place and which battle there proved to be the turning point of the war?
8. When and why did the United States enter the war?
9. What was the Holocaust, why did it happen and who was responsible?

Week 12      The Impact of the first Atomic Bomb dropped on Hiroshima

Reading: Dr. Hachiya: Hiroshima Diary

Nov. 21      Topic: The Japanese Civilian Experience of an Atomic Bomb

Discussion Questions

1. What was the immediate impact of the bomb on the doctor and the other residents of Hiroshima?
2. What made the doctor understand that the bomb was different from any previous explosions? How did he learn the truth?
3. What were the most serious problems for the hospital and its staff in the weeks following the dropping of the bomb?
4. What was the doctor’s attitude towards a) the emperor and b) the army?
5. What had the doctor learnt about the impact of the bomb by the time he wrote his manuscript on Sept. 9, 1945?
6. What kind of behavior did the doctor witness among soldiers and some civilians that convinced him that the disaster had increased selfishness and cruelty?
7. How did the doctor respond to the occupying American forces when they came to the hospital?

Nov. 23      **NO CLASS – THANKSGIVING HOLIDAY**

**PART IV – A NEW WORLD ORDER**

Week 13      **AREA REPORTS DUE**

Colonial Movements for Independence, the Cold War and Decolonization

Reading: Text: chpts. 27,28

Nov. 28      Topic: Independence Movements in Africa, Asia and Latin America

Discussion Questions

1. Which African colonies had significant numbers of white settlers in 1900?
2. What two religions did most Africans belong to by the 20<sup>th</sup> century?
3. Identify and explain the historical significance of the following: a) the African National Congress; b) W.E.B. Du Bois and Marcus Garvey; c) Haile Selassie
4. What happened in the town of Amritsar on April 13, 1919 and what impact did it have on the Indian independence movement?
5. What was Mohandas Gandhi’s strategy for driving the British out of India? How effective was it?
6. When did India gain independence from Britain and why did the event generate a wave of violence?
7. Which social group owned 85% of Mexico’s land and ruled the country from the time of independence until the revolution?
8. Identify the following and explain the contribution they made to the Mexican Revolution and its aftermath: a) Porfirio Diaz; b) Francisco Madero; c) Emiliano Zapata; d) Francisco “Pancho” Villa; e) Lazaro Cardenas.

Nov. 30      Topic: The Cold War and Decolonization

Discussion Questions

1. Why did the United States and the Soviet Union, allies in World War II, become enemies so soon after the war?
2. Identify and explain the historical significance of the following: a) NATO (North Atlantic Treaty Organization); b) the United Nations; c) the Marshall Plan; d) the EC (European Community); e) the Truman Doctrine; f) the Warsaw Pact.
3. Why did the struggle between the US and the Soviet Union remain a Cold War and only become a 'hot' war in Korea and Vietnam?
4. Explain how the Cuban Missile Crisis brought about an easing in the relations between the US and the USSR.
5. Why was Algeria's struggle for independence so long and violent?
6. Identify and explain the historical significance of the following: a) Kwame Nkrumah; b) Jomo Kenyatta; c) Mau Mau; d) *apartheid*; e) Fidel Castro.

Week 14      The Post-Cold War World 1975-1991

Reading: Text, chpt. 29

Dec. 5 Topic: Post-Colonial Crises and Economic Expansion

Discussion Questions

1. Why were there so many wars and revolutions in the Developing World in the period from 1975-1991?
2. What policies did Fidel Castro adopt in order to create a communist state in Cuba?
3. What policies did the US adopt in order to prevent the spread of communism to other parts of Latin America?
4. Identify and explain the historical significance of the following: a) Salvadore Allende; b) Sandinistas; c) Ayatollah Khomeini; d) Saddam Husayn.
5. Why did the US choose to support an unpopular king in Iran? What was the result of that support for the Shah and for Iran?
6. Why did the Soviet Union invade Afghanistan in 1979? Why did Soviet leaders finally withdraw their troops ten years later?
7. Which Asian countries had modern industrial and commercial economies by 1990 and what were the shared characteristics that made this possible?
8. What brought about the protest movement that culminated in the occupation of Tienanmen Square in Beijing, China? What was the Chinese government's response to the protest?

Dec. 7 Topic: Problems of the Post-Cold War World

Discussion Questions

1. Why did the Soviet Union collapse in 1989?
2. Explain Gorbachev's policies of *glasnost* and *perestroika*. Why did they fail?
3. Identify and explain the historical significance of the following: a) Solidarity; b) Lech Walesa; c) Vaclav Havel; d) Nicolae Ceausescu.
4. Why did Iraq's ruler Saddam Husayn invade Kuwait in August of 1990 and why did the US become involved in the war?
5. In which parts of the world have fertility rates been declining since 1950 and in which parts have they increased?
6. What has happened to the gap between rich and poor nations and between the rich and the poor within nations since 1950?
7. What have been the patterns of migration in the world and within nations since 1950?

Week 15      Course Summary – The Impact of History on our World

Dec. 12      Student Presentation of Area Reports and Review for Final Exam

**FINAL EXAM: Tuesday, December 19<sup>th</sup>. 11am.**

**Please submit all materials in electronic form.**

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**Action of the Department/College**

**1. Department**

Vote of department faculty: For   16   Against   0   Abstentions   0  

Signed by Linda Schott  
Department Head

11-8-06  
Date

**2. College**

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

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**Action of General Education Advisory Committee**

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee

\_\_\_\_\_  
Date

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**Approval**

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum

\_\_\_\_\_  
Date