

History 2322

Fall 2020

Syllabus



Basic Information

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This course is a Web Course and is conducted within Canvas
<http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

“A survey of the world’s major civilizations and of their cultural, political, and economic interactions from roughly 1500 to modern globalization.”

Measurable Learning Outcomes:

The course has several objectives in mind:

1. The student will be able to describe the primary structural features of the world’s main civilizations.
2. The student will be able to describe how the interactions between civilizations has grown and changed over time, and how those interactions have affected the civilizations involved.
3. The student will be able to interpret historical information through the application of models.
4. That the student will read and write more precisely, and thus to think more critically.

Prerequisites: Reading knowledge of English.

Materials

Required Materials:

Required Materials:

The course has three core texts, all available from the UTPB bookstore. For those attending other UT campuses, the books are available online. The main text is also available from www.wwnorton.com as an e-text.

Robert Tignor et al. *Worlds Together, Worlds Apart* (2nd edition), volume 2. [Hereafter "WTWA"]

Kenneth Pomeranz and Steven Topik. *The World That Trade Created* (2nd edition). [Hereafter "Pomeranz"]

Daniel Headrick. *Power over Peoples*. [Hereafter "Headrick"].

I will ask students to either purchase or rent (via Netflix or a similar service) a DVD copy of the 1982 film *Gandhi*. I will assign sections of it for viewing at the appropriate time.

Important Academic Dates

UTPB [Academic Calendar](#)

Course Overview

Except for unusual circumstances, **I expect all written assignments via Canvas**. I reserve the right to decide what constitutes an unusual circumstance.

The evaluations are based on quizzes of the material, term papers on larger themes, discussions of more general issues, and evaluation of international news websites and articles. The evaluations will be based on Costa's Levels of Thinking, and assignments are designed to promote close reading and critical analysis of those readings.

Costa's Level 1 (the lowest level) requires one to gather information. An ability to gather information and summarize it accurately and grammatically will earn you a passing grade on an assignment.

Costa's Level 2 (the middle level) requires one to process the information. An ability to compare information to a template or model, or to other information in order to answer a question will receive higher, mid-level grades.

Costa's Level 3 (the highest level) requires one to apply the information. An ability to draw fruitful conclusions from those comparisons as part of that answer will earn the highest grades.

Quiz Questions (30%):

For each set of readings, you will find a list of quiz questions and/or discussion topics. For each quiz question, you should prepare a brief answer to the question (this should include some supportive information from the text, such as primary source excerpts), but **should ALSO discuss how this term relates either to our “Model of Civilization”, to the “crisis points” in a civilization, or to larger themes of the course, such as “globalization”**. This will tell me how much you are attempting to understand not just events but trends and processes.

Roughly every two weeks, when you log in, you will receive a question randomly chosen from those weeks' readings. (You can find those potential questions below each set of readings.) **You will have 20 minutes to upload your pre-prepared response to it.** (This is NOT enough time to write a good response on the spot. Trust me on this.) **These terms are due before midnight of the day they are listed on the syllabus.** (Just to be extra-clear on this: the set of terms might be listed as due on, say, September 10. That means the set would be due on or before 11:59:59 pm on September 10.)

Each term can get up to ten points. If you get basic information correct, and give a thoughtful answer to the question posed of you, you get seven points, though I will deduct points for incorrect information, overly vague answers (answers so general that they could apply to any time or place, for example), or for mere paraphrasing. (If you are giving me an answer as long as the book, with just a few words changed, you are showing me that you can look something up, but NOT that you are thinking about the material.) The remaining three points will be awarded based on your ability to correlate the analysis to the “Model of Civilization”, the “crisis points”, or to those aforementioned larger themes.

Papers (2 x 20% each):

The two papers will be worth 20% each.

I will assign topics for two five-page papers, analyzing the course materials. I will give these to you roughly three weeks before the due date.

PAPER #1: Due October 11
PAPER #2: Due December 9

Discussions (15%):

15% of your grade is based on discussions, and other assignments. HOWEVER: I may post topics for online discussion occasionally, usually on news items, and you will be expected to contribute there, either by posting a comment or by posting a reply to someone else's comment. Posting relevant news articles is also welcome. You *also* are expected to post thoughtful replies to each other's comments.

News Journal Entries (15%)

15% of your grade is based on your reading, commenting and comparing news articles on international issues from international sources. These sources will be chosen from a list of international news sites and other resources. Your task is to pick a topic for each assignment, and find articles from our news sources about that topic and compare them.

Your grade for each entry will be based not only on your ability to summarize the article and give perspectives on that website correctly, but to place both in context.

<i>Course Activity</i>	<i>Percentage of Total Grade</i>
Quiz questions	30%
Paper 1	20%
Paper 2	20%
Discussion	15%
News Journal Entries	15%
Total	100%

Grading Scales:

This scale will apply to both the grades for the papers, and for the overall grade for the course. However, if I have noticed significant improvement from the first paper to the second, then I reserve the right to change the percentages assigned to both papers. (I could “reweight” the papers as 15% and 25%, for example.) Significant growth comes from significant extra effort, and should be recognized.

95-100	A
90-95	A-
87.5-90	B+
82.5-87.5	B
80-82.5	B-
77.5-80	C+

72.5-77.5	C
70-72.5	C-
67.5-70	D+
62.5-67.5	D
60-62.5	D-
< 60	F

Communication, Grading & Feedback: I anticipate doing nearly all communication with you via campus e-mail. My address there is spickermann_r@utpb.edu. (Please note that “spickermann” is spelled with two n’s, and please don’t send anything to spickermann_l@utpb.edu. That’s Lorraine Spickermann, over in the College of Education.) I try my best to get back to you within a day, but occasionally my own schedule doesn’t allow for that. If you have not heard from me for two days, please send me a reminder. (I welcome such reminders! There is always the chance that I have missed an e-mail, even with the best of intentions, and I want to make sure that I do get back to you quickly.)

If for some reason you need to contact me directly, I can be reached at 432-552-2318. I check my phone messages when I go to campus, and will reply as quickly as I can.

I hope to get assignments back to you within a week. In the case of the two longer papers, within two weeks.

Time Management: A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues.

Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below)**.

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

I accept late work, but in fairness to those who do turn materials in on time, I do impose a late penalty which increases with the degree of lateness.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is

dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive at least a score for the assignment equal to -2x the maximum value of the assignment, and potentially an “F” for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook:Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, and notify the instructor when emergencies arise.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762
Voice Telephone: 432-552-4696
Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Online Student Authentication

UTPB requires that each student who registers for a distance course is the same student who participates in, completes, and receives credit for the course. UTPB’s Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB’s Distance Education Policy requires at least one additional student identification method within

the course that has been determined and approved by the faculty or academic program. This process will be through the presentation of approved photo ID* through a web cam during an authentication quiz within the course.

*Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule of Assignments

August 30	Module 1 Discussion Posts Quiz on the Model of Civilization
September 6	International Newspaper/Website Journal Entry 1
September 13	Quiz 1, Based on Readings in Module 1 International Newspaper/Website Journal Entry 2
September 20	International Newspaper/Website Journal Entry 3
September 27	International Newspaper/Website Journal Entry 4
October 4	Quiz 2, Based on Readings in Module 2
October 11	Module 3 Discussion Posts Paper 1 Due
October 18	Quiz 3, Based on Readings in Module 3
October 25	International Newspaper/Website Journal Entry 5
November 1	Quiz 4, Based on Readings in Module 4 and 5 Module 5 Discussion Posts
November 8	International Newspaper/Website Journal Entry 6
November 15	Quiz 5, Based on Readings in Module 6 and 7 International Newspaper/Website Journal Entry 7
November 22	Module 8 Discussion Posts
November 29	Quiz 6, Based on Readings in Module 8 and 9 Module 9 Discussion Posts

December 6 Quiz 7, Based on Readings in Module 10
 Module 10 Discussion Posts

December 9 Paper 2 Due

NO FINAL EXAM (By now, I have a pretty good idea of how you are doing.)

Schedule of Readings

MODULE 1 - THE POST-MONGOL WORLD (1300-1500)

This is our “prologue” module, a portrayal of a world with mostly separate, isolated civilizations, and (by definition) little inter-civilizational trade. We will do a survey of each civilization, and then a quick survey of the beginning of sustained contact and trade among them.

AUGUST 24 - August 30: The Worlds of 1300

Headrick 1: The Discovery of the Oceans, to 1779

WTWA 10: BECOMING “THE WORLD”
pp.358-361, “Development of Maritime Trade”

SEE ALSO LECTURE FILES: *Civilization Parameters*

QUIZ QUESTIONS:

Headrick notes five historical maritime traditions in the world. What made the western European maritime tradition the most impactful?

Can the restructuring of the “world system” around 1300 be described in terms of our Model of a Civilization, or through the Model’s idea of “crisis points”?

WTWA 10: BECOMING “THE WORLD”

pp. 361-364, “Islam in a Time of Political Fragmentation”
pp. 365-367, “India As a Cultural Mosaic”
pp. 368-371, “Song China: Insiders vs. Outsiders”
pp. 375-382, “Christian Europe”
pp. 372-374, “China’s Neighbors”
pp. 383-385, “Sub-Saharan Africa”

pp. 388-391, "The Americas Expand Regional Contacts"
pp. 391-398, "Mongol Transformation of Afro-Eurasia"

DISCUSSION:

In our readings from WTWA 10, we read of distinct regions here. **Using our model**, which one would you say was the most viable (most adaptable, and most able to remain stable), and which was the *second* most viable, and why? Write also a reply as to whether you would agree or disagree with someone else's second choice, and why.

AUGUST 31 - SEPTEMBER 6: Western Europe and Islam

WTWA 11: CRISES AND RECOVERY IN EURASIA, 1300s-1500s

pp.404-408, "Collapse and Integration"

pp.418-426, "Western Christendom"

WTWA 12: CONTACT, COMMERCE, AND COLONIZATION, 1450s-1600

pp.456-459, "Religious Turmoil in Europe"

SEE ALSO LECTURE FILE: *Parameters of Western Europe and European Economic Competition*

QUIZ QUESTIONS:

How did the development of European feudal structures during this time shift where the "crisis points" in this society might be? (Consider perspectives from the lecture file, as well, as part of your answer.)

How did the European Reformation affect the political structures of kingdoms within western Europe? Use the "crisis points" to shape your answer.

WTWA 11: CRISES AND RECOVERY IN EURASIA, 1300s-1500s

pp. 409-417 "Islamic Dynasties"

WTWA 12: CONTACT, COMMERCE, AND COLONIZATION, 1450-1600

pp. 441-443: "Ottoman Expansion"

WTWA 13: WORLDS ENTANGLED, 1600-1750

pp. 479-484: "Global Commerce and Climate Change"

pp. 499-501: "Comparative Perspectives on Climate Change"

WTWA 13: WORLDS ENTANGLED, 1600-1750

pp.502-507, "Asia in the Seventeenth and Eighteenth Centuries"

WTWA 14: CULTURES OF SPLENDOR AND POWER, 1600-1780

pp. 520-526, "Culture in the Islamic World"

SEE ALSO LECTURE FILE: *Ottoman Empire*

QUIZ QUESTIONS:

Did climate changes affect the Ottoman Empire differently in comparison to Western Europe?

Why and how did the three Islamic dynasties differ in their political structures? (Think about those crisis points here.)

Why and how did the three Islamic dynasties respond to European commercial intrusion differently? Think about those "crisis points" here, too.

**SEPTEMBER 7 - SEPTEMBER 13:
China and Japan
The Revival of Asian Trade**

WTWA 11: CRISES AND RECOVERY IN EURASIA, 1300s-1500s
pp. 427-434, "Ming China"

WTWA 14: CULTURES OF SPLENDOR AND POWER, 1600-1780
pp.520, "Trade and Culture"
pp.527-533, "Culture and Politics in East Asia"

SEE ALSO LECTURE FILES: *Parameters of East Asian Civilization* and *Pre-Meiji Japan*

QUIZ QUESTIONS:

How much did borrowings from China change Japanese and southeast Asian civilizations? Did the structures or the crisis points change?

How (and why) did the Ming dynasty centralize authority in China? (Think about what crisis points the centralization of authority solved, and which it might have introduced.)

How do the core aspects of East Asian culture differ from those of Western Europe?

HEADRICK, ch.2: Eastern Ocean Empires, 1497-1700

WTWA 12: CONTACT, COMMERCE, AND COLONIZATION, 1450s-1600
pp. 440-441, "Old Trade and the New"
pp. 460-467, "Revival of the Asian Economies"

Pomeranz 1.1-1.15

- 1.1 The Fujian Trade Diaspora
- 1.2 The Chinese Tribute System
- 1.3 Funny Money, Real Growth
- 1.4 When Asia Was the World Economy
- 1.5 Treating Good News as No News
- 1.9 A British Merchant in the Tropics
- 1.10 How the Other Half Traded
- 1.11 Deals and Ordeals: World Trade and Early Modern Legal Culture
- 1.12 Traveling Salesmen, Traveling Taxmen
- 1.13 An Indian Ocean Commodity Circuit: How to turn Cotton into Ivory
- 1.14 Going Non-Native: Expense Accounts and the End of the Age of Merchant Courtiers
- 1.15 Empire on a Shoestring: British Adventurers and Indian Financiers in

Calcutta, 1750-1850

Pomeranz 2.1 - Woods, Winds, Shipbuilding and Shipping: Why China Didn't Rule the Waves

QUIZ QUESTIONS:

Which of the "eastern ocean empires" in the second chapter of Headrick had the least impact on the trade networks of the Indian and Pacific oceans? What would have had to change in that empire to make it more impactful? (Think about Pomeranz 2.1 here too.)

How does mining a metal used for currency potentially create new "crisis points" in both trade networks and within civilizations?

Pomeranz, chapter 1, is about how globalization created "market conventions (in short, standardization of products and exchanges to make markets work more efficiently). In what ways could creating such conventions change a civilization? How might they change where the "crisis points" in or between civilizations lay?

MODULE 2 - EUROPEAN EXPANSION (1500-1800): CREATING EMPIRES AND TRADE NETWORKS IN A NEW WORLD-SYSTEM

In Module 1, we looked at the individual civilizations, and the beginning of intercivilizational trade. In Module 2, we look at one civilization's expansion, conquering three continents and making copies of itself, and creating global trade networks. This world, though technologically and culturally not that different from the world in Module 1, is economically and ecologically a very different place. This is the creation of a Western Europe-centered global economy, linked either through direct control by countries in Western Europe, or by those countries' control of trade.

SEPTEMBER 14 - SEPTEMBER 20
Creation of Latin America

HEADRICK, CH. 3: Horses, Diseases and the Conquest of the Americas

WTWA 12: CONTACT, COMMERCE, AND COLONIZATION, 1450s-1600

pp.444-445, "European Exploration and Expansion"

pp.445-455, "The Atlantic World"

Pomeranz 1.7-1.8 (Latin America)

1.7 Aztec Traders

1.8 Primitive Accumulation: Brazilwood

Pomeranz, Part 5 - The Economics of Violence, 9-10 (Mines)

5.1 - The Logic of An Immoral Trade

5.2 - As Rich as Potosi

QUIZ QUESTIONS:

Describe why the Spanish were able to control such a huge empire in the Americas. Use concepts from the Model or from the crisis points where possible, to describe either the internal workings of that empire, or Spain's interactions with other countries.

What was the economic "logic" of slavery in the Americas? What "crisis points" did it create in the slaveholding societies?

SEPTEMBER 21 - SEPTEMBER 27:
Creation of a European North America and Oceania
European Economic Expansion, Africa and Slavery

WTWA 13: WORLDS ENTANGLED, 1600-1750

pp. 484-488, "Exchanges and Expansions in North America"

WTWA 14: CULTURES OF SPLENDOR AND POWER, 1600-1780

pp. 545-548, "Hybrid Cultures in the Americas"

pp. 549-550, "Captain Cook and the Making of a Neo-European Culture in Oceania"

QUIZ QUESTIONS:

How much and/or how did the new English, Dutch, and French colonies differ in their economic structure (economic development, trade patterns) from the Spanish colonies? Could these differences produce potential crisis points within the civilization?

How and why did Western European-based colonial cultures in the Americas differ from the original Western European cultures (attitudes towards class, race, political authority as examples), according to these readings? Could these differences produce potential crisis points within Western European civilization?

WTWA 13: WORLDS ENTANGLED, 1600-1750

pp. 488-495, "The Slave Trade and Africa"

WTWA 14: CULTURES OF SPLENDOR AND POWER

pp. 534: "African Cultural Flourishing"

Pomeranz, Part 5 - The Economics of Violence, 5.4-5.5, 5.9 (Slavery)

5.5 - The Luxurious Life of Robinson Crusoe

5.9 Looking for the Next Worst Thing:

Emancipation, Indentures, and Colonial Plantations After Slavery

QUIZ QUESTIONS:

How much did slavery reshape African societies? (Use the crisis points as a means of explaining this. Were there conflicts in political authority, or trade routes?)

How much did (or did not) emancipation reshape colonial plantation society in the Americas? Why? (Use the crisis points as a means of explaining

this.)

SEPTEMBER 28 - OCTOBER 4
European Economic Expansion: Drugs?
The West's Economic Transformation

Pomeranz 3.1-3.8 - Drugs and World Trade

- 3.1 Chocolate; From Coin to Commodity
- 3.2 Brewing Up a Storm
- 3.3 Mocca Is Not Chocolate
- 3.4 The Brew of Business: Coffee's Life Story
- 3.5 America and The Coffee Bean
- 3.6 Sweet Revolutions
- 3.7 Paying for Power: "Sin Taxes and the Rise of the Modern State"
- 3.8 How Opium Made the World Go "Round"
- 3.9 Tobacco: the Rise and Decline of a Magical Weed
- 3.10 Making Smoking Modern: From Pipes to Cigarettes in Egypt and Elsewhere
- 3.11 Chewing Is Good, Snorting Isn't: How Chemistry Turned a Good Thing Bad

QUIZ QUESTIONS:

Were there patterns to the production and distribution of drugs? Did they resemble each other in how they affected the structures and interactions of producing and consuming areas?

WTWA 13: WORLDS ENTANGLED, 1600-1750
pp. 508-514, "Transformations of Europe"
Pomeranz, Part 5 - The Economics of Violence,
5.3, 5.7-5.8

- 5.3 The Freebooting Founders of England's Free Seas
- 5.7 The Violent Birth of Corporations
- 5.8 Buccaneers as Corporate Raiders

QUIZ QUESTIONS:

Why did English, French, and Russian economic expansion differ from one another? Use ideas from the Model or the crisis points to explain the differences.

Who gained and who lost from the rise of piracy and corporations play in early economic development?

MODULE 3 – WESTERN EUROPE’S “DUAL REVOLUTION”: ENLIGHTENMENT AND INDUSTRIALIZATION

Modules 2 talked about the creation of a Western Europe-centered global economy. Module 3 discusses a transformation: the cultural and political transformation catalyzed by the Scientific Revolution and Enlightenment thought, and the economic transformation of industrialization. These transformations begin in Western European nations, but through their dominance of the rest of the planet, they eventually will spread elsewhere. But we look at their utterly important beginnings here.

OCTOBER 5 - OCTOBER 11

The Enlightenment and Democratic Revolutions in the Western World Industrialization

WTWA 14: CULTURES OF SPLENDOR AND
POWER, 1600-1780
pp. 535-544, “The Enlightenment in Europe”

SEE ALSO LECTURE FILES: *Scientific
Revolution* and *The Enlightenment*

QUIZ QUESTION:

How did the Scientific Revolution and the Enlightenment add to European thought? How does this play into the crisis points of our Model of Civilization?

WTWA 15: REORDERING THE WORLD 1750-
1850

pp. 556-571, “Political Reorderings”
pp. 572-573, “Change and Trade in Africa”

QUIZ QUESTIONS:

How did Enlightenment thought play a role in the Atlantic revolutions?

How did the abolition of slavery affect the political and economic structures in west African cultures?

DISCUSSION: Enlightenment thought works out differently in different societies. In central Europe and Russia, you see "enlightened absolutism". In France you get a turbulent revolution, once of the world's most historically important. In the United States, you get a revolution, too, but one not as convulsive. In Latin America, you have revolutions, too, but these also work out differently from the United States and France. Why does Enlightenment thought work out so differently? (As always, use our Model, and our crisis points, as part of your answer. Yes, I know they work out differently because of different local conditions. But that doesn't stop you from elaborating on what those local conditions were. Consider as well how these areas might deal with those crisis points in the future.)

WTWA 15: REORDERING THE WORLD 1750-1850

pp. 574-580, "Economic Reordering"
Pomeranz, Part 7 - World Trade, Industrialization, and Deindustrialization

SEE ALSO LECTURE FILE: *Industrialization*

QUIZ QUESTIONS:

How might industrialization show up as "crisis points" as a civilization develops? How might it show up as "crisis points" in terms of interactions with other civilizations?

How did "agricultural revolution" potentially change social relations inside the civilizations experiencing it?

OCTOBER 12 - OCTOBER 18
Commodities in World Trade and Modern Markets

WTWA 17: NATIONS AND EMPIRES, 1830-1914

pp. 642-643, "Industry, Science, and Technology"

Pomeranz, Part 4 - Transplanting: Commodities in World Trade

Pomeranz 2.4 - Pioneers of Dusty Rooms: Warehouses, Transatlantic Trade, and the Opening of the North American Frontier

Pomeranz, Part 6 - Making Modern Markets, sections 6.1-6.5, and 6.8-6.11

6.1 Silver and Gold in Mexico and Brazil

6.2 Weighing the World: The Metric Revolution

6.3 From Court Bankers to Architects

6.4 Growing Global: International Grain Markets

6.5 How Time Got That Way

6.8 Fresher Is Not Better

6.9 Packaging

6.10 Trademarks: What's In A Name?

6.11 Learning To Feel Unclean: A Global Marketing Tale

QUIZ QUESTIONS:

What effect did globalization of the trade and transport of raw materials have on the places serving as sources for those raw materials? Give examples.

The selections from Pomeranz parts 2 and 6 have two themes: standardizing terms of exchange and standardizing marketing. Likewise, consider how such standardization might have affected local cultures upon which it was imposed. Did it change the civilization's structure? Move the crisis points?

MODULES 4-7

General Thoughts About 4 Through 7

Module 3 talked about the transformations of the nations in Western Europe, and hinted at the global implications of those transformations. This leads us to a fourth phase in the course, with four components within that phase. I group them together by default, really: these four

components don't have much in common with each other, but they have even less in common with what preceded them and with what will follow them. The worlds of Module 3 and 8 drastically differ, how those changes take place is the story in Modules 4-7. Some really basic and global turning points occur here.

OCTOBER 19 - OCTOBER 25

MODULE 4 - REACTION TO EUROPE'S DYNAMISM (1) (1500-1850)

Module 4 discusses how the civilizations beyond Western Europe reacted to its new power, dynamism, and aggressiveness. Some non-Western empires tried to adapt aspects of Western technology or culture to their own cultures, and to this degree became "Western" themselves. Other areas rejected the West outright, leading to militant reactions very similar to those we will see in the 20th and 21st centuries. (Look for the resemblances.)

Westernizing Non-European Empires and Fundamentalist Reactions to Westernization

Headrick 4: The Limits of the Old Imperialism:
Africa and Asia to 1859

WTWA 15: REORDERING THE WORLD 1750-1850

pp. 581-590, "Persistence and Change in Afro-Eurasia"

QUIZ QUESTIONS:

Headrick's thesis concerns the role of technological advantage in Western Europe's ability to project its power. Why did these advantages reach an outer limit in the early 19th century?

How do "crisis points" show up in how Eurasian societies responded to the Western model? Give two examples.

WTWA 16: ALTERNATIVE VISIONS OF THE NINETEENTH CENTURY

pp. 596-602, "Prophecy and Revitalization in the Islamic World and Africa"

pp. 603-606, "Prophecy and Rebellion in China"

pp. 612-624, "Insurgencies against Colonizing and Centralizing States"

QUIZ QUESTIONS:

Why did these alternative visions suddenly occur to such a degree on the fringes of European control in the 19th century? Why did they tap into religious beliefs as a means of articulating their answer?

(Be sure, either way, to include examples, and think about those crisis points when civilizations change or come into contact with one another.)

OCTOBER 26 - NOVEMBER 1

MODULE 5- NATION AND CLASS: ENVISIONING NEW SOCIETIES

Model 5 discusses the new attempts to define community in western Europe. Where people had lived in villages before, now people looked to “class” and “nation” (“socialism” and “nationalism”) as forms of identity. These ideas conflicted with each other, though, and had to evolve, as did how they came to appeal to different groups. Western Europeans will export/impose these ideas on the rest of the world, as well, and thus it’s especially important to discuss them.

**Socialism and Nationalism in Europe
Nation-States in the Western World
Race and Nation / Racism and Nationalism**

WTWA 16: ALTERNATIVE VISIONS OF THE NINETEENTH CENTURY

pp. 607-611, “Socialists and Radicals in Europe”

SEE ALSO LECTURE FILES: *Marxism: The Basics*, *Europe in 1848* and *Europe after 1848*

QUIZ QUESTIONS:

What does it say about 19th-century Europe that these “alternative visions” of nationalism and socialism occur to such a degree in the 19th century (especially after 1848)?

What were their new nation- or class-based definitions of community responses to?

WTWA 17: NATIONS AND EMPIRES, 1830-1914

pp.630, "Consolidating Nations and Constructing Empires"

pp. 631-636, "Expansion and Nation-Building in the Americas"

pp. 637-641, "Consolidation of Nation-States in Europe"

QUIZ QUESTIONS:

What distinguished American, Canadian, and Brazilian nation-building patterns from those in Europe?

DISCUSSION:

A thought for you all: what's a "nation", anyhow? Give one definition of a nation, and see how well the nations and empires of the 19th century in Europe and the Americas fit that definition.

NOVEMBER 2 - NOVEMBER 8

MODULE 6 - EUROPEAN EXPANSION (1830-1914): IMPERIALISM

Module 6 discusses a second wave of western European expansion ("imperialism") in which new empires are formed, not in the "neo-Europes" of the Americas and Australia, but in Africa and Asia. Here, as with Module 5, some implicit Westernization is occurring.

Imperialism

Adaptation and Resistance Among the Colonized

Adaptation and Resistance among the Non-European Empires

Headrick 5: Steamboat Imperialism, 1807-1898
Headrick 6: Health, Medicine, and the New Imperialism, 1830-1914
Headrick 7: Weapons and Colonial Wars, 1830-1914

WTWA 17: NATIONS AND EMPIRES, 1830-1914
pp. 644-658, "Imperialism and the Origins of
Anticolonial Nationalism"

Pomeranz 2.6, 2.9
2.6 Winning Raffles
2.9 Guaranteed Profits and Half-Fulfilled
Hopes: Railroad Building in British India
2.10 A Brief Trip Across the Centuries

Pomeranz 5.10 - Bloody Ivory Tower
Pomeranz 5.11 - Ethiopia

Pomeranz, 6.7-6.8
6.6 How the United States Joined the Big
Leagues
6.7 Clubs, Casinos and Collapses

SEE ALSO LECTURE FILE: *The British World-System*

QUIZ QUESTION:

How would you describe imperialism in Headrick and Pomeranz in terms of our model of civilization, or in terms of "crisis points"? (An open-ended question, I know.)

WTWA 17: NATIONS AND EMPIRES, 1830-1914

pp. 658-664, "Japan, Russia, and China"

Pomeranz 2.7 - Trade, Disorder, and Progress:
Creating Shanghai, 1840-1930

SEE ALSO LECTURE FILE: *Russian Modernization*

QUIZ QUESTIONS:

How well did each empire (Japan, Russia, China) adapt to western technology, economics, culture? Why? Think about our Model, and especially our crisis points.

How much was Shanghai in the West's economic and culture sphere, and how much was it in China's? (An open-ended question, I know.)

NOVEMBER 9 - NOVEMBER 15

MODULE 7 - GLOBAL WESTERNIZATION

Module 7

Module 7 discusses more general cultural processes of Westernization as industrialization continued apace. "Mass" culture arises, and has a global impact.

**Global Cultural Westernization
Mass Production and Mass Consumption**

WTWA 18: AN UNSETTLED WORLD, 1890-1914

pp. 681-687, "Worldwide Insecurities"
pp. 688-691, "Cultural Modernism"

SEE ALSO LECTURE FILE: *The Twentieth Century*

QUIZ QUESTIONS:

Pick two of the "insecurities" (imperial rivalry, economic development, urbanization, women's rights, class conflict). How did they challenge non-Western cultures at this point? Remember our "crisis points".

WTWA 18: AN UNSETTLED WORLD, 1890-1914

pp. 670-674, "Progress, Upheaval and Movement"
pp. 675-680, "Discontent with Imperialism"

SEE ALSO LECTURE FILE: *Creation of Local Elites*
FILM: *Gandhi* (watch through the Amritsar massacre)

QUIZ QUESTIONS:

Why should the economic developments in the late 19th century have led to social and cultural anxieties? Think about crisis points, as always.

DISCUSSION ON GANDHI:

As you watch the film, please post your thoughts here.

How does he reflect the problems of empire and colonialism?

What parts of his perspective are Western, what parts non-Western?

Any other thoughts or questions?

This forum will be open-ended, because we will be watching the film in increments. I expect some postings after each viewing.

WTWA 19: OF MASSES AND VISIONS OF THE MODERN, 1910-1939

pp. 719-721: "Mass Society; Culture, Production, and Consumption"

QUIZ QUESTIONS:

How did mass culture differ from "elite" culture?

What is the relationship between mass production and mass consumption?

Either one you choose, think of how to fit our "model of civilization" or the "crisis points" into your answer.

MODULES 8 AND 9

General Thoughts about Modules 8 and 9

Following this period of western European dominance (now including also the United States and Japan) of the world in the 19th century, the western European nations turned on and nearly destroyed one another, and in so doing destroyed their collective dominance over the rest of humanity. This resulted in what I called a "broken world", one in which the West's dominance was no longer complete, but no other country or region arose to replace western Europe. Nor did any one belief-system or ideology dominate as completely as classical liberalism and Western imperialism had before 1914. This is the common theme of 8 and 9. It would take decades – and two world wars – for the world to start reassembling an overall structures and networks again.

NOVEMBER 16 - 22

MODULE 8 - BROKEN WORLD - COLLAPSE OF EUROPEAN DOMINANCE, 1914-1960

Module 8 covers the catastrophe of World War I – not only how industrialization enabled the unprecedented levels of butchery, but also how it contorted and destroyed national and international political and economic structures. European dominance was gone, but nothing replaced it, leaving a “broken world”, unable to recover from the war, and Europe’s empires beginning to dissolve. That will lead to political extremism, World War II, and colonial rebellions.

Mass Destruction: World War I

Mass Politics: Totalitarian "Utopias" of Fascism and Communism

Mass Politics: Liberalism, Corporatism, Nationalism

Mass Destruction: World War II

WTWA 19: OF MASSES AND VISIONS OF THE MODERN, 1910-1939

pp. 708-718 “The Great War”

SEE ALSO LECTURE FILES: *World War I Background*, *World War I*

QUIZ QUESTIONS:

How would you use our model to evaluate whether and how much the Great War differed (politically, economically, militarily) from previous wars?

How did the world differ after the Great War from the world before it? You can think about international relations, international economic systems, culture, or along some other theme. Use that Model, though, and the Lecture Files.

WTWA 19: OF MASSES AND VISIONS OF THE MODERN, 1910-1939

pp. 722-745: “Mass Politics: Competing Visions of Becoming Modern”

SEE ALSO LECTURE FILE: *Mass Politics*

SEE ALSO LECTURE FILES: *Bolshevik Revolution*, *USSR 1920s*, *Fascism and Nazism*

SEE ALSO LECTURE FILE: *Europe in the 1920s*

QUIZ QUESTIONS:

In this section, you have five solutions to the problems of "modernity": Fascism/Nazism, Communism, liberalism, corporatism, and anti-colonial nationalism. Pick two, and explain what each saw as the cause of the problem of modern society, and what arguments might they use to criticize each other.

Use the Lecture Files, as well.

DISCUSSION:

In this section, you have a wave of reactions to modernity (that is, to western European industrial democracy). You have Fascism/Nazism in Europe, anti-colonial nationalism in Europe's colonies, and Communism in the Soviet Union, among many European workers, and among intellectuals and workers beyond Europe.

We saw something like this in the mid-19th century, too: with nationalism and socialism inside Europe, and prophetic movements outside of Europe.

Do "reactions" come in waves? Why or why not?

Headrick 8: The Age of Air Control, 1911-1936

WTWA 20: THE THREE-WORLD ORDER, 1940-1975

pp.750-757, "World War II and Its Aftermath"

SEE ALSO LECTURE FILE: *World War II in Europe*

FILM: *Memories of the Camps* available online at <http://www.pbs.org/wgbh/pages/frontline/camp/vie/w/>

(This film will take approximately 90 minutes.)

QUIZ QUESTIONS:

World Wars I and II were both "total wars", but they differed, of course. How was World War II "more total" (so to speak) than World War I?

DISCUSSION

How does the Holocaust "fit in" to a study of civilization? Is it an aberration from how civilizations develop or a "natural" potential consequence, a manifestation of our "crisis points"? Think about where such an event could come from, and why.

(Don't write about how awful it was, or use phrases like "never again!" and stop there. We ALREADY know it was awful, but that doesn't help us to understand it better.)

NOVEMBER 23 - NOVEMBER 29

MODULE 9 - A "THREE WORLD" WORLD

Module 9 covers the "Cold War: a rivalry between West and East, with the simultaneous accelerated collapse of Europe's empires and the rise of dozens of new countries. It was a world thus still "broken", but into three zones, each with its own characteristics.

The "Cold War"

Decolonization and the Postwar "Three Worlds"

WTWA 20: THE THREE-WORLD ORDER, 1940-1975

pp. 757-759, "The Beginning of the Cold War"

Pomeranz 6.13 - Things Go Better With Red, White, and Blue: How Coca-Cola Conquered Europe

SEE ALSO LECTURE FILES: *Nuclear Weapons*, and *Cold War*

QUIZ QUESTIONS:

What kept the "Cold War" cold?

Do Coca-Cola's efforts to gain access to markets resemble those of coffee, tea, or drug trades? How do they depart from them? (You can answer this in many ways - by looking at Coca-Cola's impact on trade patterns, or on local culture. Think about our Model of Civilization and crisis points.)

WTWA 20: THE THREE-WORLD ORDER, 1940-1975

pp.760-771, "Decolonization"

FILM: *Gandhi* (the remainder of the film)

DISCUSSION:

WTWA gives three examples of decolonization: the Chinese Revolution (not a colony, but nonetheless the revolution involved the expulsion of western powers), negotiated independence in India and Africa, and "incomplete decolonization". Why were some decolonizations violent, some peaceful? How much did it have to do with the natives, and how much with the colonial powers?

Think and contribute more about Gandhi, too! What ways was he western, and what ways not? His situation and strategy in India were not unique. When would they work, and when not?

Headrick 9: The Decline of Air Control, 1946-2007

WTWA 20: THE THREE-WORLD ORDER, 1940-1975

pp. 772-780, "Three Worlds"

pp. 781-785, "Tensions in the Three Worlds"

QUIZ QUESTIONS:

How did the "Second World" develop in 1940-1975?

How did the "Third World" develop in 1940-1975? (Each of these questions will require combining a bit from each of the reading sections. Remember to think about our "crisis points".)

MODULE 10 - GLOBALIZATION: "WORLD CIV"?

Module 10 takes us to the present. With the collapse of the Soviet Union, the western democracies came to dominate the planet again economically, politically, and culturally for a few years. The "Second World" was gone, and the "Third World" could not maintain its distance from the First World so easily any longer. Economic development in China, Latin America, and Southeast Asia began to surge; China, especially came to challenge the West's political and economic dominance, even while becoming ever more economically integrated with them and adopting parts of the West's culture. One might ask whether we actually have "world civilization", for the first time. It's a deceptively simple question.

NOVEMBER 30 - DECEMBER 6

Globalization

WTWA 21: GLOBALIZATION
pp. 790-796, "Removing Obstacles to Globalization"

SEE ALSO LECTURE FILES: *Soviet Collapse*,
and *Iran's Revolution*

QUIZ QUESTIONS:

How much did the Cold War obstruct globalization, and how did it accelerate it? Remember to answer BOTH parts of this question.

DISCUSSION:

How does "Islamic revolution" resemble other waves of revolution (Communist peasant rebellions in the 20th century, national revolutions in Europe in the 19th century, democratic revolutions in the 18th and 19th century)? How does it not? What accounts for the differences?

WTWA 21: GLOBALIZATION
pp. 790-795 "Global Integration" and
"Removing Obstacles to Globalization"
pp. 796-805, "Unleashing Globalization"
pp. 806-816, "Characteristics of the New
Global Order"
WTWA 12: GLOBALIZATION
pp. 817-825, "Citizenship in the Global World"

SEE ALSO LECTURE FILE: *Modern Europe*,
post-1989

ARTICLE: "Jihad vs. McWorld" (*Atlantic Monthly*,

March 1992), available at
<http://www.theatlantic.com/doc/199203/barber>

QUIZ QUESTIONS:

WTWA identifies agents of globalization: trade, migration, mass culture, and communications. How much do these differ from previous centuries? How much do they not? (Think about how they affect structures of civilizations. Again, the Model is a good way to examine this.)

How has globalization affected gender issues? (Use the “crisis points” if possible.)

WTWA discusses globalization as a challenge the nation-state through both “supranational organizations” and “religious foundations of politics”. How are each products of globalization?

WTWA EPILOGUE: 2001-PRESENT

pp. 830-834: “Global Challenges”

pp. 834-840: “The United States, the European Union, and Japan”

pp. 841-843: “Russia, China, and India”

pp. 844-856: “The Middle East, Africa, Latin America”

pp. 857-858: “Populist Politics and Authoritarian Regimes”

Pomeranz 6.16 - Location, Location, Location

SEE ALSO LECTURE FILE: *Unresolved Issues*

QUIZ QUESTIONS:

Where IS Andorra, anyhow? (Just kidding.)

DISCUSSION:

How does Barber's "Jihad vs. McWorld" fit into our model of civilization? (In short, how much does this battle between globalization and nativism have predecessors?) And where do we go from here as a world civilization (if we are one)?

Where do we go from here as a world civilization (if we are one)? How do you see those "unresolved issues" getting resolved?

Sample Syllabus