

World History Survey III: Global Ideology, Trade, and Conflict, 1850-Present

History 106

Spring 2016. TR 10-11:20, Lillis 282, CRN: 32653

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Office Hours:
F 10am-12pm
and by appointment

GRADUATE TEACHING FELLOWS (GTFs)

Office hours: Occur in McKenzie Hall, and are also available by appointment:

Zach Bigalke: T/R 12-1:30pm; McK 340J
zbigalke@uoregon.edu, 346-6163

Rachel Gerber: F 10-12, 2-3; Mck 340k
<mailto:rgerber@uoregon.edu>, 346-6168

Josh Fitzgerald: W 9-12, McK 350A
fitzger3@uoregon.edu, 346-8702

Jeff Whitaker M 3-4:30, F 12-130; McK 340U
jwhitake@uoregon.edu, 346-4827

COURSE DESCRIPTION:

This course will give particular attention to political-economic-social ideologies that achieved international prominence, and the competition between these ideologies. We will explore the rise of, and struggles between, such ideologies as republicanism, classical liberalism, democracy, capitalism, racism, imperialism, nationalism, communism, fascism, Islamism, and neo-liberalism. We will use these ideologies as our primary lens of examination as we explore political, economic, and social developments in Latin America, sub-Saharan Africa, Europe, the USSR, the Middle East, and elsewhere. We will also investigate how radically different these ideologies are from traditional cultures. Thus we will attempt to understand not only the meaning of capitalism, racism, democracy, etc., but also how very alien they are to the “pre-modern” world. We will investigate these issues through a combination of original and scholarly sources. Through exploring the perspectives of numerous peoples (men and women, rich and poor, ethnic, racial, and religious groups, etc.) we will attempt to understand the main issues that have shaped the modern world.

READINGS

The following are available for purchase in the campus bookstore:

- Course Packet
- *Patterns of World History*, Volume Two. Editors, Peter von Sivers, Charles A. Desnoyers, and George B. Stow. Oxford University Press: New York City, 2014.

EVALUATIONS

Discussion Section Attendance/Participation	15%
Reading (20%)	
Quizzes:	10%
Links:	10%
Skeleton Papers (15%)	
Skeleton 1	5%
Skeleton 1 Draft 2	5%
Skeleton 2	5%
Paper (30%)	
Skeleton:	2%
Skeleton with meat:	3%
Draft 1:	10%
Draft 2:	10%
Final Exam: Friday, June 10, 8am.	20%

See the bottom of the syllabus for a description and calendar of the assignments.

Quizzes will occur in your discussion section – there will be no makeup or late quizzes. We will drop your lowest quiz score from your final grade. All other assignments (except the exam), if submitted late, will lose points at a rate of 10 points/24 hours (see Course Policies below).

Grading: Numbered scores correspond to letter grades as follows: Numbers in the 90s are As, the 80s are Bs, the 70s are Cs, the 60s are Ds, and below 60 is an F. Plusses and minuses work as follows: 80-82 = B-; 83-86 = B; 87-89 = B+. Any decimal below .5 gets rounded down, any decimal of .5 or above gets rounded up. So 86.4 becomes 86, which is a B; 86.5 becomes 87, which is a B+.

For a description of the what difference letter grades mean, see <http://history.uoregon.edu/undergraduate/>

COURSE POLICIES

1. Attendance: You are expected to attend each class, to have finished the reading assignment before class, and to participate in discussion.
2. Respect: Mutual respect and courtesy are necessary for the course to be a success. No eating, talking, listening to music, or reading the newspaper in class.
 - a. Cell phones: Turn off your cell phones before class starts; Professor Zahler and the GTFs have the right to answer any in-class calls or texts that you receive.
 - b. Computers: You may use a computer during class time for taking notes but not for extraneous activities; computer users should sit in the front of the class.
3. Late assignments:

You will lose points on late assignments at a rate of 10pts/24-hours. You can get an extension if you have a legitimate reason (e.g. health problems, a death in the family, imprisonment, alien abduction, etc.). Legitimate reasons require supporting evidence. Snowboarding on Mt. Bachelor is not a legitimate reason.

Quizzes will occur in your discussion section. If you miss a quiz, we will not administer late or make-up quizzes. We will drop your lowest quiz score from your final grade.

4. You may not sell class notes to other students. You may not use Canvas for commercial purposes or to advertise items for sale. Use of services that sell course notes is prohibited because they contradict the educational purpose of this course.

ACADEMIC INTEGRITY:

Any work you submit must be your own and must be produced exclusively for this class – plagiarism and cheating will not be tolerated. All ideas from other sources must be properly cited. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Be aware that consequences for plagiarism or cheating can include an F in the course, suspension, or expulsion. For further information on this subject, as well as guidelines for proper citation, see the web sites:

Student Conduct Code for Academic Misconduct:

<https://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx>

<https://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconductatUO.aspx>

Plagiarism Guide for Students:

<http://researchguides.uoregon.edu/citing-plagiarism>

LEARNING OBJECTIVES

In this course, we will learn not only a body of historical information but also will refine a set of intellectual skills that apply to any professional career path you will pursue. In this course you can expect to learn:

- Major political, economic, and social trends of global history, from the mid-nineteenth century through the early twenty-first century.
- How to fit particular case studies (e.g., developments in Latin America or the Middle East) to wider, global trends.
- How certain ideologies have affected global events and, conversely, how economic, political, social, cultural, and religious trends have affected ideologies.
- Why certain features of the modern, developed world (e.g., the ideals of equality and freedom, industrialized economies, representative government, a centralized state, individualism, nationalism, secularism, etc.) can be highly disruptive to traditional societies.
- How the discipline of history uses primary and secondary sources, and works with inconsistent or contradictory evidence
- How to use critical questions and analysis of evidence to understand complex situations
- Improved communication skills: how to write a clear essay with an evidence-based argument and (hopefully) how to answer/ask questions in public

SCHEDULE

A brief note on the reading assignments:

- Complete readings before the class for which they are assigned, in the order listed.
- Look at the Readings Suggestions (Canvas>>Modules>>Course Documents) before you start the weekly readings for background and context.

Reading Codes:

Readings in the syllabus will be marked as follows:

Textbook = *Patterns of World History*

[CP] = Course Packet

[IL] = Internet Link. Go Canvas >> Syllabus. Click on the appropriate IL assignment in the syllabus, and this will link you to the reading.

Week 1: Republicanism and Nationalism

March 29: Introduction – Republicanism

March 31: Enlightenment and Nationalism

- Textbook: pp658-59; Chapter 22: “Patterns of Nation States...” (skim pp660-72, read pp673-93)

April 1: Discussion

- [CP] John Stuart Mill, *On Liberty*, pp1-18
- [CP] Saint Simon, *The New Christianity*

Week 2: Industrialism, Neo-colonialism, and Communism

❖ April 4: Submit Skeleton 1 Draft 1

April 5: Industrialism

- Textbook: Chapter 26 (“Industrialism and its Discontents”)

April 7: Communism

- Textbook
 - Source 26.1 (Dickens on Coketown)
 - Source 26.3 (working conditions, children)
 - Source 26.4 (Marx, *Das Kapital*. The commodification of the worker)
- [CP] Joseph and Henderson, eds., Porfirio Díaz Visits Yucatán (Mexico), 1909, (pp *Mexico Reader*, pp273-84)
- [IL] Andrew Ure, [The Philosophy of the Manufacturers](#), 1835

April 8: Discussion:

- [CP] Karl Marx and Friedrich Engels, *The Communist Manifesto*

W3: Nationalism and Racism

❖ April 11: Submit Skeleton 1 Draft 2

April 12: Nationalism

- [CP] Imagined Communities: pp5-7, Ch 3, Ch 10

April 14: Racism

- [CP] Count Arthur de Gobineau, *The Inequality of Human Races*, (v-xiii, 36-43, 117-123, 205-212)

April 15: Discussion:

- [CP] Giuseppe Mazzini, *Duties of Man* (1860)
Ernest Renan, *What is a Nation?* (1882)
- [IL] Karl Pearson, "[Social Darwinism: Imperialism Justified by Nature](#)"

❖ Link 1 Due

Week 4: Imperialism

❖ April 18: Submit Skeleton 2

April 19:

- Chinua Achebe, *Things Fall Apart*, Chapters 1-14 (pp 3-135)

April 21:

- *Things Fall Apart*, Chapters 15-20 (pp 136-77)

April 23: Discussion Section:

- *Things Fall Apart*, Chapters 21-end (pp 178-209)

Week 5: World War I and its Aftermath

❖ April 25: Submit Paper Skeleton

April 26: WWI

- Textbook: pp854-55, Chapter 28 pp856-882
- [IL] Paul Valéry, [On European Civilization](#), 1919, 1922

April 28: Inter-War years: The Rise of anti-Liberalism

- Fascism
 - [CP] Benito Mussolini, "The Doctrine of Fascism," 1932
 - [CP] Adolf Hitler, *Mein Kampf* (pp 61-65, 300-308, 378-407)

April 29: Discussion Section

- Soviet Union
 - [CP] Mandelstam, *Hope against Hope* (33-38, 74-79)
 - [IL] [Stalin's Purges](#), 1935
 - [IL] [Hymn to Stalin](#)

❖ Reading Quiz (covers weeks 4-5)

Week 6: WWII and its Aftermath

❖ May 2: Submit Paper Skeleton with Meat

May 3:

- Textbook pp882-93 (WWII)
- [IL] Japan in China: The [Rape of Nanking](#), 1937
- [IL] The Holocaust:
 - Account of [a mass shooting](#) of Jews
 - [Testimony of Rudolf Hoess](#), Commandant of Auschwitz (the largest of the Nazi death camps), 1946
- [IL] America drops the atomic bomb
 - Testimony [1](#), Testimony [2](#)

May 5:

- Textbook: Ch 29

May 6: Discussion

- Textbook
 - Source 29.1 (Universal Declaration of Human Rights, 1948)
 - Source 29.2 (Winston Churchill, “The Iron Curtain Speech,” 1946)
- [IL] Stalin’s [speech in response to](#) Churchill, 1946

❖ Link 2 due

W7: Cold War, Rise of the Third World, and Anti-imperialism

❖ May 9: Submit Paper Draft 1

May 10:

- Textbook: Ch 30

May 12:

- [CP] Gilbert Rist, *The History of Development* (pp69-79)
- [CP] *Born in Blood and Fire*: Chapter 8

May 13: Discussion

- [CP] Che Guevara: “General Principles of Guerrilla Warfare”
- [CP] *Born in Blood and Fire*: Chapter 9
- ❖ Reading Quiz (covers week 7)

Week 8: Rise of Neo-Liberalism and the New World (Dis)Order

May 17:

- Textbook Ch 31

May 19:

- [IL] [What is neo-liberalism?](#)
- [IL] Video: Milton Friedman against [protectionism](#)
- [IL] Video: Milton Friedman against [government regulation](#) of industry

May 20: Discussion:

- Textbook
 - Source 31.4: Arundhati Roy, “Capitalism: A Ghost Story”
 - Source 31.5: “UN Framework Convention on Climate Change”

❖ Link 3 Due

Week 9: Middle East: Post Colonialism and Nationalism

May 24: Western challenges in the Middle East (Up to WWII)

- Textbook: Ch 25, pp762-775; Ch 27, pp833-38; Ch 28, pp870-72

May 26: WWII through end of Cold War

- Textbook: Ch 29, pp913-917; Ch30, 952-54
- [CP] *International History of the Twentieth Century*, Chapter 18

May 27: Discussion Section

- [IL] [Israeli Declaration of Independence, 1948](#)
- [IL] [The 1968 Charter of the PLO](#) (Palestinian Liberation Organization)
- [IL] [The Charter of Hamas, 1988](#)

❖ Submit Paper Draft 2

Week 10: Middle East: Nationalism and Islamism

May 31

- ❖ Textbook ch 31 pp980-985
- ❖ [Ayatollah Khomeini's Vision of Islamic Government](#)
- ❖ [Osama bin Laden, World Islamic Front Statement, 1998](#)

Textbook

Source: 31.1: Osama Bin Laden

Source 31.3: “Mohamed Bouazizi triggers the Arab Spring”

June 2: Wrap Up and Review

June 3: Discussion Section:

- ❖ Reading quiz (covers weeks 9-10)

Final Exam: Friday, June 10, 8:00am, Location TBA

Description of Evaluations

History 106, Spring 2016

LIST OF EVALUATIONS

- 1) Discussion Section Attendance/Participation
- 2) Quizzes
- 3) Links
- 4) Skeleton Papers
- 5) Paper
- 6) Final Exam

DESCRIPTION OF EVALUATIONS

Discussion Section Attendance/Participation

Each GTF will provide his/her own criteria for this evaluation.

Quizzes

Reading quizzes will occur in section. They will be multiple choice and will cover one or two weeks of reading. There will be no make-ups or late quizzes. We will drop the reading quiz with the lowest score from your final grade.

Links

I will post one or more paired sets of terms or quotes from the reading. Select a paired set and write a paragraph that defines each term/quote and explains the historical connection between the pair. Your answer could provide a series of events that link the terms and/or an explanation of how the two terms represent similar historical phenomena (i.e. economic change, rebellion, political conflict, foreign relations, etc.) Remember, you must both define the terms in the pair (give the who, what, where, when for the term) and explain the link between them.

Skeletons

A skeleton paper is a one-page assignment composed of the following four elements. The first three elements (Topic, Research Question, Thesis) ideally should be just one sentence each. The fourth element (Evidence) should be a few sentences.

- 1) Topic:
 - a) Explain what your paper is about.
 - b) The topic should be clear. Even if your topic is complex, it should be easy for the reader to understand.
- 2) Research Question:
 - a) What would you like to learn, from the primary sources, about your topic?

- b) Your research should be guided by a question that interests you and that your evidence (the primary sources) can illuminate. Very often, we have questions that unfortunately our evidence cannot answer. In those instances, we need to modify the question so that the evidence can provide some answers.
- 3) Thesis:
- i) The thesis is a central argument that the paper will defend.
 - ii) Qualities of a good thesis:
 - (1) A thesis gives a paper direction and cohesion. Without a thesis, a paper lacks form and meanders without a clear point.
 - (2) A thesis is an argument that furthers our understanding of a subject. A thesis should not be a statement of fact – if the thesis merely states the obvious, or if nobody would rationally disagree with the statement, it's not a thesis.
 - (3) The paper supports the thesis with evidence drawn from the primary sources (not from the secondary sources).
 - (a) A summarization of lecture or secondary sources is not a thesis.
 - (b) A thesis must be supported by evidence. An opinion, unsupported by evidence, is not a thesis.
 - (4) Make sure that you can defend the thesis with the limited evidence you have. Therefore, the thesis should not be a grand, sweeping generalization – you cannot defend a broad generalization with just one or two documents.
- 4) Evidence:
- a) Explain how the primary source(s) will answer your research question. Say which primary sources you will use and what they contain that supports your thesis. You must convince the reader that you can support your thesis with the evidence.

Paper

You will write one complete paper for the course. The paper will build through a series of components. You will receive comments on each component, and a portion of the grade for each component will depend on how well you integrate feedback on the previous component. The components will be:

- 1) A skeleton
- 2) A skeleton with meat
 - a) The skeleton with an outline of each paragraph for the paper
- 3) Draft 1:
 - a) A complete draft of the paper (A skeleton with meat, skin, organs, immune system, healthy microbiota, etc. – a fully developed organism)
- 4) Draft 2:
 - a) A revised draft of the paper (A fully developed organism that has been improved through plastic surgery, physical therapy, psychological therapy, and a rigorous college education).

Final Exam

The final exam will be comprehensive, based on both reading and lecture materials.

SCHEDULE OF ASSIGNMENTS

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Schedule patterns

Quizzes: in Discussion Section

Skeletons and paper components: due Mondays @ 12noon

Links: Due Friday @ 8am

Paper Draft 2: Due Friday @ 8am

Week 1: No submissions

Week 2:

- ❖ Monday, April 4, 12noon: Submit Skeleton 1 Draft 1

Week 3:

- ❖ Monday, April 11, 12noon: Submit Skeleton 1 Draft 2
- ❖ Friday, April 15, 8am: Submit Link 1

Week 4:

- ❖ Monday April 18, 12noon: Submit Skeleton 2

Week 5:

- ❖ Monday April 25, 12noon: Submit Paper Skeleton
- Friday, April 29: Reading quiz in Discussion Section

Week 6:

- ❖ Monday, May 2, 12noon: Submit Paper Skeleton with Meat
- ❖ Friday, May 6, 8am: Submit Link 2

Week 7:

- ❖ Monday, May 9, 12noon: Submit Paper Draft 1
- Friday, May 13: Reading quiz in Discussion Section

Week 8:

- ❖ Friday, May 20, 8am: Submit Link 3

Week 9:

- ❖ Friday, May 27, 8am: Submit Paper Draft 2

Week 10:

- Friday, May June 3: Reading quiz in Discussion Section