

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

History 106

Spring 2019, CRN: 32556. MW 12:00-1:20, GSH 123.

Professor Reuben Zahler
rczahler@uoregon.edu, 346-5907
Office: McKenzie 363

Office Hours:
T 1-3pm
and by appointment

GRADUATE TEACHING FELLOWS (GTFs)

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

Patience Collier: T/Th 11-12:30pm, McK 343
pcollier@uoregon.edu

Nanosh Lucas: F 11-1pm, McK 340C
nanoshl@uoregon.edu

Breann Goosmann: W 2-4pm, McK 340B
breann@uoregon.edu

Marc Carpenter: M 2-4pm, McK 340M
marcc@uoregon.edu

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.

Over the course, we will explore the historical roots to numerous problems we face in our contemporary world. Questions we will explore include, but are not limited to:

- Why are racism and sexism such powerful forces?
- Why are we still debating about capitalism and socialism?
- Why does the Middle East suffer so much instability, and why is the US so involved?
- Why has migration become such a global problem?
- Why are relations between the “developing” and the “developed” countries so problematic?

READINGS

The following are available for purchase in the campus bookstore:

- *Patterns of World History*, Volume Two (from 1400), Brief Third Edition. Editors, Peter von Siviers, Charles A. Desnoyers, and George B. Stow. Oxford University Press: New York City, 2018.
- *Sources for Patterns of World History*, Volume Two (from 1400). Edited by Jonathan Perry. Oxford University Press, New York City, 2015.
- Course Packet
- Achebe, Chinua. *Things Fall Apart*. New York City: Random House, 1994. ISBN: 9-780385-474542

iClickers: An iClicker is required for this course

EVALUATIONS

Discussion Section and Reading (40%)	
Discussion Section	15%
Quizzes	15%
Links	10%
Full Paper (40%)	
Skeleton 1	5%
Skeleton 2	5%
Draft 1	5%
Draft 1 Revision Statement	1%
Peer Review of Draft 1	3%
Final Draft	20%
Final Draft Revision Statement	1%
Final Exam (20%)	
Monday June 10, 10:15am – 12:15pm, Location TBA	20%

See Canvas >> Reading and Writing for a description and calendar of the assignments.

Note: The Full Paper is composed of 7 separate assignments. You must complete all 7 of these assignments in order to receive credit for any of them. If you do not submit any of the 7 Paper assignments, you will receive a 0 on all of the parts, which will likely result in a course grade of “F”. The 7 separate assignments are: Skeletons 1 and 2, Drafts 1 and 2, Peer review, Revision Statements 1 and 2.

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.
 - a) I hope that you will question me, the reading, and each other, as doing so is essential to the learning process. We should do so in an environment that is safe and respectful of our varied opinions. Let's challenge each other based on ideas, analysis, and evidence, and not based on insults or personal attacks.
 - b) All enrolled students are warmly welcome in this course, regardless of gender, ethnicity, immigration status, national origin, religion, class, race, disability, etc.
 - c) No side conversations, listening to music, or reading outside materials in class.
 - d) Cell phones: Turn off your cell phones before class starts; Professor Zahler and the GEs have the right to answer any in-class calls or messages that you receive.
3. **Computers:** Do *not* use a computer during class time.
 - a) Computers are wonderful, powerful machines. Unfortunately, they are also very distracting and can reduce our ability to think and learn. Numerous studies have found that, during class, students spend most of the time using the computer for activities unrelated to the class, which distracts them and nearby students.
 - a. Articles on the subject: [Article 1](#); [Article 2](#); [Article 3](#)
 - b) Numerous studies have also found that students learn more when they take notes using pen and paper than when they use a computer.
 - a. Articles on the subject: [Article 1](#); [Article 2](#); [Article 3](#)
 - c) I will make exceptions to this policy for students that have specific, documented need to use a computer in class. In this circumstance, you should sit at the back of the class in order to distract fewer other students.
4. Late assignments: Reading quizzes have a firm deadline and will not be accepted late. You can submit other assignments late and 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.
5. Electronic communication: I will communicate with the class via emails sent through the Canvas system. Therefore, you should check your UO email address at least once a day. This information may include: instructions on how to complete or submit an assignment; class canceled due to inclement weather; changes to the syllabus, an assignment, office hours; etc.
6. 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, see the pages on the website for the Dean of Students:

[Student Conduct Code and Community Standards](#)
[Academic Misconduct](#)

For a guide to proper citation, see this guide: [Citation and 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 discuss socially-sensitive topics such as race, gender, sex, and violence in a respectful manner that promotes learning and inquiry.
- How to participate in a discourse with dissenting opinions in a manner that is respectful and intellectually productive, whether those opinions come from historical actors, scholars, or fellow classmates.
- How to use critical questions and evidence-based analysis to investigate 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 Notes” (Canvas >> Reading and Writing) before you start the weekly readings. When necessary, in this document I will provide necessary background and context. I will also offer instructions, such as what sections of an assignment you can skim or skip.

Reading Codes:

Readings in the syllabus will be marked as follows:

Textbook = *Patterns of World History*

Sources = *Sources for 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

April 1: Introduction – Republicanism

April 3: Enlightenment and Nationalism

- Textbook: pp500-501; Ch 22 (skim 502-11, read 512-27)
- See “Reading Notes” (Canvas >> Reading and Writing) for the Course Packet readings
- [CP] John Stuart Mill, *On Liberty*, pp1-18
- [CP] Saint Simon, *The New Christianity*

❖ April 7: Link 1 due

Week 2: Industrialism and Communism

April 8: Industrialism

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

April 10: Communism

- See “Reading Notes”
- [IL] Andrew Ure, [The Philosophy of the Manufacturers](#), 1835
- Sources 26.1 (Dickens on Coketown)
- Sources 26.3 (working conditions, children)
- [CP] Karl Marx and Friedrich Engels, *The Communist Manifesto*

❖ April 14: Skeleton 1 due

W3: Nationalism and Racism

April 15: Nationalism

- “Reading Notes”
- [CP] Imagined Communities: pp5-7, Ch 3, Ch 10

April 17: Racism

- “Reading Notes”
- [CP] Giuseppe Mazzini, *Duties of Man* (1860)
- Ernest Renan, *What is a Nation?* (1882)
- [CP] Count Arthur de Gobineau, *The Inequality of Human Races*, (v-xiii, 36-43, 117-123, 205-212)
- [CP] Karl Pearson, "Social Darwinism: Imperialism Justified by Nature"

❖ April 21: Link 2 due

Week 4: Imperialism

April 22:

- See “Reading Notes”
- Chinua Achebe, *Things Fall Apart*, Chapters 1-14 (pp 3-135)

April 24:

- *Things Fall Apart*, Chapters 15-end (pp 136-209)

❖ April 28: No assignment due

Week 5: World War I and its Aftermath

April 29: WWI

- Textbook: pp648-49, Ch 28 pp650-69
- See “Reading Notes”
- [IL] Paul Valéry, [On European Civilization](#), 1919, 1922

May 1: Inter-War years: The Rise of anti-Liberalism

- See “Reading Notes”
- Fascism
 - Sources 28.3: Benito Mussolini and Giovanni Gentile, 1932
 - [CP] Adolf Hitler, *Mein Kampf* (pp 61-65, 300-308, 378-407)

❖ May 5: Skeleton 2 due

Week 6: WWII and its Aftermath

May 6:

- Textbook: pp669-78 (WWII)
- See “Reading Notes”
- [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 8:

- Textbook: Ch 29
- See “Reading Notes”
- Sources 29.1 (Universal Declaration of Human Rights, 1948)
- Sources 29.2 (Winston Churchill, “The Iron Curtain Speech,” 1946)
- [IL] Stalin’s [speech in response to Churchill](#), 1946

❖ May 12: Link 3 due

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

May 13:

- Textbook: Ch 30

May 15:

- [CP] Gilbert Rist, *The History of Development* (pp69-79)
- Sources 29.3 “Letters on the Cuban Missile Crisis...”
- Sources 29.4 “Ho Chi Minh, ‘The path which Led me to Leninism’”
- Sources 29.5 “What Educated Women Can Do”
- Sources 30.3 Simone de Beauvoir, ‘The Second Sex’

❖ May 19: Draft 1 + Revision Statement due

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

May 20:

- Textbook Ch 31

May 22:

- See “Reading Notes”
- [IL] [What is neo-liberalism?](#)
- [IL] Video: Milton Friedman against [protectionism](#) (1978)
- [IL] Video: Milton Friedman against [government regulation](#) of industry
- Sources 31.4: Arundhati Roy, “Capitalism: A Ghost Story”
- Sources 31.5: “UN Framework Convention on Climate Change”

❖ May 22: Peer review due

Week 9: Middle East: Post Colonialism and Nationalism

May 27: Memorial Day – No Class

- Notice that you have extra reading due for Wednesday

May 29: WWII through end of Cold War

- Textbook:
 - [Up to WWII:] Ch 25, pp577-87; Ch 27, 632-36; Ch 28 660-62
 - [WWII through Cold War:] Ch 29, 693-96; Ch 30, pp722-25
- See “Reading Notes”
- [CP] *International History of the Twentieth Century*, Chapter 18
- [IL] [Israeli Declaration of Independence, 1948](#)
- [IL] [The 1968 Charter of the PLO](#) (Palestinian Liberation Organization)

❖ June 2: Final Draft + revision statement due

Week 10: Middle East: Nationalism and Islamism

June 3

- Textbook Ch 31 pp744-50
- See “Reading Notes”
- [IL] [Ayatollah Khomeini's Vision of Islamic Government](#)
- [IL] [The Covenant of Hamas, 1988](#) [Articles 1-4, 7, 12-13, 15, 17-19, 21-23, 28, 32]
- [IL] [Osama bin Laden, World Islamic Front Statement](#), 1998
- Sources: 31.1: Osama Bin Laden
- Sources 31.3: “Mohamed Bouazizi triggers the Arab Spring”

June 5: Wrap Up and Review

Final Exam: Monday June 10, 10:15am-12:15pm, Location TBA