

**History 105 World History: 1815 to the Present**

**Fall 2009**

**Section 001:** MWF 8:00-8:50 Brock Hall 402

**Section 002:** MWF 9:00-9:50 Brock Hall 402

This course fulfills a general education requirement in Cultures & Civilizations: World Civilizations

**Instructor:** Richard Rice Brock Hall 408D 425-5314 Richard-Rice@utc.edu  
Office Hours: MWF 10:00-12:00 and by appointment. I will also respond to student email, although not always on weekends.

**Text:** Steger, *Globalization: A Very Short Introduction* (2003)

**Recommended:** Fernandez-Armesto (F) *The World: A History Volume C*. Copies on reserve in library if you do not want to buy this \$92 text: 2 hour reserve. I do not lecture out of this text, but it has supporting details.

**Blackboard (BB) and Library Electronic Reserve Readings (LR):** (I may post more or substitute during the semester, especially new articles on contemporary topics)

Brands, "Cyrus McCormick and the Mechanical Reaper" **LR**

"Boys Grow up Jihadis" **BB**

Huntington, "The Clash of Civilizations" **LR**

"Education, Health, Wealth" **BB**

Klemperer, "The Klemperer Diaries" **LR**

Levinson, "Freight Pain" **BB**

Lewis, "The Revolt of Islam" **BB**

Pomeranz, "The Great Divergence" **BB**

Rice, "British Exploitation of India" **BB**

Rice, "Human Rights History" **BB**

Rice, "Nationalism" **BB**

Rice, "Postwar Japanese Economy: **BB**

Rice, "Traditional China in the Global Economy" **BB**

Said, "Clash of Ignorance" **LR**

Shah and Duff, "Why God is Winning" **BB**

**Online Tutor for World Geography (Country) Quizzes:** Sheppardsoftware.com

**Class Schedule:**

**Unit One: Cheap Energy and Machines Create a "Great Divergence"**

Aug 17 (M)	What is history? What is a "fact?" Why get a college degree? (motivational pitch)	BB: Education, Health, Wealth
Aug 19 (W)	What role did China play in the global economy?	BB: Rice, China BB: Pomeranz
Aug 21 (F)	What is the "globalization" debate?	Steger, Ch. 1-2; 8

- Aug 24 (M) Why did England become the first industrial nation? F 690-694; 782-795
- Aug 26 (W) How did America pursue industrialization?
- Aug 28 (F) Was America two nations? LR: Brands
- Aug 31 (M) What were the Atlantic Revolutions? F 757-761
- Sept 2 (W) What was different about South American Revolutions?
- Sept 4 (F) How did technology and global trade change Asia? F 795-806; 864-875  
**Quiz 1:** South and Central America
- Sept 7 (M) **UTC Holiday**

### **Unit Two: Work, Society and Empire**

- Sept 9 (W) What were the social costs of industry? F 809-825
- Sept 11 (F) How did 19<sup>th</sup> c. elites justify their wealth? F 825-840
- Sept 14 (M) Opium: How did the drug trade support empire? F 800-801; 843- 864
- Sept 16 (W) How did Britain exploit India? F 801-806  
BB: Rice, British  
Exploitation of India
- Sept 18 (F) How did Russia try to catch up? F 795-799  
**Quiz 2:** Europe
- Sept 21 (M) How did the Japanese modernize?

### **Unit Three: New Political Identities and Wars**

- Sept 23 (W) **Exam One Section 001 (8:00)**  
Bring a bluebook to exchange with one I will hand out.  
(Your score on this exam is your mid-term grade)
- How did nationalism change identity? F 877-888  
BB: Rice,  
Nationalism
- Sept 25 (F) **Exam One Section 002 (9:00)**  
Bring a bluebook to exchange with one I will hand out.  
(Your score on this exam is your mid-term grade)
- How did nationalism change identity? See above

Sept 28 (M)	How did big business emerge?	F 888-909
Sept 30 (W)	How did science and culture change the world before WWI?	F 917-951
Oct 2 (F)	How did mass culture emerge? <b>Quiz 3: Asia</b>	F 939-951
Oct 5 (M)	How did World War I change history?	F 953-961
Oct 7 (W)	Why did Mussolini and Hitler succeed?	F 961-968 LR: Klemperer
Oct 9 (F)	How did World War II change global power?	F968-970; Steger Ch3

#### **Unit Four: The New Postwar World**

Oct 12 (M)	Why was the “Cold War” not so cold?	F 970-990
Oct 14 (W)	What is the human rights regime? <b>Quiz 4: Middle East</b>	F 994-1011 BB: Rice, Human Rights
Oct 16 (F)	Video: End of Colonial Empires	
Oct 19 (M)	<b>Fall Break</b>	
Oct 21 (W)	What are the politics and culture of globalization?	Steger, Chs. 4-5
Oct 23 (F)	Do local cultures disappear under globalization?	F 1011-1022
Oct 26 (M)	How did China become communist?	
Oct 28 (W)	<b>Exam Two Section 002 (9:00)</b> Bring a bluebook to exchange for one I will hand out  Why did communism fail in the USSR?	
Oct 30 (F)	<b>Exam Two Section 001 (8:00)</b> Bring a bluebook to exchange for one I will hand out  Why did communism fail in the USSR?	
Nov 2 (M)	Lecture TBA	

## Unit Five: Our Brave New World

- Nov 4 (W) What is the relationship between oil, war and democracy?
- Nov 6 (F) What is the future of globalization? F: 1026-1050; Steger 6-7
- Nov 9 (M) How did “the box” change global production? BB: Levinson  
**Quiz 5:** Africa
- Nov 11 (W) How did Japan become an economic superpower? BB: Rice, Postwar Japanese Economy
- Nov 13 (F) Will China become the global workshop again?
- Nov 16 (M) Will India outsource our IT Future?
- Nov 18 (W) Is Russia still catching up?
- Nov 20 (F) How did America become involved in the Middle East? Two contested views LR: Huntington  
BB: Lewis  
BB: Said
- Nov 23 (M) What is the history of radical Islam? BB: Boys Grow up Jihadis
- Nov 25 (W) Does “terrorism” define our age?
- Nov 30 (M) How did America fall into debt?
- Dec 1 (T) **Reading Day:** All approved make-ups (see below) 8:00-9:00
- Dec 4 (F) **002 Final Exam (8:00-10:00) Note time change!** You will not be allowed to take the exam once the first person has left the room.
- Dec 7 (M) **001 Final Exam (8:00-10:00)**

**Exams:** You will be asked to write an essay on the material covered in the previous third of the course based on the historical questions posed in the lecture schedule above: the final is not comprehensive. There will also be four short identifications selected from a list of ten. No student will be allowed to take the final after the first student leaves the room, so please be on time. You cannot leave the room during the exam to study notes in the bathroom (yes, it happens). Notes and outlines are not allowed, and their detection and other violations of the honor code will be taken to the Honors Court. You are responsible for reading and understanding UTC policy as stated in the catalog and other official publications. If you do your reading before class, the lectures will probably be more meaningful and you will be prepared to ask questions. Students often ask about a good exam essay. I look for organization, examples, an appropriate complexity of analysis, and a sense of audience. I will post a discussion of writing about history on Blackboard, as well as a sample of a good essay answer which shows organization and abundant use of examples to explain what happened and to support generalizations.

There are three 100 point examinations. Exam make-ups will be on **December 1 (T)** at 8:00 A.M. with a valid excuse: written proof of your grandparent’s obituary or the funeral program (please warn fragile

grandparents of exam dates now: experience shows these are particularly dangerous days), towing or car repair bill, note from your doctor, arrest warrant, ransom note, etc.

There will also be five quizzes worth 10 points each (if you did not learn this in school, tutoring available on Sheppardsoftware.com) every two weeks to help you locate where globalization is having an impact and where we are sending troops. Therefore an "A" grade would be 315 and above, a "B" 280 and above, a "C" 245, a "D" 210. Usually a good grade in this course requires both reading on a daily basis and learning the lecture materials, and putting both together on exams, but exams require knowing the lecture answers to the questions on the syllabus. If you can add material from readings, so much the better.

If you are not prepared to study, this may not be the class for you. A special caution to Education Majors and those on the Hope Scholarships: the former have to do well in the course for certification, and the latter must maintain a minimum GPA or risk losing the scholarship, so plan to study. Reading the course materials and reviewing notes are good ideas. Professors do not give grades, students earn them. I do not grade on a theoretical curve, so you are not competing with other students, only with your own sense of commitment, and learning and demonstrating the results in exams.

Regular attendance will be recorded because poor attendance often results in a low or failing grade. Because of this I will circulate an attendance sheet each day. If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this or any other class, call the Office for Students with Disabilities at 425-4006.

**Note:** I reserve the right to alter the above means of evaluation if I sense (lack of questions, poor response to discussion) that the class is not keeping up with the reading schedule. If you are having trouble in this class, or want to discuss further a point of interest, please do not hesitate to contact me. I am quite willing to meet with you outside my normal office hours listed above to suit your schedule or I will respond to an email enquiry, although usually not on weekends.

**Communication and Counseling:** "To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-2676." "If you find that personal problems, career indecision, study and time management difficulties are adversely affecting your progress, please contact the Counseling and Career Planning Center at 425-4438, or walk in to see a counselor in UC 338, M-F 9:00-12:00 and 1:00-3:00.

**Approach:** This world history course will be taught in English, the "imperial" language of global communications, technology, and culture. This will make it easier for you to understand, yet never forget sociologist Peter Berger's warning: every language carries values and approaches to reality, all of which insinuate themselves into our consciousness. Therefore, we will study world history from an English (American) language/cultural perspective, which is different, obviously, from a Japanese, French, Mayan, Inuit, Yoruba, or Arabic account.

You may be surprised to learn that history is not fixed, but always changing. Each generation asks new questions of the past; yours will be no exception. Note the great attention in the last two years paid to the previously ignored Great Depression of the 1930s. What history will be in the future is anyone's guess: it is as difficult to predict the past as it is to predict the future. My own approach to recent world history is informed by a long-term interest in how technology, material objects, and commodities influence our politics, economic system, and even values, and how these have changed our world. I have a deeply felt suspicion of intellectual history that ignores the material world. I think in most cases people act out their thoughts and values based on economic issues. This makes me a neo-Marxist in terms of analysis. On the other hand, religion and values seem to be increasingly important in understanding global cultural conflicts: I may have to change my position in the future as religion informs global events.

In the distant past I taught this course using the World System model developed by Emmanuel Wallerstein and his followers. However, I have also been influenced by two important books, The Myth of Continents (1996) by Wigan and Smith, and ReOrient (1998) by Andre Gunder Frank, and now theories of globalization. Along with The Great Divergence (2000) by Pomeranz, the research of these scholars suggest a new vision that puts Asia and the Indian Ocean world at the center of global history and Europe at the fringes, at least until the Industrial Revolution when things changed drastically.

Globalization is a word all of us have heard but few really understand. We examine in this course how “globalization” has been developing at least since the seventeenth century, if not earlier. Recent economic growth in China and India suggest that they may soon regain their past important world role in the future, but -- for the moment -- Europe and its offshoots (America) and Japan are still at the center of the global economy.

Steger’s short book on Globalization and the recommended Fernandez-Armesto textbook (save money by reading it on reserve) is supplemented by short topical pieces of interest to global studies which are on or will be placed on Blackboard or the library electronic reserve. Exciting debates about the meaning of the past promise to change the way we look at world history and shape the questions we ask. You will note that I have listed topics in the syllabus as questions rather than statements. This is deliberate. I hope you take away from this course the idea that history has more interesting questions than absolute answers, yet it can still indicate what may happen in the future. Best guesses are still guesses, but they are better than being totally clueless. Mark Twain said that history does not repeat itself, but it rhymes.

My goal is to share both my knowledge and enthusiasm about the lessons that history offers in thinking about the past, present, and future. I expect you to do the reading (that is how we learn history) and thinking about your place in it. If you manage your time well, and keep up with the readings, the lectures too will make more sense. Do not fall behind! You will learn much about world history and a sense of what this century – your century – will entail.

**Goals:** Although it is your responsibility as a student to attend class, ask questions, study on your own, and prepare for exams and quizzes, I obviously have an essential role to play in your learning. I have a set of goals as a teacher that I will try my best to meet:

1. Clearly define objectives for the course and each class
2. Clear testing and grading procedures
3. Encouragement of questions and discussions
4. Answer questions
5. Prepare informative and interesting lectures
6. Be organized and well-prepared
7. Periodically summarize major points and issues
8. Be considerate of students
9. Share enthusiasm about teaching and history
10. Be open to student ideas and suggestions

**Behavior:** As a university student, you are expected to observe certain adult standards of decorum and behavior appropriate to the classroom. This precludes use of distracting pagers and cell phones during class. Please turn off all such devices before class; disrupting class with a phone call will result in the loss of ten points in this course. You have been warned! Note: if you are facing a true emergency, notify me before class of that fact, and you may, of course, keep your phone on.