

History 105 World History: 1815 to the Present Spring 2008

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 10:00-11:00 and 12:00 by request. Otherwise, by appointment. I am also here many TTH for committee work. I will also respond to student email, although not always on weekends.

Textbooks: Fernandez-Armesto (**F**) *The World: A History Volume C* (2007). Copies on reserve in library if you do not want to buy this text: 2 hour reserve.
McNeil (**M**) *Something New Under the Sun* (2000)
Rivoli (**R**) *The Travels of a T-Shirt in the Global Economy* (2005)
Note: Internet textbook sources are often the cheapest.

Blackboard (BB) and Library Electronic 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**

Inside Higher Ed, "Education, Health, Wealth" **BB**

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

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**

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

Class Schedule:

Unit One: Energy and Industry Create a "Great Divergence"

Jan 7 (M) What is history? How do we choose "facts?" BB: Education,
What is your college education worth? Wealth, Health

Jan 9 (W) What role did China play in the global economy? BB: Rice, China
BB: Pomeranz

Jan 11 (F) What were 19th c. Population and Energy Issues? F 771-782

Jan 14 (M) Why did England become the first industrial nation? F 782-795

Jan 16 (W)	Could cotton define two nations?	R 1-3 LR: Brands
Jan 18 (F)	<u>No Class</u> : SEC/AAS Meeting	
Jan 21 (M)	UTC Holiday: no class	
Jan 23 (W)	How did technology and global trade change Asia?	F 795-806; 864-875 M 1-2

Unit Two: Work, Society and Empire

Jan 25 (F)	What were the social costs of industry?	F 809-825
Jan 28 (M)	How did labor and elites change?	F 825-840
Jan 30 (W)	Opium: How did the drug trade support empire?	F 800-801; 843- 864
Feb 1 (F)	How did tiny Britain exploit India?	F 801-806 BB: Rice, British Exploitation of India
Feb 4 (M)	How did Russia and Japan catch up?	F 795-799
Feb 6 (W)	What was the pattern of urban/regional pollution?	M 3-4

Unit Three: New Political Identities and Wars

Feb 8 (F)	Exam One Section 001 (8:00) Bring a bluebook to exchange with one I will hand out. (Your score on this exam is your <u>mid-term grade</u>) How did nationalism change identity?	F 877-888 BB: Rice, Nationalism
Feb 11 (M)	Exam One Section 002 (9:00) Bring a bluebook to exchange with one I will hand out. (Your score on this exam is your <u>mid-term grade</u>) How did nationalism change identity?	F 877-888 BB: Rice, Nationalism
Feb 13 (W)	How did bureaucracy and military change?	F 888-909
Feb 15 (F)	How did science and culture change the world before WWI?	F 917-951
Feb 18 (M)	How did art and consumerism alter society?	F 939-951

Feb 20 (W)	How did World War I change history?	F 953-961
Feb 22 (F)	What were the roots of totalitarianism?	F 961-968 LR: Klemperer
Feb 25 (M)	How did World War II change global power?	F968-970

Unit Four: The New Postwar World

Feb 27 (W)	Why was the “Cold War” not so cold?	F 970-979
Feb 29 (F)	What was the end game of imperialism?	F 979-990
Mar 3 (M)	What is the human rights regime?	F 994-1011 BB: Rice, Human Rights History
Mar 5 (W)	What are the economics of T-shirt globalization?	R 4-6
Mar 7 (F)	What is the nature of the global water supply?	M 5-6
Mar 10 (M)	Spring Break	
Mar 17 (M)	Do cultures disappear under globalization?	F 1011-1022
Mar 19 (W)	How did China become communist?	
Mar 21 (F)	<u>No class</u> : Good Friday	
Mar 24 (M)	Megacities, energy, and environmentalism	M 9-10
Mar 26 (W)	What is the relationship between oil, war and democracy?	
Mar 28 (F)	Exam Two Section 002 (9:00) Bring a bluebook to exchange for one I will hand out How are ideologies and the environment related?	F 1026-1050 M 11-12
Mar 31 (M)	Exam Two Section 001 (8:00) Bring a bluebook to exchange for one I will hand out How are ideologies and the environment related?	F 1026-1050 M 11-12

Unit Five: Our Brave New World

April 2 (W)	How did Japan become an economic superpower?	BB: Rice, Postwar Japanese Economy
April 4 (F)	<u>No class</u> : Annual AAS Meeting	

- April 7 (M) Will China become the global workshop again? R 9-11
- April 9 (W) Will India outsource our IT Future?
- April 11 (F) What does globalization mean? BB: *Shah*
- April 14 (M) What happened to the 20th century biosphere? M 7-8
- April 16 (W) How did America become involved in the Middle East? LR: Huntington
BB: Lewis
- April 18 (F) What is the history of radical Islam and terrorism? BB: Boys Grow up
Jihadis
- April 21 (M) Paranoid optimism: the news is not all bad.
- April 22 (T) **Reading Day:** All excused (see below) make-ups 8:00-9:00
- April 25 (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: be on time!
- April 28 (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 what is a good exam essay answer. 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 **April 22 (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 for them), towing or car repair bill, note from your doctor, arrest warrant, ransom note, etc. An "A" grade would be 270 and above, a "B" 240 and above, a "C" 210, a "D" 180. 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 hard. 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 when I hike the surrounding trails.

Communication: "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."

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. 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 understand. To give us at least one case study of a commodity (T-Shirts) in the global economy, I have assigned a book by Georgetown University economist Pietra Rivoli that looks at real people in each stage, from cotton production in Texas to after sales in Africa. We will see how “globalization” has been developing at least since the nineteenth century, if not earlier. Recent economic growth in China and India suggest that they may 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.

Our Fernandez-Armesto textbook 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. This year I have redesigned the course for the new textbook and added new lectures where appropriate.

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 a lot of 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 **one letter grade in this course**. You have been warned!