“Teach ye diligently . . . that you may be instructed more perfectly . . . of things both in heaven and in the earth, and under the earth; things which have been, things which are; . . . things which are at home, things which are abroad; the wars and perplexities of the nations . . . and a knowledge also of countries and kingdoms.”(D&C 88:78-79)

Introduction

Some of you might certainly be elsewhere were it not for the requirements of General Education, but for the sake of our time together, let’s assume we are all here as eager learners who aspire to fulfill the commandment expressed by the epigraph above. This course will not teach you specific job skills; it is not the university as vocational school, and hence it may not do much for your resume. But I assure it can potentially make you better at whatever roles and paths you choose in life. If you ever hope to travel abroad and enjoy it, this is your kind of course. If you want to broaden your tastes beyond fast food burgers and artificially flavored soda; if you want to know the people you will go forth to serve, be they neighbor or foreigner (and they are increasingly likely to be both); if you want to fathom the commonplaceness of evil and the infrequency of human happiness, this is your course. And if you want to understand the origins of the modern world, the blessings of civilization, and the catastrophe of its demise, this too might be your course. The knowledge and perspective you can potentially gain will greatly aid you in understanding, serving, and even enjoying the broader world you live in.

History’s ambition is to see and understand the world, to comprehend the human condition. Its study enhances society’s struggle to build on past successes and fix past errors. History simplifies our chaotic past, but if we do not oversimplify, there is much we can learn. Sure, at first notice how different we are from our predecessors, in dress, thought, work, creature comforts and social relationships. And there is great beauty and richness in that diversity alone. Yet also at some basic level, we realize how much humans are similar in the aggregate. Nearly all human civilizations have sought to construct similar ideals: prosperity, greatness, justice, beauty, freedom, truth, and peace, goals that were sometimes sought through war, deceit, slavery, injustice, and destruction. That which we call progress, which defines our modernity, might best be understood as merely new means to trying to achieve these age-old ends. And our noble ends continue to justify some nasty means.

If we cannot approach the world with curiosity and wonder, we are likely to remain ignorant of our past. There may be no greater ignorance. Michael Crichton has remarked that “if you don’t know history, you don’t know anything. You’re like a leaf who doesn’t know its part of a tree.” Once our perspective on learning’s value has changed, however, and we take on the commandment to gain knowledge, we begin to pursue truth in all its varieties. Maybe the highest objective of history is to teach its students a love of learning. The process will make you a more critical thinker, and a more capacious writer, skills that in fact you might be able to market.

Learning Outcomes

• Identify major societies and make historical comparisons in regard to political systems, trade, social structures, religion, and gender roles.
• Acquire global geographic knowledge and discuss how geography and environment, as well as cross-regional interactions, have impacted historical development.
• Appreciate influential cultural works produced in modern societies and understand the fundamental values held by past peoples—including, how they understood
• the natural world, what it meant to be human, and their relationship with the divine.
• Analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.
• Read, analyze, and discuss both primary and secondary source documents.
• Improve clarity and grace in analytical writing.
• Recognize the applicability of a lifelong appreciation of the world’s history.
Readings

Course Requirements
Attendance is expected. Much of the course material will be covered in lectures only. Complete reading assignments as the term progresses. Pop quizzes, for which there are no make-ups, may be thrown at you to promote diligence.

Primary Source Papers (Choose 5 of them)
Everyone reads the all the primary sources assigned for lectures. However, you only have to write a response to any 5 you choose. First, remember that a primary source is a document (which could be textual, visual, oral, or statistical) that was created about the time of the events in question. Primary sources are what historians rely upon to discover the past and write history. For these assignments, you are to **respond to a question** regarding the content and interpretation of the source or sources. You have three sets of questions to choose from: (1) you can answer the question(s) that I pose in the syllabus; (2) you can answer a question posed by the textbook (if the source is in the textbook); or (3) go the extra mile and create your own question that you will answer. Asking questions of primary sources is harder than answering them, but feel free to pursue a question that interests you regarding the source, but make sure you clearly state your question first, then answer it. Your purpose, then, is to provide a reasonable answer to the question based on the information provided in the source and based on your own creative thinking. Ask yourself, what does the source allow me to say on this question? Is my answer reasonable, even if might be speculative?

These papers are due at the beginning of class on the day they are scheduled and will not be accepted late. They must be turned in as hard copy in class, and we’ll simply pass them down the rows rather than have you all bring them forward. Exact format: One full page, single-spaced, 1 inch margins all around, and Times New Roman, 11-point font. Anything less than this receives no credit. Put your full name, last name first, in the top right corner, skip a line, and start right in. Divide paragraphs with indentations, not blank lines, and fill the page to the bottom margin. I apologize for the obsessive specificity, but students past have demanded it. We are not looking for a polished essay here, just trenchant thinking. Each paper is worth 3% of your final grade.

Book Responses (Choose 2 of them)
These papers should run 750 words, double-spaced (no title page). Neither summarize, nor bear your testimony. I’ve read the books; so has your TA. Emphasize what you think of the content. In the response, answer one of the questions I offer. OR, create your own question and answer it. Be careful; a poor question elicits a poor paper. The paper should show me that you can think, and insightful thinking is the basic criteria for a good grade. Answer the question and explain the best you can the evidence supporting your answer. We want some polish on these essays with coherent, clear writing, suitable organization, and careful proofreading.

Plagiarism
Avoid plagiarism, which is to use someone else’s ideas or words without giving them credit. Those who plagiarize fail the class and face the Honor Code Office. There’s no need for foot-/endnotes in papers for this class. If you quote, or use someone else’s ideas, say so in the paper. However, papers should largely be your own words based on your own thoughts.

Late Papers
I have the patented **No Excuse, Late-Paper Policy**. A book response paper is late if not turned in at the beginning of class on its due date. A 5% penalty is assigned, no exceptions, no excuses. You then have 1 week to turn it in, after which no paper will be accepted. Primary Source papers, which are elective, cannot be turned in late.

Technology in Class
I expect that phones, smart phones, iPods, and other such distractions will not appear during class time. And I discourage using portable computers (laptops, net-books, tablets, etc.) to take notes in this course. If you want to use one, use it only for note-taking. I want a positive learning environment for all students. While the distractions of Facebook,
Youtube, Gmail, and Angry Birds may amuse and divert you, they are only distractions to those who sit by and behind you. Studies have shown two things: students retain more knowledge and comprehend it more deeply when taking notes by hand than by keyboard, and students who multitask between note-taking and one or more electronic distractions, fare relatively poorly on exams. See [http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html](http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html)

**Exams** are administered in the testing center over more than one day. This allows you some flexibility in scheduling. There are no exceptions to the times scheduled for exams, barring an emergency. Weddings and vacations are not emergencies. Childbirth and car accidents are, and in such cases an exam can be scheduled later. Under no circumstances will exams be given early.

Assignment Weights: Primary Source Papers, 15% (3% each); Book Responses, 20% (10% each); midterm, 30%; final, 35%

**Important Factual Links for the Exams**
Midterm Exam: [Empire Facts](#) [link]
Final Exam: [Historical Periodization Facts](#) [link]

**COURSE SCHEDULE**

**AUGUST**

01 Th Demographic History: It's All about People
Bullett (textbook): p. 608 (Population Growth) and 884-890 (Challenge of Population Growth)

Primary Source: [Malthus, An Essay on the Principle of Population](#) [link]

Despite his own and other Enlightenment thinkers’ hope for civilization’s progress and increased happiness, Malthus is fatalistically pessimistic about the probability of creating a world where the majority are happy, free, and prosperous. What is the basis of his pessimism? What stands “against the perfectibility of the mass of mankind?” Today, the UN estimates that one third of the world’s 7 billion people are undernourished. Was Malthus right after all?

06 Tu Eight Civilizations at the Cusp of Modernity
Bullett: Ch. 20

08 Th Continued
Bullett: Ch. 21
Begin More's Utopia.

13 Tu Europe’s Rise and Maritime Expansion
Bullett: 418-437


Overall, does King Afonso of the Kongo consider his kingdom's relationship with Portugal positive or negative? What's the evidence for your conclusion?

15 Th American Conquest and Colonization
Bullett: Ch. 18

Primary Source: “Race and Ethnicity in the Spanish Colonies,” Bulliet, pp. 488-89.

What is the evidence here that race shaped one's social position and economic opportunities? Do the sources suggest at all that one might in some degree overcome the limits of racial categorization?

20 Tu Utopian Dreams: Civilization’s Ideals?
More: [Utopia](#)

**Book Response due** at beginning of class. Pick one of the following questions to answer in your response, or formulate your own question and answer it.

1. Why is communism (holding property in common) virtually a universal trait among utopian societies, from More to Joseph Smith? Is More’s portrayal of communism workable?
2. In your opinion, what is the one thing Utopians value most? How is that value reflected in the design of their society?

**SEPTEMBER**

01 Th Demographic History: It's All about People
Bullett (textbook): p. 608 (Population Growth) and 884-890 (Challenge of Population Growth)

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22 Th Reformation and Spiritual Conquests
Bullett: 447-53; and [Jesuits in Brazil](#) [link]

27 Tu World Slavery

Historians always question a source's biases and prejudices. Robert Walsh was a British cleric and abolitionist who wanted to see slavery's end. To what extent do you think this bias shaped his views of slave life in Rio de Janeiro? How accurate a description can one make in a visit of only a few hours? Are there more reliable accounts of the African's character under slavery, or would they all suffer excessive prejudice, for or against, on the topic?

29 Th Liberating Reason: Science to the Enlightenment
Bulliet: 453-73
Optional, Brian Greene, “E = mc² and You” (link)

Primary Source: Blaise Pascal, “Wager on God’s Existence,” (link)

Pascal, while accepting that God has revealed himself to others, argues that for the rest of mankind, God is a proposition who cannot be proved or disproved with “Reason.” Yet, how does he still attempt to use reason to justify belief in God? Is this an example of Faith and Reason intersecting nicely, or do they collide?

**OCTOBER**

04 Tu Liberalism’s Revolutions in Europe
Bulliet: 578-86, 590-598, 601-04, 723-25

Primary Source: Condorcet, “Inevitability of Human Progress,” (link)

According to Condorcet, what is the basis for inevitable human progress? Does his appeal to history as evidence of the ongoing perfecting of human society convince you? Despite Thomas More’s Utopia, of 1516, nobody really attempts to create one until after Condorcet and the Enlightenment. Why?

06 Th Liberalism’s Revolutions against Europe
Bulliet: 586-90, 598-601, 630-46

Primary Source: Louverture, “Letter to the French Revolutionary Republic,” (link)

Few had more to gain from liberalism’s high ideals than slaves. Toussaint Louverture was born into slavery to parents who themselves had been born in Africa. What in this document demonstrates his understanding of liberalism and what suggests his attachment to this European idea is deeper than it was for many living in Europe and her colonies?

11 Tu Industry’s Revolutions
Bulliet: Ch. 23


Smith fails to point out that 20 highly skilled pin craftsmen could produce as many pins as the 20 who divided the labor. To what extent is industrialization the dumbing down of work? It does not save much labor by division; what it saves is years of training and skill acquisition. Are the blessings of instant mass production worth the curse of turning humans into robots, unable to make anything entirely by themselves or to enjoy the satisfaction of working for oneself? What are the human costs of the division of labor, based on Smith’s own description of factory work?

13 Th World Migrations
Bulliet: 648-50, 703-06, 717-19, 892-93

Primary Source: Mittelberger, “The Misfortune of Indentured Servants,” [link]

How would you compare the treatment of poor white Europeans coming to America in the mid 18th century with the treatment of slaves from Africa? What does the document suggest about the value of family stability in the period?

18 Tu The Family: Tradition and Reality
Bulliet: Ch. 31

Primary Source: Lizzardi’s Itching Parrot, selection (link)

Lizzardi makes an Enlightenment critique of the superstitious and lax nature of child rearing in the 18th century. Regardless of his specific criticisms, what does this document betray about the nature of family relationships, husband and wife, mother and child, father and child, and even strangers and child? How nuclear is this family? What was the purpose of a family in this period?

20 Th One Gender’s Struggles for Rights and Roles
Bulliet: 651-52, 720-23, 918-20

Primary Source: Humphrey Ward, “Women against Suffrage,” (link)

Many women were apathetic about getting the vote, and some vehemently opposed it. Does Mrs. Humphrey Ward believe that men and women are equal? According to Ward, what
goals should female empowerment have, and why should women not cross certain lines? What are the limits she might place on male freedoms using the same rationale?

**Mid-term; Testing Center, October 24, 25, and 26.**

No late day.

[Link to Material on early-modern Empires](#), make sure you can place them on a map.

08 Tu Urbs, Suburbs, and Community

Bulliet: 718-20, 786-91, 891-92

Begin reading *Kinzer*.

Primary Source: *The Street before the Car, [link]*

How did people understand the functions and uses of a city street in about the year 1820 in Rio de Janeiro? What are the most striking differences between these old streets and the streets of today?

25 Tu Meiji Japan responds to US Imperialism

Bulliet: 661-62, 673-82, 726-32, 734-36

Begin reading *Things Fall Apart*

Film in class: “Meiji Restoration”


China, among the most populous, productive, and politically stable nations, faced the prospect of powerful Europeans subjugating them militarily, dominating them economically, and converting their children to Christianity. Despite their distinct awareness of the Western threat, do the debates about how to respond to that threat suggest reasons why they failed to respond successfully?

27 Th No Class.

**NOVEMBER**

01 Tu Disease and Medicine

Bulliet: 755. Also, read Bulliet: 685-703, 739-52 in connection with *Things Fall Apart*.

Primary Source: *Humans and Microorganisms, [link]*

Examine these two images from the 1920s. What were Westerner’s attitudes toward disease in the early 20th century? How do the viewpoints expressed in these images compare with our current attitudes toward disease?

03 Th Discussion of Achebe's *Things Fall Apart*

**Book Response due** beginning of class. Answer one of the following questions, or a question of your own addressing an issue that interests you in *Things Fall Apart*.

1. Is Okonkwo a tragic hero or a cowardly failure? Was his behavior heroic or suicidal in the face of overpowering invaders who destroyed his culture and turned his children against him?

2. What, in your opinion, “falls apart” with the arrival of the British; and what causes it to come apart?

Primary Source: “Two Africans recall the Arrival of the Europeans,” Bulliet, 750-51.

What explains why these two accounts differ so?

10 Th Warring Worlds

Bulliet: 764-86 and Chapter 30

Film in class: "Road to Total War"


The French, like other colonial powers, could not help but that some of their conquered colonists were exposed to such Western ideas as Democracy and Communism. So, by the 1920s parties of national liberation were formed in Vietnam that would fight for 50 years against first the French and then the U.S., finally gaining their independence with the end of the Vietnam War. Do you think Nguyen Thai Hoc's gripes against the French are true? Would he have reason to lie? Do his words and actions suggest he was an honorable, courageous man, or not?

15 Tu Discussion of Kinzer, *Overthrow*

Read Introduction, Chapter 1 and pages 85-88 (Hawaii); pages 112-17 (background on Dulles); Chapter 6 and pages 203-07 (Guatemala); Chapter 11 (Panama); Chapter 13 (Iraq); Chapter 14 (Conclusion). Total of 120 pages.

**Book Response due.** Answer one of the following or create one of your own questions.

1. What have been the primary motives for America’s imperialism and interventions into foreign nations? Whose interests have they served?

2. How has US imperialism differed from that of earlier imperialists, such as Spain, Britain, or France? Why is it different?
17 Th  Taxation and Debt: Financing Civilization  
Bulliet: Ch. 32  

Why does the source refer to the brand new income tax as ‘popular?’ What is the author’s basis for criticizing the tax? What are the biases of the author, and what socio-economic class would you judge him or her to be in?

Thanksgiving Holiday

29 Tu  Communications: Movable Type to Texting  
Bulliet: 714-17  

Primary Source: “The First Message across the Atlantic Telegraph,” [link]  
The telegraph ushered in the age of modern communication. Contemporaries could hardly guess at the coming impact of rapid, long distance communication, but they knew it was stunningly monumental. What explains the reporters’ apparent inability in these headlines, even unwillingness, to state its obvious import, or even their apparent inability to even believe that it actually happened? As technology transcended an ocean, did it also become so complex as to transcend the comprehension of average people?

DECEMBER
01 Th  Culture and Nature: Environmental History  

Primary Source: Joseph Smith and the Animal Creation, [link]  
Suppose you are a historian of early Mormon doctrines. Based on these sources, what did early Mormons believe about human relationships with animals? Did animals exist for the benefit of man? Is their primary reason for existence to be human food? On what grounds is meat eating being limited and constrained? How did these ideas differ from other Americans at the time?

06 Tu  Climate and Natural Disasters  
Bulliet: 444-45; 576, 842-43, 918, 872-84

08 Th  Civilization: Ascendant and/or Decadent  
Bulliet: Ch. 34  

Civilizational conflict has been shaped by different factors depending on the period: religion, dynastic ambition, political ideology, and extreme nationalism have been important in the past. After reading these sources, what in your opinion will be the main points of civilizational conflict in the 21st century? Or do you believe this century will be more peaceful than the last, and why?

Final Exam.  Scheduled during the entire final exam period in the Testing Center, Dec. 12-16.  
Link on Historical Periodization, for final exam.