

**Hist 200 The West in Global Perspective**, Samford University, Spring Semester 2006  
Section 03, TR 8:00-9:50 a.m., DBH 201, and Section 04, TR 11:00 a.m. - 12:50 p.m., DBH 113  
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Goals & Objectives:

The catalog description of this course reads as follows: *An examination of the development of Western Civilization in its global setting since 1500 through its political, social, economic and scientific evolution. The course will also stress the West's impact on and interaction with non-Western cultures and will use a variety of historical resources.*

Since multiple sections of this History Department sophomore-level general education course are offered, and since it covers such a huge general topic, instructors have traditionally been given some latitude to shape their own individual courses. This instructor's general goal in his sections of this course has always been to explain the sources of the unprecedented power of Europe and Europeanized states in modern times, to show how it enabled them first to explore and then to dominate most of the rest of the world, and then to show how other parts of the world had to respond to and even borrow many of those European techniques in their fight to win back their independence. He would like to engage students more actively in the last of these topics especially. He would like to leave them with both general overview knowledge of some basic historical patterns of the modern world and with some general intellectual tools for understanding parts of it in detail.

Half of a typical class session will focus on the sources of European strength; this begins with a quick look at the development of technology, and then longer and deeper looks at the two great social mobilization ideas of nationalism and socialism. The other half will focus on non-European responses to European intrusion, and will be generally organized around a "great roads" theme – that is, sampling the history of a region by studying who and what went up and down one major transportation corridor. This lets the instructor talk about great institutional developments (for example, the hacienda in Mexico) while still keeping things at a human scale (descriptions of two specific haciendas, for example, one owned by Santa Anna and one by an ill-fated British-American couple). Below are these six regional roads, each with its accompanying book:

- I. for LATIN AMERICA (Mexico's Veracruz to Mexico City corridor): Bernal Díaz, *The Conquest of New Spain*
- II. for AFRICA (South Africa's Jo'burg to Durban corridor): Nelson Mandela, *Long Walk to Freedom*
- III. For EAST ASIA (Japan's Tokaido from Tokyo to Kyoto): Oliver Statler, *Japanese Inn*
- IV. for SOUTH ASIA (the Grand Trunk Road from India's Kolcota to Pakistan's Lahore): Rudyard Kipling, *Kim*
- V. for SOUTHEAST ASIA (Java's Jakarta to Yogyakarta to Surabaya corridor): C.J. Koch, *The Year of Living Dangerously*
- VI. for THE MIDEAST (the network of roads from Syria's Damascus south to the Gulf of Aqaba and the Nile Delta): Hanan Ashrawi, *This Side of Peace*

Please purchase these six paperbacks as soon as they become available in the bookstore, since the bookstore sends back books not bought after a few weeks. In addition, you will need a flash drive (travel drive, USB storage device) of at least 256 meg capacity, such as the one issued to incoming freshmen.

All students are required to travel to and spend at least one hour on the third floor of the Birmingham Museum of Art, perusing the China & Japan rooms, the South and Southeast Asia rooms, the Africa room and the MesoAmerica rooms. Instructor will give specific assignment and help arrange transportation of those without closer to time.

Finally, this section will include a Geographic Information System (GIS) approach, since the instructor is currently working with some other Samford faculty members on a National Science Foundation sponsored grant to spread such “information literacy” through the general education curriculum. GIS translates (loosely) as computerized mapping, though it is really a data management scheme organized by location. Think about how computer hardware and software has transformed the actual writing of history (word processing programs) as well as the researching of history (internet searches; databases such as JSTOR that you can query; internet chat rooms on specialized topics of research). In just as radical a fashion computers are transforming the way maps are used in the study and teaching of history. Traditional maps have been 2-D paper maps hung on a wall or printed on a page in a book – to a fixed scale, voiceless, static. Now with computers and increasingly sophisticated software (such as the ArcGIS recently installed in most computer labs on campus) you can interactively navigate around in them, change scale on the fly by zooming in or out, query individual features as to name or other attributes, turn on, off, colorize, etc., whole layers of features such as roads, railroads, rivers, urban areas, and much more. The free download of Google Earth makes some of this possible, and makes 3-D imaging, in fact, easier. Fairly inexpensive hand-held GPS (Global Positioning) units can tell you your location on the earth’s surface to within a few feet, and even your present speed and predicted time of arrival at some set goal. With many of these GPS units you can download such information as points, lines or areas into a base map in a desktop computer, creating a new map with completely new features added by you. None of this high-tech mapping will ever replace traditional historical training in the use of proof, the construction of historical argument, the drive to get to primary sources, and so on – but just as with word processing, electronic databases and the internet, it promises to transform the way history is written and taught. Plus, you can apply these GIS mapping skills widely to other fields than history, another reason that it seems appropriate to add to a general education class. To make a long story short, built into this semester are some GIS mapping sessions involving visualizing our international “great roads” along which modern history moved. The first of these will be of the Veracruz-to-Mexico City corridor. This will include computerized “fly-bys” as if you were piloting your own personal plane over and through the landscape. Later in the semester small group research projects will be driven by and then presented in such a GIS format, either ArcGIS or Google Earth.. There will be study sheets and some classroom and computer lab introduction to each of these. Reading quizzes and GIS projects will have an individual and a group work dimension.

Below is the tentative schedule for the class; when a reading assignment is listed, it is to have been read for that class day; most classes will begin with a short objective daily reading quiz.

***Schedule:***

<b>Date</b>	<b>Reading assignment</b>	<b>Tentative class and lecture topics</b>
Tues. Aug. 29 – (none)		Maritime technology; Scientific Revolution
Thurs. Aug. 31 – Díaz maps, pp. 14; 85-118; 126-139		Industrial Revolution; Mexico geog.
Tues. Sept. 5 – Díaz pp. 140-215		Enlightenment; Colonial Mexico
Thurs. Sept. 7 – Díaz pp. 216-276		French Revolution I; Mexican interventions
Tues. Sept. 12 – Díaz pp. 278-325		French Revolution II; Mexican Revolution & since
Thurs. Sept. 14 –Mandela map, chpts. 1-8		South African I; GIS lab
Tues. Sept. 19 – Mandela chpts. 9-12		Prussian Reforms, Herder & Fichte; South Africa II
Thurs. Sept. 21 –Mandela chpts. 13-17, pix		Bros. Grimm I; South Africa III
Tues. Sept. 26 – Mandela chpts. 18-26		Bros. Grimm II & Wagner; South Africa IV
Thurs. Sept. 28 – FIRST EXAMINATION		
Tues. Oct. 3 – Statler endsheets, chpts. 1-2,4		Metternich & the National Liberals; Japan I
Thurs. Oct. 5 – Statler chpts. 5-6		1848 Revolutions, Bismarck & 2 <sup>nd</sup> Reich; Japan II
Tues. Oct. 10 – Statler chpts. 7, 10		Bismarckian diplomacy; GIS lab
Thurs. Oct. 12 –Statler chpts. 13-14		Germany’s “place in the sun;” Japan IV
Tues. Oct 17 – [no classes; fall break]		
Thurs. Oct. 19 – Kipling map, chpts. 1-4		WWI, Versailles & Weimar; India I
Tues. Oct. 24 – Kipling chpts. 5-8		Hitler I; GIS demo
Thurs. Oct. 26 – Kipling chpts. 9-12		Hitler II; India II
Tues. Oct. 31 – Kipling 13-15		Game/simulation of national development; India III
Thurs. Nov. 2 – SECOND EXAMINATION		
Tues. Nov. 7 – Koch chpts. 1-5		Introduction to Socialism; Indonesia I
Thurs. Nov. 9 – Koch chpts. 6-11		Imperial Russia & Narodnichestvo; Indonesia II
Tues. Nov. 14 – Koch chpts. 12-18		Russian Marxism & Revolution; Indonesia III
Thurs. Nov. 16 – Koch chpts. 19-25		Stalin’s Russia & Cold War; GIS lab
Tues. Nov. 21 –Ashrawi map, chpts. 1-2		Collapse of Soviet Union; Israel/Palestine I
Thurs. Nov. 23 – [no classes; Thanksgiving holiday]		
Tues. Nov. 28 – Ashrawi chpts. 3-5		Israel/Palestine II;
Thurs. Nov. 30 – Ashrawi chpts. 6-7		Research /GIS: Mexico, South Africa

Tues. Dec. 5 – Ashrawi chpts. 8-9  
Thurs. Dec. 7 – (none)

Research/GIS: Japan, India  
Research/GIS: Indonesia, Israel/Palestine

FINAL EXAMINATION: for section 03, Thurs. Dec. 14, 8:00 -10:00 a.m.;  
For section 04, Thurs. Dec. 14, 10:30 a.m.-12:30 p.m.

Determination of grade: first exam – 15%; second exam – 15%; final exam – 20%; daily reading quizzes (dropping 2 lowest) – 25%; museum assignment – 5%; research & GIS project – 20%. Missing over 5 classes wins grade of F, as does plagiarism or cheating (clearly defined in the student handbook). Each exam is roughly half essay and half objective, and includes an open-ended bonus question about any outside reading (viewing, interviewing, etc.) you have done specifically for this class.

Other semester dates of possible interest:

- Sept. 1 – last day to drop/add without financial penalty
- Oct. 9 – faculty deadline for submitting midterm grades for freshmen
- Oct. 13 – last day to withdraw without academic penalty
- Nov. 16 – last day to completely withdraw from all courses without academic penalty

Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request by contacting Disability Support Services, located in Counseling Services on the lower level of Pittman Hall (telephone number: 726-4078 or 726-2105). Instructor will grant reasonable accommodations only upon written notification from Disability Support Services.