

Hist 200 The West in Global Perspective, Samford University, Fall Semester 2007
Section 03, MW 100-3:00 p.m., DBH 217
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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 the modern era, nationalism and socialism. The other half of a typical class 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 of the world 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 for 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 that will be installed on the computer lab on 4th floor of DBH) 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. Later in the semester small group research projects will be driven by and then presented in Google Earth format. 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:

Date	Reading assignment	Tentative class and lecture topics
Mon. Aug.27 – (none)		Maritime technology; 3-D map model VC-MC
Wed. Aug. 29	– Díaz maps; 14; 85-118; 126-39	Scientific Rev.; Mexico topo & texture
Mon. Sept. 3	– Díaz pp. 140-215	Industrialism & Imperialism; Mex. Aztecs/Cortés
Wed. Sept. 5	– Díaz pp. 216-276	Enlightenment; Mex. Colonialism & Interven.
Mon. Sept. 10	– Díaz pp. 278-325	French Revolution I; Mexican Revolution & since
Wed. Sept. 12	– Mandela map, chpts. 1-8	South African geography; French Revolution II
Mon. Sept. 17	– Mandela chpts. 9-12	Prussian Reforms, Herder & Fichte; South Africa II
Wed. Sept. 19	– Mandela chpts. 13-17, pix	Bros. Grimm I; South Africa III
Mon. Sept. 24	– Mandela chpts. 18-26	Bros. Grimm II & Wagner; South Africa IV
Wed. Sept. 26	– FIRST EXAMINATION	
Mon. Oct. 1	– Statler endsheets, chpts. 1-2,4	Metternich & the National Liberals; Japan I
Wed. Oct. 3	– Statler chpts. 5-6	1848 Revolutions, Bismarck & 2 nd Reich; Japan II
Mon. Oct. 8	– Statler chpts. 7, 10	Bismarckian diplomacy; GIS lab
Wed. Oct. 10	– Statler chpts. 13-14	Germany’s “place in the sun;” Japan IV
[Mon. Oct. 15 – FALL BREAK, no classes]		
Wed. Oct. 17	– Kipling map, chpts. 1-4	WWI, Versailles & Weimar; India I
Mon. Oct. 22	– Kipling chpts. 5-8	Hitler I; GIS demo
[Wed. Oct. 24 – Instructor out of town, no class]		
Mon. Oct. 29	– Kipling chpts. 9-12	Hitler II; India II
Wed. Oct. 31	– Kipling 13-15	Game/simulation of national development; India III
Mon. Nov. 5 – SECOND EXAMINATION		
Wed. Nov. 7	– Koch chpts. 1-5	Introduction to Socialism; Indonesia I
Mon. Nov. 12	– Koch chpts. 6-11	Imperial Russia & Narodnichestvo; Indonesia II
Wed. Nov. 14	– Koch chpts. 12-18	Russian Marxism & Revolution; Indonesia III
Mon. Nov. 19	– Koch chpts. 19-25	Stalin’s Russia & Cold War
[Wed. Nov. 21 – THANKSGIVING HOLIDAY, no classes]		
Mon. Nov. 26	– Ashrawi map, chpts. 1-2	Collapse of Soviet Union; Israel I
Wed. Nov. 28	– Ashrawi chpts. 3-5	Arab states I (first group presentations)
Mon. Dec. 3	– Ashrawi chpts. 6-7	Arab states II (second group presentations)
Wed. Dec. 5	– Ashrawi chpts. 8-9	Arab states III (third group presentations)

Mon., Dec. 10, 1:00-3:00 p.m. – FINAL EXAMINATION

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, should you have any doubt). 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:

Aug. 31 – last day to drop/add without financial penalty

Oct. 12 – last day to withdraw without academic penalty

Nov. 15 – 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.