

DEPARTMENT OF HISTORY & POLITICAL SCIENCE
ANDREWS UNIVERSITY
BERRIEN SPRINGS, Michigan 49104

HIST 118-002, Civilizations & Ideas II (3 credit hours)
(Spring Semester 2007)

INSTRUCTOR: John J. Markovic, Ph.D.
CLASS MEETS: Marsh Hall 107; MW 9:30–10:20
OFFICE: Nethery Hall 122E
OFFICE HOURS: MWF 8:30–9:15, 11:30-12:15
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These are my office hours, but you are welcome to stop by my office at other times when I am in, or, please, contact me by phone or e-mail. Sometimes, during the lunch-time hour (11:30-12:15) I may be in the cafeteria, and you are welcome to join me for lunch.

DESCRIPTION: This course continues where HIST117 stopped last semester, with the discussion of the Age of Exploration, when Europeans began to interact on a large scale with other civilizations not only in Asia and Africa but with those in the newly discovered Americas as well. This so-called “discovery” of the “New World” began a process that is characterized by an increasingly growing close interaction between all world civilizations and cultures. From this point in time, no culture could live in isolation from the others. New discoveries, new technologies, and the new inter-civilizational context requires an analysis of a more complex world than ever before in human history.

PREREQUISITES: None, though it is preferred that you have taken HIST117 prior.

OBJECTIVES: You should acquire a *body of knowledge* of the past events and developments (such as, social and cultural trends, religious, intellectual, and philosophical ideas), as to enable you to critically and intelligently analyze the events, issues, social norms and developments of your own contemporary world.

You should acquire a *historical context* which will help you better master subject matter in your own major(s) and/or minor(s), such as: theology, law, politics, military studies, arts, architecture, medicine, mathematics, astronomy, physics, chemistry, architecture, business, biology, music, anthropology, and so forth.

You should develop *spiritual and philosophical discernment* as not to allow unscrupulous politicians, preachers, or anyone else, dupe you into believing lies, bigotry, variety of destructive isms, and so forth.

COURSE GOALS: Course goals are beyond the course objectives. They are precious stones or nuggets we find at the end of the journey. For them we have to continually keep working toward, so as to develop the habit of learning — for it is the learners who learn from the mistakes of the past. You as a student ought to identify and set your own goals while in this course. I, as a teacher, cannot make those choices for you, though I can help you in reaching them.

TEXTS: *A History of World Societies*, by John P. McKay, Bennett D. Hill, John Buckler and Patricia Buckley Ebrey, 6th ed. (Boston: Houghton Mifflin Co., 2004).
History Through the Eyes of Faith. Western Civilization and the Kingdom of God by Ronald A. Wells (New York: HarperCollins, 1989).

I also distribute handouts related to the topic under discussion. I may recommend a book, a documentary, or a movie, and those would be either for your own class portfolio or you will be asked to read or view it.

ATTENDANCE: Students are expected to attend the classes regularly. Learning is an active process, and you must be present to participate in it.

Regular attendance improves performance at the time of examination, and it will make a difference in the final grade. "Perfect" attendance — maximum of 3 (three) absences — will result in an automatic raising of the final grade for one grade bracket (example: from C+ to B-, or from D to C-). One exception: there is no automatic raising of the grade for "perfect" attendance from F to D. Eight or more (20% of the total number of class appointments) non-excused absences may result in F grade (see: AU 2006-2007 Class Schedule, p. 3, or the current AU Bulletin). I keep the record of your attendance. In case you are late and miss taking the quiz, it is your responsibility to make sure that I am aware of your presence in the classroom.

TARDINESS: Students are expected to enter the classroom **on time**. When you make an appointment, you are expected to be on time. Your employer will not tolerate tardiness either. Likewise, I plan to start my classes on time, and I expect you to be in your seat on time. Occasionally, you may be late, and in such a case, please come in, but take one of the empty seats near the two entrances.

It may happen that you have to leave the class before the end of the class-period, and in such case, please take a seat nearest to the two exits, and exit quietly. Whatever the case, being late or leaving earlier should never become a habit.

CUTTING CLASSES: Students cut for two general reasons. They have things to do that appear more important than the class, or they wish to avoid what they fear will be painful consequences if they attend. In regard to the first, nursing an illness or attending funerals are good—or should I say, legitimate—excuses for missing a class. But other excuses—the demands of your job, social engagements (including recovering from the night before), completing assignments for other courses—are, at best, questionable.

The other general reason is more disturbing and perhaps less recognized. I often ask students what they most dislike about the way the course is taught, and the answer is plain—**anything that produces sustained tension or anxiety**. I believe cutting is a result of that aversion. The response of students to feelings of personal inadequacy, **fear** of humiliation, or a threatening professorial personality or teaching style is often to avoid class. This response feeds on itself, as frequent absences make attending even more threatening.

But what accounts for frequent cutting where the teacher tries to make the material interesting, knows the students by name, and approaches them with respect, care, help, and affability? I take that question as one you and I cannot answer. I simply tell my students: Attend my classes regularly or drop the course.

READINGS: Complete the readings (see Readings & Assignments Schedule on pages 7-24) assigned by the instructor — **on time**. The readings are assigned from the above textbooks.

QUIZZES: Quizzes will be unannounced, always at the beginning of the class period. Each quiz will be based on the assigned reading for the day (see R&A Schedule on pages 7-24 for dates and pages assigned). Each quiz will be worth 10 points. The purpose of quizzing is to test your daily reading and learning and to make sure you read the material on time and with care.

MISSED QUIZZES: Since I drop one out of six lowest scores, you are not allowed to make-up missed quizzes.

EXAMS: There will be three (3) exams, all sectional, each worth 100 points. Exams are a combination of multiple-choice answers, matching, true and false statements and short answers (a paragraph or two).

- MISSED TESTS:** You are allowed to make-up only one (1) exam during the semester, only due to an illness, a field trip associated with another class on the campus, death in the family, or if some other form of misfortune hits you. In all cases, a written statement from the doctor, the teacher, or your advisor is required. A note from your friend, pastor, parent, or a relative, is usually not accepted. *Take the test seriously. I do.*
- ANALYSIS ESSAY:** You are expected to write three (4) essays (each worth, 50 points), each 3-4 pp long, double spaced, one-inch margins, font 12-points, Times New Roman (or very similar to it), and paginated. At the top of the first page, in single spacing, make sure there is your name, class acronym and name, date and the number of the essay. Example:

Eve Adams
 HIST117. Civilizations & Ideas II
 February 19, 2007
 Essay 1

DOCUMENT 3
 THE CHINESE EMPEROR RESPONDS TO KING GEORGE III

The material for the semester is divided into 3 (three) parts. You will be tested for each part (or section) separately. As we work on a section, as we read, study and discuss the assigned readings, take appropriate notes for the upcoming essay which is due at the time of the upcoming exam. The question for each essay is provided below, on the date at which it is due (see page 6 for the first essay question). Note taking and preparation for an essay should also be note taking and preparation for the accompanying exam. Note taking, in the class and while you do your homework, is essential for learning.

All essays should be both, a critical comparative analysis and a positional stand on the issue(s) we encountered during the given period. All essays should directly address issues raised in the assigned documents (see below, Readings and Assignments Schedule). Make sure you stay on course with the issue(s) posed in the question for the essay. Use factual information and examples from the readings to substantiate your position. Give careful attention to grammar, punctuation and syntax. Do not be repetitive, do not use rhetorical language, do not moralize, patronize, or preach.

- PARTICIPATION:** I expect your participation in and outside the class. Feel free to ask questions, for they create discussion and lead to deeper understanding. Comments are always welcome. If you have a need to discuss or to comment on issues and problems that require more time to explain than what the class time allows, then see me outside the class.
- ATMOSPHERE:** A productive and open discussion involves personal exposure, meaning you or other students are taking risks. Your ideas may not be in accord with those of the others, but your point—as long as it is honest, supported, and sensible—need to be respected by all in the class. The same applies to each of you toward other students. Questions, discussion, humor, cheer, and laughter are a part of the class, but scoffing, jeer, or any other form of contempt for the opinions of others is not. Furthermore, bad manners in the classroom will not be tolerated.
- ELECTRONICS:** Turn off cell phones. The use of laptops is strongly discouraged. If you insist, then I reserve the right to inspect how you are using it, and ask you to shut it off if necessary. No use of any other electronic devices during the class time is allowed.
- HONESTY:** Academic honesty and integrity are major components of learning in the university setting. Plagiarism is when you turn in someone else’s work as your own. It is stealing. It is

unacceptable, and in the academic community the punishment is severe. Any evidence of plagiarism or cheating may result in F grade for the term, even expulsion from university.

HELP NEEDED:

If you have problems, don't be afraid to come and talk to me. I will do my best to help. Another important tool on the campus is the Library. The staff is always happy to help you. Writing labs are also available. If you have problems reading, there is help to improve your reading skills. Computer labs are available, use them for your written assignments. If you need tutorial help, or help with reading and writing, let me know or inquire at the Office of Student Success (Nethery Hall, 3rd floor).

DISABILITIES:

If you qualify for accommodations under the American Disabilities Act, please see me (the instructor) as soon as possible for referral and assistance in arranging such accommodations. Students with diagnosed disabilities may request accommodations from the Office of Student Success.

EMERGENCIES:

If you are facing personal problems, see your advisor, and let your advisor know that he/she is always welcome to call me and discuss your absence from the class. If you anticipate a field trip, let me know in advance. If you have to leave the campus because of death in the family, make sure you inform me in person, by phone, or by e-mail. Your medical excuse has to come from your physician, not from a nurse. An altered or corrected note will not be accepted. In all cases, do not ignore the problem. If the emergency prevents you from informing me in advance, then make sure you do so immediately following your return to the campus. If you missed a test for any reason, and you care about the grade, do not wait, inform me immediately of what is happening to you.

GRADING:

Quizzes (20% of final grade)	300 points
Exams (60%)	300 points
Essays (20%)	150 points
A 93% and above	Superior
A- 90-92%	
B+ 87-89%	
B 83-86%	Above average
B- 78-82%	
C+ 74-77%	
C 70-73%	Average
C- 66-69%	
D 60-65%	Below average
F below 60%	Failure

UNDERSTANDING HISTORY: HOW MUCH DO WE KNOW?

Only a part of what was observed in the past was remembered by those who observed it;
only a part of what was remembered was recorded;
only a part of what was recorded has survived;
only a part of what has survived has come to the attention of a historian;
only a part of what has come to his attention is credible;
only a part of what is credible has been grasped; and
only a part of what has been grasped can be expounded or narrated by the historian.

Louis Gottschalk, *Understanding History* (1950)

READINGS AND ASSIGNMENTS SCHEDULE
(Spring Semester 2007)

PART I: THE RISE OF THE BURGHERS

- W Jan 10. Introduction to the Course
- F Jan 12. Video: "The Rise of the New Class" by Prof. Eugene Weber, UCLA
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- M Jan 15. no class: Martin Luther King, Jr. Day
- W Jan 17. The Age of Scientific Revolution and the Enlightenment (McKay 571-592)
Document 1: "Education for Girls" by Jean-Jacques Rousseau (McKay 594-595)
- F Jan 19. The Scientific Revolution: Rationalism and the Modern Worldview (Wells 115-137)
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- M Jan 22. Africa Encounters the World, 1400-1800 (McKay 597-621)
Document 2: "Duarte Barbosa on the Swahili City-States" (McKay 624-625)
- W Jan 24. The World of Islam in the Middle East, Persia and India (McKay 627-655)
Document: "The Weighing of Shah Jahan on His 42nd Birthday" (McKay 658-659)
- F Jan 26. China, from 1368-1795 (McKay 661-679)
Document 3: "The Chinese Emperor Responds to King George III" (McKay 694-695)
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- M Jan 29. Korea and Japan (McKay 679-696)
- W Jan 31. The American and the French Revolutions (McKay 699-725)
Document 4: "Revolution and Women's Rights" (McKay 726-727)
- F Feb 2. The Age of Democratic Revolutions: the Americans and the French (Wells 138-153)
Essay no. 1 Due: Choose one of the four documents (nos. 1-4) above — highlighted in bold — and answer the questions given at the end of it. Make sure you follow the instructions given on page 3.
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- M Feb 5. The Industrial Revolution in England (McKay 731-743)
- W Feb 7. The Industrial Revolution in Continental Europe (McKay 743-756)
Document 5: The Testimony of Young Mine Workers (McKay 758-759)
- F Feb 9. **EXAM ONE (McKay 571-759; Wells 115-153; class notes; video presentation)**
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PART II: REVOLUTIONS AND NATIONAL WARS

- M Feb 12. Europe: Ideologies and Upheavals, 1804-1871 (McKay 761-780)
- W Feb 14. Nation Building in France, Italy and Germany (McKay 780-789)
Document 6: "Faith in Democratic Nationalism" (McKay 790-791)
- F Feb 16. Urban Life and Culture in the Age of Nationalism (McKay 793-808)
Document 7: "Middle-Class Youth and Sexuality" (McKay 822-823)
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- M Feb 19. no class: Presidents's Day
- W Feb 21. Political Reaction to Social Changes (McKay 809-821)
- F Feb 23. The Industrial Revolution and New Economic Ideologies (Wells 154-172)
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- M Feb 26. The Idea of Progress: Modernity Triumphant (Wells 173-186)
- W Feb 28. Western Imperialism and Migrations of Peoples (McKay 825-837)
- F Mar 2. The Fall of the Ottoman Empire and the Partition of Africa (McKay 837-855)
Document 8: "A French Leader Defends Imperialism" (McKay 858-859)
Essay no. 2 Due: Choose one of the four documents (nos. 5-8) above — highlighted in bold — and answer the questions given at the end of it. Make sure you follow the instructions given on page 3.
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- M Mar 5. The New Imperialism and Asia (McKay 861-884)
Document 9: "A Japanese Plan for a Modern Army" (McKay, 886-887)
- W Mar 7. Nation Building in Central and South America (McKay 889-905)
Document 10: Bolivar's Speculation on Latin America (McKay 932-933)

- F Mar 9. The United States in the Nineteenth Century, Canada and Australia (McKay 905-931)
M Mar 12. The Great War (McKay 935-950)
Document 11: The Experience of War (McKay, 964-965)
W Mar 14. The Russian Revolution and the Paris Peace Conference (McKay 950-963)
F Mar 16. no class: Spring Break Begins
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S P R I N G B R E A K (March 16-25, 2007)

- M Mar 26. The Great War and the Middle East (McKay 967-978)
Document 12: Arab Political Aspirations in 1919 (McKay 996-997)
W Mar 28. Nation building in India and China (McKay 979-995)
F Mar 30. **EXAM TWO (McKay 761-997; Wells 154-186; class notes)**
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PART III: THE POSTMODERN WORLD

- M Apr 2. The Age of Anxiety and Search for Stability (McKay 999-1020)
Document 13: “Life on the Dole in Great Britain” (McKay, 1022-1023)
Essay no. 3 Due: Choose one of the four documents (nos. 9-12) above — highlighted in bold — and answer the questions given at the end of it. Make sure you follow the instructions given on page 3.
- W Apr 4. Totalitarian Regimes: Stalin’s Russia, Nazi Germany and Fascist Italy (McKay, 1025-1039)
F Apr 6. The Second World War (McKay 1040-1055)
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- M Apr 9. The History of Antisemitism and the Holocaust
Document 14: “Witness to the Holocaust” (McKay 1056-1057)
W Apr 11. Europe during the Cold War, 1943-1990 (McKay, 1059-1079)
Document: A Solidarity Leader Speaks from Prison (McKay 1098-1099)
F Apr 13. Western Democracies Under Duress (McKay 1079-1097)
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- M Apr 16. Contemporary Asia and Africa (McKay 1101-1032)
Document 15: “The Struggle for Freedom in South Africa (McKay 1134-1135)
W Apr 18. The Economic and Social Challenges in the Third World (McKay 1137-1158)
Document 16: *Voices from the Village* (McKay 1160-1161)
Essay no. 4 Due: Choose one of the four documents (nos. 13-16) above — highlighted in bold — and answer the questions given at the end of it. Make sure you follow the instructions given on page 3.
- F Apr 20. The Post-Modernity, Anxiety, Multiculturalism and Diversity (Wells 187-217)
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- M Apr 23. One Small Planet (McKay 1163-1185)
Document: *A Plan for Survival* (McKay 1186-1187)
W Apr 25. Hope for the Future? (Wells 218-243)
F Apr 27. Dead Friday
-
- M Apr 30. from 10:00 to 12:00 noon
EXAM THREE (McKay 999-1187; Wells 187-236; class notes)

WHAT IS HISTORY? WHY STUDY HISTORY?

Why study history has become an important issue for many today. The simple and true answer is that the study of history makes people more intelligent, more discernable. Since history is an investigation of causes; without history we would end up without memory. On an intellectual level, it helps people intelligently analyze the causes and forces behind events, and on the practical level, it helps people know what is going on around them. Without knowing what happened in the past, and how and why it happened, society today would cease to function—just observe on what basis people operate in science, technology, medicine, business, politics, education, religion, military planning, urban planning, and so forth. Better yet, just observe how people in various contexts have been duped by unscrupulous politicians into destructive and even suicidal behavior—the Nazis, the Bolsheviks, racists, religious bigots, and so on. History enables people to formulate their thoughts, to analyze the developments and social affairs, and to provide context for policy decisions in whatever problematic context they find themselves in. In other words, human life depends on past experience to give it coherence and meaning. Yet, no matter how carefully we study history, it is not a good guide. But it is all we have, and as such it is constantly fascinating, offering a persistently ambiguous clues to possible and probable future. History is a living discipline.

THE STUDY GUIDE (Spring Semester 2007)

PART I: THE RISE OF THE BURGHERS

W Jan 10. Introduction to the Course

F Jan 12. **Video: “The Rise of the New Class” by Prof. Eugene Weber, UCLA**

Notice what the burgers expected from the Church vs. what the Church offered.

The major issue: the repository of authority

What is it that the Reformers offered to the people that the Church did not?

What were the novelties?

Notice Weber’s statement that the Protestant formula, "faith alone justifies and saves believers," was not so much a theological formula as it was a **psychological formula**. What does he mean by it?

According to the Protestants, how does one communicate with God? Does one need the priest, the Church, or one can approach God on his/her own?

The notion of “choice”

M Jan 15. no class: Martin Luther King, Jr. Day

W Jan 17. **The Age of Scientific Revolution and the Enlightenment (McKay 571-592)**

Document 1: “Education for Girls” by Jean-Jacques Rousseau (McKay 594-595)

The Aristotelian view of earth vs the Copernican theory?

Nicolas Copernicus (1473-1543); Tycho Brahe; Johannes Kepler

Galileo Galilei (1564-1642): the law of inertia; what happened at the Galileo’s trial?

Isaac Newton (1642-1727): the law of gravity, *Principia*

What did the Royal Society of London (1662) do?

Francis Bacon; Rene Descartes; Bernard De Fontenelle; Pierre Bayle, his scepticism

John Locke (1632-1704): his views and theory how humans learn; his works *Essay Concerning Human Understanding* and *Second Treatise of Civil Government*

Notice the emphasis, how formal education and social institutions are becoming more important in solving social evils.

Philosophes: Jean le Rond d'Alembert; Gabrielle-Emilie Le Tonnelier de Breteuil
Baron de Montesquieu, his *The Spirit of Laws*
François Marie Arouet Voltaire (1693-1778), *Candide*
Denis Diderot, *Encyclopedia* (first volume appeared in 1751)
Baron Paul d'Holbach (1723-1789), David Hume (1711-1776)
Jean-Jacques Rousseau (1712-1778), *The Social Contract* (1762)

Madame du Coudray, the nation's midwife; salons, the rococo, chapbooks, almanacs
What are the **three** important and original ideas of the Enlightenment? (p. 577)
What is meant by "royal absolutism"? What is meant by "enlightened despotism"?
Frederick the Great (1740-1786) of Prussia,
Maria Theresa (1740-1780): The War of the Austrian Succession (1740-1748),
The Seven Years War (1756-1763)
Joseph II (1780-1790): abolished serfdom, gave rights to Jews and Protestants,
Catherine the Great (1762-1796) of Russia; domestic reforms, territorial expansion
The Pugachev Rebellion; agreement with nobility
France: Louis XV (1715-1774) and Louis XVI (1774-1792)

F Jan 19. **The Scientific Revolution: Rationalism and the Modern Worldview (Wells 115-137)**

What is meant by secular humanism? . . . by empiricism?
What is meant by "inductive" and "deductive"?
What is meant by a "world view shift"?
Bacon's emphasis on experiment and innovation; what did he mean by "idols"?
Rationalism and Deism: a counter-religion
What effect do prayers have on natural laws? What was Carl Sagan's view of God?
Is there a link between Newton and John Locke? Explain.
Voltaire's importance: deism, rationalism
David Hume and faith; Baron de Montesquieu's *The Spirit of the Laws*
According to Montesquieu, Law undergirds all reality
Jacques Rousseau, *The Social Contract*, "the general will"
Augustine's the city of God (civitas Dei) and the city of this world (civitas terrena)

M Jan 22. **Africa Encounters the World, 1400-1800 (McKay 597-621)**

Document 2: "Duarte Barbosa on the Swahili City-States (McKay 624-625)

15th century: European intrusion into African society, politics and economy began
Western Africa: government, family, marriage, daily life, trade, natural resources,
education, the urban life of Timbuktu, slavery
the age-grade system; the *oba*
Who was Olaudah Equiano? The importance of cities: Benin City, Timbuktu Gao
Idris Aloomo (1571-1603), a devout Muslim and an able ruler
Clash between Islam and Christianity (Catholic or Coptic)
Ethiopia: the Solomonid Dynasty, King Prester John, Coptic Christianity
Jesuit Alphonse Mendez and his work in Ethiopia
the Swahili City-states: the "people of the coast;" daily life, customs
Vasco de Gama's arrival and its consequences
Islamic influence on slavery in Africa, the Middle East and south Asia
Slavery throughout the world and the development of modern ideology *racism*
The Atlantic slave trade: South America – Africa – Europe
Notice the numbers on Table 19.1 on page 613
Factory forts, shore trading, new inter-ethnic groups (mulattos)
The first anti-slavery legislation: by the British Parliament in 1807
Who is Duarte Barbosa? What seems to have impressed Barbosa?

W Jan 24. **The World of Islam in the Middle East, Persia and India (McKay 627-655)**

Document: “The Weighing of Shah Jahan on His 42nd Birthday” (McKay 658-659)

What were the consequences of the fall of Constantinople (1453)?

The rise and decline of the Ottoman Empire

The Battle of Kosovo Field (1389)

Sultan Mehmet II (1451-1481) took Constantinople, Church Hagia Sophia

[Constantine IX was last Roman/Byzantine Emperor]

Ottoman policies toward Christians and Jews: relative tolerance, but heavy taxation

Suleiman (1520-1566) crushed Hungarians at Mohacs (1526); laid siege to Vienna (1529)

The Battle at Lepanto (1571) brought first major defeat to the Ottomans

The Ottoman alliance with German Protestants pressured the Catholic Habsburg Dynasty to recognize the Protestants at the Peace of Augsburg in 1555.

Ivan IV became the first Russian Tsar, defeated the Muslim Mongols in central Asia

Sultan Merad IV captured Baghdad in 1638

Daily life, **harem, janissaries**, slavery, slave viziers, coffeehouses, economic backwardness, **intellectual life** (pp. 637-640), science, medicine (quarantine, inoculation)

Who was Aleksandra Lisowska, aka Roxelana and Hürrem?

Who was Lady Mary Wortley Montagu?

History of the House of Osman; Book of the Sea; Instruments of the Observatory

Selim II (the Drunkard) and the Ottoman decline; Treaty of Karlowitz (1699)

When Nicholas I said: “the sick man of Europe,” he referred to whom?

Persia: economic and cultural prosperity under the Mongols and the Safavids

“shah”, the city of Isfahan, **al janna**, the Persian carpets, intellectual life

India: rise and fall of the Mughal rule, Akbar’s (1556-1605) policy of religious toleration,

Shah Jahan, Taj Mahal, customs, the Hindu-Islam encounter

Shah Aurangzeb and his reforms

The Dutch East India Co. and the British East India Co., and the factory forts

The Treaty of Paris (1763) recognized British control of India

F Jan 26. **China, from 1368-1795 (McKay 661-679)**

Document 3: “The Chinese Emperor Responds to King George III” (McKay 694-695)

Zhu Yuanzhang founded the Ming Dynasty, assuming a new name — Hungwu

Revival of Confucian teachings; est. capital Nanjing; introduced civil service;

examinations; the **jinsi**; the Rule of Avoidance;” the acquisition of social status

Eunuchs and their service in government

What were the 3 major problems for the Hungwu government?

Notice Chinese crops, agriculture, reforestation and technology

Literature (*The Journey to the West; The Golden Lotus*), art, intellectual life, medical

knowledge, commerce, kowtow, population growth, the tribute system, etc.

The Qing Dynasty: the Manchus, the Mandate of Heaven, Emperor Kangxi (1662-1722)

Intellectual life (*The Complete Library of the Four Treasuries*),

Chinese Emperor encounters the British envoy Lord George Macartney

Daily life: peasantry, family, education, sexuality, women in society, medical practices, literacy, social mobility

The Dream of the Red Chamber

M Jan 29. **Korea and Japan (McKay 679-696)**

Korea: the Koryo Dynasty; Confucianism, phonetic alphabet; society and culture, customs, encounter with Christianity

Japan: encounter with Christianity, daily life, peasantry, *shoen*, samurai, bushido, *seppuku*, shogun, *sankin kotai* (alternate residence), primogeniture, women in society, sexuality, family, marriage customs, etc.

Oda Nobunaga (1534-1582) and Tokugawa Ieyasu (1543-1616)

Tokugawa's reign: his "cardinal tenets" and its impact on society

Jesuit Francis Xavier and Christianity in Japan

Who was Katsushika Hokusai (1760-1849)?

What was the Japanese bride expected to bring to her new household?

W Jan 31. **The American and the French Revolutions (McKay 699-725)**

Document 4: "Revolution and Women's Rights" (McKay 726-727)

Notice the 18th century concepts: sovereignty, equality, happiness, equality of opportunity, representative democracy vs democracy,

John Locke and his work; Baron de Montesquieu and his idea of "checks and balances"

What is bourgeoisie?

The Stamp Act (1765); slogan: "taxation without representation is tyranny"

The Boston "Tea Party" (1773);

First Continental Congress in Philadelphia (Sept. 1774) decided _____.

Thomas Paine (1737-1809) and his *Common Sense* (1775)

Second Continental Congress & the Declaration of Independence (**July 4, 1776**)

King George III (1760-1820); the Loyalists

George Washington; Marquise de Lafayette (1757-1834)

The Treaty of Paris (1783), Britain recognized the USA

The Constitutional Convention (1787), in Philadelphia

The Constitution and the Bill of Rights (**March 1789**)

Economic, social and political conditions in France before 1789

Three orders: clergy, nobility and commoners

What were the "manorial rights"? Notice the rise of the middle class (urbanites)

Louis XVI convenes the Estates General (May 1789); issues before the Estates General

The Third Estate calls itself into the National Assembly (June 17, 1789)

The march on the Bastille (**July 14, 1789**)

The Declaration of the Rights of Man (Aug 27, 1789): identify mankind's natural rights

What role did women play during the French Revolution?

The creation of the constitutional monarchy, Louis XVI accepted it in July 1790

The property of the Church was nationalized

Edmund Burke published *Reflections of the Revolution in France* (1790)

Mary Wollstonecraft published *A Vindication of the Rights of Man* (1790) and two years later *A Vindication of the Rights of Woman*.

Marie Gouze (1748-1793), aka Olympe de Gouges and her *Declaration of the Rights of Woman and the Female Citizen* (1791) — make sure you read the document

The Second Revolution: the Girondists, the Mountain

Jacques Danton; who were the **sans-culottes**?

Notice: while the revolutionary armies fought a war with Austria, England, Prussia, the revolutionary government was introducing a central and total control over society

Maximilien Robespierre (1758-1794), joined the Committee of Public Safety, June 1793

The Reign of Terror (1793-1794): see pp 714-716

The Thermidorian Reaction and the Directory

Robespierres's speech before the National Convention on 9 Thermidor (**July 27, 1794**), and his arrest and execution

Napoleon Bonaparte, made the First Council of the Republic (Nov 1799)

The Civil Code of 1804; the Concordat with the Catholic Church (1801);
Domestic reforms; emphasis on family and social order; media and propaganda;
Educational reforms; Joseph Fouche and his intelligence system
Foreign policy: Battle of Trafalgar (Oct 1805); Battle of Austerlitz (Dec 1805);
The German Confederation; the suppression of the Spanish Revolt (1808-1810);
The invasion of Russia (1812); Battle of Borodino; Napoleon's retreat and defeat;
Jacob Walter's eye-witness account;
Napoleon on Elba; Battle of Waterloo (June 1815); imprisonment on St. Helena

F Feb 2. **The Age of Democratic Revolutions: the Americans and the French (Wells 138-153)**

The American Revolution: "The World Turned Upside Down"

Is there a connection between the Enlightenment and the revolts in America and France?

Characteristics of the ancien régime

Carl Becker's idea of 2 revolutions in the American colonies

The concept: a republic of virtue

Founding Fathers: the popular government group vs the strong government group

The Articles of Confederation; the Declaration of Independence; the Constitution

Thomas Jefferson; Alexander Hamilton; John Adams; James Madison;

The main emotion behind the Constitution: "fear of the one and fear of the many"

France: the myth of the French Revolution

the rights of men and of women, the emancipation of the Jews

Charles Dickens and *Tale of Two Cities*

Identify the four phases of the French Revolution: _____

The "crowd" and the idea of nation; the revolutionary tribunals

From the National Assembly to the National Convention to the Reign of Terror

De-Christianization and the makers of a new France (Robespierre, Carnot, Barrere, etc.)

The Temple of Reason; the deist civil religion; the Cult of the Supreme Being

Was the French Revolution a "failure?"

ESSAY 1 DUE TODAY

M Feb 5. **The Industrial Revolution in England (McKay 731-743)**

When and by whom was the term "industrial revolution" coined?

Which factors favored English industrial development?

What was the "open-field system?" What were the consequences of the "enclosure?"

The agricultural revolution; the "proletariat" and "proletarianization;" **mercantilism**

The world politics related to trade: the wars between England, France and Spain

The "putting-out" system; first factories; search for new sources of energy;

James Hargreaves (cotton-spinning jenny); Richard Arkwright (the water frame);

James Watt (improved the steam engine); the use of coal and coke

How did the English people resolve the problem of energy? the mining industry

The railroad: 1830, the first effective railroad locomotive;

Notice the speed at which train traveled between Liverpool and Manchester

Benefits of railroads; impact on transport, society, social values, industry (factory)

Symbol of human ability to conquer nature in the age of the industrialization

The Great Exhibition, the Crystal Palace, London

Thomas Malthus (*Essay on the Principle of Population*, 1798)

David Ricardo ("iron law of wages")

W Feb 7. **The Industrial Revolution in Continental Europe (McKay 743-756)**

Document 5: The Testimony of Young Mine Workers (McKay 758-759)

The impact the Industrial Revolution made on society, marriage and sexuality, population growth, laws of wages, work regulations, tariffs, banking industry, creation of

capital and labor, the bourgeois class, sexual division of labor, the labor movements
 Belgium became independent in 1831 (under British guarantee)
 Study information given in Table 23.1 on p. 744; what's meant by the "widening gap"?
 William Cockerill; Fritz Harkort; Friedrich List and his "economic nationalism";
zollverein; corporations; banks and capital investment; the factory workers
 The Strutt Family; William Blake; William Wordsworth; the Luddites
 Friedrich Engels (*The Condition of the Working Class in England*, 1844)
 Pay attention to the working and living conditions (pp. 750-752)
 Edwin Chadwick, Robert Owen; **the Factory Act of 1833**
 Identify the four "separate spheres" of division of labor
 Prepare to summarize the three main interpretations of the sex-segregated of labor
The Mines Act of 1842; the Grand National Consolidated Trades Union (1834)

F Feb 9. EXAM ONE (McKay 571-759; Wells 115-153; class notes; video presentation)

PART II. REVOLUTIONS AND WARS OF NATIONALS LIBERATION

M Feb 12. Europe: Ideologies and Upheavals, 1804-1871 (McKay 761-780)

The Congress of Vienna (1815); the Quadruple Alliance
 Klemens von Metternich; Robert Castlereagh; Aleksandr I; Charles Talleyrand
 the principle of legitimacy; the Holy Alliance; the principle of intervention
 The Carlsbad Decrees (1819)
 Liberalism: laissez faire, the "invisible hand", individual's "right to work"
 Adam Smith (*Inquiry into the Nature and Causes of the Wealth of Nations*, 1776)
 Nationalism: national language, national state, national _____
 Giuseppe Mazzini; Jules Michelet
 Socialism: Count Henri de Saint-Simon; Charles Fourier
 Communism: Karl Marx (*The Communist Manifesto*, 1848)
 the bourgeoisie; the proletariat; concepts of class struggle (violent and inevitable)
 Georg Hegel's understanding of human history (a dialectic process of change)
 Romanticism: emotional exuberance, imagination, spontaneity (vs. Samuel Johnson)
 Eugene Delacroix (1798-1863) and his *Liberty Leading the People*
 Ludwig van Beethoven (1770-1827) and Ernst Hoffmann (1776-1822)
 Walter Scott; Johann Wolfgang von Goethe (1749-1832)
 Germaine Necker de Staël (1766-1817), *On Germany, Corinne*
 Victor Hugo (1802-1885), *Hunchback of Notre Dame* (1831)
 Jacob and Wilhelm Grimm; Aleksander Pushkin (1799-1837)
Revolutions: Serbs rebelled against the Ottomans in 1804 and again in 1813
 Serbs gained autonomy in 1830, but gained independence only in 1878
 Greeks rebelled against the Ottomans in 1821 and gained independence in 1830
 Poles revolt against the Russians in 1830-1832
 Belgium becomes independent in 1831
 Liberal Reforms in **England:** the revision of the Corn Laws (1815)
 The Reform Bill of 1832 affects the voting franchise
 The People's Charter of 1838; the Corn Laws repealed in 1846
 The Ten Hours Act of 1847; the potato crop failures
 France: King Charles X (1824-1830) repudiated the Constitutional Charter in 1830
 the "three glorious days" brought the monarchy down, July 1830
 King Louis Philippe (1830-1848) became the "king of the French people"
 Feb 22, 1848, the barricades erected throughout Paris, the king abdicated
 the failure of the "national workshops"

Louis Napoleon Bonaparte III became the President of the Second Republic (Dec 1848)
 Austria: Emperor Ferdinand I (1835-1848) promised reforms and constitution
 Metternich fled Vienna; serfdom abolished; the Hungarians revolted
 The Czechs revolted, Prague was bombed by the imperial troops
 Francis Joseph (1848-1916) assumed the throne
 Russian Emperor Nicholas I (1825-1855) crushed the Hungarian revolt
 Prussia: people demanded constitution and reforms in 1848,
 King Frederick William IV caved in, and Constituent Assembly met in Berlin
 The National Assembly (for all German states) organized in Frankfurt (May 1848)
 The war with Denmark over Schleswig & Holstein blinded German nationalists
 The National Assembly came up with a constitution and elected Frederick William
 to be Emperor of new Germany. His reaction: **“the crown from the gutter”**
 The German Confederation was made up of 38 states

W Feb 14. **Nation Building in France, Italy and Germany (McKay 780-789)**

Document 6: “Faith in Democratic Nationalism” (McKay 790-791)

Nation Making: Louis Napoleon had a positive “program” for France
 Because the National Assembly refused to modify the Constitution, Louis Napoleon
 carried out a coup d’etat against his own government and declared self an
 emperor (Dec 2, 1851)
 notice his reforms (“positive program”) and his achievements

Italy: who said Italy was a “geographical expression”?

Giuseppe Mazzini; Vincenzo Gioberti; Victor Emmanuel; **Count Camillo Cavour**
 The 1858 war with Austria gained Lombardy
 Giuseppe Garibaldi and his Red Shirts won southern Italy and marched on Rome
 Pope Pius IX, his *Syllabus of Errors* (1864)

Germany: the custom union (*zollverein*), William I (1861-1888) undertook reforms

Count Otto von Bismarck (1815-1898), his domestic and foreign policies
 War against Denmark in 1864 over the Schleswig and Holstein provinces
 The Austro-Prussian War (1866), Prussia won but Bismarck was not hard on Vienna

What political issue served as a pretext for the Franco-Prussian War in 1870?

Bismarck provoked the Franco-Prussian War of 1870-1871

The Battle of Sedan (Sep 1, 1870); Napoleon captured; Prussia won the war

William I proclaimed Emperor of Germany in the Hall of Mirrors (1871)

F Feb 16. **Urban Life and Culture in the Age of Nationalism (McKay 793-808)**

Document 7: “Middle-Class Youth and Sexuality” (McKay 822-823)

Prepare to describe the city of the Middle Ages

Notice the pace of the urbanization throughout Europe; why is **1891** important?

Major problems of urban living: sanitation, overcrowded living space

Edwin Chadwick, the Poor Law of 1834; sanitation

Jeremy Bentham (1748-1832), “the greatest good for the greatest number”

Epidemics, miasmatic theory, germ theory, pasteurization,

Louis Pasteur (1822-1895); Joseph Lister (1827-1912), his “antiseptic principle”

Urban planning: Georges Haussmann (1809-1884), Paris was redone

The economic “gap” between the rich and the poor

The Middle Class: notice social and economic divisions within the middle class

The Working Class: notice the economic and social divisions among the workers

Who were “labor aristocracy”? Who were “rough country girls?”

Leisure and commercialization of free time

Marriage, sexuality, romantic love, prostitution, illegitimacy, gender division, feminism

Mary Wollstonecraft
Child rearing, family ties, education of children
Science and Culture: Louis Pasteur; Dmitri Mendeleev (1834-1907), the periodic table
Michael Faraday (1791-1867) in electromagnetism
What are the three significant consequences of the triumph of science and technology in the 19th century? (p. 806)
Auguste Comte (1798-1857), *System of Positive Philosophy*, 6 vols. (1830-1842)
Charles Darwin (1809-1882), *On the Origin of Species by the Means . . .* (1859)
Herbert Spencer (1820-1903), a Social Darwinist
Emile Zola (1840-1902), a realist writer
Count Leo Tolstoy (1828-1910), his novel *War and Peace*

M Feb 19. no class: Presidents' Day

W Feb 21. **Political Reaction to Social Changes (McKay 809-821)**

Women acquired the right to vote: in 1913 (in 12 states of the USA); in 1914 (in Norway)
Germany: the Reichstag and Bismarck; the Kulturkampf, social reforms under Bismarck;
King William II (1888-1918) forced Bismarck out of office
France: the Third Republic; the Paris Commune, educational reforms, secularization of education; the Dreyfus Affair
Britain: Benjamin Disraeli and the Second Reform Bill (1867); the Third Reform Bill (1884); David Lloyd George (1863-1945); William Gladstone (1809-1898)
The Irish "Question" or the "home rule"
Austro-Hungary: the agreement of 1867, political, educational and social reforms
Russia: the Crimean War of 1853-1856 triggered reforms: the emancipation of serfs (1861); educational, administrative, judicial, military and other reforms
Tsar Aleksander II (1855-1881), a reformer
Tsar Aleksander III (1881-1894), a reactionary
Tsar Nicholas II (1894-1917), the last Russian tsar, incompetent
Sergei Witte, undertook economic reforms; Peter Stolypin, agrarian reforms
The 1905 Revolution; the Bloody Sunday; the October Manifesto; the Duma
Antisemitism, Karl Lueger (antisemite);
Theodor Herzl, the founder of Zionism (p. 817)
The Socialist International; May Day (May 1); workers unions;
Revisionism: Edward Bernstein (1850-1932), *Evolutionary Socialism* opposed Karl Marx
Jean Jaures (1859-1914) denounced Revisionism

F Feb 23. **The Industrial Revolution and New Economic Ideologies (Wells 154-172)**

Scope of economic modernization
Define a traditional economic society (according to Walt W. Rostow)
What is so unique about British economic development in the 18th century?
Is there a link between religion and capitalism? What was Max Weber's argument?
What is meant by the "world of pain?"
Terminology: liberal, egalitarian, historical conservative
Some of this material is repetitious of the previous discussion; nevertheless, pay attention to the published works and political position of:
Adam Smith, Karl Marx, Thomas Malthus, David Ricardo
Saint-Simon, Robert Owen

M Feb 26. **The Idea of Progress: Modernity Triumphant (Wells 173-186)**

The idea of progress: Peter Gay, Johann Wolfgang von Goethe, William Wordsworth
Why is the 19th century (1815-1914) considered a "century of peace?" How would you define the 20th century? How else was the 19th century characterized?

Can you identify the “firsts” that occurred in the 19th century?
Why was, back in the 19th century, the US perceived as a secular hope of humanity?
the “city on the hill,” the “light to the nations”
Ideas such as: New England, the new world, a new man
Alexis de Tocqueville (1805-1859), *Democracy*
What are the symbols of American history: The Statue of Liberty, Abraham Lincoln
What was/is the promise of the Enlightenment?

W Feb 28. **Western Imperialism and Migrations of Peoples (McKay 825-837)**

Notice the standard of living in Europe as compared with that of the world (in 1750)
Why the Western world industrialized sooner than the rest of the world?
Forces behind the so-called “global industrialization”
Who dominated the world market?
Notice the Great Migration of peoples; why migration on such a large scale?
The decades of the New Imperialism (the 1880s and the 1890s)
Identify the causes behind the New Imperialism.
Einrich von Treitschke’s statement concerning colonization
Who supported the New Imperialism among European populace?
Rudyard Kipling (1865-1936); Jules Ferry (1832-1893)
Who opposed the New Imperialism?
J. A. Hobson (1858-1940), *Imperialism*
Joseph Conrad (1857-1924), *Heart of Darkness*
How did the natives respond to the foreign (European) invasion of their lands?

F Mar 2. **The Fall of the Ottoman Empire and the Partition of Africa (McKay 837-855)**

Document 8: “A French Leader Defends Imperialism” (McKay 858-859)

The Ottoman Empire: decline; **the janissaries**; Sultans Selim III and Mahmud III
Identify reasons behind the Ottoman failure to recover its economic and political power
Who were the Young Turks?
Who was Muhammad Ali (1769-1849)? Notice his foreign policy and reforms.
The Suez Canal (1869); Qasim Amin, *The Liberation of Women* (1899)
Colonel Ahmed Arabi, the Egyptian Nationalist Party (1879)
When it comes to African trade and social changes, what fueled trade between Africa,
Europe and the Middle East? Identify major items of trade.
The British Parliament declares **slavery illegal in 1807?**
Why was slavery declared illegal? Why Islam approved of slavery?
The partition of Africa: King Leopold II (1865-1909), the “African fever”
David Livingstone, Henry M. Stanley
What were the major decisions at the Berlin Conference, 1884-1885?
General Horatio H. Kitchener, Winston Churchill
The Anglo-Boer War: the Dutch East India Co. established a supply station in Cape Town
Zulu leader Shaka (1818-1828); Cecil Rhodes; mining diamonds

ESSAY 2 DUE TODAY

M Mar 5. **The New Imperialism and Asia (McKay 861-884)**

Document 9: “A Japanese Plan for a Modern Army” (McKay, 886-887)

Which European countries were involved in Asia? Why rivalries?
What technological improvements made colonization and trade with Asia easier?
What is meant by “white man’s burden?” Who coined the term?
India: the British East India Co.; search for markets; *sati* was outlawed; slavery and
banditry suppressed; infanticide banned; widows protected;
The Great Mutiny (Revolt), 1857); the construction of railroads; the middle class of India

universities; the Hindu College, Calcutta;
 What is meant by, “Indian by blood, English by taste”
 What were the reasons behind the organization of the Indian National Congress? Who were the members of it? Why call for complete independence?
 The Dutch East Indies: the Java War, 1825-1830; the Culture System;
 The Catholic missionaries in East Asia; why was Christianity outlawed?
 The Philippines: the *encomienda* system; the Spanish-American War (1898-1899)
 China: the Opium War of 1842; the Treaty of Nanjing; the “extraterritoriality” rule; concessions; **the Taiping Rebellion, 1851-1864**; Hong Xiuquan (1814-1864)
 The U.S. Open Door policy; the Boxers; Sun Yatsen (1866-1925)
 Japan: Commodore Matthew Perry arrives to Edo (Tokyo) in 1853; the “gunboat diplomacy;” the Meiji Restoration; the end of samurai; the 1904-05 Russian-Japanese War; public education; the westernization of Japan
 Fukuzawa Yukichi; Aritomo Yamagata (1838-1922)
 Korea: developing under China’s and Japanese influence; the Tonghak movement
 Responsive the most to Christianity
 The Great Migration of peoples: European missionaries to Asia; Chinese, Indians and others migrate to Africa, Australia, the Oceania, the Americas, etc.
 Chin Gee-hee (p. 883)

W Mar 7. **The Nation Building in Central and South America (McKay 889-905)**

Document 10: Bolivar’s Speculation on Latin America (McKay 932-933)

Henry Clay; the revolutions in Latin America, resistance and rebellion
 The Creoles; the peninsulares; the mestizos; the mullatos
 The Casa de Contratacion (Board of Trade) set in Cadiz (1717)
 The War of Spanish Succession (1701-1713) and Emperor Charles III (1759-1788)
audiencias; agriculture and trade; *alcabala*;
 Antonio Nariño, why was he imprisoned?
 Racism and discrimination; Alexander von Humboldt’s account;
 Tupac Amaru II (1742-1781) led a rebellion, defeated and executed
 José Antonio Galan, captured and executed
 Toussaint L’Ouverture (c.1744-1803), succeeded only to be tricked by the French, taken to France where he died in prison
 In 1804, Haiti gained independence, 2nd state after the United States
 Simon Bolívar (1783-1830), the Latin American “George Washington”
 How did Brazil win its independence? When? King Pedro I (1822-1831)
 The consequences of independence: _____
 Why the relative “racial” permeability of Latin America but 2-tiered “racial” division in the United States? What does **H. Hoetink** have to say about it?
 The United States after 1898: the Panama Canal (1904); military interventions in Nicaragua and Haiti; neocolonialism
 FDR’s Good Neighbor Policy
 Juan Bautista Alberdi, and his argument for immigration: notice trends in migration, types of the migrant, consequences, impact of migration on social change, racism and discrimination, etc (pp. 902-905)

F Mar 9. **The United States in the Nineteenth Century, Canad and Australia (McKay 905-931)**

The Manifest Destiny, coined by John L. O’Sullivan;
 Alexis de Tocquelle, wrote *Democracy*; American faith in the future
 George Washington; the purchase of the Louisiana Territory (\$12 million)
 The War of 1812 and the Treaty of Ghent (1814)

Spain sold Florida to the U.S.
 Texas declared independence from Mexico in 1836; joined the Union in 1845
 The Treaty of Guadalupe Hidalgo (1848) yielded New Mexico and California to the U.S.
 The Spanish-American War makes the U.S. a world military power
 In **1823**, the **Monroe Doctrine** warned the European not to expand in the Americas
 Rev. Samuel C. Worcester carried the “Indian Case” to the Supreme Court
 the concept of land ownership
 Slavery: holdings, marriages, illiteracy, the citizenship issue, etc.
 The Civil War (1861-1865): Abraham Lincoln fights to preserve the union
 The Emancipation Proclamation (**Jan 1, 1863**)
 Robert E. Lee surrendered in April 1865
 The Reconstruction and “racial” discrimination
 Who Is Black? Robert Todd Lincoln’s hatred and his servant Adam Clayton Powell
 “racial” categories; the concept of “race”
 Crazy Horse (c.1842-1877)
 Industrialization and immigration: notice trends in migration, types of the migrant,
 consequences, impact of migration on social change, racism and discrimination,
 statistics, etc (pp. 917-920)
 John D. Rockefeller and J. P. Morgan
 Jacob Riis, *How the Other Half Lives* (1890)
 Canada: Samuel de Champlain (1567-1635) settled first colony in Quebec
 The Treaty of Paris (1763) ceded Canada to Britain
 The Quebec Act of 1774; the American “Loyalists” moved to Canada thus changing
 demography and politics
 The Constitution Act of 1791 divided Quebec from Ontario
 The Union Act of 1840, a move toward a confederation under one government
 The British North American Act of 1867 creates modern Canada
 The Canadian Pacific Railroad; John A. Macdonald (1815-1891)
 Australia: James Cook dropped anchor near Sidney in 1770
 New South Wales; a penal colony established in 1786; sheep production
 In 1851, gold discovered; railroad construction; the “white Australia” policy;
 The Commonwealth of Australia established in 1901

M Mar 12. **The Great War (McKay 935-950)**

Document 11: The Experience of War (McKay, 964-965)

Causes: the breakdown of the Bismarckian System of Alliances
 1879, the Dual Alliance (Austro-Hungary & Germany)
 1882, Italy joined, thus making it a Triple Alliance
 What were Bismarck’s objectives?
 William II forced Bismarck to resign in 1890;
 refused to renew the Reinsurance Treaty with Russia
 In **1894**, Franco-Russian military alliance; Europe divided into two military camps
 Britain prefers “splendid isolation,” the U.S. is not yet a world power
 In 1904, French-British Entente (understanding to common cause of action)
 Germany’s building of larger navy forced Britain to enlarge her own navy
 Nationalism and militarism became major social and political forces in Europe
 Austrian government annexed Bosnia & Herzegovina in **1908**; high international tension
June 28, 1914, the assassination of Archduke Franz Ferdinand in Sarajevo
 The Vienna government declared war on Serbia, July 28, 1914; and
 Nicholas II ordered mobilization,

Germany put the Schlieffen Plan into effect; Europe is at war

Who is responsible for the war? All underestimated the course and nature of the war.
stalemate and slaughter at the front,
new weapons introduced: machine gun and poisonous gas

May 1915, Italy changed sides, joined the Allies (the secret treaty of London)

The Great War became known as “total war;” engaged the entire populace
the war spreads to the Balkans, the Middle East, China, etc.

The Ottoman Empire and Bulgaria joined the Central Powers

Lawrence of Arabia helped the Arab revolt against the Ottoman Empire

May 1915, German submarine sunk *Lusitania*, later even American ships

April 1917, the Americans entered the war on the side of the Allies vs the Central powers

The War Raw Materials Board in Germany, followed by the Auxiliary Service Law

How did the war impact society? the use of censorship and propaganda; social unrest

W Mar 14. **The Russian Revolution and the Paris Peace Conference (McKay 950-963)**

Nicholas II (1894-1917) refused to seek peace with Germany

Russian casualties were high, 2 million dead in 1915 alone

On **March 8 [Feb 22]**, demonstrations and bread riots (by large number of women) in St.
Petersburg and Moscow forced Nicholas to abdicate.

The Provisional Government was formed on March 12; the Petrograd Soviet watching

Lenin arrives to St. Petersburg in April, opposed supporting the Provisional Government

“All power to the soviets!” “All land to the peasants!” “Stop the war, now!”

The Kornilov Affair; Leon Trotsky’s role in the Bolshevik coup d’etat

Oct 25, 1917, the Bolsheviks are in power; the SOVNARKOM created

The Constituent Assembly met Jan 18, 1918, disbanded by the Bolsheviks

The Brest-Litovsk Treaty was signed on **March 3, 1918**, harsh stipulations

June 1918, the Civil War began; Trotsky established the Red Army

The War Communism is in force; the Cheka founded

The Allies (France, Britain, the U.S. and Japan) intervene in the Russian Civil War

On the western front, armistice went into effect, **Nov 11, 1918**

In Germany, street demonstrations and revolution broke out, William II fled the country

The Socialists take over the government; communist leaders Karl Liebknecht and
Rosa Luxemburg executed

In the Balkans, Serbs, Croats and Slovenes created a unified state, future Yugoslavia

The Paris Peace Conference:

Woodrow Wilson, Georges Clemenceau, David Lloyd George, and others

The Treaty of Versailles (signed by Germany on **June 18, 1919**) was harsh on Germany

The League of Nations created, the U.S. Senate (Henry Cabot Lodge) refused to ratify it

F. Mar 16. no class: Spring Break Begins

S P R I N G B R E A K (March 17-16, 2006)

M Mar 26. **The Great War and the Middle East and Asia (McKay 967-978)**

Document 12: Arab Political Aspirations in 1919 (McKay 996-997)

Notice three major reasons for the rise of nationalism in Asia (p. 967)

How did nationalism in Asia differ from that in Europe?

Prepare to describe various promises the Western powers made but failed to keep

What raised the hope of the Asian nationalists at the Paris Peace Conference?

The Mandate Commission; the Article 22 of the League of Nations Covenant

Ho Chi Minh (1890-1069)

The Asian patriots, the Young Turks, the Arab Revolt and Lawrence of Arabia

Hussein ibn-Ali (1856-1931) and his son Faisal

The Sykes-Picot Agreement (1916); The Balfour Declaration of 1917

The General Syrian Congress, 1919 called for independence

Mustafa Kemal Ataturk (1881-1938), led the Turkish people to establish a republic

he also secularized the government; introduced various reforms

Iran was divided between Russia and Britain; in 1921, Reza Shah Pahlavi came to power

Egypt given independence in 1922; Lebanon became a republic

The Jewish settlements became a problem, Zionism under Theodore Herzl

Jewish population in Palestine increased 5 times by 1939

W Mar 28. **Nation Building in India and China (McKay 979-995)**

Indian nationalism: the Lucknow Pact signed in 1916

The Government of India Act, 1919; the Amritsar Massacre

Mohandas Mahatma Gandhi (1869-1948)

his search for a spiritual theory of social action

How did Gandhi fight the British? Explain, elaborate.

Jawaharlal Nehru (1889-1964), called for immediate independence, belligerent

China: the Qing Dynasty overthrown in 1912. Yuan Shigai (1859-1916)

The May Fourth Movement; Sun Yatsen (1866-1925), *Three Principles of the People*

Chiang Kai-shek (1887-1975), a nationalist, first allied with Mao Tse-tung, a communist

The New Culture Movement, founded by Western-oriented intellectuals

Marxian Socialism split away, led by Mao Zedong (Tse-tung) (1893-1976)

Mao succeeded by relying on the peasantry

Who was Ning Lao?

The Japanese nationalism: in 1922 Japan signed a naval arms limitation treaty with the Western powers

The Japanese nationalists were anti-Western, against democracy, against big business

Japan invaded Manchuria in 1931; militarization of politics and society

The Philippines: nationalists were disappointed, the U.S. refused to grant independence

F Mar 30. **EXAM TWO (McKay 761-997; Wells 154-186; class notes)**

PART III. THE END OF MODERNITY AND POST-MODERNISM

M Apr 2. **The Age of Anxiety and Search for Stability (McKay 999-1020)**

Document 13: "Life on the Dole in Great Britain" (McKay, 1022-1023)

Notice what people, in general, believed before 1914, and what happened after the war.

After the war: disorientation and pessimism; Paul Valéry (1871-1945)

Friedrich Nietzsche (1844-1900); Henri Bergson (1859-1941)

Georges Sorel (1847-1922); Ludwig Wittgenstein (1889-1951), Logical Empiricism

Jean-Paul Sartre (1905-1980), existentialism;

Revival of Christianity: Søren Kierkegaard (1813-1855); Karl Barth

Gabriel Marcel (1887-1973); Jacques Maritain (1882-1973); T.S. Eliot;

Arnold Toynbee; C.S. Lewis; Max Planck

The New Physics: Marie Curie (1867-1934); Max Planck (1858-1947)

Albert Einstein (1879-1955); Ernest Rutherford (1871-1937), splitting atom

Freudian Psychology: Sigmund Freud (1856-1939), id, ego, superego

Human behavior is a product of _____ ?

Literature: Marcel Proust (1871-1922), *Remembrance of Things Past*

Virginia Woolf (1882-1941)

William Faulkner (1897-1962), *The Sound and the Fury*
 James Joyce (1882-1941), *Ulysses*
 Oswald Spengler (1880-1936), *The Decline of the West*
 T.S. Eliot (1888-1965), *The Waste Land*
 Franz Kafka (1883-1924), *The Trial* and *The Castle*
 George Orwell (1903-1950), *1984*; “If you want a picture of the future,”
 Architecture: functionalism; Louis H. Sullivan (1856-1924)
 Modern Art: impressionism; Claude Monet (1840-1926)
 Pierre Auguste Renoir (1841-1919); Camille Pissaro (1830-1903)
 Post-impressionism; Vincent van Gogh (1853-1890)
 Paul Cézanne (1839-1906); **Pablo Picasso (1881-1973)**, cubism
 Dadaism and surrealism: Picasso’s *Guernica*
 Music: Igor Stravinsky (1882-1971), *The Rite of Spring*
 Movies: “peepshows” in the 1890s in Paris; the first movie house in 1902 in Los Angeles
 the “movie factories” in New York and Los Angeles
Quo Vadis; Lillian Gish; Rudolf Valentino; **Charlie Chaplin (1889-1978)**
 Sergei Eisenstein (1898-1948), *Aleksandr Nevsky*
 Leni Riefenstahl (1902-), *The Triumph of the Will*
 Radio: Guglielmo Marconi (1874-1937), the vacuum tube
 Suitable for public propaganda (Mussolini, Hitler, FDR’s “fireside chats”)
 Search for political stability: the Treaty of Versailles; John Maynard Keynes (1883-1946)
 Germany was to pay, \$33 billion in war reparations;
 Raymond Poincaré (1860-1934)
 The Weimar Republic, Gustav Stresemann (1878-1929)
 The Locarno Agreement of 1925; The Kellogg-Briand Pact of 1928
Adolf Hitler (1889-1945), *Mein Kampf*,
 Gertrude Stein (1874-1946), “Paris was where the twentieth century was.”
 The Great Depression, **1929-1939**: the crash of the stock market in 1929
 mass unemployment; of all countries Germany suffered the most
 The New Deal program; **Franklin Delano Roosevelt (1882-1945)**
 The Works Progress Administration, 1935
 The National Labor Relations Act, 1935
 Scandinavian socialism; British “orthodox economic theory” in practice

ESSAY 3 DUE TODAY

W Apr 4. **Totalitarian Regimes under Lenin, Stalin, Hitler, and Mussolini (McKay, 1025-1039)**

Dictatorship; the concept of a totalitarian government;
 Tendency to subordinate all institutions and all classes to the state
 fascism in Italy; communism in the Soviet Union; National Socialism in Germany
 totalitarianism of the right (Germany), totalitarianism of the left (the Soviet Union)
Vladimir Ilich Lenin (1870-1924): the New Economic Policy (NEP), in March 1921
Josef Dzhugashvili Stalin (1879-1953): became General Secretary of the CP in 1922
 the collectivization; the First Five-Year Plan; the Soviet Constitution of 1936
 the kulaks; life and culture under Stalin, women’s place in society
 Sergei Kirov assassinated in Dec 1934; the Great Purges
 Mussolini (1883-1945) appointed prime minister; the Black Shirts
 His reforms; the Lateran Agreement of 1929; special tax on bachelors
 The roots of Nazism; Hitler’s life in Vienna; Karl Lueger (1844-1910)
 Hitler assumes title “the Leader (Führer); appointed Chancellor in **Jan 30, 1933**
 General Hindenburg was German president

The Enabling Act (March 23, 1933); life in the Nazi state, life in Nazi society
Heinrich Himmler (1900-1945), the head of the SS; the Nuremberg Laws, 1934
What lies behind Hitler's popularity?
Science and racism and antisemitism; Jews, Gypsies, homosexuals, communists, Slavs

F Apr 6. **The Second World War (McKay 1040-1055)**

Hitler's foreign policy: left the League of Nations in Oct 1933
The Anglo-German Naval Agreement, 1935
German army move into the Rhineland
Hitler violated the Versailles Treaty; British policy of Appeasement
The Rome-Berlin Axis established in 1936; with Japan joining it soon
March 1938, Germany occupied Austria
September 1938, the Munich Conference, Hitler allowed to take Sudetenland
August 1939; the Nazi-Soviet Non-Aggression Pact
September 1, 1939: Germany invaded Poland, the second world war began
The blitzkrieg ("lightning war"); first eastern Europe, then Denmark, Norway; the Netherlands; France (June 1940)
Henri-Philippe Pétain became the president of the Vichy government
Winston Churchill (1874-1965)
June 22, 1941, Germany attacked the Soviet Union; sieged Leningrad;
Hitler's New Order and racism; biological determinant behind "races"
The Battle of Stalingrad, October 1942-February 1943
Le Chambon, a refuge for the persecuted (including the Jews), see p.1049
Pearl Harbor, December 7, 1941; the Battles of the Coral Sea and the Midway, 1942
The Grand Alliance: President Roosevelt; Winston Churchill and Josef Stalin
Common goal: first defeat Germany, then Japan
June 6, 1944, led by General Dwight Eisenhower, the Americans and British landed in Normandy. Germany surrendered on **May 8, 1945**
General Douglas MacArthur; the Battle of Leyte Gulf, Oct 1944
August 6 and 9, the U.S. dropped two atomic bombs on Hiroshima and Nagasaki
August 14, 1945, Japan surrendered

M Apr 9. **The History of Antisemitism and the Holocaust (Markovic 3-27; Wells 210-215)**

Document 14: "Witness to the Holocaust" (McKay 1056-1057)

Markovic's article delineates the history of ecclesiastical antisemitism from the 2nd century to the Holocaust.

Notice the following: the *Adversus Judaeos* Tradition; John Chrysostom's view of what makes one a good Christian; Jews under the Theodosian, Justinian and Visigoth Codes; Martin Luther's attitude toward the Jews and Judaism; Jewish place in the new nation-states; and the Catholic Church's relations with Hitler

Wells (see *History through the Eyes of Faith*, pp. 210-215) talks about the loss of "innocence" and moral aptitude on the part of the modernists.

W Apr 11. **Europe during the Cold War, 1943-1990 (McKay, 1059-1079)**

Document: A Solidarity Leader Speaks from Prison (McKay 1098-1099)

The origins of the Cold War

Roosevelt, Churchill and Stalin (the Big Three) met at Teheran, **November 1943**; again at Yalta, **February 1945**. Since FDR died in April 1945 and Churchill lost election in July 1945; Truman and Attlee met with Stalin at Potsdam, **July 1945**

Issues between the Allies: what to do with Germany, Poland, Japan?

"free" elections throughout eastern Europe; should the Allies rebuild Germany?

the use of and secrecy surrounding the A-bomb;
 The division of Germany itself became an issue; the Berlin Airlift
 Truman cut all aid to the Soviet Union, May 1945; introduced his “Truman Doctrine;” and introduced the containment policy
 The Marshall Plan (June 1945) and the creation of **NATO** (1949)
 Churchill: an “iron curtain” had fallen across Europe; the role of Konrad Adenauer
 The Korean War, June 1950-1953
 The Common Market created, in Rome in 1957; later became the European Union
 Charles de Gaulle; tension with the U.S.
 The “gadget revolution”
 The decolonization period, European powers began to lose their colonies
 The OPEC; global trade with oil; world-wide inflation and economic issues
The Soviet Union: Stalin attacks the Jews in the USSR;
 Josip Broz Tito (1892-1980) breaks away from the Soviet control
 Nikita Khrushchev (1894-1971) launched de-Stalinization of Soviet society, in 1956
 Aleksandr Solzhenitsyn (1918-), *One Day In the Life of Ivan Denisovich*, 1962
 Boris Pasternak, *Doctor Zhivago*
 A new foreign policy of peaceful co-existence with the U.S.
 The building of the Berlin Wall, 1961; the Cuban Missile Crisis, 1962
 Leonid Brezhnev (1906-1982): The Brezhnev Doctrine,
 The Soviet intervention in Czechoslovakia, 1968
Mikhail Gorbachev (1931-): *perestroika* and *glasnost*; allows democratization
 The Solidarity Movement; Lech Walesa; Cardinal Karol Wojtyła (John Paul II)
 The Velvet Revolution, Vaclav Havel
 The Revolutions of 1989: the fall of the Berlin Wall; Nicolae Ceausescu
 Chancellor Helmut Kohl and Gorbachev sign agreement to unite Germany, July 1990
 Germany united, **October 3, 1990**
 Gorbachev, John Paul II and Ronald Reagan ended the Cold War
 August 1991, an attempted coup d’etat in the Soviet Union
 December 25, 1991, the Soviet Union ceased to exist
 Boris Yeltsin (1931-), president of democratic Russia

F Apr 13. **Western Democracies under Duress (McKay 1079-1097)**
 The United States Civil Rights Movement: John F Kennedy (1917-1963)
 The NAACP; Martin Luther King, Jr. (1929-1968)
 The Civil Rights Act of 1964
 The youth of the 1960s; Elvis Presley; the Beatles; rock music;
 The Vietnam War (the 1960s) deeply divided the U.S.
 The assassination of President Kennedy; Lyndon Johnson;
 Richard Nixon (1913-1994); the Watergate; his journey to China
 Secretary of State Henri Kissinger; the Helsinki Conference, 1975
 Jimmy Carter (1924-); Ronald Reagan (1911-2004); Margaret Thatcher
 The Gulf War, 1990; George Bush; “a new world order”
 Economic nationalism of Latin America; the developments in Mexico and Brazil
 Fidel Castro; the Bay of Pigs
 Argentina: Juan Peron (president 1946-1955 and 1973-1974) and Evita Peron
 The Falkland (Malvinas) Islands War with Britain, 1982
 Chile: Salvador Allende; nationalization of mines and industry
 Nicaragua: rise and fall of the Sandinistas
 The NAFTA: the United States, Canada and Mexico

The Post-Cold War Age: neoliberalism; multinational corporations; the IMF
Francis Fukuyama, his theory of the “end of history”

Terrorism; **September 11, 2001**

George W. Bush attacks Osama bin Laden’s al-Qaeda system in Afghanistan and in Iraq

A new class of capitalist elite in Russia and eastern Europe

The breakup of Yugoslavia, the civil war turned into international conflict

The policy of the US and the EU toward the breakup of Yugoslavia

The declining role of the United Nations, the rising role of the NATO in world politics

Slobodan Milošević; the Dayton Agreement, Nov 1995

The Kosovo Crisis, the bombing of Yugoslavia, Spring 1999

The European Union: Europeanness; the Maastricht Treaty, Dec 1991

M Apr 16. **Contemporary Asia and Africa (McKay 1101-1032)**

Document 15: “The Struggle for Freedom in South Africa (McKay 1134-1135)

The Communist Victory in China, Oct 1949; Mao Zedong

The Great Leap Forward Movement

The Great Proletarian Cultural Revolution; the Red Guards

The anti-Mao reaction, the Tiananmen Square demonstrations

Deng Xiaoping (1904-1997); return to a blend of free market and socialist economy

“Japan, Inc.”: efficiency, quality and quantity

The breakup of “British” India, results in the creation of India and Pakistan

The Muslim League; Muhammad Ali Jinnah (1876-1948) and **Mahatma Gandhi**

Lord Louis Mountbatten (1900-1979), partition of India on Aug 14, 1947

Eastern Pakistan declares itself independent in 1973

India since independence: Jawaharlal Nehru (1889-1964); Indira Gandhi (1917-1984)

Sterilization campaign; nationalism; the Sikhs

Rajiv Gandhi (1944-1991); both India and Pakistan exploded their respective A-bomb

Singapore, an independent city-state, economically prosperous

The Philippines: Ferdinand Marcos (1917-1989); Corazón Aquino (1933-)

Indonesia: Achmed Sukarno (1901-1970); General Suharto

Vietnam: Ho Chi Minh (1890-1969); the unification achieved in 1975

The Middle East: the United Nations supports the partition of Palestine

May 14, 1948, the Jews proclaimed the State of Israel

The Palestinian Liberation Organization (PLO) created

Egypt: Gamal Abdel Nasser (1918-1970); nationalized the Suez Canal, 1956

Anwar Sadat, visit Israel in 1977; assassinated in 1981

June 1967, the Six Days War

Yitzhak Rabin, assassinated in 1995

The Iranian Revolution of 1978, Ayatollah Khomeini overthrew Muhammad Reza Pahlavi

Saddam Hussein (1937-) launched an attack on Iran, the war lasted 8 years

The Gulf War in 1990, to oust Saddam Hussein from Kuwait

Algeria: became independent in 1962

Africa: “black nationalism” and the Pan-Africanists

négritude (blackness); Leopold Sédar Senghor (1906-2001)

W.E.B. Du Bois (1868-1963) organized Pan-African Congress

Ghana: the first African colony to become an independent state, 1957; **Kwame Nkrumah**

Charles De Gaulle policy toward Africa was shrewd, used a strategy of divide-and-rule

Notice the discussion on the effects of colonialism on African society

Notice problems that arose in the post-colonial period in the new independent states

Nigeria: became independent in 1970, the “Africa’s Giant”

- South Africa: apartheid; the Native Land Act, 1913
The African National Congress (ANC); Nelson Mandela (1918-); Frederik W. de Klerk
- W Apr 18. **The Economic and Social Challenges in the Third World (McKay 1137-1158)**
Document 16: *Voices from the Village* (McKay 1160-1161)

What is the meaning of the term, “Third World”? How did it originate?

What is meant by “the gap in real income”?

Poverty, poor housing, infant mortality, chronic illnesses, major characteristics of _____

The “medical revolution” and the UN World Health Organization

Who are Neo-Malthusian social scientists?

How do governments address population explosion and population control

A race to industrialize and modernize, mixed economies, the Soviet influence;

The Green Revolution, where did it succeed, or failed? the “miracle rice”

Paul Ehrlich, *The Population Bomb*, 1968

What are the supercities, shanty-towns? Note the “gap” between the rich and the poor

Public education

Large scale migration; what are the patterns of migration, and the type of the migrant?

Mass culture and contemporary thought

The human capital, and the “brain drain” problem

Frantz Fanon (1925-1961), *The Wretched of the Earth*, 1961

Chinua Achebe (1930-), *Things Fall Apart*, 1958

A Man of the People, 1966, post-independence disillusionment

Anthills of the Savannah, 1989, call to stand on its own, take responsibility

V.S. Naipaul (1932-), *The Mimic Man*, 1967

Mariama Bà, *So Long a Letter*, 1981

Rigoberta Menchú, a Nobel Prize winner for activism in the struggle for native rights

ESSAY 4 DUE TODAY

- F Apr 20. **The Post-Modernity, Anxiety, Multiculturalism and Diversity (Wells 187-217)**

What do we (students of history) mean by “modernity”?

What is the difference between “nonrationalism” and “irrationalism”?

What did Franz Schubert call the Enlightenment? (p.188) Why?

How would you describe romanticism? Can you identify few 19th century romantics?

Can you trace the evolution of the locus of religious authority from medieval Catholicism to the present age? (p.190)

John Wesley’s (1703-1791) legacy; What Methodism and Romanticism have in common?

Christians are (they should be) committed to _____

What is Darwin’s legacy? Can you summarize Darwin’s theory?

His *Origins of Species* (1859) and *The Descent of Man* (1871)

Who was Auguste Comte? What is his legacy? Note his *The Positive Philosophy*

Can you summarize Comte’s argument?

Is a “Christian perspective” legitimate in academic discussion? Explain.

Who was Sigmund Freud? What was his major argument?

Note his *The Interpretation of Dreams*, and his id, ego and superego.

Explain why the First World War was dubbed the “great” war.

Briefly describe the enormous cost and war propaganda of the Great War?

Where is the largest cemetery in Europe? **Verdun**, France.

Who were the major players during the Russian Revolution (1917)?

Georgi Plekhanov, Vladimir I Lenin (*What is to Be Done?*), Leon Trotsky

How did the American leaders respond to the spread of the world communism?

Karl Marx and his *The Communist Manifesto* (1848)

The Second World War and the Holocaust and Hiroshima and Nagasaki
Elie Wiesel: notice the quote from his book *Night*
What we who live in 2006 are certain of? (p. 216)

M Apr 23. **One Small Planet (McKay 1163-1185)**

Document: *A Plan for Survival* (McKay 1186-1187)

Arnold Toynbee (1889-1975), *Mankind and Mother Earth*, 1976

The founding of the United Nations, San Francisco, 1945

The Security Council and The General Assembly

The Charter of the UN: and strengths and weaknesses of the UN

The relationship between the nation-states and the United Nations

The problem of how much authority should the United Nations exercise

General Secretaries: Boutros Boutros-Ghali and Kofi Annan (1938-)

The role the UN played in various conflicts: the Middle East, Bosnia, Rwanda, etc.

The worldwide threat of terrorism & the proliferation of the weapons of mass destruction

Which nations should be allowed to have them, and which should not be allowed?

The world natural resources, population growth, the energy problem and the OPEC

policies, the new Law of the Seas, the AIDS epidemics, the role and place in society
of multinational corporations

Secularism versus religious fundamentalism, new look at Christianity, the New Age
movement, search for mystical experiences

Milovan Djilas (1911-1995), *The New Class*, 1957

Jean François Revel, *The Totalitarian Temptation*, 1977

Andrei Sakharov (1921-1990), Russian physicist, advocate for human rights

Pope John Paul II (1978-2005)

Robert Heilbroner, *An Inquiry into the Human Prospect*, 1974

W Apr 25. **Hope for the Future? (Wells 218-243)**

Why millions of human beings have been looking at the United States with the hope
during the first half of the 20th century?

What is one of the major differences between Europe and America? (p. 220)

Robert L Heilbroner and his *An Inquiry into the Human Prospect* (1874)

his idea of “the closing in of history” (p. 221)

Nixon and Khrushchev encounter in the “kitchen”

What shift was beginning to take place in the US in the 1980s? (pp. 223-229)

topical; attitudinal; civilizational

Rachel Carson and her *The Silent Spring*

What was the major thrust of Western Civilization? (p. 229)

Robert Bellah, *Habits of the Heart* (1985)

What Is America?

What place and role can Christians play today?

F Apr 27. Dead Friday

M Apr 30. from 10:00 to 12:00 noon

EXAM THREE (McKay 999-1187; Wells 187-236; class notes)