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**Philosophy of the Course:** “In the annals of human history, the growth of nations, the rise and fall of empires, appear as if dependent on the will and prowess of man; the shaping of events seems, to a great degree, to be determined by his prowess, ambition, or caprice. But in the Word of God the curtain is drawn aside, and we behold, above, behind, and through all the play and counter-play of human interest and power and passions, the agencies of the All-merciful One, silently, patiently working out the counsels of his own will.” *Prophets and Kings*, 499-500.

This philosophy places God at the center of history. Although we cannot footnote the Creator’s actions by the historical method, by faith we recognize that God is there. While we will see much of the “power, ambition, and caprice” of humankind in this course, by faith we can also see how “the agencies of the All-merciful One,” including unselfish women and men, have defended human rights and freedoms in a troubled world.

**Aim of the Course:** “The greatest work of the teacher is to lead those under his charge to be intellectual Christians.” Ellen G. White, ms. release no. 76, p. 3.

This statement emphasizes that there is no dichotomy between being an intellectual and being a Christian. While both Christians and secular humanists often polarize these two concepts, the true Christian intellectual will strive for harmony in physical, spiritual, mental and social development to the glory of God.

### **Course Objectives:**

1. To acquire acumen in class discussion, analysis of historical material, and detecting biases in textual interpretations concerning diverse cultures and civilizations.
2. To gain an understanding of the major ideas, forces and individuals in their setting, which have shaped major world civilizations today.
3. To develop skills of thinking both inductively and deductively on quizzes and exams emphasizing matching, multiple choice, true/false, and fill in the blank questions and analytically and critically on three multicultural essays
4. To learn lessons from the past germane to the present, applicable both individually and collectively which will help us to be more tolerant and accepting of diverse cultures and ideas.

**Course Description:** This course entails a study of world history from the Scientific Revolution and Enlightenment to the present. Attention will be focused on the following general topics in class discussions, lectures, videos, quizzes, and exams:

1. The impact of the Scientific Revolution and the Enlightenment on the wider world.
2. Diverse lifestyles and interactions among peoples in Europe, Africa, the Middle East, and Asia.
3. The larger impact of the American and French Revolutions around the world.
4. The causes and global results, both good and bad, of the Industrial Revolution.
5. The rise of Romanticism, Nationalism, Socialism, and Marxism in the 19<sup>th</sup> century.

6. The impact of Neocolonialism upon the diverse peoples of Africa and Asia.
7. The causes and results of WWI, WWII and the Cold War around the world.
8. The post-war changes in popular and elite culture in Europe and America.
9. The reasons for the collapse of communism across Europe and the challenges faced by developing nations around the globe.
10. Contemporary challenges (social, political, economic, religious, etc.) in a multi-culturally diverse “global village.”

**Course Requirements:** It is expected that each student will study the daily reading assignments from both the McKay and Wells textbooks, including the primary documents (“Individuals in Society” and “Listening to the Past”) contained in McKay’s book, seeking not only to understand what the authors write, but also being prepared to discuss in class their assumptions, evidence and biases. Three exams (T/F, matching, fill in the blank, multiple choice) of 100 points each will be given over readings discussed in class, lectures, and videos/DVDs. Also, 34 quizzes (short answer, T/F, matching, multiple choice) will be given over the new reading assignment at the beginning of class and these are worth 10 points each. After the last quiz is graded, the four lowest quiz scores will be dropped. Finally, 3 short essays (two stapled, double-spaced typed pages with 12-font type and 1” margins) worth 50 points each and analyzing either two primary documents representing diverse cultures mentioned in the McKay book or two video/DVD films shown in class are due at class time on the dates specified in {s}. [**No late papers accepted for any reason!**]. Answer the questions at the end of the documents or tell how that document/film better helped you understand the past and present. Depth, detail, and grammar figure into your grade. Students whose cumulative grade is 85% (B) or above immediately after the second exam may opt to average their two exam scores in lieu of taking the final exam. No extra credit work is available. You should expect to devote at least six hours weekly to this course.

**Grading:** Your letter grade is based on the composite of all points earned from exams, quizzes, and essays. The system works as follows:

<u>Evaluative Experience</u>		<u>Grading Scale</u>
Exams (3)	300 points	Lowest A+ = 750+ (100%)
Quizzes (30)	300 points	A = 698 (93%)
<u>Essays (3)</u>	<u>150 points</u>	A- = 675 (90%)
TOTAL	750 points	B+ = 653 (87%)
		B = 623 (83%)
		B- = 600 (80%)
		C+ = 578 (77%)
		C = 548 (73%)
		C- = 488 (65%)
		D = 375 (50%)
		F = 0-374(0-49%)

**Attendance :** Participation in class dialogue and regular attendance is important both to your grade and to your enjoyment of this course. Do come to class prepared to share your ideas and

questions! Attendance will be taken every time the class meets. Within one week, you will be asked to choose a seat that will become your permanent place in the classroom. Please be in this seat before the bell rings, as we will begin marking absences precisely on time. If you come in after the bell rings, it is your duty to see me or my reader after class about changing your absence to a tardiness. Your maximum number of unexcused absences for a three-credit course is nine. If you have more than nine during the semester, your grade will be lowered one letter grade. Students *must be officially registered and financially cleared or have a letter from the Dean of the College of Arts & Sciences* to receive credit for quizzes, exams, and essays after the second week of class.

**Makeup Work:** Quizzes cannot be made up for any reason, but exams must be made up within seven (7) days of the scheduled test date or 5 points per day will be taken off the exam grade.

**Appointments:** If you make an appointment with me or my reader outside of our office hours, please be punctual. Your time and ours as well is extremely valuable and limited. In fact, your use of time may well determine how successful you are in this course.

I trust that this semester’s study will be not only a richly rewarding experience for you, but also a pleasurable journey into the past. May God richly bless your study efforts!

Brian E. Strayer  
Professor of History

<b>Quiz Record</b>		<b>Exam Record</b>		<b>Totals</b>	
#1:	#19:	Exam #1:	_____	_____	= _____ % =
#2:	#20:	Exam #2:	_____	750	
#3:	#21:	Exam #3:	_____	_____	Final Grade
#4:	#22:				
#5:	#23:	Essay #1:	_____		
#6:	#24:	Essay #2:	_____		
#7:	#25:	Essay #3:	_____		
#8:	#26:				
#9:	#27:				
#10:	#28:				
#11:	#29:				
#12:	#30:				
#13:	#31:				
#14:	#32:				
#15:	#33:				
#16:	#34:				
#17:					
#18:					

### **Some Guidelines to Help You Succeed in This Class:**

1. Coming to class on time every day is your responsibility. Attendance will be taken when the second bell rings. If you are not in your seat at that time, an absence will be recorded. Should you come a few seconds or minutes late, it is your responsibility to let me know immediately after class so that your absence can be changed to a tardiness. Those who are more than 10 minutes late will be counted inexcusably absent.
2. Classroom decorum—both yours and your classmates’—is absolutely critical to the learning experience. Persistent talking or whispering during class will not be permitted. The first time this occurs, I will speak your name and ask you to be quiet. The second time it occurs, I will ask you to move to a new seat. Should you refuse to do so, you will be marked absent and lose all quiz points from that day onward; your advisor, dean, and the VP for Student Administration will be notified. If you cannot concentrate on the history lesson, work quietly on another assignment or put your head down and go to sleep.
3. Leaving class early for any reason except medical emergencies constitutes an absence; any quiz handed in will not be counted for that period. Go to the bathroom and water fountain before or after class, never during class. Excused absences will be given only for personal illness (bring the school nurse’s yellow slip or a note from a doctor, dentist, or other professional), life-threatening winter weather when commuting from outside of town, authorized class trips (bring a note from the sponsor), alumni reunions (bring a program), and weddings/funerals (bring a program) for the immediate family (father/mother, brother/sister, aunt/uncle, grandparents). Excused slips must be turned in within one week of the missed class period.
4. Only those who have cumulative (quiz/exam/essay) averages of 85% or above at the second exam may opt out of the third exam. Those with cumulative averages below 84.5% will demonstrate their maturity by refraining from arguing, whining, or pleading with me for special attention.
5. Exam answers and all markings must be written only on the answer sheets and never on the exam itself. Five points will be deducted for making non-erasable marks on the exams. The student is responsible for erasing all pencil or pen marks on exams.
6. Quizzes are collected during the first ten minutes of class. When I call for these to be handed in, fold your quiz length-wise, write your last name on the outside, and pass it forward down your row immediately. Once I begin reading the correct answers, no late quizzes will be accepted.
7. Students with diagnosed disabilities may request accommodations and be directed to the Office of Student Success for assistance. If you qualify for accommodations under the American Disabilities Act, please see me as soon as possible for referral and assistance in arranging such accommodations.

8. Coming late to an exam for any reason does not guarantee you extra time to complete the exam. Studying all night and oversleeping so as to miss the scheduled exam does not entitle you to take the exam later.
9. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties. To avoid involvement in academic dishonesty, in this course my policy will be to give no credit to any quiz, test, or essay that demonstrates any degree of plagiarism, which is stealing and passing off the words or ideas of another as one's own without giving credit (as with quotation marks or footnotes) to the original source (book, article, etc.) or copying information from another student's quiz or test in the classroom. Such behavior will also be reported to the student's advisor and to the chair of the History and Political Science Department. During quizzes and exams, all electronic devices (cell phones, laptops, iPods, MP3s, calculators, blackberries, iPhones, etc.) must be totally out of sight or quizzes/exams may be confiscated under suspicion of cheating.
10. Cell phones must be *turned off* in class. On the first offense, a warning will be given; at the second, 10 points will be deducted; at the third, the cell phone will be confiscated.

## HIST117/118 Guidelines for Multicultural Essays

As you prepare to write each 50-point essay, give careful attention to the following guidelines:

1. Essays should be 1.67-2.00 pages in length (no longer); staple the pages together with your name and class section written across the first page.
2. Essays should be double-spaced with one-inch margins at the top, sides, and bottom of each page. You should single space your name, class, date, etc.
3. Use 10 or 12 font type, preferably the latter, but nothing larger, and blank white typing paper. Type your text on only one side of each sheet.
4. Your essay should be a detailed, carefully reasoned critique comparing, contrasting, and relating two primary documents (“Individuals in Society” or “Listening to the Past”) assigned in the McKay textbook for the next exam (specify your choices) OR two videos/DVDs included in this study guide for the same time period (specify your choices). Do not choose selections assigned for an earlier or a later test.
5. Give careful attention to the 8 marks of punctuation and the 8 parts of speech. Go to the Writing Center in Nethery Hall for additional help if you need it.
6. As you write your essay, do NOT “preach” (moralize), use “purple prose” (emotional rhetoric), tell stories (narrate), or describe (summarize details). Instead, focus on the specific questions listed at the end of each primary document in the McKay textbook (see #4 above) and on some of the following general questions meant to guide your thoughts deeper:
  - a. What did I learn from these documents/films that changed my view of these different cultures, persons, time periods, or events?
  - b. How do these documents/films agree or disagree with what I have read/seen in other scholarly historical books or articles?
  - c. Why do I think these particular documents/films were chosen for the textbook or class?
  - d. How do these documents/films illustrate certain unique or outstanding characteristics of these cultures, civilizations, or time periods?
  - e. How is our society alike or different from those portrayed in these documents/films? Why the differences?
  - f. What (if any) “past is always present” cultural borrowings have we today received from these persons, civilizations, or eras?
7. *Be absolutely certain to turn your essay in at class time by or before the due date shown on the course schedule of assignments page: late essays are not accepted for any reason!*

Your essay will be graded on the following basis:

20% (10 pts.) = punctuation and grammar

20% (10 pts.) = proper format

20% (10 pts.) = proper length

40% (20 pts.) = detail, depth of analysis, clarity, persuasiveness

100%(50 pts.)

**Multicultural Essays #1-3**  
**Relevant McKay Primary Documents, Videos, DVDs**

**Essay #1:**

“Madame du Coudray, the Nation’s Midwife” (587)  
“Gender Constructions and Education for Girls” (594-95)  
“Olaudah Equiano” (615)  
“Duarte Barbosa on the Swahili City-States” (624-25)  
“Hurrem” (635)  
“The Weighing of Shah Jahan on His Forty-second Birthday” (658-59)  
“Katsushika Hokusai” (689)  
“The Qianlong Emperor Responds to King George III” (694-95)  
“Jakob Walter, German Draftee with Napoleon” (723)  
“Revolution and Women’s Rights” (726-27)  
“The Strutt Family” (751)  
“The Testimony of Young Mine Workers” (758-59)  
“Scientific Revolution” (video)  
“Affair of the Necklace” (DVD)  
“Madness of King George” (DVD)  
“Son of Africa” (video)  
“Last Samurai” (DVD)  
“Marie Antoinette” (DVD)

**Essay #2:**

“Germaine de Stael” (773)  
“Faith in Democratic Nationalism” (790-91)  
“Theodor Herzl” (817)  
“Middle-Class Youth and Sexuality” (822-23)  
“Muhammad Ali: Egyptian Hero or Ottoman Adventurer?” (841)  
“A French Leader Defends Imperialism” (858-59)  
“Chin Gee-hee” (883)  
“A Japanese Plan for a Modern Army” (886-87)  
“Crazy Horse” (911)  
“Simon Bolivar’s Speculation on Latin America” (932-33)  
“Rosa Luxemburg” (959)  
“The Experience of War” (964)  
“Last Samurai” (DVD)  
“Out of Africa” (DVD)  
“Anna and the King” (DVD)  
“Memoirs of a Geisha” (DVD)  
“Amazing Grace” (DVD)



### Essay #3:

- “Ning Lao: A Chinese Working Woman” (989)
- “Arab Political Aspirations in 1919” (996-97)
- “Gustav Stresemann” (1013)
- “Life on the Dole in Great Britain” (1022)
- “Le Chambon, A Refuge for the Persecuted” (1049)
- “Witness to the Holocaust” (1056-57)
- “Global Trade: Oil” (1068-69)
- “Vaclav Havel” (1077)
- “A Solidarity Leader Speaks from Prison” (1098-99)
- “Leopold Sedar Senghor, Poet and Statesman” (1127)
- “The Struggle for Freedom in South Africa” (1134)
- “Rigoberta Menchu: Speaking for Her People” (1157)
- “Voices from the Village” (1160-61)
- “His Holiness the 14<sup>th</sup> Dalai Lama, a Simple Buddhist Monk” (1193)
- “The United Nations Millennium Project Report” (1196-97)
- “A Shadow of Hate” (video)
- “Gandhi” (video)
- “The Dictator” (DVD)
- “Flyboys” (DVD)
- “Uprising” (DVD)
- “U-571” (DVD)
- “Snow Falling on Cedars” (DVD)
- “Pearl Harbor” (DVD)
- “The Lives of Others” (DVD)
- “Red Violin” (DVD)
- “Kwanzaa: A Cultural Celebration” (video)
- “Cry Freedom” (DVD)

**I. Names to Know**

Chapter 18

Catherine the Great (556, 588-89, 592)  
Bernard de Fontenelle (578-9)  
Isaac Newton (575, 577, 580)  
Emelian Pugachev (589)  
Arouet de Voltaire (580-81, 894)  
Frederick II (570, 588-89, 592)  
Queen Christina (576)  
David Hume (582)  
Baron de Montesquieu (580)  
Catherine II (556, 588-9, 592)  
Joseph II (592)  
Jean-Jacques Rousseau (582, 594-5, 771)

Chapter 19

Olaudah Equiano (601-2, 614-16)  
Muhammad Rimfa (604)

Chapter 20

Charles Cornwallis (655)

Chapter 21

Katsushika Hokusai (662, 689-90)  
Toyotami Hideyoshi (679)  
Zhu Xi (342, 666)  
Tang Xianzu (668)

Chapter 22

Marie Antoinette (710-11)  
Napoleon Bonaparte (719-24)  
John Adams (702)  
Thomas Jefferson (702)  
Klemens von Metternich (764-5, 774, 778)  
Edmund Burke (711)  
Louis XVI (706, 708-12)  
Danton (712, 716)  
Robespierre (710, 712, 715-17)

Chapter 23

Richard Arkwright (737-8, 751)  
David Ricardo (742, 749, 770)  
James Hargreaves (737-8)  
Edmund Cartwright (737)  
Henry Cort (740)  
Thomas Malthus (741-2, 749)  
William Blake (749)  
Karl Marx (653, 770, 809, 816)  
John Wilkinson (739)  
Friedrich Engels (770)

Fouche (719-20)

HIST118

Review Sheet for Exam #1

## II. Terms to Know:

### Chapter 18

Scientific Revolution (572-7)  
*Philosophes* (579-82)  
elliptical orbits (574)  
heliocentric (572)  
alchemy (575)  
Enlightenment (ideals of) (577-82)  
Enlightened monarchs (588-91)  
Bastille (580)  
Deism (581)  
*Revolution of Heavenly Spheres* (573)  
*Principia* (577, 580)  
*Encyclopedie* (581)  
*Social Contract* (582)  
telescope, barometer, air pump (576)  
Rococo Art (584)

### Chapter 19

Purdah (604)  
Benin (599-600, 608, 613)  
African slave trade (608-18)  
Coptic Church (604-5)  
Wolof (598)  
Trans-Atlantic slave trade (620)  
astrolabe (511)  
viceroy (527)  
Muslim Empire (631)  
Serer & Pulaar (598)  
Malaria (612-13)  
Sleeping sickness (612-13)  
*oba* (599)  
gerontocracy (601)

### Chapter 20

### Chapter 20, cont'd.

Safavid Empire (630-32, 642-6)  
British India (654-5)  
*jizya* (629, 648, 650)

### Chapter 21

Manchus (661-2, 672, 679)  
Ming govt. offices (664)  
inflation (667)  
counterfeiting (667)  
xenophobia (670-1)  
sumptuary laws (670-1)  
anti-commercialism (670-1)  
anti-commercialism (670-1)  
Han, Tang, Song & women (676)  
*Samurai* \*682-7)  
*Bushido* (682)  
*rangaku* (787)  
*seppuku* (682)  
*kowtow* (670, 675)  
*sake* (685)

### Chapter 22

Declaration of Independence (700-4)  
consul (719)  
guillotine (712, 717)  
Three Estates of France (705)  
*Reflections on the Revolution* (711)  
Jacobins (710-12)  
Napoleonic Code & women (719)  
Estates-General (706-7)  
National Assembly (706-9, 711, 781)  
Stamp Act of 1765 (702-4)

homosexuality (& Turks) (636)  
harem (633-35)  
bubonic plague (662)  
Ottoman Empire (627-41)  
Chapter 22, cont'd.

Napoleon's Empire (718)  
Ideals of Liberalism (700-1,711)  
Creoles (702, 890, 894)  
Elba (724)  
Saint Helena (724)

Chapter 23

Water Frame (737)  
*The Rocket* (740)  
New Harmony, IN (754)  
Cottagers (733-4)  
Cotton textiles (737-8)  
Per capital industrialization (744)  
"iron law of wages" (742, 747, 770)  
Agriculture Revolution (734)  
"positive checks" (741-2)  
Luddites (749)  
Chartism (754-5, 775)  
Apprentice (737)  
Zollverein (746, 785)  
Spinsters (736)

Bill of Rights (709-10)  
Tea Act of 1773 (702-4)  
Tennis Court Oath (707)  
83 Departments of France (710)

**I. Names to Know:**

Chapter 24

Giuseppe Garibaldi (784-5)  
Ludwig van Beethoven (772)  
Pius IX (782, 809)  
Henry de Saint-Simon (769, 806)  
Charles Fourier (769)

Chapter 29

Erich Remarque (843)  
Woodrow Wilson (957, 961)  
Prince Alexis (950-1)

Chapter 25

Jeremy Bentham (796)  
Georges Haussmann (797)  
Otto von Bismarck (809-10, 885-8)  
David Lloyd George (812, 938, 948, 957-8)  
Louis Pasteur (797)  
William II (810, 936, 940, 957)  
Benjamin Disraeli (812)

Chapter 26

Heinrich von Treitschke (834)  
Rudyard Kipling (835-6, 862-3)  
Henry M. Stanley (849)  
Joseph Conrad (836)  
J. A. Hobson (836)

Chapter 27

Rudyard Kipling (862-3)  
Queen Victoria (865, 871, 874)  
George Dewey (870)  
Sun Yatsen (874)  
Queen Min (878)  
Aritomo Yamagata (886)

Chapter 28

Antonio de Santa Anna (899, 907)  
Toussaint L'Ouverture (895-6)  
John A. Macdonald (923)  
Antonio Narino (894)  
Jose Galan (895)

Simon Bolivar (898-9, 932-3)  
David Livingston (849)

## II. Terms to Know:

### Chapter 24

Utopian Socialism (ideals of) (769-70)  
Red Shirts (785)  
Carlsbad Decrees (765)  
“Syllabus of Errors” (782, 809)  
rationalism (782)  
socialism (782, 818-19)  
religious liberty (782)  
Corn Laws (1846) (775, 828)  
10 Hours Act (1847) (775)  
Germany in 1871 (areas of) (787)  
Reform Bills (1832, 1867, 1884) (812)  
*laissez-faire* (767)  
*Sturm und Drang* (771-2)  
Plebiscite (784)  
*coup d’etat* (899)  
Romanticism (ideals of) (771-2)

### Chapter 25

Utilitarianism (796/historychannel.com)  
Pasteurization (797)  
miasmatic theory (797)  
real wages (799)  
Wollstonecraft’s goals (804)  
income distribution (table) (711, 799)  
highly skilled workers (who?) (801-2)  
semi-skilled workers (who?) (801-2)  
Realism (ideals of) (807-8)  
Marxist Socialism (814-19)  
Labour Party (816-18)  
German Social Democratic Party (816-18)  
First International (816-18)  
International Working Men’s Assoc(816-18)  
Bois de Boulogne (798)  
Positivism (806-7)  
Reichstag (809, 816)  
Antisemitism (811, 817)

## Chapter 26

“White Man’s Burden” (836, 862-3)  
Treaty of Nanking (1842) (871)  
European emigration cycles (830, 917-20)  
European emigration (where to?) (917-20)  
Imperialism (causes of) (862)  
Great Trek (851)  
Boers/Afrikaners (853)  
Zulus/Xhosas (853)  
*khedive* (840-3)

## Chapter 27

Suez Canal (862, 879)  
New Imperialism (862)  
Great Mutiny (865)  
Indian National Congress (867)  
French Indochina (869)  
Encomienda system (870)  
Opium War of 1842 (871)  
Treaty of Nanjing (871-2)  
Concessions (871)  
Taiping Rebellion (872)  
Open Door Policy (873)  
Boxers (873-4)  
Gunboat diplomacy (874)  
Meiji Restoration (874-5)

## Chapter 28

L. A. independence (dates & heroes) (896)  
Manifest Destiny (905)  
*mestizos* (890)  
*mulattos* (890)  
Louisiana Purchase (907)  
quadroon (916)  
octoroon (916)  
Dominion of Canada (922)

## Chapter 28, cont’d.

haciendas (901-2)  
Sinn Fein (928)  
*audiencia* (892)  
*coup d’etat* (899)  
Tupac Amaru II (895)

## Chapter 29

*All Quiet on the Western Front* (943)  
14 Points (957)  
Versailles Treaty (957-61)  
Balkan Wars (939)  
World War I (causes)(936-43)  
*Lusitania* (947)  
WWI (women’s roles) (949)  
hemophilia (950)

## historychannel.com

Mme. de Pompadour  
Alfred Lord Tennyson  
Eli Whitney

White Australia Policy (928)  
*alcabala* (894)  
*Kurakas* (895)

HIST 118      Review Sheets for Exam #3

**I. Names to Know**

Chapter 30

Arthur Balfour (974)  
Mohandas Gandhi (980-83)  
Ho Chi Minh (970-71)  
Harry S Truman (1064)  
James Joyce (1006)  
Soren Kierkegaard (1003)  
Igor Stravinsky (1009)  
Pablo Picasso (1008-9)  
Mao Zedong (987, 991)  
Mustafa Kemal (973-7)  
Chiang Kai-shek (985, 991)  
Jawaharlal Nehru (982-3)

Chapter 31

Paul Cezanne (1008)  
Adolf Hitler (1036-9, 1045, 1052-3)  
Charlie Chaplin (1009)  
John Maynard Keynes (1011, 1015)  
Arnold Toynbee (1003, 1006)  
C. S. Lewis (1003, 1006)  
T. S. Eliot (1003, 1006)  
Jean-Paul Sartre (1002)  
Louis Sullivan (1003, 1006)  
Oswald Spengler (1003, 1006)  
Franz Kafka (1003, 1006)  
Mary Pickford (1009-10)  
Rudolf Valentino (1009-10)  
Nellie Melba (1009-10)  
Lillian Gish (1009-10)

Chapter 32

Joseph Stalin (1025, 1029-34)  
Benito Mussolini (1026, 1034-6, 1043)  
Franklin D. Roosevelt (1017-18, 1047-50)

Chapter 33

Charles de Gaulle (1068)  
Margaret Thatcher (1072-3)  
Nikita Khrushchev (1074)

Chapter 34

Juan Peron (1103)  
Franz Fanon (1133, 1160-1)  
Gamal Abdel Nasser (1117, 1121, 1156)  
Mrs. Indira Gandhi (1113-15)  
Saddam Hussein (1120-21, 1144)  
Nelson Mandela (1130-31, 1138-39)

Chapter 35

Osama bin Laden (1147-48)  
Kofi Annan (1145, 1151, 1196-7)  
Deng Xiaoping (1106, 1157)

Chapter 36

Bill Gates (1175)  
Louise Joy Brown (1180)  
Rachel Carson (1185)  
Dalai Lama (1192-93)



## II. Terms to know

### Chapter 30

Viceroy (892, 895)  
New Culture Movement (986-7)  
Balfour Declaration (974, 978)  
Sykes-Picot Agreement (974)  
Versailles Treaty (957-61, 968)  
Lausanne Treaty (975)  
sultan (972-3)  
Indian National Congress (979, 981-2)  
salt tax (India) (982)  
Japanese invasion (of China) (990-3)  
French Indochina (where?) (970,993,1047)  
Zionism (974, 978, 816-17)  
*kibbutz* (978)  
*satyagraha* (981)  
*zaibatsu* (878, 890)  
WWI & Asia (984, 988)

### Chapter 31

*Ulysses* (1006)  
Cubism (1008)  
“The Great Dictator” (1009)  
Depression (1011, 1015)  
Electrons, protons, neutrons (1003)  
Agricultural Adjustment Act (1017-18)  
National Recovery Administration (1017-18)  
National Labor Relations Act (1017-18)  
polio (FDR) (1017)  
Functionalism (1006)  
Dadaism (1008)  
Post-Modernism (1008)  
Expressionism (1008)

### Chapter 32

Fascism (1026, 1034-5)  
Nazism (1026, 1037-39)

German invasions (1938-39)  
(1041)  
Japanese Empire (1942)(1047-8)  
Red Army occupations (1945) (1052)  
*kulaks* (1030-31)  
SS, SA, Gestapo (1039, 1045-6)  
appeasement (1040-43)

### Chapter 33

Potsdam Conference (1063)  
“peaceful coexistence” (1074)  
Truman Doctrine (1064)  
Marshall Plan (1064-5, 1067)  
NATO (1064)  
Warsaw Pact (1064, 1074)  
4 German Zones (1063)  
Common Market (1068)  
OEEC (1067)  
OPEC (1069-72)  
Kosovo (1091-2)  
Bosnians, Serbs, Croats (1091-2)  
*glasnost* (1076)  
*perestroika* (1076)  
*detente* (1074)  
IMF (1089)  
euro (1093)

### Chapter 34

People’s Republic of China (1105-8)  
nationalism (1116)  
anti-Communism (1107)  
Tiananmen Square (1107)  
Sikhs (1114)  
Israel (neighbors?) (1118)  
Ghana (1124-6)  
*apartheid* (1130-31)

Collectives (1030)  
Black Shirts (1035)  
Brown Shirts (1039)

Red Guards (1106)  
PLO(1117,1119,1147)  
ANC(1138)  
4 Dragons (1118)

### Chapter 35

Amnesty International (1151)  
Security Council (1142)  
General Assembly (1142)  
al-Qaeda (1147)  
World Trade Center (1148)  
SALT (1149)  
SALWS (1151)  
Taliban (1152)  
mixed economy (1156)  
Green Revolution (1157)  
G-8 (1163-4)  
Chemical Weapons conventions (1151)

### Chapter 36

megacities (1172)  
DDT (1179, 1185)  
WHO (1179-80)  
SARS (1183)  
Sierra Club (1185)  
Global Warming (1186)  
Religious Right (1192)  
UN Millennium Project (1196-7)  
AIDS (1179)

## **The Scientific Revolution” (1990; 41 mins. Q125.S35)**

1540-1700: Foundation of Modern Science

Aristotelianism

Averroes & Aristotle

Syllogisms & logic

Thomas Aquinas & *summās*

“first causes”

Direct observation of nature

Democritus

4 elements (earth, water, fire, air)

4 qualities

“natural resting place”

mover” (agent)

falling objects; no vacuum in nature

earth = center of universe

quintessence

circular planetary motion

Claudius Ptolemy (unchanging universe)

Comets

Nicolas Copernicus (Pole)

Heliocentric theory (1543)

Earth’s rotation on axis

Martin Luther quotes Joshua

Sailing & navigation improvements

Canals & roads improved

Light & perspective in art

Printing press

Alchemy & magical processes

Paracelsus & medicine

Aristotle & Galen

4 humors theory

Bleeding, purging, etc.

Andreas Vesalius (Univ. of Padua)

Dissection (new)

Modern anatomy & physiology

William Harvey (England)

Arteries, veins, one kind of blood

Respiration & digestion

Sir Francis Bacon (England)

Inductive method; experimentation

William Gilbert (England)

Galileo Galilei (Italy)

Archimedes (water wheel)

laws of momentum, acceleration

telescopic discoveries

Holy Office (Inquisition)

New Science (induction)

Tower of Pisa experiment

Sir Isaac Newton (England)

Francois Vilet (math symbols)

John Napier (logarithms)

Rene Descartes (analytical geom..)

Gottfried Leibnitz (calculus)

microscope, barometer, telescope

thermometer, air pump, clock

*Discourse on Method* (deductive)

human body = machine

Blaise Pascal (specific gravity)

vacuums produced

Robert Boyle (chemistry, gases)

Isaac Newton (optics, light)

laws of gravity & mechanics

Arouet de Voltaire (France)

electricity experiments (magnetism)

mechanistic methods

Jean-Baptist Colbert (France)

Sir William Petty (England)

John Locke (England)

rational methods of science

Baruch Spinoza (Holland)

Dutch mapmakers = best in Europe

Royal Society (Great Britain)

James Watt (steam engine)

John Smitten (water wheels)

Tycho Brahe (Dane)  
Tables of astronomical observations  
Johannes Kepler (elliptical orbits)

**“History’s Turning Points: Marriage of Pocahontas, 1614 AD” (25 mins.)**

Chesapeake Bay	1616
Virginia Company	trip to England
Algonkian Indians	London Bridge
Powhatan	St. Paul’s Cathedral
James River	masked ball
Jamestown	Queen Anne
James I (1603-1625)	March 1617
Search for gold	James River
Algonkian lifestyle	22 years old
100 children	pneumonia
Pocahontas	“’Tis enough that the child lives”
marshes & mosquitoes	50 acre plots
bows vs. rifles	1619
malaria & starvation	Dutch ship
too many aristocrats	20 Negroes
John Smith	indentured servants
Execution by clubs	slavery grows
Honorary member	massacre
October 1608	1624 immigration
70 new settlers	
snow, sickness, starvation	
50% died	
turkey, corn, bread	
Pocahontas’ role	
Sniping & ambushes	
1610	
dogs, cats, rats, mice	
cannibalism	
Philip IV (Spain)	
St. Augustine, Florida	
John Rolfe	
Tobacco = luxury	
Ultimatum	
Kidnapping Pocahontas	
Ransom note	
1613	
Henrico, Bermuda Hundred, Elizabeth City	
“rude, barbarous, accursed”	
baptism of Pocahontas	
“Lady Rebecca” (“Mother of Two Nations”)	
April 1614	

Plantations

Thomas Rolfe

“peace of Pocahontas”

**“A Son of Africa: The Slave Narrative of Oloudah Equiano” (1996, 28 minutes)**

George III (1760-1820)

William Pitt the Younger

1792

Susannah Cowen

Dr. Ian Duffield

Professor Stuart Hall

abolitionism

1745

Ebayo

Oloudah (“favored one”)

Equiano (“others shall listen”)

slave traders

1756

Dr. Hakim Adi

iron; copper; guns; textiles

“Middle Passage”

sugar; tobacco; cotton

“the last friend”

Virginia

British navy

“talk to the books”

literacy, math, navigation

Gustavus Vassa (baptized name)

Seven Years War (1756-1763)

6 pence

Robert King (Quaker)

clerk

West Indies

150% profit

40 Pounds sterling (price of freedom)

“A life without liberty is no life, sir!”

manumission papers

Constantine Phipps (Arctic expedition)

Charles Irving (sea water to fresh water)

French horn player

no black apprentices

John Ennis

writ

“Honor & Justice are of concern  
to us all!”

“I’ll see you in court!” “I’ll see you  
in hell first!”

Abolitionist Movement (1780s)

Grenville Sharp

1788 Slave Ship Regulation (1789)

Interesting Narrative (1789)

31 March 1797

1807 (slavery in British Isles)

1834 (slavery in British Empire)

“Behind all that frippery, you’re still just a nigger!”

**“Asia, 1600-1800” (26 minutes)**

Asia in 1600  
Asians = 3x Europeans  
Asia in 1800  
political weakness (Asia)  
exploration (Europe)  
ceramics & pottery  
East Indiamen (huge ships)  
textile industry (India)  
chintzes  
Queen Anne (1702-1714)  
Portuguese & Dutch expansion  
Mughal & Ming empires  
Chinese & Indian population  
Peking (capital)  
Jesuits (Macao)  
“red barbarians”  
clocks  
Matteo Ricci (missionary)  
Johannes Bell  
Akbar the Great  
Aurangzeb (Islam)  
silver  
trading privileges  
factors (entrepreneurs)  
Queen Victoria (1837-1901)  
1,500,000 Christians (Japan)  
Buddhism & Shintoism  
1606-1660 (martyrdom)  
Tokugawa Shogunate  
musket fire  
Samurai sword  
feudalism  
Nagasaki port (Dutch)  
road system  
Kyoto, Osaka, Edo (capital)  
Matthew C. Perry (1853)  
Chinese isolationism ends  
xenophobia  
Great Wall of China  
Han, Tan, Sung, Yuan, Ming dynasties

1600 v. 1800 Chinese population  
mandarin rule  
18<sup>th</sup> C. rebellions  
secret societies  
George III  
Lord MacCartney  
opium (British India)  
Australia (1770)  
Philippines (1765)  
Indo-China (1780)  
Java (1690-Dutch)  
Muslim resistance (where?)  
British viceroys (18<sup>th</sup>-20<sup>th</sup> C.)  
Mughal Empire (weak)  
150,000,000 Hindu peasants  
rupees (silver coins)  
Emperor Aurangzeb (1670s-1707)  
Sikhs (Punjab)  
Persians cross Hindu Kush  
Peacock Throne  
Surat, Madras, Calcutta  
Robert Clive (Bangalore)  
Duke of Wellington’s conquests  
1800-1950 (European domination)  
last Chinese emperor deposed (1911)  
Japanese expansion (Manchuria)  
Japan invades China  
World War II (1939-1945)  
Indian independence (1947)  
Mahatma Gandhi  
Chinese Communists (1949)  
Mao Zedong  
Chinese yen = strong

Confucian civil service system  
pictographic language  
Ching Dynasty

**“History’s Turning Points: Battle for Canada, 1759” (25 mins.)**

1750	Anse du Foulon
New France	Plains of Abraham
Louisiana Territory	Gray’s “Elegy”
Hudson’s Bay Company	“Paths of glory lead but to the grave”
Massachusetts & Virginia	unguarded cliffs
Louis Joseph marquis de Montcalm	4,500 soldiers (British)
European fighting techniques	two days’ supplies
tools & guns for beaver pelts	5,000 soldiers
Governor Montjoy	40 yards
Forts Duquesne & Ticonderoga	“See how they run!”
St. Lawrence River	sniper
William Pitt (British Prime Minister)	mortally wounded
General James Wolfe	Results of defeat
Louisbourg (1720)	British North America
Louis XV (1715-1774)	American Revolution
10’x 30’ walls	
Quebec	
1758	
Grenadier Guards	
52 days’ battle	
26 July 1758	
cartoon caricatures	
Seven Years’ War (1756-1763)	
Brigadier general	
Fort Oswego & Albany	
9000 men (British)	
6 June 1759	
beacon fires	
“L’ennemi sont arrivée!”	
excellent navigators	
24 June 1759	
Ile d’Orleans	
exchange of gifts	
12 July 1759	
24 & 32 pound shot	
starvation	
443 killed (British)	
Parliamentary inquiry	
burned crops & villages	
“War of the worst shape!”	

George II

“I wish he would bite my other generals!”

liver & kidney failure

**“India the Infinite: The Soul of a People” (1979; 30 minutes)**

The Infinite

excludes nothing

no boundaries

Delhi Observatory

infinite universe

many religions

Hinduism

Buddhism

Jainism

Christianity

Apostle Thomas

Islam

Sikhs

Parsees (Persian)

Magi

Pilgrimages

religious festivals

20,000,000 pilgrims

God = beginning, middle, end

all names describe God

Ganges River

personality types

“World’s Introspective Psychologist”

Stages of Life

Brahmans (“head”)

administrators

merchants (“stomach”)

manual laborers (“legs and feet”)

Yogas

“We are the infinite”

meditation

“Center of the Universe”

ritual actions

bells, horns, candles, water

“We fit in more”

art = religion

sacred texts in stone

inform and transform us

Shiva (“Lord of Dances”)

sculpture

Self-awakening

ferry = metaphor of life

Peace in the Infinite

Ian Forster, *Passage to India*



temples  
“maps” of world  
We = pilgrims seeking God  
**“Tibet: The End of Time” (1995; 48 minutes)**

“Land of Snows”  
“The Hermit Kingdom”  
Richard Gere  
Himalaya Mountains  
Pilgrims  
Buddhism  
“Wheel of Time” ceremony  
apocalypticism  
Mandala (map to rebirth)  
Dalai Lama (god-king)  
“Ocean of Wisdom”  
6,000,000 Tibetans  
13 reincarnations  
13<sup>th</sup> Dalai Lama dies (1933)  
26,000’ elevation  
Alaska & Texas  
Shangri-la (utopia)  
“Abominable Snowman”  
birth-death-rebirth cycle  
nirvana  
6 July 1935  
auspicious signs  
Lhasa (capital)  
14<sup>th</sup> Dalai Lama (how chosen?)  
Sir Basil Gould (painter)  
Great Winter Palace  
Theocracy  
600 BC  
Indian origins  
Buddha  
108 volumes  
800 years (from India to Tibet)  
nomads (60%)  
impermanence in life  
rebirth & renewal  
Kalichakra  
annual ceremony (7 days)  
Tang Dynasty (China)  
cruelty (7<sup>th</sup> C.)  
demilitarization = sudden choice

scythe vs. sword  
altruistic society  
25% in monasteries  
logic, art, medicine, poetry  
meditation  
75% Tibet’s budget  
wooden block printing  
intellectually sophisticated  
technologically primitive  
prayer wheels  
camel caravans  
Silk Route (Venice-Peking)  
cremation of corpses  
hacked up for vultures  
genocide  
China invades Tibet (1949)  
prophecy of destruction  
Dalai Lama flees (1959)  
100,000 Tibetans emigrate  
1,000,000 Tibetans die  
holocaust  
Ani Ponchen (nun)  
resistance fighters  
torture, shackles, prison  
starvation  
“We can survive!”  
Genuine self-rule & freedom

polo & archery  
growth of monasteries  
armies of soldiers vs. legions of monk

## “Industry & Empire, 1870-1914” (video, 25 minutes)

Queen Victoria (1837-1901)  
“Diamond Jubilee” (1897)  
Portsmouth, England  
Robust self-confidence  
Over-weaning nationalism  
Food, housing, government  
European domination (1900)  
British Empire = 25% of world  
London banking system  
Force, coercion, concession  
Parliaments  
Gold standard  
“quids” (tobacco lumps)  
oceanic cables  
tea, coffee, grains  
railways drop costs  
ships drop costs  
pleasure & amusements  
factory system  
coal, iron, steel production rises  
technological revolution  
zeppelins (air ships)  
1900-1914 air travel  
Orville & Wilbur Wright (1904)  
Standard Oil  
John D. Rockefeller (oil)  
J. P. Morgan (railroads)  
Arthur Krupp (munitions)  
35 cities of 100,000+ (US)  
30 cities of 100,000+ (Germany)  
mechanical toys  
Christmas trees  
Prince Albert  
New middle class  
Modernizing cities (urban renewal)  
Universal education  
40,000,000 emigrants (1850-1914)  
Canada, U.S., Latin America  
Railways cf. economic benefits  
Steamships cf. trade & transport  
international trade networks  
“New Imperialists”  
“Aladdin’s Cave” to exploit (meaning?)  
instant millionaires

Latin American independence  
economic dependence  
Yukon, S. Africa, Siberia (gold)  
Persia, Burma, Baku (oil)  
Why get new colonies?  
Plantation colonies (Kenya, Nigeria)  
moral right to power  
“master race”  
India  
Enlightenment, civilization  
Rudyard Kipling  
“White man’s burden”  
Queen-Empress Victoria  
Meiji Restoration (1868)  
Russo-Japanese War (1904-05)  
military superiority  
Muslim Tartars  
Plains Indians  
Sitting Bull  
*jihād* (North Africa)  
Qing Dynasty falls in 1912  
Peking, Shanghai  
Foochow, Hong Kong  
Boxer Rebellion (1900)  
Sun Yat-sen  
Kuomintang (Nationalist Party)  
competition for colonies  
Krupps’ munitions empire (Ger.)  
British v. German navies  
Balkan “tinderbox”  
Archduke Franz Ferdinand  
23 June 1914  
World War I

**“History’s Turning Points: Zulus at War, 1879” (25 mins.)**

Cape Town	George Chefstone
English immigrants	1880
William Chefstone	7,000 soldiers
Methodist missionary	Zulu defeat
Zulus	Queen Victoria (1837-1901)
Shaka	1883
Zululand	Results of Zulu War
Land hunger	100 years
Armed clashes	
Theophilus Chefstone	
“The White Father”	
1843	
Natal	
Sugar plantations	
<i>Nkata</i>	
14-year-old boys	
King Ketchwayo	
1872	
Transvaal (gold)	
Kimberly (diamonds)	
1877	
Natal State	
Durban	
24 <sup>th</sup> Regiment	
ultimatum (20 days)	
border dispute; war	
Battle of Isandlwana	
11 January 1879	
Lord Chamsford	
500 men; 1500 oxen	
no beds; no blankets	
Zulu trap	
20,000 men	
“chest and two horns” formation	
Martini Henry Rifles	
spears & knives	
overheated rifles	
spent ammunition	
“Last Stand”	
James Brickhead	
Buffalo River	
Peasant farmers	
8 soldiers escaped	
3000 Zulu killed	

**“History’s Turning Points: Battle of Tsushima, 1905” (25 mins.)**

July 1853  
Commodore Matthew C. Perry  
treaty of friendship  
Western control of ports  
modernize army  
150 men  
*samurai*  
*Bushido*  
fearlessness, frugality, honesty  
*Shoguns* (lords)  
Togo  
Martial arts  
1862  
Charles Richardson  
British government  
Kagoshima  
7 ships destroy city  
13 British dead  
Imperial Japanese navy  
battleship  
torpedoes  
12 cadets  
Captain Smith  
Togo = second in class  
Yokohama & Tokyo  
Naval training  
Lord Nelson  
“wealth & strength”  
China & Russia  
Korean Peninsula  
Sino-Japanese War (1894-95)  
Anglo-Japanese Alliance (1902)  
Admiral Togo  
Port Arthur battle  
surprise attack  
bribery & venality  
Baltic Fleet  
7 months trip  
1000 shots miss target!  
Vladivostok  
Tsushima Straits  
Admiral Rozhdestvensky  
200,000:1 odds

“I will attack & annihilate it!”  
1905  
“Let every man do his duty!”  
Trafalgar tactic  
battleships, cruisers, torpedo  
armor-piercing shell  
triple rate of fire  
4,830 dead (Russians)  
5,917 prisoners (Russians)  
3 ships escape  
117 dead (Japanese)  
21 October 1905 (Why?)  
Chief of Imperial General Staff  
“After victory, tighten your helmet”  
Myth of white supremacy  
Mahatma Gandhi  
Results of Tsushima victory?

**“The Great War and the Shaping of the 20<sup>th</sup> Century: Part I --- Explosion” (1996; 8 parts, each 58 minutes; D521.G732)**

chemical weapons  
air-borne bombs  
genocide  
11 a.m., 11 November 1918  
Wilfred Owen  
9,000,000 casualties  
Kaiser Wilhelm II  
withered left arm  
Queen Victoria  
Isle of Wright  
battleships  
aggressive, bombastic nature  
200 uniforms  
Edward, Prince of Wales  
Otto von Bismarck  
5 Great Powers  
“New Germany”  
balance of power  
Emperor Franz Joseph  
Austria-Hungary  
electricity  
automobiles; airplanes  
imbalance and inequalities  
“approaching storm” (1914)  
Women’s suffrage movement (Br.)  
suffragettes  
Emily Davison  
Derby Day  
Sylvia Pankhurst  
hunger strikes  
forced feeding (tubes)  
socialism  
Jean Jaures (Fr.)  
military arms race  
radical socialism (Marxism)  
Vladimir Lenin (Russia)  
Serbia  
Basel, Switzerland (1912)  
“I will break the thunderbolts of war!”  
anti-war movement  
Czar Nicholas II (Russia)  
absolute monarchy  
cousins  
Alexandra  
hemophilia (1904)  
Alexis  
Rasputin (peasant faith-healer)  
two-faced nature  
colonial imperialism  
proletarianism  
Ludwig Meidner  
apocalyptic paintings  
“a great enema”  
Nietsche, “Zarathustra”  
Balkins = “tinderbox of Europe”  
Slavic resistance (Serbia)  
Gavrilo Princip  
Black Hand assassins  
Sarajevo  
Archduke and Archduchess  
alliance systems trigger war  
July 28, 1914  
Brussels Socialist Conference (1914)  
telegraph messages (Nicky & Willy)  
honor must be defended  
“They have killed Jaurès!”  
changes brought by WWI  
Mustafa Kemal  
Siegfried Sassoon  
Caroline Webb  
Woodrow Wilson  
“Its dark shadow has not disappeared  
even in our own time”

**“History’s Turning Points: Russian Revolution, 1917” (25 mins.)**

1917 Russian Empire  
Alexander Kerensky  
Vladimir Lenin  
Russian Orthodox Church  
Serfdom  
80% in poverty & debt  
low wages; long hours  
*czar, tsar*  
Alexander Lenin (hanged)  
Bomb in textbook  
Student politics  
*Dacha*  
Karl Marx  
*Das Kapital*  
4-year exile  
St. Petersburg  
Revolutionaries  
1897  
exiled to Siberia  
Nicholas II  
Communist intelligentsia  
professional revolutionary  
charismatic workaholic  
Zurich, Paris, Brussels, London  
Bolsheviks (“Reds”)  
“We will overthrow Czarist Russia”  
isolated czar  
Manchuria  
Japan defeats Russia (1904-1905)  
*Duma*  
Alexander Kerensky  
Socialist lawyer  
“Russia’s Savior”  
World War I (1914-1918)  
15,000,000 Russian soldiers  
badly armed, poorly fed  
5-8,000,000 died  
military failures  
1000s of deserters  
artificial limbs  
Brutus & Caesar  
February 1917  
demonstrations & riots  
2 March 1917

abdication  
300 years  
local soviets (labor committees)  
Winston Churchill  
“Lenin: a plague bacillus”  
“Peace, Bread, Land”  
bourgeois government  
“freedom to workers”  
warrant for arrest  
Winter Palace  
exile in Finland  
“everything will belong to the poor!”  
Leon Trotsky  
40,000 Red Guards  
24 October 1917  
5,000 Bolshevik troops  
“Declaration to Citizens of Russia”  
Kerensky flees to U.S.  
*coup d’état* (25% vote)  
Soviet Union (USSR)  
one party  
dictatorship of the proletariat

**“History’s Turning Points: Atomic Bomb, 1945 AD” (25 mins.)**

7 December 1941  
360 planes  
Pearl Harbor, Hawaii  
Franklin D. Roosevelt  
Strangling oil supplies  
50,000 Allied troops  
atomic bomb  
Albert Einstein  
Enrico Fermi  
1942  
Robert Oppenheimer  
Los Alamos, New Mexico  
“Manhattan Project”  
Oakridge, TN  
Hanford, WA  
200,000 people  
\$2,000,000,000 cost  
Harry S Truman (VP)  
Henry Stimson  
Chain reaction  
Geneva Convention  
Midway, Guadalcanal (1942)  
Iwo Jima (1944)  
Guam (Pacific Fleet hdqts.)  
50% killed or injured  
General Douglas McArthur  
500,000 casualties feared  
B-29 Superfortress  
Larger engines  
Pressurized cabin  
30,000 feet  
precision bombing systems  
Marianas Islands (base)  
Raids on Tokyo  
March 1945  
300 B-29 Fortresses  
fire storm  
100,000 deaths (Tokyo)  
kamikaze attacks  
30 ships sunk (US)  
300 ships damaged (US)  
Ikinawa Island  
1 April 1945  
cerebral hemorrhage  
FDR dies  
Harry S Truman  
unconditional surrender  
classified information  
8 May 1945 (V-E Day)  
20,000 deaths (estimate)  
31 May 1945 meeting  
no warning  
Potsdam Conference  
Emperor Hirohito  
16 July 1945 (NM)  
18,000 tons TNT  
Joseph Stalin  
General Dwight D. Eisenhower  
24 July 1945  
6 August 1945  
*Enola Gay*  
Tinian Island  
“Little Boy”  
Hiroshima  
“Fat Man”  
Nagasaki  
“Walked thru midnite toward dawn”  
78,000 deaths  
Result of atomic bomb?



**“Sunrise Over Tiananmen Square” (1998; 30 minutes)**

Tiananmen Square	Idealism v. Realism
Red Sun	Buddha
Chairman Mao	harmony with nature
Russian Revolution (1917)	15 April 1989
Mao Tse-Tung (Zedong)	Tiananmen Square demonstration
10 January 1949	martial law (1989)
mole on chin (lucky)	“Goddess of Democracy”
John F. Kennedy	“The smell of the blood will always be in Tiananmen Square”
Nikita Khrushchev	
Great Cultural Revolution	
Red Guard	
“Red Book”	
“bad person” (denounced)	
revolution = insurrection	
dead body	
cathedral = textile factory	
Opium, tea, silk	
Opium War	
Hans Christian Anderson	
“The Match Girl”	
propaganda vs. U.S. children	
bomb shelters	
“comrades and brothers”	
Vietnam War	
colleges & universities closed	
20,000,000 Chinese killed (by Japan)	
Dr. Bethune	
Keeping pets = bourgeois & forbidden	
“I saved his life”	
9 September 1976 (Mao died)	
People’s Liberation Army	
1,500,000 people	
Propaganda Art Troops	
Chinese Communist Party	
“The Motherland”	
Rapunzel fairy tale	
Alfred Beardsley	
School of Fine Arts (Beijing)	
Beethoven, “Fifth Symphony”	
Rousseau, <i>Confessions</i>	
“The Long March” (1934)	
300,000 soldiers; 8000-mile trek	
Nietzsche & Sartre & sex	
Marx vs. Coca Cola	

**“Kwanzaa: A Cultural Celebration” (1993; 29 minutes)**

Kwanzaa (harvest)

“a celebration of life”

Swahili

December 26-January 1

impaka (straw mat)

7-candle holder (7 principles)

Kwanzaa gifts

red, black & green flag

Civil Rights Movement (1960s)

Black nationalism (1970s)

Dr. Maulana Karenga (1966)

sense of community

alternative & complement to Christmas

1. unity

2. self-determination

3. work & responsibility

4. cooperative economics

5. purpose

6. creativity

7. faith

Eurocentric education system

African-American heritage

value education

materialistic v. spiritual values

academics; community service

rites of passage rituals

Young People’s Health Connection

husband/wife entrepreneurs

African heritage shops

Black services

church = education & cultural center

Black museums

community feast & dance

libation statement

Karaboo

faith to conquer obstacles

“If we wish to have a successful tomorrow,  
we must cultivate today.”

“Praise yourself!”

“Harambee!”

**“Vatel” (Scene 15; 7 minutes)**

What do we learn from this scene regarding:

1. royal entertainments?
2. 17<sup>th</sup> Century banquets?
3. Baroque music?
4. 17<sup>th</sup> Century costumes?
5. the preparation required for such banquets and entertainments?
6. how lower class people are treated?
7. Louis XIV’s absolutism?
8. morality at Court?

What would you like/dislike about living at Court?

**“Affair of the Necklace” (Scenes 3 & 7; 7 minutes)**

What do we learn from these scenes regarding:

1. Queen Marie Antoinette?
2. entertainment at Versailles?
3. Court society? (“lechers and parasites”)
4. Court gossip?
5. 18<sup>th</sup> Century costumes?
6. 18<sup>th</sup> Century manners and morals at Court?
7. the Marquis (Minister) de Breteuil?
8. why lower classes despise nobles?
9. why the Countess de Valois doesn’t fit in at Court?

**“Madness of King George” (Scene 16; 3 minutes)**

What do we learn from this scene regarding:

1. royal pageantry and ceremony?
2. the English people’s feelings for George III?
3. Baroque music? (Handels “Water Music”)
4. how the King has recovered?
5. George III’s aim for the royal family?
6. what the Prince of Wales is supposed to do?
7. protocols of behavior in the King’s presence?

**“Affair of the Necklace” (Scene 31; 2 minutes)**

What do we learn from this scene regarding:

1. Marie Antoinette’s piety and Catholicism?
2. the attitude of Parisians toward their Queen?
3. how the guillotine worked?
4. how executions were public?
5. why the blade is slanted?

### **“Titanic” (Scenes 6 & 7; 7 minutes)**

What do we learn from these scenes regarding:

1. departure protocols on steamships?
2. the mammoth size and power of *Titanic*?
3. The difference in steerage versus first class accommodations?
4. upper class tastes in paintings (Picasso)?
5. upper class attitudes toward “new money” (Molly Brown)?
6. The mechanical operations of a steamship above and below decks?
7. The sheer exhilaration of riding a steamship at 21 knots?
8. porpoises’ reaction to steamships?
9. the pride in technological progress which the *Titanic* represents?

### **“Out of Africa” (Scene 8; 6 minutes)**

What do we learn from this film regarding:

1. how WWI affects African white leaders and Black natives?
2. why the English in Africa go to war with the Germans?
3. how native troops are involved?
4. how war affects the Danish baron and baroness?
5. English customs in the tropics?

### **“Anna and the King” (Scene 10; 14 minutes)**

What do we learn from this film regarding:

1. French and English imperialism in Asia?
2. Siamese royal customs at Court?
3. the awkwardness of blending English and Asian customs?
4. elaborate banquet etiquette?
5. the power of traditions in Siam?
6. the East India Company’s aims?
7. English prejudice against Asian “superstitions”?
8. Anna Leonowens’ (Jodie Foster) attitude toward rival cultures?
9. why Anna’s waltz with the king scandalizes both the English and the Siamese?

### **“Snow Falling on Cedars” (Scene 10; 7 minutes)**

What do we learn from this scene regarding:

1. life at the internment camps for Japanese men?
2. the rounding up of Japanese-American families in WWII?
3. the meaning of the sullen silence of white on-lookers?
4. methods of transporting Japanese to the camps?
5. whether any whites opposed this internment plan?
6. how the Japanese themselves reacted to imprisonment?
7. why this action was deemed necessary?
8. how the somber music and drums affected your mood?
9. how American camps were similar to German concentration camps? Different?

**“Pearl Harbor” (Scenes 22-24; 12 minutes)**

What do we learn from this scene regarding:

1. The lack of U.S. preparedness at Pearl Harbor?
2. how the Japanese adopted torpedoes for shallow water?
3. what “normal life” was like at Pearl Harbor on Sunday morning?
4. why the battleships were so closely lined up in the harbor?
5. how devastating the attack really was to our fleet?
6. individual acts of heroism by sailors and airmen?
7. why U.S. airplanes were so tightly grouped on the airfields at Pearl Harbor?
8. the horrors of actual warfare?
9. the overwhelming burden placed on hospital personnel at Pearl Harbor?
10. one Black cook’s heroic response to the attack – and its results?

**“U-571” (Scenes 15-16; 12 minutes)**

What do we learn from this scene regarding:

1. how destroyers attack submarines with depth charges?
2. what it’s like to be in a sub while under attack?
3. why American sailors are trapped in a German U-boat?
4. what mechanical malfunctions can occur when depth charges strike the hull of a sub?
5. the danger of taking a sub down to 160-200 meters?
6. a deceptive tactic the U.S. Captain uses to deceive the destroyer crew?

**“Uprising” (Scene 20; 6 minutes)**

What do we learn from this scene regarding:

1. Jewish luxurious property seized by the Nazis?
2. the Nazi movie “The Eternal Jew?”
3. the contribution of the Rothchilds to viticulture?
4. the engagement of January 18, 1943 in the Warsaw ghetto?
5. the methods used by a few dozen Jewish resisters against hundreds of battle-hardened German soldiers?
6. the role of women in the Jewish resistance?
7. how the resisters defeat German tanks?
8. the Nazi attitude toward the Jews as a race?
9. why Goebbels wants the storming of the ghetto filmed?

**“The Red Violin” DVD (Scene 15; 7 minutes)**

What do we learn from this scene regarding

1. Communist Chinese revolutionary youth under Mao?
2. The importance of pageantry and ritual in Communism?
3. why violins are taboo in China?
4. the Communist attitude toward Classical music?
5. why Chou Yuan is criticized by the Red Guard leader?
6. what compromise Comrade Xiang proposes?
7. the “solution” to Chou Yuan’s “problem”?

## **“History vs. Hollywood: The Last Samurai” (20 mins.)**

What do we learn from this segment about

1. samurai
2. Bushido Code’
3. chivalry
4. emperor-god
5. shogun
6. Matthew C. Perry
7. modernization after 1867
8. modern army
9. samurai rebellion crushed
10. imperial army
11. railroads built
12. 15-year-old emperor (1868)
13. changes in clothing, food, technology
14. Meiji Restoration
15. “age of the warrior”
16. “age of the soldier”
17. samurai swords
18. Edict against swords and top knots
19. story-telling art
20. Seven Principles of the Samurai (Bushido Code):
  - a. Duty & Loyalty
  - b. Justice & Morality
  - c. Complete Sincerity
  - d. Polite Courtesy
  - e. Compassion
  - f. Heroic Courage
  - g. Honor

## **“The Last Samurai” (2003; Chs. 9, 36-38; 11 minutes)**

What do we learn from these film clips regarding

1. Samurai fighting tactics?
2. Samurai dress and armor?
3. modern Japanese soldiers’ fighting tactics?
4. modern Japanese soldiers’ dress and armor?
5. why the Samurai win this battle in the fog?
6. the psychological effects of a Samurai cavalry charge?
7. why two American Civil War officers are at the battle?
8. why the Japanese soldiers disobeyed orders? With what results?
9. why Nathan Algren (Tom Cruise) changes sides and fights with the Samurai?
10. how cannon, repeating rifles, and Gatling guns change the outcome of battle?
11. why this battle marks the end of feudalism in Japan?
12. why one army officer orders the guns to stop firing?

13. what Katsumoto means by “You have your honor; let me have mine” and “They are all perfect now”?
14. why the Japanese soldiers remove their hats and bow down to the ground?
15. what the falling cherry blossoms symbolize?

**“Memoirs of a Geisha” (2006; scenes 11-12; 11 minutes)**

What do we learn from these scenes regarding

1. how geishas dress?
2. how they train for their roles?
3. why they become so jealous of one another?
4. the role of the male patron in a geisha’s life?
5. how geishas learn to bow, stand, walk, speak, apply makeup, touch men, dance, entertain, handle fans, and dress in multilayered kimonos?
6. why geishas are neither wives nor courtesans, but artists?
7. how becoming a geisha is a combination of pain and pleasure?

**“Flyboys” (2006; scenes 2-4 & 17-18; 20 minutes)**

What do we learn from these scenes regarding

1. the Lafayette Escadrille Aerodrome in France?
2. the quality of American volunteers for the Escadrille?
3. how many French soldiers have already died by 1916 in World War I?
4. what an “ace” means to an airman?
5. what the life expectancy of a pilot is in WWI?
6. the “barracks” for the Escadrille pilots?
7. attitudes toward Blacks in France? In the US?
8. why new recruits are not welcome in the aerodrome’s bar?
9. how the recruits are trained?
10. why pilots wear silk scarves?
11. how the German planes differ from the French ones—and why this gives the Germans an advantage?
12. what aerial combat is like—and why it’s called “dogfights”?
13. what life is like for the soldiers on the ground?
14. how German weapons differ from French ones—and why this gives the Germans an advantage?
15. how one pilot rescues another one trapped beneath his plane?

**“Joyeux Noel” (2006; scenes 12-16; 15 mins.)**

What do we learn from these scenes regarding

1. conditions in the trenches of WWI?
2. why the Allies suspect a trick when the Germans put up Christmas trees?
3. how the carol “Silent Night” affects the Germans? Scots? French?
4. what “miracle” occurs across the battlefield on December 24, 1914?
5. how a cease fire is arranged?

6. how the officers and men celebrate Christmas eve?
7. what role do fireworks, champagne, music, chocolate, and wine play during this event?
8. why do you think the soldiers share photos?
9. what do the men do when the church bell rings?
10. what does this film tell us about humanity in the midst of war?

**“The Great Dictator” (1940; scenes 4, 9, 16-17; 23 minutes)**

What do we learn from these scenes regarding Chaplin’s satirizing of

1. Adolf Hitler’s speech-making style, temperament, attitude toward striking workers, Jews, and brunettes, and megalomania to rule the world?
2. Benito Mussolini’s huge ego and rivalry with Hitler for attention and military superiority?

**Extinction Level Events DVDs (30 minutes)**

“Armageddon” (1997, scene 2)—meteor destroys earth  
 “Core” (2003, scenes 9 & 14)—electromagnetic core stops spinning; EMI “tears”  
 “Day After Tomorrow” (2004; scenes 14 & 28)—global warming, then Ice Age  
 “Deep Impact” (198, scene 27)—comet hits earth, tsunamis, Ice Age  
 “Independence Day” (1996, scene 26)—space aliens using laser beams destroy earth

What do we learn from these disaster films about

1. the causes for earth’s final destruction?
2. the role played by scientists? Youth? Animals?
3. the phenomenon of mass panic around the world?
4. how the problem gets solved?

What is your scenario for the end of the world? Why?

**“Marie Antoinette” (2007; scenes 4-6; 16 mins.)**

What do we learn from these scenes regarding

1. etiquette and furnishings at Versailles?
2. the wedding customs at the French Court?
3. how the Court dances?
4. the ceremony of the Queen’s Grand Levee?
5. how royal meals are eaten?
6. how courtiers behave at worship services?
7. Court gossip about Louis XV’s mistress Du Berry? About Marie Antoinette? About Louis XVI’s “problem”?

**“The Lives of Others” (2007; scenes 1, 6, 26; 17 mins.)**

What do we learn from these scenes regarding

1. Communist interrogation techniques in East Germany in 1984?



2. wiring an apartment for “bugging” and spying on its occupants?
3. how spies intimidated or bribed others to cooperate with them?
4. what sorts of information the Stessi have on the playwright?
5. who gave them much of this personal information?

**“Amazing Grace” (2007; 39 mins.; scenes 4, 6-7, 10-13, 19,23)**

What do we learn from these scenes regarding

1. What William Wilberforce thinks of slavery? Why?
2. Why he sings “Amazing Grace” at an exclusive men’s club?
3. How his listeners react? Why?
4. The purpose of the meeting at Wilberforce’s home?
5. What Wilberforce learns from Olaudah Equiano about the slave trade?
6. How Hannah More helps Wilberforce decide on his career in politics?
7. Why Wilberforce goes to see John Newton, author of “Amazing Grace”?
8. How Newton’s advice changes Wilberforce’s life?
9. Why Equiano takes Wilberforce to the East India docks in London?
10. What Wilberforce sees and learns about the “Middle Passage”?
11. Wilberforce’s arguments in Parliament against slavery?
12. The arguments of the opposition in favor of the slave trade?
13. Why Wilberforce and his friends take MPs on a boat tour of the harbor?
14. How they react to seeing the ship *Madagascar*?
15. Why Wilberforce unrolls a petition with 390,000 signatures in Parliament?
16. The reaction of most MPs to this unprecedented action?
17. Why Wilberforce revisits the blind John Newton?
18. Why Newton is writing his autobiography, which he calls “my confession”?
19. How he wants Wilberforce to use it in his campaign against the slave trade?
20. How Wilberforce and his friends react to the passing of his bill into law in 1833?

**“Gandhi” (video, 1982, 14 mins.)**

What do we learn from these scenes regarding

1. the importance of salt to the native Indians?
2. why the “march to the sea” (240 miles) becomes a rebellious political act?
3. why the British see the tax on salt as an important symbol?
4. what significant event Gandhi commemorates by his arrival at the Indian Ocean?
5. what is the purpose of Gandhi’s civil disobedience in the end?
6. how the British officials react to this march?
7. why civil disobedience also means nonviolence?
8. why Indians march on the Dharasana Salt Works?
9. how government troops react to this march?
10. how the Indians eventually win their independence in 1947 using civil disobedience methods?
11. Is civil disobedience a Christian act? Why or why not?

**“Cry Freedom” (DVD, 1987; scenes 1-2, 4, 6-8, 11, 18)**

What do we learn from these scenes regarding

1. white South African police treatment of blacks during a raid on a black slum?
2. why the police demolish this settlement? The slant given to whites on the radio?
3. who Steve Biko is? Why he is “banned”?
4. what apartheid means in South Africa?
5. why masked police demolish a black community center?
6. how the minister of police (white) views blacks and Steve Biko?
7. why the police chief feels Afrikaners “created” South Africa?
8. why three police insist Donald Woods (journalist) identify his witness?
9. why the police have a warrant to search the Bikos’ home?
10. how they treat Steve and his wife and baby during the search?
11. where Mrs. Biko hides the documents the police are seeking?
12. how police roadblocks intimidate blacks?
13. what happens to Steve Biko in police custody in September 1977?
14. why Biko is refused treatment at a nearby hospital?
15. why prison officials take Biko 700 miles to a police hospital in Pretoria?
16. why security police detain and ban Donald Woods for five years?
17. why so many black deaths in white-run prisons from the 1960s to the 1980s were recorded as “suicides,” “natural causes,” suicide by hanging,” and “no official explanation”? What do *you* think really occurred?

**“A Shadow of Hate: A History of Intolerance in America” (video; 38 minutes)**

40,000 KKK  
Pennsylvania Avenue, D.C.  
Puritans & freedom  
African slavery (200 years)  
Quakers persecuted (1656)  
Baptists tortured (17<sup>th</sup> C.)  
Irish Catholic immigrants (19<sup>th</sup> C.)  
Anglo-Saxon Protestant way of life  
Vatican “conspiracy”  
Attacks on churches and convents  
Know-Nothing Party (aims of?)  
Native Americans on reservations  
Lakota Sioux  
Pine Ridge Reservation  
Wounded Knee Creek  
Massacre of 400 men, women, children  
Bigotry & prejudice  
Chinese laborers (“coolies”)  
Union-Pacific Railroad (1869)  
One dollar/day  
15%-18% of laborers died  
Chinese forced into slums (19<sup>th</sup> C.)  
Seattle & Tacoma, WA massacres (1880s)  
Immigration Act (1882) & Chinese  
Japanese immigrants (1900+)  
Farm & businesses  
100,000 confined in camps  
One week to sell homes & goods  
“Japs Keep Out You Rats!” (signs)  
Over-crowded camps  
3 years, 4 months (internment)  
442<sup>nd</sup> Infantry (Japanese-Americans)  
Mexican-Americans (refused funerals)  
Felix Longoria (WWII)  
Arlington National Cemetery  
African-Americans  
3000+ lynched (1865-1965)  
James Cameron (survived)  
“They were having their fun”  
“It was a real Americana”  
Peak for lynching = 1920s & 1930s  
Atlanta, Georgia  
Sweat shops (\$1.10/week)  
National Pencil Company

Mary Fagan (murdered)  
Leo Frank (Jewish operator)  
Tom Watson (journalist)  
Governor John Slayton  
Frank lynched  
race & religion for political  
gain  
“To maintain white control”  
Henry Ford (folk hero)  
500,000 employees  
pacifism; anti-Semitism  
*Dearborn Independent*  
700,000 subscribers  
Neo-Nazis; Skinheads  
“America still struggles with  
those who hate”  
David Duke (KKK Imperial  
Wizard)  
Louis Farrakhan (anti-Jew)  
“You could just feel the hate”  
“If you are going to be  
tolerant of people you  
need to find out the truth”

