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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. (Luke 2:52)

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, films, 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 19th 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 29 quizzes (short answer, T/F, matching, multiple choice) will be given at the beginning of class over the previous reading assignment and include questions on any film shown in the previous class; these are worth 10 points each. After the last quiz is graded, the four lowest quiz scores will be dropped. Finally, 3 short essays worth 50 points each and analyzing two primary documents representing diverse cultures mentioned in the McKay book or two video/DVD films shown in class (or one document & one film) are due at class time on the dates specified in {s}. *Late papers are docked 5 points per day.* After the second essay, students whose essay average is 90% (90/100 pts.) or higher may opt to average their two essay scores in lieu of writing the third essay. Those who write three perfect 50-point essays will receive the Ellen Poirier Excellence in Writing Award of \$150. Students whose cumulative grade is 85% (B) or above after dropping four quizzes may opt to average their two exam scores in lieu of taking the final exam. You should expect to devote at least six hours weekly to this course for a C or above.

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(43%)	A = 651 (93%)	D = 385 (55%)
Quizzes (25 best)	250 points(36%)	A - = 630 (90%)	F = 0-384 (0-54%)
<u>Essays (3)</u>	<u>150 points (21%)</u>	B+ = 609 (87%)	
TOTAL	700 points	B = 581 (83%)	
		B- = 560 (80%)	
		C+ = 539 (77%)	
		C = 511 (73%)	
		C- = 455 (65%)	

Attendance : Attendance is 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. We will begin

marking absences as soon as the quizzes are distributed. If you come in after that, it is your duty to see me immediately after class about changing your absence to a tardiness. Your maximum number of unexcused absences is five (3 tardinesses = 1 absence). If you have more than five during the semester, your grade will be lowered one letter grade. On the other hand, if you have no absences, your grade will be raised three percent (20 points). Students *must be officially registered and financially cleared* to receive credit for quizzes, exams, and essays.

Courtesy Points: Row captains who are faithful in attendance (no more than three absence units) and diligent in distributing quizzes, exams, and other materials to students in their row will receive an additional *10 points* at the end of the semester.

Makeup Work: Quizzes cannot be made up for any reason (the five lowest will be dropped); they can be taken early only if signed excused absence slips are presented. 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.

Communication: Email is the official form of communication at AU. Students are responsible for checking their AU email and iVue alerts regularly.

Syllabus is subject to change due to inclement weather, illness or death!

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

Quiz Record		Exam Record	Totals
#1:	#16:	Exam #1: _____	_____ = _____ % =
#2:	#17:	Exam #2: _____	700
#3:	#18:	Exam #3: _____	_____ Final Grade
#4:	#19:		
#5:	#20:	Essay #1: _____	
#6:	#21:	Essay #2: _____	
#7:	#22:	Essay #3: _____	
#8:	#23:		
#9:	#24:	Enrichment Credit: _____	
#10:	#25:		
#11:	#26:		
#12:	#27:		
#13:	#28:		
#14:	#29:		
#15:			

Some Guidelines to Help You Succeed in This Class:

1. Coming to class on time every day is your responsibility. Attendance will be taken as soon as the quiz is distributed. 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. 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 AU trips (bring a note from the sponsor), and weddings/funerals (bring a program) for the immediate family (father/mother, brother/sister, aunt/uncle, grandparents). Excused slips must be turned in by the next to last class period.
4. Only those who have cumulative (quiz/exam/essay) averages of 85% or above after the five lowest quizzes are dropped 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. During quizzes and exams, all electronic devices (smart phones, laptops, iPods, iPads, MP3s, calculators, blackberries, etc.) must be totally out of sight or quizzes/exams may be confiscated under suspicion of cheating. After the first warning, *10 points will be deducted for every time an electronic device is visible during quizzes/exams.*
10. Cell phones must be *turned off* in class. At the first audible ringtone, a warning will be given; *for each subsequent time, 10 points will be deducted.*
11. Federal Credit definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internship, practica, studio work, and other academic work leading toward the award of credit hours.
12. Honor Code: Before the end of the first week, all students will sign a one-page Honor Code which explains in detail cheating, plagiarism, and other academic offenses which, if a student is caught practicing, will lead to immediate expulsion from class or a final grade of F. No quiz, exam, or essay grades will be counted for those who refuse to sign this form.
13. Andrews University takes the safety of its students seriously. Signs identifying the emergency protocols are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.
14. Disability Information: If you qualify for accommodation under the American Disabilities Act, see Student Success in NH100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.
15. Enrichment Credit: Up to 40 points of enrichment credit is available for visiting 4 area museums & submitting 1-2 page reports on each one (see handout in class).

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) & submitted in hard copy; staple pages together with your name and class section single spaced on 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 Times New Roman 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 different 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 the paper copy of your essay in at class time by or before the due date shown on the course schedule of assignments page: late essays are docked 5 points per day). Visit the Writing Center early and often at NH134. 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: (Chs. 18-23)

“Moses Mendelssohn and the Jewish Enlightenment” (543)
“Malachy Postlethwayt and Olaudah Equiano on the Abolition of Slavery” (550)
Denis Diderot’s “Supplement to Bougainville’s Voyage” (552-53)
“European Descriptions of Timbuktu and Jenne” (562)
“Duarte Barbosa on the Swahili City-States” (570-71)
“Global Trade: Slaves” (574-75)
“Olaudah Equiano” (578)
“Hurrem” (594)
“Ottoman Travelers in Mughal and Safavid Lands” (598)
“Katib Chelebi on Tobacco” (604-05)
“Tan Yunxian, Woman Doctor” (622)
“Chinese and Japanese Financial Advice” (634)
“Keinen’s Poetic Diary of the Korea Campaign” (640-41)
Abbe de Sieyes, “What Is the Third Estate?” (664-65)
“The Question of Jewish Citizenship in France” (666)
“Toussaint L’Ouverture” (680)
“Josiah Wedgwood” (692)
“Women’s Role in Industrialized Europe” (706)
“The Testimony of Young Mine Workers” (708-09)
“Scientific Revolution” (DVD)
“Affair of the Necklace” (DVD)
“Son of Africa” (video)
“Last Samurai” (DVD)
“Marie Antoinette” (DVD)

Essay #2: (Chs. 24-28)

“Guiseppe Garibaldi” (728)
“Mrs. Beeton’s Guide for Running a Victorian Household” (736-37)
“Socialist and Anti-Socialist Perspectives” (745)
“The Congo Free State” (759)
“A French Leader Defends Imperialism” (764-65)
“Muhammad Ali” (771)
“Global Trade: Indigo” (776-77)
“Rammohun Roy and Thomas Babington Macauley on Education for Indians” (788)
“Jose Rizal” (792)
“Fukuzawa Yukiichi, Escape from Asia” (800-01)
“Mexican and American Perspectives on the U.S.-Mexican War” (818-19)
“Mary Seacole on Her Early Life” (822-23)
“Henry Meiggs, Promoter and Speculator” (820)

“Poetry of the Great War” (850)
“The Experience of War” (854-55)
“Vera Brittain” (857)
“Last Samurai” (DVD)
“Out of Africa” (DVD)
“Anna and the King” (DVD)
“Memoirs of a Geisha” (DVD)
“Amazing Grace” (DVD)
“Tibet” (video)

Essay #3: (Chs. 29-34)

“Resolution of the General Syrian Congress at Damascus” (884-85)
“Gandhi and Mao on Revolutionary Means” (893)
“Ning Lao, a Chinese Working Woman” (899)
“Hitler, Mussolini, and the Great War” (921)
“Primo Levi” (928)
“Ultranationalist Pamphlet for Japanese Students” (930-31)
“The Cold War Begins” (945)
“Global Trade: Oil” (950-51)
“A Solidarity Leader Speaks from Prison” (956-57)
“Vaclav Havel” (958)
“Liu Xiaobo” (984)
“Aung San Suu Kyi, ‘Freedom from Fear’” (986-87)
“Ho Chi Minh, Lyndon Johnson, and the Vietnam War” (989)
“Eva Peron” (1015)
“Ghanaian and South African Leaders on Black Nationalism” (1020)
“Nelson Mandela, The Struggle for Freedom in South Africa” (1028-29)
“The United Nations Millennium Project Report” (1042-43)
“George W. Bush, Osama bin Laden, and the 9/11 Attacks” (1046)
“Global Trade: Arms” (1048-49)
“The Dalai Lama” (1040)
“Gandhi” (DVD)
“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)
“Cry Freedom” (DVD)

HIST 118 Review Sheet for Exam #1

I. Names to Know:

Chapter 18 (524-555)

Catherine the Great (536, 542)
Bernard de Fontenelle (533)
Isaac Newton (530)
Emelain Pugachev (542)
Arouet de Voltaire (535-536, 539)
Frederick II (541-542)
Baron de Montesquieu (535)
Joseph II (541-542, 544)
Jean-Jacques Rousseau (540, 552)

Chapter 19 (556-585)

Olaudah Equiano (572, 577-578)
Muhammad Rimfa (563)

Chapter 20 (586-615)

Charles Cornwallis (611)

Chapter 21 (616-649)

Toyotami Hideyoshi (616-617, 630-631, 640-643)
Zhu Xi (621)
Keinen (640-641)
Zhang Ying (634)
Tan Yanxian (622)

Chapter 22 (650-683)

Marie Antoinette (663, 667-668)
Napoleon Bonaparte (672-676)
John Adams (656)
Thomas Jefferson (654, 657, 681)
Klemens von Metternich (676, 716-719)
Edmund Burke (667)
Louis XVI (660-662, 664, 668)
Danton (668, 671)
Robespierre (667-668, 670-671)

Chapter 23 (684-713)

Richard Arkwright (688)
David Ricardo (695, 702)
James Hargreaves (688)
Edmund Cartwright (689)

Chapter 23 Continued

Henry Cort (691)
Thomas Malthus (694-695, 702)
William Blake (702)
Karl Marx (701, 721, 733)
Friedrich Engels (702-703, 721)
Robert Owens (705, 711)
Josiah Wedgwood (692)

II. Terms to Know:

Chapter 18 (524-555)

Scientific Revolution (526-533)
Philosophes (535-539)
elliptical orbit (528-529)
heliocentric (528-529)
Enlightenment (ideals of) (535-537)
Enlightened monarchs (540-544)
Bastille (662)
Deism (549)
Revolution of Heavenly Spheres (528)
Principia (530)
Encyclopédie (536-537)
Social Contract (540)
Telescope, barometer, air pump (527-529)

Chapter 19 (556-585)

Purdah (563)
Benin (558-560)
African slave trade (558-559, 569-572, 580-583)
Coptic Church (567-568)
Wolof (558, 566, 581)
Trans-Atlantic slave trade (547-549)
astrolabe (567)
viceroy (476, 816-817)
Serer & Pulaar (558)
Malaria (564, 573-574)
Sleeping sickness (564, 573)
oba (558-559)
Middle Passage (577)

Chapter 20 (586-615)

harem (246, 252)
Safavid Empire (587, 593-595, 611-612)
British India (608, 611)

Chapter 20 Continued

jizya (606-607)

Muslim Empire (602, 606-608)

Rocket (693)

Chapter 21 (616-649)

Manchus (617, 626-629)

Ming government offices (621-623)

Samurai (630, 632)

Forbidden City (620)

Bushido (386)

seppuku (386)

kowtow (646)

sake (633)

Chapter 22 (650-683)

Declaration of Independence (654, 657-658)

guillotine (668, 671)

Three Estates of France (652)

Reflections on the Revolution (667)

Jacobins (668, 670)

Napoleonic Code & women (672)

Estates-General (France) (660-661)

National Assembly (661-664, 667)

Stamp Act of 1773 (656)

Tea Act of 1773 (656)

Tennis Court Oath (661-662)

Napoleon's empire (674-676)

Liberalism (ideals of) (653-654, 659)

creoles (549, 812-815)

Elba (656)

Saint Helena (676)

Chapter 23 (684-713)

water frame (688-689)

The Rocket (693)

New Harmony, Indiana (711)

cottagers (686, 688, 703-704)

cotton textiles (687-690, 703)

per capita industrialization (696)

“iron law of wages” (695)

Agricultural Revolution (686)

“positive checks” (694-695)

Luddites (702)

Chartism (711)

apprentice (689-690)

Zollverein (699, 727)

HIST 118 Review Sheet for Exam #2

I. Names to Know:

Chapter 24 (714-749)

Giuseppe Garibaldi (726-728)
Ludwig von Beethoven (740)
Pius IX (726)
Henry de Saint-Simon (721)
Charles Fourier (721)
Christabel Pankhurst (714)
Georges Haussmann (733)
Otto von Bismark (727-729, 742)
David Lloyd George (863)
Louis Pasteur (732, 738)
William II (742)
Mary Wollstonecraft (667)
Isabella Beeton (736-737)
William Sumner (745)

Chapter 25 (750-781)

Rudyard Kipling (766)
Joseph Conrad (767)
J. A. Hobson (767)

Chapter 26 (782-809)

Queen Victoria (786, 793)
George Dewey (791)
Sun Yatsen (796, 806)

Chapter 27 (810-841)

Antonio de Santa Anna (817)
Toussaint L'Ouverture (816)
John A. Macdonald (833, 836)
Antonio Narino (815)
Simon Bolivar (816-817)
David Livingstone (757)

Chapter 28 (842-875)

Erich Remarque (844, 849)
Woodrow Wilson (883, 863-864, 879)

II. Terms to Know:

Chapter 24 (714-749)

utopian Socialism (ideals of) (721, 723)
Red Shirts (727)
Carlsbad Decrees (718)
rationalism (554)
socialism (721, 744-747)
10 Hours Act (722)
Germany in 1871 (areas of) (729)
Reform Bills (722, 743)
laissez-faire (719)
Romanticism (ideals of) (739-741)
Pasteurization (732, 738)
miasmatic theory (732)
Wollstonecraft's goals (667)
highly skilled workers (who?) (734)
semi-skilled workers (who?) (734)
Realism (ideals of) (741)
Marxist Socialism (721, 739)
Labour Party (867)
German Social Democratic Party (742, 744)
First International (744)
Reichstag (742)
Anti-Semitism (739-744)

Chapter 25 (750-781)

"White Man's Burden" (766)
Treaty of Nanjing (793)
European emigration (where to?) (775-779)
Imperialism (causes of) (763-766)
Great Trek (760)
Boers/Afrikaners (758-761)
Zulus/Xhosas (759-760)
khedive (770, 773)

Chapter 26 (782-809)

Great Mutiny (785-786)
Indian National Congress (787)
French Indochina (789, 741)
Encomienda system (791)
Opium War of 1842 (794)
Suez Canal (784)
New Imperialism (789)
concessions (794-795)

Chapter 26 Continued

Taiping Rebellion (794)
Boxers (796, 802)
gunboat diplomacy (797)
Meiji restoration (797-799)

Chapter 27 (810-841)

L. A. independence (dates & heroes) (813-817)
Manifest Destiny (825-826)
mestizos (813)
mulattos (813)
zambos (813)
Louisiana Purchase (825)
Dominion of Canada (833-834)
White Australia Policy (838)
haciendas (819, 821)
audiencia (476)
Tupac Amaru II (816)

Chapter 28 (842-875)

All Quiet on the Western Front (849)
14 Points (863, 879)
Versailles Treaty (863-865)
Balkan Wars (847, 882)
World War I (causes) (844-847)
Lusitania (853)
WWI (women's roles) (855-856)

historychannel.com

Alfred Lord Tennyson
Eli Whitney

HIST 118 Review Sheet for Exam #3

I. Names to Know:

Chapter 29 (876-905)

Arthur Balfour (882)

Mohandas Gandhi (876-877, 890-891)

Ho Chi Minh (902)

Harry S Truman (944-945)

James Joyce (870)

Igor Stravinsky (871)

Pablo Picasso (870-871)

Mao Zedong (877, 897)

Mustafa Kemal (883-886)

Chiang Kai-shek (895, 901)

Jawaharlal Nehru (892)

Ning Lao (899)

Chapter 30 (906-939)

Adolf Hitler (907, 912, 919-925)

Charlie Chaplin (872)

John Maynard Keynes (910)

Primo Levi (928)

T. S. Eliot (870)

Jean-Paul Sartre (868)

Louis Sullivan (870)

Oswald Spengler (870)

Franz Kafka (870)

Chapter 31 (940-975)

Joseph Stalin (942-944, 952)

Benito Mussolini (918-919, 924)

Franklin D. Roosevelt (942-943)

Chapter 32 (976-1005)

Charles de Gaulle (949, 1022-1023)

Margaret Thatcher (952, 964, 967)

Nikita Khrushchev (952-953, 979)

Chapter 33 (1006-1035)

Juan Peron (1013, 1015)

Franz Fanon (1032, 1055)

Gamal Abdel Nasser (994, 1021, 1052)

Mrs. Indira Gandhi (993)

Saddam Hussein (1001)

Nelson Manda (1020, 1026-1029)

Chapter 34 (1035-1071)

Osama bin Laden (992, 1045-1046)

Kofi Annan (1031, 1042-1043, 1049)

Rachel Carson (1065)

II. Terms to Know:

Chapter 29 (876-905)

New Culture Movement (895-896)

Balfour Declaration (882-883, 888)

Sykes-Picot Agreement (552)

Versailles Treaty (863-865, 924)

Lausanne Treaty (885)

sultan (593, 612)

Indian National Congress (890-891)

salt tax (India) (892)

Japanese invasion (of China) (900-901)

French Indochina (where?) (902, 933)

Zionism (882, 888-889)

kibbutz (889)

satyagraha (891)

zaibatsu (900)

WWI & Asia (877-888)

Chapter 30 (906-939)

Ulysses (870)

Cubism (870)

Depression (907-913)

Agricultural Adjustment Act (910)

National Labor Relations Act (910)

Functionalism (870)

Dadaism (871)

Expressionism (870)

“Way of the Subjects” (930-931)

Chapter 31 (940-975)

Fascism (912, 918-919)

Nazism (919-925)

collectives (916)

Black Shirts (913, 918)

Brown Shirts (920-922)

German invasions (925)

Japanese Empire (932-933)

Red Army occupations (922, 926-927)

kulaks (916)

Chapter 31 Continued

SS, SA, Gestapo (922, 926-927)
appeasement (924-925)

Chapter 32 (976-1005)

Potsdam Conference (943-944)
“peaceful coexistence” (953)
Truman Doctrine (945-946)
Marshall Plan (944-948)
NATO (946-947, 963)
Warsaw Pact (946)
4 German zones (943-944)
Common Market (948, 1027)
OPEC (949, 951)
Kosovo (970, 1044)
Bosnians, Serbs, Croats (970)
glasnost (954-955)
perestroika (954)
détente (954, 963)
IMF (967)
euro (971)

Chapter 33 (1006-1035)

People’s Republic of China (978-988)
anti-Communism (984-989)
Tiananmen Square (982, 984)
Sikhs (890, 993)

Israel (neighbors?) (996)

Ghana (1018, 1020-1021, 1024)
apartheid (1026)
Red Guards (980-981)
PLO (994-999)
ANC (1026, 1028, 1044)
4 Dragons/4 Tigers (983)

Chapter 34 (1036-1071)

Amnesty international (1049)
Security Council (983, 995 1039)
General Assembly (994, 1039, 1041)
al-Qaeda (992, 1044-1045, 1047)
World Trade Center (1044-1046)
SALT (1047)
SALWS (1049)
Taliban (1045, 1047)
mixed economy (1052)
Green Revolution (976, 1053-1054, 1060)

Chapter 34 Continued

G-8 (1055)
Chemical Weapons conventions (1048,
1050)
U. N. Resolution 242 (1967) (995)
Global Warming (1066)

The Scientific Revolution” (DVD, 2007, 60 mins.)

[Part I]

1550-1700

Nicholas Copernicus

On the Revolution of the Heavenly Orbs (1543)

theology (to 1550); science & law (after 1550)

Roman Catholic censorship

new academies

laboratories & observatories

Aristotle & Ptolemy

crystalline spheres

orbits = circular tracks

geocentric paradigm

printing press (1454)

world-wide exploration

Leonardo da Vinci (1452-1519)

birds, forts, weapons, anatomy

mirror writing

Nicholas Copernicus (1473-1543)

heliocentric theory

circular orbits

Index of Prohibited Books (200 years)

epicycles

Leonhard Fuchs (1501-1566)

Introduction of Natural Life

500 plant drawings

Andreas Vesalius (1514-1564)

challenged Galen’s ideas

Concerning the Structure of the Human Body

University of Padua

Conrad Gesner (1516-1565)

6000 species categorized

“Father of Modern Zoology”

History of Animals

basilisks; dog-headed people (myths)

William Gilbert (1540-1603)

“Father of Experimental Science”

“Father of Electricity”

magnetic experiments

experiment & observation

earth’s electromagnetic poles

On Magnetism (earth = magnet)

Tycho Brahe (1546-1601)

astrology v. astronomy

alchemy v. chemistry

[Scientific Revolution, Part II, continued]

science v. magic & religion

Who hired astrologers?

astronomical observatory (Den.)

Tycho’s Star/supernova

comet’s elliptical path

no solid spheres

Francis Bacon (1561-1626)

experimental scientific rules

The Great Restoration

experiences in nature

Royal Society of London

study of anatomy & physiology

Galileo Galilei (1564-1642)

telescope (14X magnification)

lunar craters

The Messenger of the Stars

Pope Urban VIII

Dialogue on the Two Chief

Systems of the World

public apology; house arrest

“The earth does move!”

Discourses of 2 New Sciences

dynamics & ballistics

[Part II]

Renaissance; Protestant Reformation

Scientific Revolution

search for knowledge & truth

Johannes Kepler (1571-1630)

Kepler’s Laws

elliptical orbits

New Astronomy

two foci per ellipse

$P_2 = K r_3$

Harmonies of the World

William Harvey (1578-1657)

University of Padua

Charles I

heart = a pump

An Anatomical Essay

arteries & veins & blood flow

experimental laboratory methods

Rene Descartes (1596-1650)

“I think, therefore, I am”

vortices

Discourse of Method; Meditations; Geometry
 algebraic geometry
 mechanical universe
 Robert Boyle (1627-1691)
 chemistry, hydrostatics, physics, etc.
 Charles I beheaded (1649)
 Royal Society of London (1662)
 “The Father of Chemistry”
 John Ray (1627-1705)
 botany (natural theology)
 catalogued plants, herbs, insects, fish
Methodus Plantarum Nova
 Marcello Malpighi (1628-1698)
 “Father of Microscopic Anatomy”
 capillaries
 chicken embryos; embryology
Anatomia Plantarum (Plant Anatomy)
 Christian Huygens (1629-1695)
Horologium Oscillatorium
 centrifugal force
Discourse on the Cause of Gravity
Treatise on Light
 Antoine van Leeuwenhoek (1632-1723)
 bacteria & protozoa (“animalcules”)
 muscle striations
 Robert Hooke (1635-1703)
 studies of elasticity & stress
 Mars rotation
Micro Graphia (snowflake structure)
 “cell”
 diffraction of light
 Nehemiah Grew (1641-1712)
 botany & plant anatomy
Anatomy of Plants
 Isaac Newton (1642-1727)
 calculus (slopes of curves)
 color & light (optics)
 law of gravity
 Voltaire & falling apple story
 experiments with light & prisms

341 star paths plotted
Star Catalogue
 Halley’s Comet
 76-year intervals
 24 comets’ trajectories
Principia
 Westminster Abbey
 Edmund Halley (1656-1742)

“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	Thomas Rolfe
snow, sickness, starvation	“peace of Pocahontas”
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	

A Son of Africa: Slave Narrative of Oloudah Equiano (1996, 28 minutes) E449.S65

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
many black apprentices/slaves (England)
John Ennis & William Kirkpatrick
writ
“Honor & Justice are of concern
to us all!”
“Behind all that frippery, you’re still just a nigger!”

“I’ll see you in court!” “I’ll see you
in hell first!”
Abolitionist Movement (1780s)
Grenville Sharp
1788 Slave Ship Regulation
Interesting Narrative (1789)
31 March 1797
1807 (slavery in British Isles)
1834 (slavery in British Empire)

“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
Confucian civil service system

1600 v. 1800 Chinese population
mandarin rule
18th 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 (18th-20th 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
pictographic language
Ching Dynasty

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

1750
New France
Louisiana Territory
Hudson’s Bay Company
Massachusetts & Virginia
Louis Joseph marquis de Montcalm
European fighting techniques
tools & guns for beaver pelts
Governor Montjoy
Forts Duquesne & Ticonderoga
St. Lawrence River
William Pitt (British Prime Minister)
General James Wolfe
Louisbourg (1720)
Louis XV (1715-1774)
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!”

Anse du Foulon
Plains of Abraham
Gray’s “Elegy”
“Paths of glory lead but to the grave”
unguarded cliffs
4,500 soldiers (British)
two days’ supplies
5,000 soldiers
40 yards
“See how they run!”
sniper
mortally wounded
Results of defeat
British North America
American Revolution
liver and 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
temples
“maps” of world

Self-awakening
ferry = metaphor of life
Peace in the Infinite
Ian Forster, *Passage to India*

“Tibet: The End of Time” (1995; 48 minutes) CB311 Lost Civilizations set

“Land of Snows”	scythe vs. sword
“The Hermit Kingdom”	altruistic society
Richard Gere	25% in monasteries (6000)
Himalaya Mountains	logic, art, medicine, poetry
Pilgrims	meditation (4 hours/day)
Buddhism	75% Tibet’s budget
“Wheel of Time” ceremony	wooden block printing
apocalypticism	intellectually sophisticated
Mandala (map to rebirth)	technologically primitive
Dalai Lama (god-king)	prayer wheels
“Ocean of Wisdom”	camel caravans
6,000,000 Tibetans	Silk Route (Venice-Peking)
13 reincarnations	cremation of corpses
13 th Dalai Lama dies (1933)	hacked up for vultures
26,000’ elevation	genocide
Alaska & Texas	China invades Tibet (1949)
Shangri-la (utopia)	prophecy of destruction
“Abominable Snowman”	Dalai Lama flees (1959)
birth-death-rebirth cycle	100,000 Tibetans emigrate
nirvana	1,000,000 Tibetans die
6 July 1935	holocaust
auspicious signs	Ani Ponchen (nun)
Lhasa (capital)	resistance fighters
14 th Dalai Lama (how chosen?)	torture, shackles, prison
Sir Basil Gould (painter)	starvation
Great Winter Palace	“We can survive!”
Theocracy	Genuine self-rule & freedom
600 BC	
Indian origins	
Buddha	
108 volumes	
1500 years (from India to Tibet)	
nomads (60%)	
impermanence in life	
rebirth & renewal	
Kalichakra	
annual ceremony (7 days)	
Tang Dynasty (China)	
cruelty (7 th C.)	
demilitarization = sudden choice	
polo & archery	
growth of monasteries	
armies of soldiers vs. legions of monks	

“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?)

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
jihad (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

“The Great War and the Shaping of the 20th 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	FDR dies
360 planes	Harry S Truman
Pearl Harbor, Hawaii	unconditional surrender
Franklin D. Roosevelt	classified information
Strangling oil supplies	8 May 1945 (V-E Day)
50,000 Allied troops	20,000 deaths (estimate)
atomic bomb	31 May 1945 meeting
Albert Einstein	no warning
Enrico Fermi	Potsdam Conference
1942	Emperor Hirohito
Robert Oppenheimer	16 July 1945 (NM)
Los Alamos, New Mexico	18,000 tons TNT
“Manhattan Project”	Joseph Stalin
Oakridge, TN	General Dwight D. Eisenhower
Hanford, WA	24 July 1945
200,000 people	6 August 1945
\$2,000,000,000 cost	<i>Enola Gay</i>
Harry S Truman (VP)	Tinian Island
Henry Stimson	“Little Boy”
Chain reaction	Hiroshima
Geneva Convention	“Fat Man”
Midway, Guadalcanal (1942)	Nagasaki
Iwo Jima (1944)	“Walked thru midnite toward dawn”
Guam (Pacific Fleet hdqts.)	78,000 deaths
50% killed or injured	Result of atomic bomb?
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	

“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
Nikita Khrushchev	be in Tiananmen Square”
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	

“Young Winston” (video, 1972, 6 mins.)

What do we learn from this scene regarding

1. the Battle of Omdurman (1898) in the Sudan?
2. the military advantages of the British over the Dervishes?
3. why 11,000 Dervishes (out of 60,000) die but only 47 British soldiers?
4. why this battle is “the last full charge of British cavalry”?

“Vatel” (Scene 15; 7 minutes)

What do we learn from this scene regarding:

1. royal entertainments?
2. 17th Century banquets?
3. Baroque music?
4. 17th 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. 18th Century costumes?
6. 18th 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” (Scenes 10 & 16; 6 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 King Chulalongkorn (r. 1868-1910) 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 22-26; 20 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 April 19, 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 (Scenes 15-17; 17 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”?
8. *cheng* is a Chinese reed instrument, the predecessor of the accordion

“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, 24; 30 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 11-16; 20 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, 20; 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” (1998, 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 Levée?
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" (1982, scenes 11, 18, 19; 14 mins.)

What do we learn from these scenes regarding

1. the Amritsar Massacre led by General Reginald Dyer?
2. the importance of salt to the native Indians?
3. why the "march to the sea" (240 miles) becomes a rebellious political act?
4. why the British see the tax on salt as an important symbol?
5. what significant event Gandhi commemorates by his arrival at the Indian Ocean?
6. what is the purpose of Gandhi's civil disobedience in the end?
7. how the British officials react to this march?
8. why civil disobedience also means nonviolence?
9. why Indians march on the Dharasana Salt Works?
10. how government troops react to this march?

11. how the Indians eventually win their independence in 1947 using civil disobedience methods?
12. Is civil disobedience a Christian act? Why or why not?

“Cry Freedom” (DVD, 1987; scenes 1-2, 4, 6-8, 11, 18; 30 mins.)

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?

“Australia” (DVD; 2008; scenes 9, 11, 14; 15 mins.)

What can we learn from these scenes regarding

1. the challenges of living in Australia’s Northern Territory “outback”?
2. what natural & man-made dangers face those who go on cattle drives?
3. how Nullah saves the stampeding herd from disaster?
4. how 4 men, 2 women, & a boy bring 1500 head of cattle to Darwin & beat the competition to get them aboard ship?

“Slumdog Millionaire” (DVD; 2008; scene 3)

What do we learn from this scene regarding

1. where slum kids (“slum dogs”) play games like cricket?
2. real life in an Indian slum in Mumbai (Bombay)?
3. the filth and poverty of the Indian poor?
4. what kinds of dwellings slum-dwellers call “home”?
5. how the Indian police treat slum kids?
6. what slum schools are like?

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

40,000 KKK
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”

Pennsylvania Avenue, D.C.
Puritans & freedom
African slavery (200 years)
Quakers persecuted (1656)
Baptists tortured (17th C.)
Irish Catholic immigrants (19th 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 (19th 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)
442nd 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

“Secret Files of the Inquisition” (2006; 60 minutes)

Episode 4: 18th & 19th C. Inquisition

Bologna (1858)

Edgardo Mortara (Jew)

ghettos

Papal States

political dissent and revolt

Ferrara (1796)

General Napoleon Bonaparte

freed the Jews

Madrid (1796)

Father Juan Lorente

Spanish Inquisition records

“property of the Church”

Edgardo’s abduction

Secret baptism

Father Geotano Peletti

Napoleon’s view of the Inquisition?

Madrid (1808)

chained prisoners (14-60 years old)

torture instruments

Francisco de Goya (painter)

85,000 (1547-1699)

12,000 burned (15%)

Lorente’s *History of the Inquisition* (1919)

Edgardo taken to Rome

Anna Marizi (nursemaid)

Catholicism = only road to salvation

Pope Pius IX

House of Catechumens

Converts Jews and Muslims

Vatican Archives (3290 crates)

Trial of Galileo Galilei

Rome (1858)

Edgardo’s conversion?

separation of church and state

Francisco de Goya’s trial (1815)

Jews persecuted again (1815-1850s)

James de Rothschild (papal financier)

Risorgimento (Italian unification)

Austrian army retreats

Italy unified as a nation (1861)

priest at 21 in Belgium

abuse of power

Sacred Congregation of the Holy
Office (1908)

Congregation for the Doctrine of
the Faith (1965)

secret files opened (1998)

John Paul II seeks forgiveness(2004)

Vatican = 100 acres (1871)

Rome = capital of Italy (1870)

“Sleeping Dictionary” (Scenes 2&3, 9: 13 minutes)

What do we learn from these scenes about:

1. British customs replicated in the jungles of Southeast Asia?
2. British attitudes toward native peoples?
3. Why marriage between whites and Asians is forbidden but sex is not?
4. How John Truscott compromises his principles in the face of native drinking, dancing, and other unfamiliar customs in order not to give offence?
5. How white officials learn native languages so quickly?
6. Why John at first refuses to go along with the custom of a “sleeping dictionary”?
7. When Christian principles and Western civilization clash with native customs, what do you think should be done?

“The Other Side of Heaven” (Scenes 5&8: 9 minutes)

What do we learn from these scenes about:

1. How John Groberg, a Mormon missionary, handles a native Tongan girl’s amorous actions?
2. How John relates to his Tongan counselor’s drunkenness and sharing his daughter with rum traders? With what results?

“Pleasantville” (1998; scenes 7-10; 20 mins.)

This film spoofs or satirizes such 1950s TV programs as “Leave It to Beaver,” “Father Knows Best,” “My Three Sons,” and “I Love Lucy.” How does the film portray 1950s

- a. eating habits?
- b. husband/wife relations?
- c. sports?
- d. women’s roles?
- e. men’s roles?
- f. children’s roles?
- g. community life?
- h. views of the world?
- i. patriotism?
- j. dating relations?
- k. the “American Way”?
- l. family unity?

“The Alamo” (scenes 10, 11, 14, 15, 17; 20 mins.)

What do we learn from these scenes regarding

1. Gen. Santa Ana’s attitude toward his soldiers?
2. why Santa Ana did not wait for his cannons to arrive?
3. how long the Battle of the Alamo (March 6, 1836) lasted?
4. the weapons used by the Texians and the Mexicans?
5. the results of this battle?
6. the identity of Davie Crocket? Jim Bowie? Col. Jim Travis?
7. the circumstances in which the Battle of San Jacinto (April 21, 1838) was fought?
8. why it lasted only 18 minutes?
9. the results of this battle?