WORLD CIVILIZATIONS

LEARNING PROGRAM
AND
OBJECTIVES
COURSE OBJECTIVE: An understanding of the forces that transformed the world after 1500 and which led to the emergence of Europe as the first modern society; a grasp of the situation in non-Western areas of the world will illustrate how and why these societies reacted to the intrusion of the West and how they have developed in the 20th century. The course will focus on the elements involved in Europe’s self-transformation from the 16th through the 20th centuries, as seen in its expansion overseas, its industrial revolution and its intellectual metamorphosis. Of equal importance is the course of the history of American, Asian, Middle Eastern, and African societies and how these societies were disrupted by European imperialism; their reactions to, interaction with, and finally independence from Western dominance in the 20th century will also be explored.

COURSE OUTLINE:

UNIT I: THE ORIGINS OF GLOBAL INTERDEPENDENCE, 1500-1800

Objective 1: The World in 1500
Objective 2: European Colonialism: Americas and Africa
Objective 3: Change in Europe and Russia

UNIT II: THE AGE OF REVOLUTION, INDUSTRY, AND EMPIRE

Objective 4: Revolutions in the Atlantic World
Objective 5: The Industrial Revolution in Europe
Objective 6: The Americas in the Age of Independence
Objective 7: Building Global Empires

UNIT III: THE WORLD AT WAR

Objective 8: The Great War
Objective 9: The Age of Anxiety and the Interwar Years
Objective 10: World War II
Objective 11: The Cold War

UNIT IV: INDEPENDENCE AND THE EMERGENCE OF A WORLD WITHOUT BORDERS

Objective 12: Nationalism and Independence in Asia
Objective 13: Nationalism and Political Identities in Latin America and Africa
Objective 14: The Middle East in the Modern World
Objective 15: A World Without Borders

BOOKS:


# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Objective</td>
<td>1</td>
</tr>
<tr>
<td>Course Outline</td>
<td>1</td>
</tr>
<tr>
<td>Books</td>
<td>1</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>3-4</td>
</tr>
<tr>
<td>Monitoring Student Progress</td>
<td>4</td>
</tr>
<tr>
<td>Incomplete</td>
<td>4</td>
</tr>
<tr>
<td>Point-Count Record Sheet</td>
<td>5</td>
</tr>
<tr>
<td>Reading Assignments</td>
<td>6</td>
</tr>
<tr>
<td>Taking Notes in Class</td>
<td>6</td>
</tr>
<tr>
<td>Student Responsibilities</td>
<td>6-7</td>
</tr>
<tr>
<td>Preparing Written Assignments</td>
<td>7</td>
</tr>
<tr>
<td>Preparing for Reading Quizzes</td>
<td>7</td>
</tr>
<tr>
<td>Studying for Unit Tests</td>
<td>7-8</td>
</tr>
<tr>
<td>Make-up Tests</td>
<td>8</td>
</tr>
<tr>
<td>Disability Statement</td>
<td>8</td>
</tr>
<tr>
<td>History Department Student Services</td>
<td>9</td>
</tr>
<tr>
<td>Core Competencies</td>
<td>9</td>
</tr>
<tr>
<td>Hart’s Hundred</td>
<td>10</td>
</tr>
<tr>
<td>Chronological Chart</td>
<td>11</td>
</tr>
<tr>
<td>Maps</td>
<td>12-13</td>
</tr>
<tr>
<td>Objectives and Topic Outlines 1-15</td>
<td>14-30</td>
</tr>
</tbody>
</table>
I. ATTENDANCE

Attend every class.

Because the scope of the course is so broad and the content in many cases unfamiliar, and because the class does not duplicate the text, a missed session will be very difficult to make up. (If you cannot attend a particular class for a specific reason, be sure to attend a different section of the course during the week—except when Unit tests are being given). Attendance will be taken at each class and will be a component of the grading system.

II. THE POINT-COUNT SYSTEM OF EVALUATION

Students will achieve grades of A, B+, B, C+, C, D or F in the course by accumulating enough points for the grades listed below.

A. The total number of points available during the semester is 300.

The minimum number of points required for each grade is:

- A = 270 points
- B+ = 260 points
- B = 240 points
- C+ = 230 points
- C = 210 points
- D = 180 points
- F = 179 points or fewer

Students taking the course on a Pass/Fail basis need to achieve 210 points to pass the course.

B. Points may be accumulated the following ways:

UNIT TESTS -- 150 points maximum

1. All students must take a test/assessment on each of the four Units in the course (see Course Calendar for dates). The professor will inform the class of the point value of each Unit test.
2. Students scoring less than 50% must see their professor immediately to discuss ways to improve their performance.
3. Tests must be taken in the order they are given—a test may not be taken until all previous Unit tests have been taken.
4. Students must take the Unit tests during their regularly scheduled class meeting, or earlier if necessary and with the permission of their professor.
5. Students who miss a test must (1) immediately contact their professor and then (2) see the Learning Assistant, Karen Sieben (History/Philosophy area, 224-2533) and schedule a make-up test as soon as possible. The make-up test must be taken within one week of the date the test was originally scheduled.
6. For best results on tests, see the section entitled “Studying for Unit Tests” later in the Syllabus.
7. In this course, tests are not retaken. Students who do not score well, and therefore do not earn many points, should plan to compensate by earning points in other ways.
8. Students must complete all of the Unit tests to receive any grade in the course.
9. Your professor may require an alternative activity to one of the tests.
WRITING ASSIGNMENTS -- 50 points maximum

1. Students will be assigned various types of written assignments for selected classes during the semester.
2. Refer to the Course Calendar for the due dates and point values.
3. These papers must be typed and properly stapled.
4. These papers will not be accepted late.
5. See “Preparing Written Assignments” later in the Syllabus.

READING QUIZZES -- 50 points maximum

1. At the very beginning of ten selected classes (see Course Calendar) students will have the opportunity to take a quiz on the assigned readings for those classes.
2. The professor will determine the format of these quizzes.
3. Reading quizzes are not available to students who are late for class or who miss class. There is no make-up available for quizzes.

ADDITIONAL -- 20 points maximum

The professor may use these points on tests, papers, quizzes or in any other way.

CLASS PARTICIPATION -- 30 points maximum

Student attendance and active participation will be evaluated by the professor at the end of the semester. (Your professor will provide you with details.)

III. MONITORING STUDENT PROGRESS

In accordance with college regulations, students will be monitored on a regular basis during the semester. (Your professor will provide you with details.)

It is the student’s responsibility to keep track of their point accumulation in order to know where they stand in the course and to plan to meet the course requirements by the end of the semester.

A Point-Count Record Sheet is provided for this purpose on the next page.

IV. INCOMPLETE

An Incomplete designation is available to students who are unable to complete the requirements for a D grade by the end of the semester. In order to qualify for Incomplete the student must:

1. Have already completed 140 points in the course,
2. Be able to achieve D in the course, and
3. Have the professor’s approval and complete an application for Incomplete before the end of the semester.
**POINT-COUNT RECORD SHEET**

You can keep track of all points that you earn by entering the points you receive for each assignment in the spaces below. There may not be entries for each item. Check your Course Calendar for all assignments.

<table>
<thead>
<tr>
<th>Points Earned per Assignment</th>
<th>Total Points Accumulated</th>
</tr>
</thead>
</table>

**UNIT I**

Obj. 1 Quiz/Paper
Obj. 2 Quiz/Paper
Obj. 3 Quiz/Paper
UNIT I TEST

**UNIT II**

Obj. 4 Quiz/Paper
Obj. 5 Quiz/Paper
Obj. 6 Quiz/Paper
Obj. 7 Quiz/Paper
UNIT II TEST

**UNIT III**

Obj. 8 Quiz/Paper
Obj. 9 Quiz/Paper
Obj. 10 Quiz/Paper
Obj. 11 Quiz/Paper
UNIT III TEST

**UNIT IV**

Obj. 12 Quiz/Paper
Obj. 13 Quiz/Paper
Obj. 14 Quiz/Paper
Obj. 15 Quiz/Paper
UNIT IV TEST

Class Participation
Extra Credit
Other

(You may not have an entry for each line.)
STUDY SUGGESTIONS

READING ASSIGNMENTS

1. In this course it is necessary to read all of the assigned materials—you can’t get away with just reading one part or another. Tests as well as class discussion will utilize all of the assignments at one time or another.
2. The specific reading assignments can be found in the Syllabus or Course Calendar.
   (a) “TE” refers to the hardbound textbook and the assignments are by page number; the small letters indicate where on the page to stop or start reading (an “a” indicates the top half of the page, a “b” the bottom half.)
   (b) “RGH” refers to the paperbound reader and the assignments are by reading number, not by page number.

   [Your instructor may provide you with different reading assignments than those that appear in this syllabus.]

3. All the information you need to know for quizzes and written assignments will come from the assigned readings. Doing all the readings will enable you to accumulate as many points as possible.
4. Lectures will not duplicate the readings, but some overlap is unavoidable.
5. Be sure you read the assignments before coming to each class; quizzes, when they are given, will be based on these readings, not on what may have been covered in previous classes.
6. Always underline or mark up your books in a way that will be useful to you—this is especially true for material that is directly related to the Topic Outline in each Objective. Don’t ignore maps, pictures or other subject matter included in the books—they often contain important information. (Be sure to put your name in the books so that they can be returned to you if lost or left behind in the classroom.)
7. Your professor will indicate to you which books it is desirable to bring to class—you will probably want to bring RGH to each class since it will be the basis of much of the discussion.
8. Ask questions about anything you do not understand—often that’s the only way to learn.
9. Use a dictionary often—don’t let a word you don’t understand slip by.

TAKING NOTES IN CLASS

Taking good notes is absolutely essential in any class you take! But there are some rules you need to keep in mind to make your notes really valuable to you:

1. Pay attention. Do not allow yourself to be distracted or distract others.
2. Make sure you do your reading ahead of time so you don’t have to duplicate your efforts.
3. Taking good notes involves something less than writing down everything and something more than writing down nothing. A few words here and there is never going to be adequate; neither is writing down only what appears on the blackboard.
4. Taking good notes is an art—especially the art of listening. Listen carefully for cues that the professor provides. Words like “most important,” “vital,” “crucial,” “essential,” etc. should set you to writing; so should the repetition, rephrasing or rewording of generalities. Don’t get lost in too much detail.
5. You should probably come out of each class with at least two or three pages of notes.
6. Keep the Topic Outline handy, it will provide you with a framework for the material covered in class. Some students work the outline right into their notes—a very useful practice. Also, keep in mind the “Key Terms,” you’re sure to be responsible for them on tests.
7. Go over your notes as soon as possible after each class. Since you may not be able to get everything you want on the spot, you can fill in the missing information while it is still fresh in your mind. Don’t count on remembering the information just in time to study for the test—you won’t.
8. Feel free to tape the class if you wish, but understand this is not a substitute for good note taking.

STUDENT RESPONSIBILITIES

1. Come to class on time or you will miss important material, quizzes, etc.
2. Do not leave the classroom until class is over or during the break—this is very disruptive to other students and the professor.
3. Save your small talk until after class—you will not be permitted to distract others.
4. Respect your fellow students’ desire to learn and participate.
5. Do not make appointments that conflict with class.
6. Acquiring course materials, making up material from a missed class and scheduling make-up tests are the student’s responsibilities.

[The By-Laws of the Board of Trustees, Section 1.3034(m), authorizes a Student Conduct Code (College Regulation 6.3000R). You should be aware that the Standards of Conduct specifically prohibit cheating or plagiarism in connection with an academic program. The enforcement procedures regarding the Student Conduct Code are fully explained in the Student Handbook. Any questions concerning this should be directed either to your Student Development Counselor or the Director of Student Life and Activities.]

APPROPRIATE USE OF TECHNOLOGY

1. All cell phones and beepers must be turned off during class time.
2. Students are not permitted to use I-pods or computers to play music during class time.
3. During lecture or discussion, students are expected to use proper courtesy and refrain from the use of technology.
4. “Chat” is not permitted during class. No text messaging
5. All e-mail must fully disclose the name of the student, course and section number.
6. Plagiarism: Copying and pasting from the internet without reference or purchasing materials on line and misrepresenting them as your own work is considered plagiarism and is in violation of the Brookdale student conduct code. Doing so will result in grade changes or even expulsion from the course at the discretion of the instructor.

PREPARING WRITTEN ASSIGNMENTS

Papers will be evaluated according to the following criteria:

1. The student must show evidence of having read all the relevant readings (text and RGH) for the topic. This will be evaluated by the presence of specific examples from the readings.
2. Students must show that they understand the meaning of the topic and its related issues.
3. Highest evaluations are awarded to those papers which indicate some degree of originality and obvious interest in the topic.
4. Neatness, good grammar and correct spelling are also taken into account.
5. Material copied from any source will not be accepted.

PREPARING FOR READING QUizzes

The best preparation depends on conscientiously reading the assignment so that you will be able to provide the correct answers. Your professor will inform you of the format for the quizzes.

STUDYING FOR UNIT TESTS

Unit tests may include a variety of questions including:

Objective Questions:
These will test your general knowledge of the material in the unit. Many will require some degree of thought, not just memorization. You can expect to find the usual multiple-choice, true-false, matching or fill-in-the-blank type of questions. You should know the “Key Terms” and the Topic Outlines very well.

Essay Questions:
In this part you will be asked to provide analytical answers that will ask you to exercise some independent judgment. The essay section will usually include terms and longer essays.

1. Terms: This section will relate especially to the “Key Terms” section of the Topic Outlines. If you are asked to identify/define a particular term or terms, the professor will expect a brief but complete paragraph (a few words or a sentence or two will not be adequate) fully explaining what or who the term is.
2. If you are asked to provide the historical significance/importance/impact of a term or terms, the professor will be evaluating your ability to explain why the term is important and the impact it had in the context of the Unit within which it was discussed. This will refer to how the term influenced the way people lived, thought, related to other people, changed history, etc. Answers like “Such-and-such is significant because people still think that way today” are not what the professor is looking for, even if it is true.

**Essays: Organization:** Your essays should be very well organized. Each essay should begin with a paragraph which very briefly states your view-point on what the question asks. Next, you should provide an explanation that supports the opinion in the first paragraph. Last, you should provide a brief conclusion consistent with the body of your essay. Don’t just sit down and start writing.

**Facts:** Everybody has opinions, but the professor is interested in seeing that you can back up your opinions with facts you have learned in the course. (Your evaluation does not depend on your opinion, but your ability to support your opinion with facts.)

[Ask your professor as to the appropriate length of an essay.]

**Map Exercises:**
On some of the tests you may be given a map exercise to complete. Before the test, the professor will provide you with a list of places to locate on a practice map and a list of relevant maps in the text or RGH.

**Resources Available to Students to Prepare for Tests:**

1. Study groups.
2. Study-skills workshops.
3. Study guides.
4. In-class reviews.
5. Syllabus Outlines and Key Terms.
6. Learning Assistant for individualized tutoring.
7. Appointment with professor during office hours.
8. Publisher’s website—student study guide

**MAKE-UP TESTS**

Make-up tests are available to those students who do not take the regularly-scheduled test for whatever reason. However, they are not necessarily based on the same material the in-class tests are based on. The professor will feel free to ask questions on any part or aspect of the material in the unit—not just what the professor included in the review for the test. You should expect make-up tests to be more difficult than the regular tests. Make-up tests should be scheduled with the Learning Assistant, Karen Sieben, at 224-2533, ksieben@brookdalecc.edu.

(Remember, make-up tests must be completed within one week of the date the regular test was originally scheduled.)

**STATEMENT ON WRITING**

One of the most valuable skills you can acquire in college is the ability to communicate clearly and effectively. Such capabilities should not be restricted to a formal writing course, but must be a component of every course you take. Therefore, in addition to the history content, your professor will also correct spelling and grammatical mistakes (though your grade will not be affected by this).

In cases where students’ writing is clearly unsatisfactory, they will be referred to the Writing Laboratory in Larrison Hall.

**DISABILITY STATEMENT**

If you have a documented disability and would like to request accommodations and/or academic adjustments, contact the Disability Services Office (formerly Adaptive Services) at 224-2730 or TTY 842-4211.
HISTORY DEPARTMENT STUDENT SERVICES

Your World Civilization professors are committed to providing students with many types of assistance including:
1. Learning Assistant: Karen Sieben (first floor, MAN building, MAN 127) 224-2533, ksieben@brookdalecc.edu
2. Department and Faculty Websites—http://www.brookdalecc.edu/fac/history/
3. Study groups—contact Learning Assistant for schedule.
4. Writing and Reading assistance: appropriate labs
5. Faculty Mailboxes are located in the central office area—first floor of MAN building (MAN 111).
6. Department secretary: Eileen Lengyel, 224-2534 (MAN 127)
7. Course materials are available in the department Learning Assistant’s area on the first floor of the MAN building (MAN 127)
8. Faculty office hours can be found on a schedule posted on the faculty member’s office door in the History Department—first floor, MAN building.

CORE COMPETENCIES

Communication
The student will communicate information and ideas clearly and effectively in all written and spoken form, and will demonstrate effective listening and reading skills.

Critical Thinking
The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.

Historical/Societal Analysis
The student will identify and analyze historical and/or societal issues as they impact current and future trends.

Community and Workplace
The student will demonstrate cultural sensitivity within the context of the contemporary, diverse, global community. The student will demonstrate ethical conduct and effective teamwork.
HART'S HUNDRED*  
(The Most Influential People Who Ever Lived)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Muhammad</td>
</tr>
<tr>
<td>2.</td>
<td>Isaac Newton</td>
</tr>
<tr>
<td>3.</td>
<td>Jesus Christ</td>
</tr>
<tr>
<td>4.</td>
<td>Buddha</td>
</tr>
<tr>
<td>5.</td>
<td>Confucius</td>
</tr>
<tr>
<td>6.</td>
<td>St. Paul</td>
</tr>
<tr>
<td>7.</td>
<td>T'sai Lun</td>
</tr>
<tr>
<td>8.</td>
<td>Johann Gutenberg</td>
</tr>
<tr>
<td>9.</td>
<td>Christopher Columbus</td>
</tr>
<tr>
<td>10.</td>
<td>Albert Einstein</td>
</tr>
<tr>
<td>11.</td>
<td>Louis Pasteur</td>
</tr>
<tr>
<td>12.</td>
<td>Galileo Galilei</td>
</tr>
<tr>
<td>13.</td>
<td>Aristotle</td>
</tr>
<tr>
<td>14.</td>
<td>Euclid</td>
</tr>
<tr>
<td>15.</td>
<td>Moses</td>
</tr>
<tr>
<td>16.</td>
<td>Charles Darwin</td>
</tr>
<tr>
<td>17.</td>
<td>Shihuangdi</td>
</tr>
<tr>
<td>18.</td>
<td>Augustus Caesar</td>
</tr>
<tr>
<td>19.</td>
<td>Nicolaus Copernicus</td>
</tr>
<tr>
<td>20.</td>
<td>Antoine Lavoisier</td>
</tr>
<tr>
<td>21.</td>
<td>Constantine the Great</td>
</tr>
<tr>
<td>22.</td>
<td>James Watt</td>
</tr>
<tr>
<td>23.</td>
<td>Michael Faraday</td>
</tr>
<tr>
<td>24.</td>
<td>James Clerk Maxwell</td>
</tr>
<tr>
<td>25.</td>
<td>Martin Luther</td>
</tr>
<tr>
<td>26.</td>
<td>George Washington</td>
</tr>
<tr>
<td>27.</td>
<td>Karl Marx</td>
</tr>
<tr>
<td>28.</td>
<td>Orville and Wilbur Wright</td>
</tr>
<tr>
<td>29.</td>
<td>Genghis Khan</td>
</tr>
<tr>
<td>30.</td>
<td>Adam Smith</td>
</tr>
<tr>
<td>31.</td>
<td>Edward de Vere (&quot;Shakespeare&quot;)</td>
</tr>
<tr>
<td>32.</td>
<td>John Dalton</td>
</tr>
<tr>
<td>33.</td>
<td>Alexander the Great</td>
</tr>
<tr>
<td>34.</td>
<td>Napoleon Bonaparte</td>
</tr>
<tr>
<td>35.</td>
<td>Thomas Edison</td>
</tr>
<tr>
<td>36.</td>
<td>Anton van Leeuwenhoek</td>
</tr>
<tr>
<td>37.</td>
<td>William T.G. Morton</td>
</tr>
<tr>
<td>38.</td>
<td>Guglielmo Marconi</td>
</tr>
<tr>
<td>39.</td>
<td>Adolf Hitler</td>
</tr>
<tr>
<td>40.</td>
<td>Plato</td>
</tr>
<tr>
<td>41.</td>
<td>Oliver Cromwell</td>
</tr>
<tr>
<td>42.</td>
<td>Alexander Graham Bell</td>
</tr>
<tr>
<td>43.</td>
<td>Alexander Fleming</td>
</tr>
<tr>
<td>44.</td>
<td>John Locke</td>
</tr>
<tr>
<td>45.</td>
<td>Ludwig van Beethoven</td>
</tr>
<tr>
<td>46.</td>
<td>Werner Heisenberg</td>
</tr>
<tr>
<td>47.</td>
<td>Louis Daguerre</td>
</tr>
<tr>
<td>48.</td>
<td>Simon Bolivar</td>
</tr>
<tr>
<td>49.</td>
<td>Rene Descartes</td>
</tr>
<tr>
<td>50.</td>
<td>Michelangelo</td>
</tr>
<tr>
<td>51.</td>
<td>Pope Urban II</td>
</tr>
<tr>
<td>52.</td>
<td>'Umar ibn al-Khattab</td>
</tr>
<tr>
<td>53.</td>
<td>Asoka</td>
</tr>
<tr>
<td>54.</td>
<td>St. Augustine</td>
</tr>
<tr>
<td>55.</td>
<td>William Harvey</td>
</tr>
<tr>
<td>56.</td>
<td>Ernest Rutherford</td>
</tr>
<tr>
<td>57.</td>
<td>John Calvin</td>
</tr>
<tr>
<td>58.</td>
<td>Gregor Mendel</td>
</tr>
<tr>
<td>59.</td>
<td>Max Planck</td>
</tr>
<tr>
<td>60.</td>
<td>Joseph Lister</td>
</tr>
<tr>
<td>61.</td>
<td>Nikolaus August Otto</td>
</tr>
<tr>
<td>62.</td>
<td>Francisco Pizarro</td>
</tr>
<tr>
<td>63.</td>
<td>Hernando Cortes</td>
</tr>
<tr>
<td>64.</td>
<td>Thomas Jefferson</td>
</tr>
<tr>
<td>65.</td>
<td>Queen Isabella I</td>
</tr>
<tr>
<td>66.</td>
<td>Joseph Stalin</td>
</tr>
<tr>
<td>67.</td>
<td>Julius Caesar</td>
</tr>
<tr>
<td>68.</td>
<td>William the Conqueror</td>
</tr>
<tr>
<td>69.</td>
<td>Sigmund Freud</td>
</tr>
<tr>
<td>70.</td>
<td>Edward Jenner</td>
</tr>
<tr>
<td>71.</td>
<td>William Roentgen</td>
</tr>
<tr>
<td>72.</td>
<td>Johann Sebastian Bach</td>
</tr>
<tr>
<td>73.</td>
<td>Laozi</td>
</tr>
<tr>
<td>74.</td>
<td>Voltaire</td>
</tr>
<tr>
<td>75.</td>
<td>Johannes Kepler</td>
</tr>
<tr>
<td>76.</td>
<td>Enrico Fermi</td>
</tr>
<tr>
<td>77.</td>
<td>Leonhard Euler</td>
</tr>
<tr>
<td>78.</td>
<td>Jean-Jacques Rousseau</td>
</tr>
<tr>
<td>79.</td>
<td>Niccolo Machiavelli</td>
</tr>
<tr>
<td>80.</td>
<td>Thomas Malthus</td>
</tr>
<tr>
<td>81.</td>
<td>John F. Kennedy</td>
</tr>
<tr>
<td>82.</td>
<td>Gregory Pincus</td>
</tr>
<tr>
<td>83.</td>
<td>Mani</td>
</tr>
<tr>
<td>84.</td>
<td>V.I. Lenin</td>
</tr>
<tr>
<td>85.</td>
<td>Sui Wen Ti</td>
</tr>
<tr>
<td>86.</td>
<td>Vasco da Gama</td>
</tr>
<tr>
<td>87.</td>
<td>Cyrus the Great</td>
</tr>
<tr>
<td>88.</td>
<td>Peter the Great</td>
</tr>
<tr>
<td>89.</td>
<td>Mao Zedong</td>
</tr>
<tr>
<td>90.</td>
<td>Francis Bacon</td>
</tr>
<tr>
<td>91.</td>
<td>Henry Ford</td>
</tr>
<tr>
<td>92.</td>
<td>Mencius</td>
</tr>
<tr>
<td>93.</td>
<td>Zoroaster</td>
</tr>
<tr>
<td>94.</td>
<td>Queen Elizabeth I</td>
</tr>
<tr>
<td>95.</td>
<td>Mikhail Gorbachev</td>
</tr>
<tr>
<td>96.</td>
<td>Menes</td>
</tr>
<tr>
<td>97.</td>
<td>Charlemagne</td>
</tr>
<tr>
<td>98.</td>
<td>Homer</td>
</tr>
<tr>
<td>99.</td>
<td>Justinian I</td>
</tr>
<tr>
<td>100.</td>
<td>Mahavira</td>
</tr>
</tbody>
</table>

UNIT 1: THE ORIGINS OF GLOBAL INTERDEPENDENCE, 1500-1800

UNIT OBJECTIVE: A grasp of the geographic, political, economic and socio-cultural forces at work among the leading civilizations during the Early Modern Period (1450-1750CE).

TOPIC 1: THE WORLD IN 1500

LEARNING OBJECTIVE: An overview of the global balance of power of the world’s cultures around 1500.

READINGS: TE: pp. 352-353, Ch. 19, pp. 346-351, Ch. 24, pp. 437-453, Ch. 25, pp. 457-472
RGH: #1

TOPIC OUTLINE:
I. INTRODUCTION - THE WORLD IN BALANCE

II. THE WORLD IN 1500 (EARLY MODERN PERIOD)
   A. Ming/Qing China
   B. Muslim World (Ottoman Empire, Safavid Persia, Mughal India)
   C. Japan
   D. Europe and Russia
   E. Africa
   F. Americas

III. ASIA IN WORLD HISTORY, 1500-1800
   A. Indian Ocean Trading Network (RGH #1)
   B. Asian Empires and Trade
   C. The Spread of Islam into India and Southeast Asia

IV. EMPIRES IN TRANSITION—CAUSES FOR CHANGE
   A. The Deterioration of Imperial Leadership
   B. Economic and Military Decline
   C. Cultural Conservatism

KEY TERMS: Cultural diversity, the "Age of Discovery," Indian Ocean Trade, Ottoman Empire, Safavid Persia, Mughal India, Ming/Qing China, Sufi Islam, Cheng Ho (Zhenghe), mercantilism, cultural conservatism
LEARNING OBJECTIVE: An understanding of the ways in which Western imperialism, sometimes called the “Old Imperialism,” influenced developments in the Americas and Africa.

READINGS:
TE: Ch. 22, pp. 399-414; Ch. 23, pp. 417-432
RGH: None

I. COLLIDING WORLDS
   A. The Spanish Caribbean
   B. The Conquest of Mexico and Peru
   C. Iberian Empires in the Americas
   D. Settler Colonies in North America

II. COLONIAL SOCIETY IN THE AMERICAS
   A. The Formation of Multicultural Societies
   B. Mining and Agriculture in the Spanish Empire
   C. Sugar and Slavery in Portuguese Brazil
   D. Fur Traders and Settlers in North America
   E. Christianity and Native Religions in the Americas

III. EUROPEANS IN THE PACIFIC
   A. Australia and the Larger World
   B. The Pacific Islands and the Larger World

IV. AFRICAN POLITICS AND SOCIETY IN EARLY MODERN TIMES
   A. The States of West Africa and East Africa
   B. The Kingdoms of Central Africa and South Africa
   C. Islam and Christianity in Early Modern Africa
   D. Social Change in Early Modern Africa

V. THE ATLANTIC SLAVE TRADE
   A. Foundations of the Slave Trade
   B. Human Cargoes
   C. The Impact of the Slave Trade in Africa

VI. THE AFRICAN DIASPORA
   A. Plantation Societies
   B. The Making of African-American Cultural Traditions
   C. The End of the Slave Trade and the Abolition of Slavery

KEY TERMS: Atlantic Civilization, encomienda, settler colonies, hacienda, silver, Captain Cook, slavery in Africa, Triangular Trade, Middle Passage, African Diaspora, creole, slave resistance, Equiano, abolition of slavery.
LEARNING OBJECTIVE: An understanding of the new ways of thinking that transformed European societies in the 17th and 18th centuries, including the revolutions in science and the emergence of the modern worldview.

READINGS: 
TE: Ch. 21, pp. 377-396  
RGH: #2-6

TOPIC OUTLINE:

I. THE FRAGMENTATION OF WESTERN CHRISTENDOM
   A. The Protestant Reformation
   B. The Catholic Reformation
   C. Witch-Hunts and Religious Wars

II. THE CONSOLIDATION OF SOVEREIGN STATES
   A. The Attempted Revival of Empire
   B. The New Monarchs
   C. Constitutional States
   D. Absolute Monarchies
   E. The European States System

III. EARLY CAPITALIST SOCIETY
   A. Population Growth and Urbanization
   B. Early Capitalism and Protoindustrialization
   C. Social Change in Early Modern Europe

IV. THE SCIENTIFIC REVOLUTION: COPERNICUS THROUGH NEWTON
   A. Background: Challenge to Authority--Galileo (RGH # 3)
   B. The Scientific Method
   C. Newton's synthesis--the clockwork universe (RGH # 4)
   D. Influence on other fields of thought: Hobbes and Locke

V. THE ENLIGHTENMENT
   A. The Philosophes and the Salons
   B. Reason, Natural Law, Progress
   C. Enlightenment Ideas
      1. Religion—deism (RGH # 5, 6)
      2. Education and children
      3. Politics--natural rights and women’s rights; popular sovereignty
      4. Economics--laissez faire—Adam Smith (see text, p. 393)

VI. RUSSIA AND THE WEST—PETER THE GREAT AND CATHERINE THE GREAT

KEY TERMS: Reformation, Martin Luther, mercantilism, absolutism, "enlightened despots or new monarchs," nuclear family, Age of Reason, clockwork universe, Galileo, Copernicus, Isaac Newton, the theory of progress, philosophes, John Locke, Thomas Hobbes, Voltaire, deism, Rousseau, natural rights, laissez faire, Adam Smith, popular sovereignty
UNIT OBJECTIVE: A grasp of the geographic, political, economic, and cultural forces that transformed Europe into a modern, industrial, expansionist power by the end of the 19th century, and the global impact of that transformation.

TOPIC 4: REVOLUTIONS IN THE ATLANTIC WORLD

LEARNING OBJECTIVE: An understanding of the political and ideological forces that contributed to revolutions in the Americas and Europe between 1776 and 1848, the emergence of new political ideologies, and the development of nationalism that led to the unification of various European states throughout the 19th century.

READINGS: TE: Ch. 26, pp. 475-496
RGH: #7-15, 17, 22

TOPIC OUTLINE:
I. ENLIGHTENED AND REVOLUTIONARY IDEAS (RGH #7)
   A. Liberty, Equality, Fraternity
   B. Popular Sovereignty
   C. Constitutionalism

II. THE SUCCESS OF THE AMERICAN AND FRENCH REVOLUTIONS
   A. The United States--a nation founded on a principle
   B. France--to radicalism and back; The Reign of Napoleon

III. THE INFLUENCE OF REVOLUTION IN THE ATLANTIC WORLD (RGH #8)
   A. Comparisons with North America
   B. The Haitian Revolution
   C. Wars of Independence in Latin America

IV. THE LEGACY OF POLITICAL REVOLUTIONS
   A. Emergence of New Ideologies: Liberalism and Conservatism
   B. Slavery and Women’s Rights

V. THE CONSOLIDATION OF NATIONAL STATES IN EUROPE
   A. Nations and Nationalism
   B. Cultural (influence of Romanticism) and Political Nationalism (RGH #12-13, 22)
   C. The Emergence of National Communities: Unification of Germany and Italy (RGH #14-15)

KEY TERMS: ancien regime, the “third estate,” Reign of Terror, Declaration of Independence, Napoleon, Simon Bolivar, caudillo, neo-colonialism, creoles, Haiti, Toussaint L’Ouverture, conservatism, liberalism, Mary Wollstonecraft, Romanticism, Bismarck, Realpolitik, German and Italian unification,
LEARNING OBJECTIVE: A grasp of the contributing factors that led England to first experience the process of industrialization, along with an examination of the impact of industrialization on the rest of the world.

READINGS: TE: Ch. 27, pp.497-514
RGH: #13-17, 31-33

TOPIC OUTLINE:

I. PATTERNS OF INDUSTRIALIZATION
   A. Foundations of Industrialization: The English Model
      1. Agricultural/Dietary revolution
      2. Mobile, surplus labor
      3. Adequate raw materials: Coal and Colonies
      4. Capital available for investment
   B. Expanding Technology
      1. The uses of machinery: steam engine, textiles; the factory system
      2. New sources of energy and power—the age of fossil fuels
      3. The transportation revolution: railroad and steamship
   C. Industrial Capitalism: mass production, the corporation, monopoly

II. INDUSTRIAL SOCIETY
   A. Rise of new classes—bourgeoisie and proletariat
   B. Urbanization and migration
   C. Population growth and demographic transition
   D. Living and working conditions (RGH #13-14)
   E. Impact on Women and children (RGH #15)
   F. The Socialist Challenge: Karl Marx, *The Communist Manifesto* (RGH #16)
      1. Economic determinism
      2. Dialectics: the law of history--class struggle
      3. Marx and socialism--an evaluation

III. GLOBAL EFFECTS OF INDUSTRIALIZATION
   A. The Continuing Spread of Industrialization: Russia and Japan (RGH #31-33)
   B. The International Division of Labor and Economic Dependence
   C. The Ecological Effect

OBJECTIVE 6: THE AMERICAS IN THE AGE OF INDEPENDENCE

LEARNING OBJECTIVE: A grasp of the challenges faced by the newly independent American states as they worked to build stable and prosperous societies, while grappling with the forces of immigration and increasing interdependence.

READINGS: TE: Ch. 28, pp.517-534
         RGH: None

I. THE BUILDING OF AMERICAN STATES
   A. The United States: Westward Expansion and Civil War
   B. The Canadian Dominion: Independence without War
   C. Latin America: Fragmentation and Political Experimentation

II. AMERICAN ECONOMIC DEVELOPMENT
   A. Migration to the Americas
   B. Economic Expansion in the United States
   C. Canadian Prosperity
   D. Latin American Dependence

III. AMERICAN CULTURAL AND SOCIAL DIVERSITY
   A. Multicultural Society in the United States
   B. Canadian Cultural Contracts
   C. Ethnicity, Identity, and Gender in Latin America

KEY TERMS: Manifest Destiny, Indian expulsion, Mexican-American War, Civil War, Dominion of Canada, caudillo, neo-colonialism, creoles, La Reforma, Zapata, multiculturalism, dependence, gauchos.
LEARNING OBJECTIVE: An understanding of the nature and impact of the imperialism of western countries in the 19th century, its spread to Japan and the United States, and its global impact.

READINGS:  
TE: Ch. 29, pp. 537-557  
RGH: #18-41

TOPIC OUTLINE:

I. FOUNDATIONS OF EMPIRE  
   A. The World Revolution of Westernization (RGH #18)  
   B. The Impact of Industrialization (ca.1750-1870's)  
      1. Comparison with Earlier Colonialism  
      2. New Possibilities (after 1800)  
      3. Emergence of Land Empires  
      4. European Accommodation and Adjustment (early period)  
      5. Education and Reform (later period)

II. THE "NEW IMPERIALISM" (1870'S-1914) (RGH #19-22)  
   A. Introduction: General Characteristics  
   B. Motives behind the Scramble for Empire  
   C. The Tools of Empire

III. EUROPEAN IMPERIALISM  
   A. The British Empire in India: The British Raj, Sepoy Mutiny (RGH #35-37)  
   B. Imperialism in Southeast Asia  
   C. Informal domination in the Ottoman and Qing empires: capitulations and opium (RGH #25-30)  
   D. The Scramble for Africa: The Berlin Conference and partition (RGH #38-41)  
   E. European Imperialism in the Pacific

IV. THE EMERGENCE OF NEW IMPERIAL POWERS  
   A. U.S. Imperialism in Latin America and the Pacific (RGH #23-24)  
   B. Imperial Japan (RGH #34)

V. LEGACIES OF IMPERIALISM  
   A. Empire and Economy: Labor Migrations, Economic dependence, Environmental impact  
   B. Empire and Politics: Political Subjugation  
   C. Empire and Society: Colonial regimes and indigenous peoples  
   D. Scientific Racism

UNIT III: THE WORLD AT WAR

UNIT OBJECTIVE: An understanding of the tumultuous twentieth century which saw two world wars, as well as the Russian Revolution, the rise of authoritarian dictatorships, economic depression and intellectual ferment, the global consequences of the wars, and the Cold War.

TOPIC 8: THE GREAT WAR

LEARNING OBJECTIVE: An understanding of the immediate and underlying forces that led to World War I, the first total war, and a study of the global impact resulting from the war and from the peace settlement at Versailles.

READINGS: TE: Ch. 30, pp. 560-561, 563-578
RGH: #42-45

TOPIC OUTLINE:

I. THE WORLD IN 1900

II. THE DRIFT TOWARD WAR
   A. Nationalist Aspirations and Rivalries
      1. German's central position
      2. The Austro-Hungarian multinational empire
      3. Nationalism in the Balkans
      4. Austro-Russian rivalry in the Balkans
      5. Russian defeats and humiliations
      6. The waning of imperialism
   B. The Alliance System--Triple Alliance (Central Powers), Triple Entente (the Allies)
   C. Militarism - Military planning--the Schlieffen Plan, the Arms race

III. GLOBAL WAR
   A. The Guns of August--Battle of the Marne (RGH #42)
   B. “Mutual Butchery”-The first total war (trench warfare, stalemate) (RGH #43, 44)
   C. Total War: the Homefront--Effects on belligerents (political centralization, economic regimentation, thought-control/propaganda and subversion, role of women)
   D. The first truly world war: Conflict in East Asia and the Pacific, Battles in Africa and Asia
   E. The Years 1917 and 1918 - the role of the U.S. and Russia
      1. Revolution in Russia
      2. U.S. Intervention and Collapse of the Central Powers

IV. THE END OF THE WAR
   A. The Paris Peace Conference
      1. Wilson's Fourteen Points
      2. Big Four Participation - Britain, US, France, Italy
   B. Main Elements of the Treaty of Versailles
      1. The position of Germany-the reparations issue
      2. Self-determination - "the world made safe for democracy"
      3. Demilitarization and decolonization-the Mandate System
      4. Internationalism - the League of Nations
      6. The Peace Settlement - Global Impact (RGH #45)

LEARNING OBJECTIVE: An understanding of the cultural effects of World War I, the new developments in science, the causes and impact of the Russian Revolution, and the nature of and the reasons for the rise of authoritarian dictatorships throughout the world during the interwar period (1919-1939).

READINGS: TE: Ch. 30, pp. 573-573; Ch. 31, pp. 581-595
RGH: #46-50

TOPIC OUTLINE:

I. THE CULTURAL CONSEQUENCES OF WORLD WAR I - “AGE OF ANXIETY” (RGH #46)
   A. Postwar Pessimism – “The Lost Generation”
   B. Revolutions in Physics and Psychology
   C. Experimentation in Art and Architecture

II. THE EMERGENCE OF COMMUNISM
   A. Communism defined
   B. The Russian Revolutions of 1917 - Lenin, Trotsky and the Bolsheviks (RGH # 47)
   C. The Transformation of Russia - Stalin and "socialism in one country"

III. GLOBAL DEPRESSION (1929) AND ITS IMPACT

IV. THE RISE OF FASCISM
   A. Fascism defined (RGH #48)
   B. Italian Fascism- Mussolini and the corporate state
   C. German National Socialism (Nazism): Hitler and the Third Reich (RGH #49, 50) - anti-semitism

V. VARIETIES OF FASCISM AND COMMUNISM - THE GLOBAL APPEAL

KEY TERMS: Sartre, existentialism, Freud, Einstein, Picasso, Lenin, Bolsheviks, communism, Stalin, the depression, J.M. Keynes, democratic dictatorship, totalitarianism, Mussolini, fascism, Weimar Republic, Hitler, Nazism, "Hitler myth."
TOpIC 10: WORLD WAR II

LEARNING OBJECTIVE: An understanding of the world situation between World War I and World War II and the various key factors that led to a second world war.

READINGS: TE: Ch. 33, pp. 617-631
RGH: # 51-53

TOPIC OUTLINE:

I. POSTWAR ISSUES
   A. League of Nations--weaknesses
   B. Reparations and War Debts
   C. Disarmament and Security Pacts--Locarno, Kellogg-Briand

II. THE IMPACT OF THE DEPRESSION

III. ORIGINS OF WORLD WAR II
   A. Japan in the Twentieth Century—Main Themes
      1. Industrialization and modernization
      2. Political developments—Taisho democracy
      3. Foreign policy aims, 1868-1919: Defender of Asia vs. Western-style imperialist?
      4. Goal of parity with Western nations—Anglo-Japanese alliance, 1902
      5. Territorial ambitions: China, Russia and the Pacific
      6. Role in World War I: the Twenty-one Demands
      7. Japan in the 1920’s and 1930’s: New difficulties and the rise of militarism
      8. Radical nationalists and the role of the army (RGH #66, 67)
   B. Italy in Ethiopia
   C. Hitler and Germany
      1. Revise Treaty of Versailles; rearmament
      2. Remilitarization of the Rhineland; annexation of Austria
      3. Seizure of the Sudetenland--Munich and appeasement
      4. Invasion of Poland--lebensraum in the East
   D. New Systems of Alliances
      1. The Axis powers--Germany, Italy, Japan
      2. Role of the Soviet Union—Nazi-Soviet Pact, 1939

IV. WORLD WAR II—WAR OF MOVEMENT
   A. Blitzkrieg: Germany Conquers Europe
   B. The German Invasion of the Soviet Union
   C. Battles in Asia and the Pacific
   D. Defeat of the Axis Powers-1945; Atomic bombs in Hiroshima and Nagasaki (RGH #52)
   E. Life in wartime—occupation, collaboration and resistance
   F. The Holocaust (RGH #53)
   G. Women and the War

TOPIC 11: THE COLD WAR

LEARNING OBJECTIVE: An understanding of the origins of the Cold War, including an examination of the key ideological, political, diplomatic, economic, and cultural developments during the Cold War, its global impact, and the reasons for the end of the Cold War.

READINGS: TE: Ch. 33, pp. 631-634; Ch. 34, pp. 637-654
             RGH: #54-56

TOPIC OUTLINE:

I. THE FORMATION OF THE BIPOLAR WORLD (RGH #54, 55)
   A. The worldview of the U.S. and the USSR
   B. Ideological differences—totalitarianism vs. democracy
   C. Economic disagreements—capitalism vs. communism
   D. Diplomatic and military tensions—the arms race, alliances
   E. The Iron Curtain in Eastern Europe; communism in China; the Korean War
   F. The 1960’s—Major Superpower Problems and Crises
      1. Sino-Soviet split, 1959
      2. The Berlin Wall, 1960
      3. The Cuban Missile Crisis, 1962
      4. The Vietnam War, 1964+ (RGH #56)
   G. The 1970’s—Détente and Coexistence; the Decline of Superpower Influence
   H. Cold War Societies—secrecy, “domestic containment,” civil rights, and consumerism

II. THE END OF THE COLD WAR
   A. The 1980’s—Collapse of Communism
   B. Revolutions in Eastern and Central Europe
   C. The Collapse of the Soviet Union-1979 invasion of Afghanistan
   D. The Legacy of the Cold War

KEY TERMS: United Nations, containment, NATO, Warsaw Pact, nuclear arms race, "the Iron Curtain," the Superpowers, Cold War, Berlin Wall, Cuban Missile Crisis, coexistence, détente, Afghanistan, Gorbachev.
UNIT IV: INDEPENDENCE AND THE EMERGENCE OF A WORLD WITHOUT BORDERS

UNIT OBJECTIVE: An understanding of the nationalist and independence movements and the formation of new political identities in Asia, Latin America, Africa, and the Middle East, and how these developments have influenced globalization, cross-cultural exchanges, and the emergence of a borderless world.

TOPIC 12: NATIONALISM AND INDEPENDENCE IN ASIA

LEARNING OBJECTIVE: An understanding of the forces leading to nationalism and independence in India, China and Southeast Asia in the 20th century.

READINGS: TE: Ch. 32, pp. 599-605; Ch. 35, pp. 657-661, 667-668
RGH #57-64

TOPIC OUTLINE:

I. INDIA’S QUEST FOR HOME RULE
   A. Background: Indian National Congress; World War I; Amritsar massacre
   B. Mahatma Gandhi: his theory--Satyagraha (passive resistance, civil disobedience, non-violent non-cooperation) (RGH #64)
   C. Indian Independence
      1. Hindu-Muslim tensions--Jinnah
      2. The Partition of India--Pakistan
      3. The autonomous Princes—Kashmir
      4. Conflict between India and Pakistan
   D. India since Independence

II. CHINA’S SEARCH FOR ORDER (RGH #59-63)
   A. Sun Yat-sen and the Republic (1911-1925)
      1. "Three Principles of the People" (Nationalism, Democracy, People's Livelihood)
      2. The Guomindang (National People's Party)
      3. Nationalism--May 4th Movement
      4. Guomindang (Nationalist People's Party)
   B. Jiang Jieshi (Chiang Kai-shek) and the Nationalist Revolution (1925-1949)
      1. The Northern Expedition, 1926-27
      2. Split with the Communists
      3. The Nanjing Government
      4. Japan’s War on China and Civil War with the Communists (RGH #62)
   C. Mao Zedong (Mao Tse-tung) and the Communist Revolution (1921-1949)
      1. The Origins of Chinese Communism – CCP (Chinese Communist Party)
      2. The Jiangsi Period (1927-1935) (RGH #59)
         a. Sinification of Marxism-Leninism (Maoism) (RGH #63)
         b. The Long March
      3. The Yan’an Period (1935-1949)
         a. People's Liberation Army
         b. Guerrilla Warfare
         c. Transformation of the countryside--“swimming in the peasant sea” (RGH #60, 61)
      4. Communist Victory, 1949
   D. China since 1949
      2. Deng’s Revolution--"to get rich is glorious," Tiananmen Square
   E. China as a Great Power

III. INDEPENDENCE IN SOUTHEAST ASIA—VIETNAM, INDONESIA

LEARNING OBJECTIVE: An understanding of the forces leading to nationalism and independence in India, China, and Southeast Asia in the 20th century.

READINGS: TE: Ch. 32, pp. 605-614; Ch. 35, pp. 663-667
RGH #73-78

I. AFRICAN NATIONALISM AND DECOLONIZATION
A. Africa and the Great War: Challenges to European Authority
B. Roots and patterns of African nationalism (RGH #73)
   1. Pan-Africanism--uhuru (freedom)
   2. Negritude--cultural consciousness and revival
   3. African socialism--ujaama
C. Decolonization in Africa
   1. General trends and conditions--European legacy (RGH #76, 77)
   2. Nationalist leadership--some examples (Nkrumah, Kenyatta, Lumumba) (RGH #74, 75)
   3. The case of South Africa--apartheid, Mandela
D. Africa Today

II. LATIN AMERICAN STRUGGLES WITH NEOCOLONIALISM
A. The Impact of the Great War and the Great Depression
B. The Evolution of Economic Imperialism
C. Conflicts with a “Good Neighbor”
D. Political Developments
   1. Political Stability through Authoritarian Leaders—persistence of caudillismo
   2. The role of the military in politics
   3. Political revolution—Communism (Cuba and Castro) Nicaragua, Jamaica (RGH #78)
   4. Human rights abuses in the 1980’s—Argentina, Chile, El Salvador
   5. Movement toward democracy in the 1990’s
E. Economic Developments
   1. Economic growth—“one-crop economies” and dependency
   2. European immigration and its impact—Italy, Spain, Portugal
   3. Urbanization—“megacities” (Mexico, Rio de Janeiro)
   4. “Narcodemocracies”—Colombia, Peru
   5. Oil and Energy producers—Mexico, Venezuela, Brazil
F. Prospects for the 21st Century

LEARNING OBJECTIVE: An understanding of the dynamic factors that have led to revolution, change and conflict in the Middle East in the 20th and 21st centuries.

READINGS: TE: (Ch. 25), Ch. 35, pp. 661-664, 668-669
RGH: #65-72

TOPIC OUTLINE:

I. THE MIDDLE EAST IN THE 19TH CENTURY (RGH #65)
   A. Ottoman Decline—the Young Turks; Mustafa Kemal “Ataturk”
   B. European involvement
   C. World War I and its impact - the emergence of nationalism

II. THE VERSAILLES CONFERENCE AND THE MANDATES (RGH #69)
   A. Creation of Modern States
      1. Syria, Lebanon (French mandates)
      2. Palestine, Jordan, Iraq (British mandates)
   B. Arab Nationalism and Attempts to Modernize: Turkey, Egypt, Iran (RGH #67)

III. THE ARAB-ISRAELI CONFLICT (RGH #66, 68)
   A. Background
   B. Jewish nationalism - Zionism - the Balfour Declaration
   C. Arab nationalism - the MacMahon Correspondence
   D. The role of the British after World War I
   E. World War II and the Holocaust
   F. Creation of the state of Israel, 1948

IV. THE MIDDLE EAST: RECENT DEVELOPMENTS
   A. The Palestinian Issue (PLO, Fatah, Hamas,) and the Occupied Territories; the Intifadas
   B. Camp David Accords, 1979; Oslo peace process, The Quartet
   C. Lebanon and Syria, Hezbollah
   D. Resurgence of Islam: Iranian Revolution of 1979; Islamism; nuclear weapons (RGH #71, 72)
   E. Al Qaeda, Terrorism, and War with Afghanistan (Taliban) (RGH #70)
   F. Oil Politics (OPEC)
   G. Iraq Wars: Gulf War, 1991; Desert Storm, 2003; Insurgency

LEARNING OBJECTIVE: An understanding of the contemporary world and the key issues it faces.

READINGS: TE: Ch. 35, pp. 670-673
        RGH: RGH #79

TOPIC OUTLINE:

I. The Global Economy
   A. Definition of Globalization
   B. Global Corporations and Trading Blocs: NAFTA, OPEC
   C. International Organizations: NGOs, GATT, WTO, IMF, World Bank
   B. “Winners” and “Losers”: anti-globalization resistance

II. Cross-Cultural Exchanges and Global Communications
   A. Consumption and Cultural Interaction: “McDonaldization”
   B. Disease Transmission
   C. Terrorism
   D. Migration

III. Population and the Environment
   A. Economic Inequality
   B. The World’s Carrying Capacity
   C. Global Environmental Impact: Global warming, industrial pollution

IV. Women in the Modern World

V. Human Rights (RGH #79)