

HIST 106: THE MODERN WORLD

Prof. Ian F. McNeely – University of Oregon – Spring 2010

CRN: 32910

Meeting times: MWF 9:00-9:50 in 123 PAC *plus one-hour Thursday sections*

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Description

The twentieth century brought unprecedented prosperity to hundreds of millions and untold calamity to at least as many. What made it so dramatic were the wrenching transformations that changed the very bases on which the human race is organized politically: in empires, in nations, in blocs, and most recently, perhaps, in networks. In this course we focus on how these changes affected people's daily lives, their sense of history, and their hopes for the future.

We begin around 1900, when empires covered large swaths of the earth's territory; some of these were in retreat, but others were expanding belligerently. Only after a series of bitter struggles did "empire" become a dirty word and the principle of national self-determination become established. No sooner had this occurred, however, than aggressive nationalism unleashed violence on an even greater scale than before.

By mid-century, the world had been reorganized again, this time around an epic ideological battle between two rival blocs, "communist" and "free." Within and alongside this global struggle grew a separate rift between the "developed" and "third" worlds. Amidst these polarizations, religion, seen by many as a relic of premodern times, reasserted itself in a host of surprisingly modern forms.

We end the course with an open question, asking whether the network metaphor so popular in today's information society also helps to explain historical changes outside the sphere of high technology. Here we will focus on events since the 1980s, from the collapse of communism to the phenomenon of transnational migration, from terrorism to the 2008 financial crisis.

Requirements

- Midterm exam on Mon. 4/26 in class (20%)
- Final exam on Fri. 6/11 at 10:15 in our classroom (30%)
- Weekly section assignments (50% total; *see below for details*)

Lectures

3/29 Introduction

Empires, 1800s-1919

- 3/31 The British empire as a global superpower
- 4/2 The Qing empire and the new imperialism
- 4/5 The Austro-Hungarian empire and World War I
- 4/7 The Russian empire and the Bolshevik Revolution
- 4/9 The Ottoman empire and the reshaping of the Middle East

Nations, 1919-49

- 4/12 China: Versailles and the May Fourth movement
- 4/14 China: culture, war, and the forging of a nation-state

- 4/16 Germany: the rise of the Nazis
- 4/19 The USA: the Great Depression and capitalism's collapse (Guest: Daniel Pope)
- 4/21 Germany: the racial state and the Holocaust
- 4/23 The USA: World War II and American ideals

- 4/26 *Midterm exam*

- 4/28 India: Gandhi's career in the British empire
- 4/30 India: Muslims, Hindus, and Partition

Blocs, 1949-89

- 5/3 Communist bloc vs. free world: an Iron Curtain descends in Europe
- 5/5 Communist bloc vs. free world: capitalism and communism in East Asia
- 5/7 Communist bloc vs. free world: the Cold War in Latin America (Guest: Luis Ruiz)

- 5/10 Developed world vs. third world: US-led modernization
- 5/12 Developed world vs. third world: understanding Vietnam
- 5/14 Developed world vs. third world: the American South in global context

- 5/17 Religion as wild card: the Islamic Revolution in Iran
- 5/19 Religion as wild card: a Jewish state in the Middle East
- 5/21 Religion as wild card: Catholicism from liberation theology to John Paul II

Networks? 1989-today

- 5/24 The last act of the Cold War and the collapse of communism
- 5/26 The U.S.-Mexico relationship and transborder communities
(Guest: Lynn Stephen)
- 5/28 International coalitions and the possibilities of global politics in the 1990s

- 5/31 *Memorial Day holiday*
- 6/2 Globalization and the financial crisis of 2008
- 6/4 Conclusion

Sections

Note: the percentage in parentheses denotes each section's weight in the course grade.

- 4/1 ***The white man's burden.*** Read coursepack items 1a-1b and think about the meanings of the term "civilization." Come to section prepared to discuss how you take notes on and/or underline what you read. There will also be a diagnostic map quiz. (0%)

- 4/8 ***Communist utopia.*** Read coursepack items 2a-2d and write a one-page, single-spaced, 400-500 word plan for a new kind of big-city apartment building suitable for communist living. Consider ways to promote the family, gender, sexual, and community relations appropriate for the new "communist morality." (6%)

- 4/15 ***Ancient country, new nation.*** Read coursepack items 3a-3f and write a one-page, single-spaced, 400-500 word answer to the question "Is communism right for China?" Take a stand one way or the other and write from the perspective of the 1920s. Consider whether and how the Russian precedent is relevant to China given its particular history, conditions, and sense of nationhood. (6%)

- 4/22 ***The racial state.*** Quiz and discussion on coursepack items 4a and 4b. As you read, think about the ways Nazi barbarism was fueled not only by hatred of Jews but also by broader concepts of race and nation as well as by specific powers held by the state (i.e. by the government and bureaucracy). You may want to do a bit of research on the Wannsee Conference. (5%)

- 4/29 ***From colony to democracy.*** In-class role-playing exercise. Read coursepack items 5a-5e. Prepare to impersonate a figure based on the last digit of your UO ID: Jinnah (0-1), Gandhi (2-3), Azad (4-5), Savarkar (6-7), or Ambedkar (8-9). Bring to class a one- to two-page paper in which you copy down three quotations from the readings *helping* your figure's agenda and three quotations *hurting* it. (5%)

- 5/6 ***Morality and the Cold War.*** Quiz and discussion on John le Carré's The Spy Who Came in from the Cold (entire). As you read, think about why the Cold War made such a good setting for spy novels and what moral messages le Carré wants to convey in his. (6%)
- 5/13 ***Dreams of modernization and liberation.*** Read coursepack items 7a-7f. Write a **three-page, double-spaced, 800-word** paper in which you compare and contrast two authors of your choice on the desirability and feasibility of third-world "modernization." Be sure, by synthesizing what you read, to define modernization in your own words and use this as a basis for comparison and contrast. (9%)
- 5/20 ***Growing up in the Islamic Republic.*** Quiz on Marjane Satrapi's Persepolis (entire). As you read, think about the use of the Islamic religion by the new Iranian regime and about the specific choices her family makes in response. (5%)
- 5/27 ***Genocide after the "end of history."*** Quiz on the first half of Paul Rusesabagina's An Ordinary Man (pp. ix-94). As you read, think about the legacy of Western imperialism in Rwanda and the reasons for violent ethnic conflict there. (5%)
- 6/3 ***Post-Cold War euphoria and neglect.*** Short quiz on the rest of Rusesabagina. Discussion of the causes of the Rwandan genocide and the role of the United Nations and the world community. (3%)

Readings

Note: an asterisk (*) denotes a **coursepack item**. All coursepack readings are gathered into one large PDF file which is posted on Blackboard in the Course Documents area. You should download this and print it out. The other items are books and may be purchased at the UO Duckstore; these are also on 2-hour reserve at Knight Library.

- *1a. From *The Queen's Empire: A Pictorial and Descriptive Record* (1897), reprinted in Antoinette Burton (ed.), *Politics and Empire in Victorian Britain: A Reader* (New York: Palgrave, 2001), 278-9.
- *1b. Joseph Chamberlain, "The True Conception of Empire" (1897), in Charles W. Boyd (ed.), *Mr. Chamberlain's Speeches* (London: Constable & Company, 1914), vol. II, 1-6.
- *2. William G. Rosenberg (ed.), *Bolshevik Visions: First Phase of the Cultural Revolution in Soviet Russia* (Ann Arbor: Ardis, 1984), 33-7, 55-61, 79-88, 96-106.

- (a) V.I. Lenin, “Tasks of the Youth Leagues (Bourgeois and Communist Morality)”
 - (b) N. Bukharin, “Bringing up the Young Generation”
 - (c) A. Kollontai, “The Family and the Communist State”
 - (d) A. Kollontai, “Make Way for the Winged Eros”
- *3. Wm. Theodore de Bary and Richard Lufrano (eds.), *Sources of Chinese Tradition*, (New York: Columbia University Press, 2000), vol. II, 287-92, 320-3, 351-6, 389-94, 404-11.
- (a) Liang Qichao (LEE-AHNG CHEE-CHOW), “Renewing the People”
 - (b) Sun Yat-sen, “The Three People’s Principles”
 - (c) Chen Duxiu (CHEN DOO-SHOW), “The Way of Confucius and Modern Life”
 - (d) He Zhen (HUH JEN), “What Women Should Know About Communism” and “Women’s Revenge”
 - (e) Li Dazhao (LEE DAH-JAO), “The Victory of Bolshevism”
 - (f) Mao Zedong (MAO TSUH-DONG), “Report on...the Hunan Peasant Movement”
- *4a. Michael Burleigh and Wolfgang Ippermann, “Barbarism Institutionalized: Racism as State Policy,” *The Racial State: Germany, 1933-1945* (Cambridge: Cambridge University Press, 1991), 44-73.
- *4b. “The Wannsee Protocol.” Adapted by Prof. Dan Rogers from John Mendelsohn, (ed.), *The Holocaust: Selected Documents in Eighteen Volumes* (New York: Garland Publishing, 1982), vol. XI, 18-32.
- *5. Stephen Hay (ed.), *Sources of Indian Tradition* (New York: Columbia University Press, 1988), vol. II, 228-31, 236-41, 243-9, 289-95, 327-9.
- (a) Muhammed Ali Jinnah, “Hindus and Muslims: Two Separate Nations”
 - (b) Abul Kalam Azad: Muslim Nationalist
 - (c) Mahatma Gandhi: Nationalist India’s “Great Soul”
 - (d) Vinayak Damodar Savarkar, “The Glories of the Hindu Nation”
 - (e) Bhim Rao Ambedkar, “Partition India into Hindustan and Pakistan”
6. John le Carré, *The Spy Who Came in from the Cold* (New York: Scribner, 2001 [1963]). ISBN: 978-0743442534.
- *7. Jussi Hanhimäki and Odd Arne Westad (eds.), *The Cold War: A History in Documents and Eyewitness Accounts* (Oxford: Oxford University Press, 2003), 349-56, 358-60, 367-9, 391-6.

- (a) Sukarno Speaks at Bandung, 1955
 - (b) Millikan and Rostow: Priorities for US Foreign Policy, 1957
 - (c) Nkrumah on the United States and the Third World, 1958
 - (d) Khrushchev on National Liberation, 1961
 - (e) Frantz Fanon: The Wretched of the Earth, 1961
 - (f) Kennedy, Frei, and the Alliance for Progress, 1961, 1967
8. Marjane Satrapi, *Persepolis: The Story of a Childhood* (New York: Pantheon, 2004). ISBN: 978-0375714573.
 9. Paul Rusesabagina, *An Ordinary Man: An Autobiography* (New York: Penguin, 2007). ISBN: 978-0143038603.

Policies

- **Prerequisites.** This is an introductory course with no prerequisites. It is not necessary to have taken HIST 104 or HIST 105 to do well in this course. I do, however, assume, a fairly high level of sophistication in the English language.
- **Lecture.** I assume that every student will attend every lecture. Borrow notes from a friend if for some reason you have to miss a lecture. Lecture slides will be posted after each lecture at <http://bit.ly/hist106> and taken down at the start of the next lecture. These are for reference only and cannot substitute for attendance. Please do not record my lectures. But do feel free to ask questions in class!
- **Etiquette.** Please refrain from loud talking, sleeping, texting, web surfing, reading, or engaging in other disruptive behavior during lectures and sections. Turn off cell phones. If you need to arrive late or leave early, please do so quietly and sit in the back of the room to minimize disruption. It's fine to bring an adult guest if you wish.
- **Section.** I want sections to be serious yet enjoyable, a place for real learning and real discussion. For that reason section attendance is mandatory. Please come prepared to participate. To receive credit for a given weekly section, you must attend the entire session. *If a paper is due in section, you must bring that paper to class.* Never submit a paper by email.
- **Make-ups.** You may miss one section for any reason and turn in a make-up assignment no later than the following Monday; consult your GTF for specific instructions. Any further absences, including those for illnesses or athletic events, should be handled in timely fashion. Consult with your GTF to arrange make-up assignments in these cases.

- **Readings.** All section assignments require you to have done the relevant readings beforehand (see pages 3-5 above and please follow the instructions closely). Readings are available at the UO Duckstore (for books) and on Blackboard (for articles). The Blackboard readings are posted as one large PDF file in the Course Documents area. I highly recommend that you print this file out and *not* read individual items on a computer screen. Being able to physically underline and scribble comments on the reading will vastly improve your understanding of it.
- **Assignments.** Section assignments are graded on a straight A-B-C-D-F scale. Good participation in section—or lack thereof—may add a + or a – to your recorded letter grade for that section. For example, if your assignment receives a B but you perform well in section, your GTF will record a B+ for that day’s section grade.
- **Citations.** For paper assignments, cite, by author and page number, any ideas not original to you and not common knowledge. Anything covered in lecture counts as common knowledge. Put quotations in quotation marks and, again, identify their source.
- **Wikipedia.** This can be a wonderful reference but is not always trustworthy or well-balanced in its coverage. If you must use it, cite it. But keep in mind that the search for facts can often distract students from the need to think and form connections on their own. The materials I have already provided are designed to promote independent thought in this way.
- **Examinations.** Exams test your knowledge and understanding of lectures and your ability to analyze passages from the course readings. The final exam covers only the part of the course after the midterm. We will go over exam formats in lecture. Please bring at least one empty green examination book to the both midterm and final exams. These are available at the UO Duckstore.
- **Grading.** Grading criteria vary among papers, quizzes, and exams. Generally, “A” level work demonstrates near-flawless grammar, good style, close engagement with the readings, ability to integrate material from lecture (where appropriate), and evidence of independent thought. “B” level work shows solidity in most but not all of these ways. “C” level work exhibits mere competence, whereas “D” level work does not even rise to that standard. “F” denotes failure.
- **Academic dishonesty.** Acts of [plagiarism](#) and cheating and other forms of academic dishonesty are serious violations of [university policy](#). I will pursue them through official channels. Do not copy ideas, quotations, paper organization, or entire papers from friends, websites, books, articles, or term paper mills.