

University of North Alabama
Distance Learning
History 102
Survey of World Civilization Since 1500
Summer 2006

Instructor:

Dr. Daniel Heimmermann

OFFICE: 109 Willingham Hall

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Catalogue Course Description

A survey of major world civilizations from earliest times to the present.

Course Objectives:

The subject of this course is the history of the world's major civilizations since 1500. In this course we will focus on all of the world's major areas and countries in Europe, North, Central and South America, the Commonwealth of Nations, the Middle East, Southeast Asia, Africa, India, China, and Japan. Although none of them can be studied in full detail it is hoped that through this global approach to history students will develop an appreciation for the distinctive achievements and limitations of the main human societies and cultures as well as become aware of their relevance to contemporary problems.

Readings:

Philip J. Adler. World Civilizations. West Publishing Company, 4th ed. 2006.

(any edition will be fine)

Graded Work and Grades:

Examinations: There will be three examinations, each worth one-third of the course grade. Students must take the examinations during the time periods indicated in the Course Outline Schedule below. The allowance of make-up examinations should not be assumed. Students who have a legitimate reason for missing an examination (death in the family, serious illness, etc.) should obtain permission to miss and make up a scheduled exam before the time of the exam to be missed. Failure to do this will result in a minimum of a ten (10) percent reduction in the examination grade or a maximum penalty of a "0" or "F" for the missed examination.

Optional Extra Credit: There will be three optional extra credit opportunities that will be due before each of the three examinations (see guidelines below). Satisfactory completion of these extra-credit essays will add five points to the examination score. Only one extra credit assignment per examination period (for a total of three for the semester) will be accepted.

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

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Format of the Course

This is a distance learning course in world history since 1500. This course utilizes both video (DVD) and internet technology. On the first day of the semester video taped lectures will be available for distribution for students enrolled in this course. Students can pick up these DVDs at the Distance Learning Office which is located in Room 109 of Stevens Hall. Students are required to view the videotaped lectures and take a complete set of notes on the lectures. It is extremely important for students to take their own notes for this course as the examinations are based primarily upon the lectures. Additionally, diligent note taking helps to assure attentiveness during the lecture as well as facilitates the comprehension of the material. Furthermore, students should frequently consult the HI 102-DL Course Web Page. If students have any questions regarding the material or format of the course, they should contact the instructor using their Campus Pipeline Web Mail account.

Study Guides

Students are provided (below) with three study guides--one for each examination. Each study guide includes a list of important terms and essay questions relating to the material covered in lectures and in the assigned readings. From these study guides, the examination questions will be drawn. Throughout the course, students should frequently consult these study guides in order to prepare for the exams and to assure the quality of their class notes.

Optional Examination Review Sessions

A few days prior to each of the three examinations the instructor will hold an on-line review session. These optional review sessions can be accessed by clicking the Chat icon on the course web page and then by entering (clicking on the icon) the "General Chat for Survey of World Civilization Since 1500" chat room. Students will have the opportunity to chat live with the instructor asking questions about the upcoming examination. The review sessions will be much more effective if students do some preparing (studying) beforehand. The dates and times of these review sessions are listed below.

Format of Examinations

Each of the three examinations consists of two parts:

- 1). Multiple Choice (50 points).** Each examination will have 25 multiple choice questions (each worth two points).
- 2). Essay (50 points):** Four of the essays from the study guide will appear on the exam, and student will have to write on TWO of them. Each essay will count for 25 percent of the examination grade

Strategy for Examination Preparation

In preparation for the examinations students should:

1. View the videotaped lectures and take a complete set of his/her own class notes.
2. Read the corresponding chapters from the Adler text book.
3. Periodically review his/her notes and reading.
4. In order to assure adequate preparation for the multiple choice portion of the examinations, students should be able to identify all of the study guide terms.
5. Further, in preparation for the essays, students should be able answer ALL of the essay questions on the study guide.
6. Periodically consult the HI 102-DL Course Web Page.
7. Participate in the on-line examination review session.
8. If students have any questions about the course material, the exams, or any other aspect of this course, they should feel free to contact the instructor.

Optional Review Session Dates and Times (*Note: It is very wise for students to take advantage of these review sessions as one can learn a great deal about what to expect on the examinations*).

First Examination Review Session:	Wednesday June 21 at 7 pm.
Second Examination Review Session:	Wednesday July 12 at 7 pm.
Third Examination Review Session:	Thursday July 27 at 7 pm.

Examination Times and Procedures

Examination Dates (Students can choose between two dates for each test):

First Exam (DVDs 1-5, Lectures 1-8):

Thursday June 22 at 1 pm

OR

Friday June 23 at 9am

(Extra Credit due June 21)

Second Exam (DVDs 5-9, Lectures 9-17):

Thursday July 13 at 1pm

OR

Friday July 14 at 9am

(Extra Credit due July 12)

Third Exam (DVDs 10-13, Lectures 18-24):**Friday July 28 at 1pm****OR****Monday July 31 at 9am**

(Extra Credit due July 27)

Examination Procedures:

After completing the material for the section and after adequate preparation students take the scheduled examinations on the dates specified above. These test dates have been established by the Distance Learning Office. Therefore, students **should not** contact the Distance Learning Office to make testing arrangements, rather they need only to be present themselves at Stevens Hall Auditorium on one of the assigned dates and time. Please bring a picture I.D. and a pen. If it is impossible for you to come to campus during the daytime (you live a great distance from UNA) to take the examination, the examination can be administered to you by a proctor from your location. Please contact the Distance Learning Office for more information about this provision. If any student is unable to take an examination during the scheduled examination period he/she must get permission from the instructor prior the test to be missed in order to reschedule the examination. Failure to follow this procedure will result in a minimum penalty of a 10 percent reduction in their test grade. The completed examinations will be forwarded to the instructor who will grade the tests. About one week after taking the exams, students can e-mail, telephone, or visit the instructor in order to learn the test results. Additionally, students should feel free to discuss their graded exams with the instructor at any time.

*****Very Important Note***** *If you have a documented reason (work, medical excuse, distance issue, etc.) why you can not take the exam at the scheduled time you must apprise the Distance Learning Office and the instructor in advance of the examination.*

Optional Extra Credit Opportunities (3)

Before each of the three examinations, students will have the opportunity to submit one extra credit assignment. This is optional. The essay must be based on an internet source dealing with a topic covered during that section to be tested. The instructor will provide links to on-line articles on the web page. Students are to read the on-line article and, in a full two-page, typed essay, and in their own words, summarize what they have learned. It is very important that students do not simply copy and paste the original author's words but put the ideas in his/her own words (this is more than just changing a few words of the author's text). Students who plagiarize (lift the original text and claim it as their own) will receive no credit for the assignment and may be subject to other university disciplinary measures. If there are any questions about this please consult the instructor. These essays are due on or before the dates

specified in the course schedule the exam. Along with the essay students must also include the web address or a link to the site from where the information was taken. The extra credit assignment should be e-mailed to the instructor as an attachment, but it may be delivered to his office. Only one extra credit essay will be accepted per exam period--for total of three for the semester. If the essays are judged to be satisfactory, five points (one half of a letter grade) will be added to the preceding exam score.

ADA Statement:

It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. Therefore, a student who has a disability that inhibits the student's ability to meet the course requirements and who desires accommodations must contact the instructor and Developmental Services within the first week. The goal is to develop a timely accommodation plan and to file an American with Disabilities Act (ADA) Accommodation form. Course requirements will not be waived, but accommodations will be made to allow each student to meet the requirements, provided that students act within the first three class meetings in working with the instructor to develop an accommodation plan. If a disability is identified later in the semester, a non-retroactive accommodation plan will be developed at that time.

Course Outline Schedule: The following is a schedule of topics and assigned reading.

!Very Important Note!

Since this is, for the most part, a self-paced course, it is very important that students do not fall behind. Please be mindful of the test dates below and plan your viewing of the DVDs accordingly.

PART I—DVD NUMBERS: 1-5 (Lectures 1-8)

Course Introduction.

Age of European Expansion and World Encounters.

Assignment: Adler, chapter 23

The Age of the Protestant and Catholic Reformations

Assignment: Adler, chapter 24.

Foundations of the European States: Western Europe.

Assignment: Adler, chapter 25.

East European Empires; Diplomacy and Warfare in the 18th Century.

Assignment: Adler, chapter 26.

Economy and Society of Early-Modern Europe.

The Scientific Revolution of the 17th Century.

Assignment: Adler, chapter 31.

The Enlightenment of the 18th Century.

Assignment: Adler, chapter 32.

*****Optional On-Line Review Session Wednesday June 21 at 7 pm*****

*****Optional Extra Credit due by June 21*****

*****First Examination—Thursday June 22 or Friday June 23***.**

Part II—DVD Numbers 5-9 (Lectures 9-17)

The French Revolution.

Assignment: Adler, chapter 33.

Napoleonic Europe.

Assignment: Adler, chapter 33.

Europe in Ideological Conflict: Liberalism, Conservatism, and Nationalism.

Assignment: Adler, chapter 35.

The Industrial Revolution.

Assignment, Adler, chapter 34.

Social and Intellectual Impacts of Early Industry.

Assignment: Adler, chapter 35.

Advanced Industrial Society; the Socialist Response and their Rivals.

Assignment: Adler, chapter 40.

Consolidation of National States.

Assignment: Adler, chapter 36.

Modern Science and Its Implications.

Assignment: Adler, chapter 41.

The Non-West to 1914; China and Japan during the 18th-20th Centuries

Assignment: Adler, chapters, 27-30, 37-39, 46.

*****Optional On-Line Review Session Wednesday July 127 pm*****

*****Optional Extra Credit due July 12*****

*****Second Examination—Thursday July 13 or Friday July 14*****

Part III –DVD NUMBERS: 10-13 (Lectures 18-24)

World War I and Its Aftermath.

Assignment: Adler, chapter 42.

Europe Between the Wars: The Decline of Democracy and
the Rise of Totalitarianism.

Assignment: Adler, chapters 43, 45.

The Soviet Experiment to World War II.

Assignment: Adler, chapter 44.

World War II and its Aftermath.

Assignment: Adler, chapter 47-48.

Super Power Rivalry and the Marxist Collapse

Assignment: Adler, chapter 49, 55.

Decolonization and the Third World

Assignment: Adler, chapter 50-53.

The Reemergence of the Muslim World

Assignment: Adler, chapter 54, 56.

*****Optional On-Line Review Session Thursday July 27 at 7 pm*****

*****Optional Extra Credit due July 27*****

*****Third Examination—Friday July 28 or Monday July 31*****

First Examination Study Guide

Outline of Terms

Age of European Exploration (1450-1650)

Motives for Exploration
 Navigational Technology
 European and New World Empires
 Columbian Exchange

The Protestant Reformation Era (1500-1648)

Pre-Reformation Christian Church
 Clerical Disorders
 Indulgence Controversy

Martin Luther

Ninety-Five Theses

Confession of Augsburg (1530)

Ulrich Zwingli

Anabaptists

John Calvin

Henry VIII (Tudor)

Anglican Church

Mary Tudor

Elizabeth I

Catholic Reformation and

Counter-Reformation

Council of Trent (1545-1563)

Jesuits

French Wars of Religion (1562-1598)

Thirty Years' War (1618-1648)

Witchcraft Craze (1580-1660)

Age of Absolutism (1648-1789)

Goals of Absolutist Kings

Henry IV (Bourbon)

Louis XIII

Cardinal Richelieu

Louis XIV

Versailles

mercantilism

Wars of Louis XIV

English Constitutionalism

James I (Stuart)

Puritans

Charles I

William and Mary

Bill of Rights

Hanoverians

Absolutism in the East

Brandenburg-Prussia

Hohenzollerns

Habsburg Empire

Ottoman Empire

Russia

Ivan IV (The Terrible)

Romanovs

Peter the Great

Westernization

Wars of the 18th Century

Old Regime Society

Clergy, Nobility, Third Estate

bourgeoisie

Scientific Revolution(17th c)

Francis Bacon

René Descartes

Nicholas Copernicus

heliocentric universe

Galileo Galilei

Isaac Newton

Andreas Versalius

The Enlightenment (18th c.)

philosophes

John Locke

Voltaire

Adam Smith

Cesare Beccaria

Montesquieu

Jean-Jacques Rousseau

Encyclopédie

Enlightened Despotism

Frederick the Great

Catherine the Great

Joseph II

U.S. Constitution

English Civil War (1642-1649)
 Commonwealth (1649-1660)
 Charles II
 James II
 Glorious Revolution (1688-1689)

Essay Questions

1. The years 1450-1650 witnessed an age of European exploration and world encounters. Comment on the motives for and the new technology that permitted overseas exploration. Which European countries took the lead in global travel and empire building? Where did they go? What is meant by the term "Columbian Exchange," and how did it affect Europe and the indigenous populations?
2. In the course of his own search for spiritual assurance Martin Luther developed a new religious ideology that would not only question many of the theological tenets of the Catholic Church but also its claim to spiritual authority over western Christendom. Describe the evolution of Luther's religious ideology. Your essay should address the following questions: What were the general disorders within the pre-Reformation Church? What was Martin Luther's personal crisis? What was Luther's solution to his theological "problem?" What were the foundations on which his new ideology was based? Finally, how do you account for Luther's popularity?
3. The Protestant Reformation of the 16th century shattered the religious unity of medieval Europe. Discuss the origins and the basic theological tenets of Lutheranism, Zwinglianism, Anabaptism, Calvinism. How did they differ from traditional Catholic belief and from each other? After Luther, why was the further fragmentation of reformed Christianity inevitable? Finally, what was the Catholic Reformation and Counter-Reformation?
4. From the late 16th to the early 17th century Europe experienced an age of crisis. Comment on the insecurity, skepticism, warfare, and witchcraft craze that followed in the wake of the Protestant Reformation. How and why did this period crisis come to an end?
5. The years between 1648-1789 in Europe often is referred to as the Age of Absolutism. Define absolutism. Why did it appeal to many men and women during the seventeenth century? What were the goals of absolutist monarchs? What traditional obstacles stood in the way of kings who sought to create absolutist states. Finally, compare and contrast the absolutist regimes of Louis XIV of France and Peter the Great of Russia. How are they representative of western and eastern absolutism.
6. The histories of France and England during the seventeenth century provide a striking contrast in political development. While the former developed into an absolutist state, the latter evolved into a parliamentary and representative one. In an essay compare and contrast the political developments of England and France during the seventeenth century.
7. Society in early-modern Europe has been described as a society of orders or estates--one in which a person's social standing was based not on their productive role in the state's economy, but rather based on the honor, esteem or dignity attached to their social group. Describe this society of orders. What were the three legally defined social groups or estates, and what were their traditional duties and privileges?

What new social groups were emerging and becoming more important during the early-modern period? Finally, how did the conception of 'rights' in the early-modern period differ from that of the present day?

8. Discuss the secularization of Europe during the seventeenth century. First, demonstrate how secular motives, such as *raison d'état*, begin to supersede religious ones during the late sixteenth and the first half of the seventeenth century? Second, discuss how did the Scientific Revolution of the seventeenth century contributed to this new world view--this demystification of the universe? What profound changes occurred in approaches to learning, astronomy, and biology during the seventeenth century?

9. Comment on the Enlightenment of the eighteenth century. Who were some of the *philosophes*, and what were their "enlightened" attitudes toward the religious, economic, educational, criminal justice, and political systems of the old regime? Finally, in what ways has this eighteenth-century "elitist" cultural movement become part of our modern world view?

Second Examination Study Guide

Outline of Terms

French Revolution and Napoleon

Louis XV

Louis XVI

Estates General

National Assembly

Reign of Terror (1793-1794)

Maximilien Robespierre

Napoleon Bonaparte

Code Napoléon

Concordat of 1801

Battle of Waterloo (1815)

Congress of Vienna (1814-1815)

Persistence of Revolution (1815-1850)

Liberalism

Nationalism

Revolutions of 1820s, 1830, and 1848

Great Reform Bill, 1832

Industrial Revolution

First Industrial Revolution (1760-1860)

Second Industrial Revolution (1860-1914)

Social Affects of Early Industry

Classical Economics (Malthus)

Socialism

Utopian Socialism (Charles Fourier)

Scientific Socialism

Karl Marx

Friederich Engels (*Condition of the Working ...*)

Communist Manifesto, Das Kapital

Communism

revisionism, emigration

Creation of National States and Politics (1850-1914)

Italian Unification (1815-1871)

Piedmont

German Unification (1815-1871)

Prussia

William I

Otto von Bismarck

Kaiser William II

German Empire (1871-1914)

France

Second Empire (1851-1871)

Politics to 1914 (continued)

Russia

Nicholas I

Alexander II

Emancipation Law (1861)

Nicholas II

Gregory Rasputin

Austria-Hungary

Emperor Franz-Joseph

New Age of Science (1860-1940)

Charles Darwin

Albert Einstein

Sigmund Freud

Ivan Pavlov

Cultural Relativism

The Non-West to 1914

European Imperialism

China

Ming China (1368-1644)

Manchu China (1644-1911)

Opium War (1839-1842)

Japan

Tokugawa Shogunate (1603-1867)

Matthew C. Perry (1853)

Meiji Period (1867-1912)

Muslim World

Ottoman Turks

Mughal Empire

Scramble for Africa

Latin America to 1914

Napoleon III
Third Republic (1871-1940)
Alfred Dreyfus

Essay Questions

1. In an essay describe the governmental, social, economic, and ideological causes of the French Revolution. Then discuss the three stages (as discussed in class) of the French Revolution (1789-1799). How do you account for the radicalization of the Revolution? What were the accomplishments of the Revolution? Why is the French Revolution important for European and world history?
2. Discuss the role and impact of Napoleon Bonaparte on French and world history. How did his ideas and programs keep with the spirit of the French Revolution and how did they not? Be specific! Finally, comment on his foreign policy and military career. What is your assessment of the legacy of Napoleon?
3. Discuss the process of European industrialization from 1780-1914. What were the prerequisites for industrialization? What is industrialization and which industries were affected by industrialization during the First Industrial Revolution (1780-1860)? How were they affected? Discuss the Second Industrial Revolution (1860-1914). What new forms of energy were utilized and what new technology resulted from their exploitation? Finally, how did the industrial revolution contribute to our modern way of life?
4. Discuss the social affects of the Industrial Revolution of the 19th century. What affects did industrialization have on population levels, urban living environment, and work conditions? What new problems were created by industrialization, and what were the solutions proposed by Classical Economists and socialists and Marxists?
5. Nationalism was one of the powerful forces to emerge out of the French Revolution and Napoleonic period. Define nationalism and then comment on its impact in shaping political events in Italy and Germany during the nineteenth century.
6. During the second half of the nineteenth century Europe witnessed the rise of national states. What are the main characteristics of these nation states? Compare and contrast the political and social events in Britain, France, Russia, and Austria-Hungary between the mid-nineteenth century and 1914. What major issues/problems confronted leaders of these nations during this time?
7. The period between 1860 and 1940 proved to be one of the most dazzling periods of innovation and change in western intellectual history. What were some of the intellectual advances made in biology, physics, astronomy, and psychology? How did they undermine some people's faith in religious revelation and lead to greater uncertainty about the rationality and perfectibility of man?
8. Compare and contrast the effects of western involvement in the domestic affairs of China and Japan during the nineteenth and early twentieth centuries.
9. Compare and contrast the civilizations in Africa, the Muslim World, and Latin America and their relations to the West between the years 1600-1914.

Final Examination Study Guide

Outline of Terms

World War I (1914-1918)

Causes of WWI
Sarajevo, Bosnia
Course of WWI
Schlieffen Plan

Marne, Somme, Verdun
Friedensturm
Versailles Peace Treaties
Russian Revolution of 1917, VI Lenin

Interwar Years (1919-1939)

Challenges to Democracy and Capitalism
World Depression
Totalitarianism
Italian Fascism
Benito Mussolini
Weimar Germany (1918-1933)
Adolf Hitler
NAZI Party
Third Reich

Reichstag Fire
Enabling act
Nuremberg Laws (1935)
Kristallnacht, Lebensraum
Soviet Totalitarianism
Joseph Stalin
agricultural Collectivization
Five Year Plans
Stalin Purges

World War II (1939-1945)

appeasement
Manchuria, 1931
German Rearmament, 1935-1936
Ethiopia (1935)
Spanish Civil War (1936-1939)
Anschluss (1938)
Munich Conference (1938)
Poland (1939)
Blitzkrieg
Vichy France
Charles DeGaulle
Winston Churchill
Operation Sea Lion
Battle of Britain
Operation Barbarossa

Lend-Lease Act
Pearl Harbor
Coral Sea, Midway
North Africa
Stalingrad
D-Day
Firebombing (Dresden, Hamburg)
The Holocaust
VE Day
Island Hopping
Manhattan Project
Hiroshima, Nagasaki
VJ Day

The Cold War

Iron Curtain
NATO
Warsaw Pact
Berlin Airlift, 1948
Korean War
Nikita Krushchev

John F. Kennedy
Fidel Castro
Cuban Missile Crisis
Vietnam War
SALT Talks
Richard Nixon
Mikhail Gorbachev (*perestroika, glasnost*)

Decolonization and the “Third World”

French Empire
 British Empire
 Ho Chi Minh

Gamal Abdul Nasser
 Mohandas Gandhi

The Reemergence of the Muslim World

Pan Arabism
 The Palestine Question
 Israel (1948-P)

The 1973-1973 Oil Crisis
 Iran and Iraq
 The Gulf Wars (1991 and 2003)

Essay Questions

1. Discuss the proximate and remote causes of the First World War.
2. Discuss the course of the First World War from 1914-1918. What were the objectives and tactics of both sides, how and where was the war fought. Finally, how do you account for the allied victory.
3. How do you account for the failure of democracy and capitalism and the rise of totalitarian regimes in the 1920s and 1930s in many part of Europe? What are the origins and characteristics of totalitarianism? Finally, compare and contrast the totalitarian regimes Adolf Hitler and Joseph Stalin.
4. Discuss the major causes of the Second World War.
5. Comment on the policy of appeasement pursued by the Allies toward Germany, Italy and Japan during the interwar years (1931-1939) leading up to the outbreak of World War II. How and why did the allies give in to Hitler, Stalin, and the Japanese during these years?
6. How and why did Germany initially prevail over the Western Allies between 1939-1942? Were there any signs of reversal and, if so, what were they?
7. Discuss the second half of World War II. How and why did the events of 1942-1943 prove to be crucial in determining the direction that the European conflict would take? What course did the Asian War assume, 1941-1945? What factors brought about Japan’s ultimate defeat?
8. Comment on the relations between the Western democracies, led by the United States, and the Communist bloc nations, led by the Soviet Union and China. Describe how the competing alliance blocks were forged in the post-WWII era. How do you account for the origins of the Cold war? Finally, discuss the major events of the Cold War (1945-1980s)
9. Analyze the forces behind the post-war decolonization movements in Africa and Asia. Compare the different roads leading to the dismantling of colonialism by the major Western powers. What characterizes the “Third World”? What are some of the problems unique to each region today?
10. Trace the history of the Middle East from the beginning of the twentieth century to the present. Define “Pan Arabism” and “Islamic Fundamentalism.” Identify the major bones of contention in the

Israeli/Palestinian controversy. Discuss the role of the United States in the Middle East up to the present. What solutions, if any, exist to bring about peace in that troubled region?