The final exam will take place in our regular room on Wednesday, December 13, 2017, from 9am to noon. I will supply the green books. All you need to bring is pen or pencil (with pen preferred).

This Study Guide includes the central examples and ideas from the work that we’ve done. I’d hope you could say a word or two about any of them. Let me—again—point out the obvious: you will not be tested on all the material on the Study Guide! It will, however, provide you a structure to review the work that we’ve done this semester, help you succeed on the exam, and help you take away a strong understanding for the future.

The final exam will cover material from the entire course. The exam is broken into three parts: very short answer, short answer, and a long essay. The format will require you to write on all the different sections of the course. “Understanding History” points you to work on historical concepts throughout the course; “Regional Perspectives” points to work in weeks four to nine; “Thematic Perspectives” points to work in weeks ten to twelve. Work at the beginning and end of the class can help you in all of these sections as well as in the long essay.

I’ve left some details in here that are mostly just for reference, such as some of the introductions and chronologies under the regional perspectives. As you can see, this Study Guide parallels the first two exam study guides, the questions from weekly homework, and the class outlines. Nothing here will look unfamiliar.

The final exam will include questions from the previous two exams.

My suggestion: review your earlier exams to see what you did well and less well, read through this Study Guide carefully, and then pull together the work you’ve done. Go through your notes, review readings, see your weekly assignments, and look to online resources from our Course Resources page.

And let me also suggest: study with your classmates. Put your minds together. Ask questions of each other to test what you know and help each other out with gaps in your knowledge. Good luck! — gks

**See also:**

Handout on **Final Exam Format**

Online resources: **Presentations** and **Class Notes**

**1. UNDERSTANDING HISTORY**

***How to Think (and Talk and Write) Like a Historian. Based on the 5 C’s reading and more...***

*History*. The study of the past. Not “the past.” From the Greek, “historia,” meaning “inquiry.”

*Change & continuity*. This is the historian’s bread and butter. What changes? What remains the same? We can point to continuities in American foreign policy from 1898 to the present. Or to decisive changes. Remember these words of wisdom: history changes slowly, except when it doesn’t.

*Context*. A classic historian’s tool. We can ask of anything: what is its context?

*Turning points*. Moments in time – or particular events – at which history turns. We argued that 1945 in Europe was such a turning point that produced a transformation of European politics and identity.

*Chronology and periodization*. What is your chronology? What is your periodization? And what defines each period? Such questions invite us to line up events in time and understand their relationship. So... in our chronology of the broad history of (especially west) Africa, we discussed the era of Great Empires, the era of the transatlantic slave trade, the era of “legitimate trade,” the era of colonialism, the era of independence. Each of these, of course, could be divided into other periods.

*Forces of change (causality)*. These forces are rarely singular. We can often point to several forces of change that produce events. So... we argued that the independence of African countries should not be viewed as a gift from European powers. Decolonization was the product of anti-colonial pressure from indigenous elites, mass protests, changing international standards, western public opinion, and the financial burden of empire.

*Contingency*. An advanced term, but an important one. The contingency of history reminds us that “every historical outcome depends upon a complicated web of prior conditions.... Change a single prior condition, and any historical outcome could have turned out differently.” We pointed to the events of World War 1 and its aftermath and their durable impact on the middle east.

*Complexity*. In understanding historical change and continuity, historians often insist upon complexity. History is not an experiment with a dependent and independent variable. There are usually more variables than can be easily accounted for. Thus, historians prefer to analyze the many factors behind historical change.

*The “burden of the past.”* Remember these words of Karl Marx: People “make their own history, but they do not make it as they please.” The past provides the circumstances that shape the present. (Note: you don’t need to follow the thinking of Marx the revolutionary to learn from Marx the historian!)

*Historical legacies.* Another way of talking about the “burden of the past,” though historical legacies are not necessarily burdens. The term points us to the lasting influence of the past upon the present. This influence may have to do with a wide variety of things: demographic patterns, culture, institutions, economic development, etc.

*Primary sources*. Texts, images, documents, artifacts, anything, really, that provides an entryway to another time or place. These are not a direct transmission from the past, but documents that require contextualization and interpretation. So, the “Palestinian Declaration of Independence” from 1988 offers an entryway into Palestinian ideas of the nation in the midst of the First Intifada (the Palestinian “uprising” against Israel).

*Secondary sources*. The work of historians, arguments about the past based on evidence and analysis.

*Historiography.* The body of secondary sources on a particular subject. So, we might refer to the historiography of Africa and point out Eurocentric and Afrocentric views.

*What is history good for?* Not predicting the future, not preventing the mistakes of the past (as Michael Herr memorably wrote, “those who remember the past are condemned to repeat it as well”). History helps us understand the world, helps us understand others (the cultivation of empathy), helps us understand the constraints on societies and individuals, helps us see the malleability of our values, helps us fathom other ways of doing things, helps us sharpen our own values.

*Area Studies approaches versus Global History approaches*. Area studies approaches (which rose to prominence in the 1950s) emphasize understanding a cultural area – a region – in depth. They are institutionalized in programs (campus programs in East Asian Studies, for example) that emphasize deep interdisciplinary study of the history, culture, and language of regions. The downside, as we’ve discussed, is that such approaches can isolate regions from one another. Global History approaches emphasize the connections between states and societies and regions. They underline *zones of interaction* (an important term from the 1980s and 1990s, referring for example to the Atlantic World or the Indian Ocean World) that are often more important than continents. Patrick Manning persuasively argues (in his 2003 *Navigating World History)* that “it is the connections that make world history, not the separations.” (Berkshire, xvii) The danger of global history approaches is that they can sometimes gloss over important elements of cultural distinction in their rush to emphasize connections. As we said at the beginning of the course, we will apply both area studies approaches and global history approaches.

**2. BROAD PERSPECTIVES FROM THE BEGINNING OF THE CLASS**

***The World in 1900***

We read in the textbook and presented several examples to help build a picture of the world in 1900. You should be able to explain these and the themes they illuminate.

***Broad views on the world in 1900****.*

How was population changing?

How were living conditions changing?

What were “new empires’?

What were “old empires”?

***Dakar***. Today an important city in Senegal. Metropolis of 14m. Crossroads for culture, trade, more.

18th c. a village. Populated by Lébou people.

How did it change in the 19th c.? Why?

See French construction of colonial region of French West Africa.

What did this mean for Dakar?

What was the impact of this city on anti-colonial, nationalist movements?

***Calcutta****.* Today, Kolkata. In 1902, Calcutta was capital of British India, a site of empire (and of Indian nationalism).

See Black Hole Monument of Calcutta in 1902. Based on dubious story, erected at center of imperial city. Why?

What was the external context?

What was the internal context?

***Jaffa, 1900****.* A port city of the Ottoman empire. And increasingly the object of European attention. See the photographs of Jaffa in 1900 and the travel guide to Jaffa in 1912 (primary sources).

Key terms: Ottoman Empire, “favorable concessions,” Suez Canal

Why were Europeans so interested in Jaffa?

What did they do there?

***Rio de Janeiro***. Port city. Capital of Brazil. Sheds light on global trade, movement of people, core and periphery

What were the economics of Brazil in 1900?

What was the role of foreign investment in Brazil?

Why do we speak of “neo-colonialism” for Latin America in this period?

What was the impact on popular politics?

***Taiwan***. Ceded to Japan in 1895 in aftermath of war.

Key names & terms: Qing Dynasty, Republic of China

What does it tell us about China in this period?

Or about Japan?

Or about nationalism?

***Some themes for discussing these examples***

Industrialization

Capitalism and trade

Imperialism (in different varieties)

Dependency (center and periphery)

***Fukuzawa Yukichi, “Goodbye Asia” (1885)***

How shall we interpret this primary source?

What was its context?

What does it tell us about Japanese ideas of “westernization” or “modernization”?

***Details for understanding the World in 1900, from Brower and Sanders and more***

1. *What political entity (that is, what kind of states) dominated the world in 1900? (one word)*

Empires

1. *What was the basis of Western preeminence in 1900? (a short list of factors)*

Industrialization, strong militaries, imperial conquests, natural resources, and trade.

1. *What were the great imperial powers of the late nineteenth and early twentieth centuries? (name all)*

Great Britain, France, Germany, Japan, but also Russia, United States. A next tier would include Belgium, the Netherlands, Portugal, the Ottoman Empire.

1. *How did “old empires” differ from new ones in 1900? (two to three sentences)*

New empires harnessed the power of nationalism to promote empire building, which is a sharp contrast to old empires like the Ottoman Empire, which tried to stifle ethnic nationalism in order to keep the empire together. New empires had industrial economies that powered their militaries, and in turn, their militaries gained resource-rich territories that could be used to feed the domestic economy. Sometimes, new empires were built to provide a distraction to domestic politics, which is a sharp contrast to why the old empires were built.

1. *What did French imperialism look like in Southeast Asia? (two to three sentences)*

French imperialism in Indochina was facilitated through administrative and military rule over the indigenous people. One of their main goals was to assimilate the people of the colony into French culture through the use of missionaries and a school system modeled after the one used in France. The French set up a school system for the elite families’ children and Catholic missionaries sought to convert natives to Catholicism.

1. *What did Belgian imperialism look like in the Congo Basin? (two to three sentences)*

Belgian rule in the Congo Basin was harsh. King Leopold II directed his officials to exploit the rich natural resources of the Congo, which included copper, diamonds, and rubber. The brutal treatment of the Congolese sparked an international outcry, and the colony was transferred from the King to the Belgian government.

1. *What did British imperialism look like in India? (two to three sentences)*

In India, the British attempted to use education and legal systems that were modelled off of the ones they used at home. Through the governance of British administrators and Indian princes who were loyal to the crown, Britain was also able to exploit the resources of their colony.

1. *What were Russia and Japan fighting for, circa 1900? (one to two sentences)*

Competition for control of resource-rich East Asian lands, such as Manchuria.

1. *How did the Qing dynasty fare in the nineteenth century and early twentieth century? (two to three sentences)*

Several events weakened in the Qing dynasty. In the middle of the nineteenth century, a civil war ravaged the country. The country fought foreign empires, such as Britain, Russia, and Japan. By the twentieth century, most Chinese had lost faith in the Qing Dynasty; it ended in 1912 with a whimper.

1. *How did the Ottoman Empire fare in the nineteenth century and early twentieth century? (two to three sentences)*

The Ottoman Empire was known as the “sick man of Europe” because it was too weak to defend itself from external threats (European powers interfering in the Empire) and internal threats (ethnic nationalism, which was expressed by many ethnic minorities). The Ottoman Empire’s sultan was resistant to reforming the government, but a reform group that originated in the officer corps of the Ottoman Empire tried to reform the government. This reform movement, the Young Turks, relied on help from Germany, which would prove fatal when the Ottoman Empire supported Germany during World War One.

1. *What was/is a “liberal state”? (one to two sentences)*

A liberal state is a state that respects the civil and human rights of all people. A liberal state practices respect for the rule of law, and liberal states are typically secular.

1. *What were some of the most important consequences of industrialization, circa 1900? (two to three sentences)*

We need to see the positive and the negative. The results from industrialization led to a much higher standard of living in the western states. It led to more efficiency in providing food and shelter, allowing for a much larger capacity of their population. It also created new kinds of jobs, which led to a large growth in employment for the middle class. It also produced technologies of domination, gaping differences of wealth, and environmental degradation.

1. *What is the difference between civic nationalism and ethnic nationalism? And what are some examples of each? (two to three sentences)*

Civic nationalism is a form of nationalism that relies on “a shared commitment to the rule of law and to civil and political rights in a democratic nation-state” (28). A good example is France’s Third Republic, a secular republic that relied on respect of civil rights and the rule of law. Ethnic nationalism glorifies a people’s shared culture, history, language, and folklore and stressed the need for every ethnic group to have its own nation-state. A good example would be German nationalists who wanted all German-speaking people to be within Germany’s borders.

1. *Why do Brower and Sanders write that “as the century dawned, middle-class European self-assurance was slipping”? (two to three sentences)*

Middle-class European confidence slipped as new challenges confronted the West. New intellectual understandings of the physical and human worlds (B & S sum this up as “modernism”) shook the foundations of western views. Additionally, revolutionary political movements—from socialism to feminism to anti-imperialism—caused anxiety among the comfortable middle class.

1. *True/False. The world is changing more quickly today (in 2017) than ever before.*

False. The period of the late 19th to early 20th c. saw changes in technology and politics that were more profound – and more quickly unfolding – than today’s world.

***The Tumultuous Twentieth Century***

How did the world in 1900 become the world we live in? The textbook readings from Jeremy Black provided some essential developments and turning points. And we added a set of examples and ideas in lecture.

***War and Peace in the 20th c.***

The rise of mass mobilization in early twentieth century. In the aftermath of the Second World War, we can speak of limited wars and professional armies.

If war was a national pastime, pacifism was often the work of transnational groups, socialists, anti-imperialists, and international conferences.

***Colonialism and Decolonization***

1900 to the present shows a movement from a world of empires to a world of nations. See the enormous empires of Britain and France, but also Germany, the United States, Belgium, the Netherlands, Japan.

What were some different kinds of empires? Settler societies (Algeria, for ex), exploitations of people/goods/resources (Belgian Congo, for ex), indirect rule (Egypt, for ex).

What were some of the motives of empire? Economic, but more; domestic politics; ideology of civilization; geopolitical, national rivalry

***The US and the World***

What keys do we need to understand the role of the U.S. in the world?

What was/is the notion that the US has a special role in the world?

How shall we periodize the exercise of American power?

The U.S. in 1900 was a second-rate power – but with aggressive nationalism. How did it come to be the primary superpower in the world?

***How to write the history of the world from 1900 to the present***

A strong history would include: a theme, a narrative, and concrete details that illuminate it.

What is Brower & Sanders’ theme? Their narrative? Can you identify concrete details to help deliver their narrative?

Some other models we’ve discussed: a history of war and peace, from a multipolar to a bipolar to a multipolar world, the expansion of globalization

What are some other ways of telling the history of the world in this period?

***Details from the History of the Twentieth Century. See questions on the reading from Jeremy Black***

1. *(True/False) In the early twentieth century, western imperialism was not a case of Western powers expanding into a passive void of decrepit states and undeveloped societies, but rather of the Westerners as an increasingly dominant element in the dynamic non-Western world.*

True

1. *Name three examples of armed resistance to Western imperialism between 1898 and 1907. (three events)*

These might include Boxer Rising 1900, Philippines 1899-1905, Herero & Nama 1905, Maji Maji against Germans in 1905, Madagscar 1904, Morocco 1906, Natal 1907

1. *Europe blundered into war in 1914. The conflict to come would strain imaginations. Black insists that this conflict was not inevitable. What were the principle causes of the conflict? (In four or five words)*

nationalism, militarization, imperial conflicts, faith in war, culture of violence, bad leadership

1. *(True/False) The First World War was followed by a retreat from empire by European powers.*

False

1. *What principle of state organization did President Woodrow Wilson advocate at the Paris Peace Conference? (A phrase)*

national self-determination

1. *What happened in the 1930s to undermine the international system of the 1920s (with its gradual reduction of international tensions)? (one word)*

The Depression

1. *The United States and the Soviet Union were allies in the Second World War. Why? (In a short sentence)*

They shared the same enemies.

1. *What did the Japanese Empire look like in 1941? (In two sentences)*

Enormous. By 1940 it included:  [Taiwan](https://en.wikipedia.org/wiki/Taiwan), [Korea](https://en.wikipedia.org/wiki/Korea_under_Japanese_rule), [Manchuria](https://en.wikipedia.org/wiki/Manchuria), and parts of [northern China](https://en.wikipedia.org/wiki/North_China). In the course of the Second World War it would include many more countries of southeast Asia and the south Pacific.

1. *Britain and France came out of World War II on the side of the victors. But their colonial empires largely collapsed soon after. Why? (three to four phrases)*

War weakened imperial powers. Japanese success undermined western authority. Political and financial burdens of war were overwhelming. Indigenous nationalis pressures (such as the “Quit India” movement) were powerful.

1. *What (and when) was the People’s Republic of China? (In a sentence)*

Communist China, led by Mao Zedong, outcome of civil war (1945-9), founded in 1949....

1. *The postwar period, the late 20th c., has usually been defined in terms of what large conflict?*

The Cold War

1. *What imperial powers had a role in Vietnam?*

France, China, the United States

1. *What was the Suez Crisis? (a sentence)*

1956. Britain and France, with Israeli help, occupied the Suez Canal. The US demanded that they retreat. A last gasp for imperialism. A sign of American power. A reminder of America’s conflicted view of the world.

1. *What ideology influence opposition to imperial rule in Africa in the 1960s and early 1970s?*

revolutionary socialism, see p. 213

1. *Why (do you think) South Africa and Zimbabwe (then called Southern Rhodesia) were so late to black majority rule (1980 and 1994)? (Black doesn’t give a simple answer, but offer your own in a sentence)*

The precise answer is not in the textbook. But note: these states were not ruled by European powers that could “grant” independence. They were ruled by white settlers who, though a small minority of the population, clung to power.

1. *The post-colonial world is remarkable for its instability. Many former colonies have seen coups, unstable governments, the repression of ethnic groups and opposition organization. Why (do you think)? (Note: this isn’t directly answered by Black. But form your own answer in a few sentences)*

No – this isn’t really answered in the textbook. But you can see some of the materials for a good answer there. These countries did not have a strong sense of national identity. Borders were hard to reconcile with local identities. They did not have a strong civil society, or a middle class, or strong institutions that help make societies cohere (education, press, police, judiciary, etc.), or a political culture of democracy. It is not surprising that so many have struggled.

1. *What is the immediate origin of Israel’s occupation of the West Bank (of the Jordan River) and the Golan Heights. (a phrase)*

The 1967 War.

1. *What kinds of governments were imposed on the states of Eastern Europe in the years after 1945? (A phrase)*

One party, Communist, Soviet-allied governments

1. *What was the “general international organization, based on the principle of sovereign equality” established in 1945 at San Francisco? (Two words)*

United Nations

1. *What were some of the reasons for waning confidence in the West in the mid-1970s? (Three phrases)*

Economic slowdown (stagflation, the energy crisis), terrorism, rise of radicalism, post-1968 dissatisfaction with institutions...

1. *What happened in Eastern Europe in 1989? (In a phrase)*

The “fall of the wall,” the relaxation of Soviet control and the collapse of communist governments

1. *What happened in Beijing in 1989? (In a phrase)*

Student demonstrations that were part of a broader democracy movement, one that would be met with brutal suppression. Or, in a phrase, the Tiananmen Square protests and massacre.

**3. OUR REGIONAL HISTORY OF THE WORLD**

A few words of introduction to each region, a periodization, and a list of central themes of our discussion…

***Europe in Historical Perspective***

Geography – the western extension of the Asiatic landmass. Defined by... enormous variety. Mountains, plains, deserts, forests, Mediterranean climate, arctic climate. Defined by water, oceans, seas, rivers... A crossroads, influenced by developments in Africa, Asia, Middle East, and eventually the Americas

Our periodization:

* I highlighted one turning point of modern European history: 1945

Some central themes of our discussion:

* the nation-state
* nationalism
* efforts to transcend the nation post 1945

See answers to questions on weekly assignment in class notes

***Africa in Historical Perspective***

Africa today is 54 countries, 20% of land area of world, 2nd largest continent. Enormous variety. Many societies, different climates, different cultures.

A simple periodization might include:

* ancient Africa
* Great Empires of West Africa
* transatlantic slave trade (16th to 19th c.)
* colonialism (esp. 1880s to 1960)
* independence and post-independence

Some central themes of our discussion:

* The diversity of Africa
* The profound legacies of imperialism and colonialism
* Western stereotypes of Africa – and the new Africa that is emerging today
* African history - the history of connections

See answers to questions on weekly assignment in class notes

***Latin America***

LA today is 600m people, at least 20 countries, dozens of languages, the world’s largest Catholic country, a place of great economic inequalities (extreme poverty and wealth). South America, Central America, the Caribbean.

Simple periodization (and some exs. we discussed) might include:

* pre-contact (to 1492). Aztec Empire, Inca Empire.
* colonialism. Spain, Portugal.
* independence (late 18th, early 19th). Simon Bólivar, for ex.
* neo-colonialism (1880-1940)
* recent LA (1945 and on). populism, socialism, dictatorship, and democracy

Central themes:

* legacies of colonialism set stage for entrenched inequalities of LA today (which is not to say that LA countries are trapped, but there is a burden of the past...)
* Another big theme – transculturation. Not just top down cultural change but mutual influences. See Virgin of Guadelupe. Or see the new racial categories of the 19th c. slave societies.
* Efforts to address inequalities in LA societies. Produced populist movements (such as Peron) and socialist movements (such as Castro). Also produced backlashes (such as impeachment of Dilma Roussef)
* Impact of the United States in the 20th c. During the Cold War, the US privileged regime stability over democracy. And it intervened, often violently, to protect US economic interests. See Guatemala, Chile, Cuba, etc. See Galleano.

See answers to questions on weekly assignment in class notes

***South Asia***

South Asia. No simple borders to this region. The textbook considers South Asia as the region from Pakistan to Philippines. This brings together many different cultural areas. For our purposes: Pakistan, India, Bhutan, Nepal, Bangladesh, Sri Lanka, and Afghanistan.

About ¼ of world’s population lives in this region. An area of remarkable diversity - ethnic, linguistic, religious, cultural. Includes about 1 billion Hindus, more than 500 million Muslims.

We focused our attention on India and Pakistan.

A simple periodization might include:

* the Mughal Empire (to the early 18th c.)
* fragmentation of the empire (18th c.)
* the penetration and control of the East India Company (18th c. to 1850s)
* direct British control (from 1857)
* autonomy and independence movements (1880s to 1947)
* independence and partition (1947)
* post-independence India and Pakistan.

Some central themes of our discussion:

* South Asia has always been characterized by diversity – that diversity goes beyond religion to include language, regional identities, culture or ethnicity, caste, and more
* British imperial efforts to control Indian independence movements in the late 19th C worked to create a sense of alienation along religious lines, particularly among Hindus and Muslims.
* Citizenship in India is especially challenging
* Since the Partition of India and Pakistan, other kinds of difference—language, religion, geography—have been mobilized
* These continued conflicts and tensions, though, have been paralleled by an uneven growth in South Asia that has made it economically and politically one of the most dynamic regions in the world.

See answers to questions on weekly assignment in class notes

***East Asia***

We defined the region to include China, Japan, Korea, Taiwan, and Vietnam.

Today includes two of the largest economies of the world (China and Japan, 2 of top 3 by GDP). A site of transformation. A century earlier it was mostly preindustrial, impoverished, ravaged by war.

No coherent geography. Or common identity. No one from the region calls themselves East Asian.

But they do share a zone of interaction, the South China Sea. And they share culture. All under influence of Chinese culture. Chinese script helped bring cultures together. Religious influences of Confucianism and Buddhism. Rice and chopsticks.

We studied the region in broad perspective, but also to understand the history of East Asia through the experience of women, looking to individual women, such as the Empress Dowager Cixi and to the conditions that shaped women’s experience, from Neo-Confucian ideology to Communist ideals (in China in the 50s), to the economic expansion of the 1960s and 1970s (in Japan and South Korea).

A simple periodization for East Asia would include:

* Old Empires. Dominated by China
* New Empires. Dominated by Japan in 20th c.
* Post-War. Communist China, economic miracle of Japan and South Korea, ROC (Taiwan)

More detailed periodizations for China, Japan, and Korea follow. You should know these in broad outline (but you’re not responsible for the details).

For China:

* Manchu Empire, 1644-1911. 19th and 20th c. a time of internal and external pressures. For ex, British pressure, the Opium Wars, Rebellions (1850s-1870s), Sino-Japanese War (1894-5), the Boxer Rebellion and western occupation (1900). Empress Cixi.
* Republic of China. 1912 to 1949 (1949 to present in Taiwan)
* Japanese occupation of Manchuria, 1937 to 1945 (we didn’t talk about)
* Communist China. The PRC 1949. ROC to Taiwan. Mao. Great Leap Forward (50s and 60s), Cultural Revolution (1965-1976), Deng.

For Japan:

* Tokugawa Japan, 1600-1868. The Shogunate
* Empire of Japan, from 1868 to 1947 Constitution. Includes several different periods:
	+ Meiji Period, 1868-1912. Control of Korea. Russo-Japanese war in 1905.
	+ Taiso Era, Japanese version of the 1920s. Democratization in politics, new consumer culture.
	+ Showa Period. 1930s imperial expansion. Occupation of Manchuria. to War
* Post-war Japan. Economic miracle from the 1960s forward.

For Korea:

* colonial Korea, 1895 - 1945. Under Japanese control.
* occupation, 1945-1950. Soviet Union in North
* Korean War, 1950-1953.
* Divided Korea, to present. North – Communist, totalitarian, impoverished. South, authoritarian govts to democratic govts.

See answers to questions on weekly assignment in class notes

***Middle East***

The Middle East. Another invented category, originates from discussions of spheres of influence in “the east.” For our purposes, we can think of it broadly as the Middle East and North Africa, from Morocco to Egypt in North Africa, from Turkey in the north, Iran in the east, Saudi Arabia in the south. Some important subgroupings include: North Africa or the Maghreb, Egypt & Sudan, the Levant (Syria, Lebanon, Jordan), Israel, the Gulf States, Iraq, Iran, Turkey.

We associate the Middle East with Arab peoples and the religion of Islam, but we should not equate Middle East and Arab and Islam. Though predominantly Arab, the population of the region includes many linguistic and cultural groups, including Berbers, Iranians (Persians), Turks, Kurds, etc., speakers of Turkish, Hebrew, Farsi, etc. The Islamic World is much larger than the Middle East. Only about 20% of the world’s Muslims live in the Middle East. (The most populous Muslim nation is Indonesia, in South East Asia). Islam in the Middle East includes important divisions - Sunni Muslims and Shia Muslims. And other religious groups have a significant presence: Maronite Christians in Lebanon, Coptic Christians in Egypt. Christians in Iraq and Syria and beyond, Jews in Israel.

The Middle East has been rocked by a conflict within Islam (similar to one that played out within Christianity) between secularist movements and religious movements. But that conflict has been complicated by relations with the west.

Some central themes of our discussion:

* How did the west come to misunderstand Islam and the Arab world?
* The impact of the Ottoman Empire – and the western scramble for influence in the Middle East
* The mismatch between cultural identities (whether ethnic, religious, etc.) and borders.

We looked in some detail at:

* Turkey. Rump of Ottoman Empire, secularist modernizing history, member of NATO, also a candidate for EU membership.
* Saudi Arabia. Is it a nation state? Under the control of family of Ibn Saud and his descendants. Caretaker of holy sites of Islam. Very conservative form of Islam.
* Iran. Descendent of Persian Empire. Important liberal, constitutional strain in Iranian history. Western support for Shahs, authoritarian modernizers. 1952 nationalization of oil industry – CIA engineered coup. 1979 Iranian Revolution
* Egypt
* And we discussed the Israel-Palestine conflict.

See answers to questions on weekly assignment in class notes

**4. THEMATIC PERSPECTIVES**

***Global Economy***

See reading from Gregory Clark and Marc Levinson

* The world is a mess? 9 out of 10 Americans believe global poverty same or worse in last 20 years. Nope. “A stunning decline of human suffering.” People living in **extreme poverty declined by 50% in last 20 years**.
* The **Malthusian Trap**: any gains in technology or productivity led to higher population rather than improvements in standards of living.
* Escape from Malthusian Trap first happened in **Britain with the Industrial Revolution** of the late 18th Complicated reasons, under debate. But clearly it reaches back much earlier. Agricultural change, labor change, capitalist values.
* **Great divergence**. Today, gap bw average material living standards in the richest and the poorest countries is about 50:1. 1800 it was 4:1. Great divergence, esp. in 19th c., between economies of Europe and the United States and the rest of the world. A very extensive debate on causes of great divergence.
* More recently, prospects of **Great Convergence**. See examples in developing world. Brazil, India, China growing much faster than developed economies.
* Periodization of global economy: Globalization 1.0 (Clark, 1870-1913) • World War I and Depression • Postwar Expansion (30 glorious years 1945-1975) • 1970s crisis • The Great Convergence?
* Marc Levinson surveys **postwar economic miracle**. “Quarter century from 1948 to 1973 was the most striking stretch of economic advance in human history.” The Golden Age, the economic miracle, the thirty glorious years. It was built upon extraordinary productivity growth. That was driven in tern by a series of factors: education, transportation changes, tariff reductions, and above all technological innovation.
* That growth took place in countries with strong state control (nationalized industries) and freer markets alike.
* He points out “secular stagnation,” end of productivity growth in last decades. Suggests that this might be better termed “ordinary performance.” Argues that 2% economic growth might be the baseline of economic growth.
* Krause on poverty measurements. Need better measurements than a poverty line. See Poverty Gap Index. Capabilities Approach. Multidimensional Poverty Index.
* Krause on impact of technology on economies. Exacerbating inequalities.

***Global Cities***

See reading from Mike Davis

***Some details on urbanization***

In 1950 there were 86 cities with pop. of 1m. In 2015, there are at least 550 such cities (Davis 1)

Some exs. Dhaka, Kinshasa, Lagos.

China added more city-dwellers in 1980s than all of Europe in 19th c. (Davis 2)

“The price of this new urban order, will be increasing inequality within and between cities of different sizes and economic specializations.” (Davis 7)

Urbanization has changed relationship between rural and urban, with “in between cities” and “city villages” (Davis 9f)

Many reasons behind urbanization: industrialization (but only in some cases), seeking work, agricultural deregulation and surplus rural labor, medical debts, civil war, drought, and more! (Davis 13ff)

Great cities of 19th c. defined by industrialization (see Marx to Weber). Great cities of the Global South are more a product of “deindustrialization” (16)

Sao Paolo’s *favelas* – unregulated unserved shantytowns – are the site of the largest growth. Here “urbanization” and “favelization” are synonymous. (17)

***Why do people live in cities****?*

Cities depend on agricultural surplus

accelerate with industrialization

serve culture, education, commerce, health care, offer improved longevity

*How urban is world*?

Very. 2007: more than **half of world population in urban areas** (def. as over 2500)

*Megacities*

2014 shows **megacities** – cities of 10m or more, esp. in developing world, Global South

Why? outflows from agricultural and rural areas – inflows to urbanized, industrialized areas

Davis suggests changes in connections between the urban and rural in these new urban structures

*Case study: São Paulo, Brazil*

**São Paulo**. One of the most populous cities in world

Center of industry. Grows steadily to 20th c. and then explodes. Characterized by sprawl

Problems of transportation, lack of housing, homes built on open land, favelas, pressure on resources, challenges of sanitation, policing

Contains radical inequalities. **Moema**, beautiful neighborhood with remarkably high standard of living. **Marsilac**, distant neighborhood, high homicide rate, high infant mortality.

***Religion***

See readings on religion from Mark Juergensmeyer et al.

***Some notes***

Is religion dead? Nope! See many concrete examples including 9/11 and beyond. (Juergensmeyer 234ff) and (Duffy et al 237ff)

Olivier Roy describes al Qaeda as a new form of terrorism, one that uses the tools of globalization to pursue global ambitions. (Roy 244)

Religion can be the basis for defining a “humane global governance” (Falk 253)

***Class outline***

World today is a religious place. **Religion and politics** often intertwined. See it in many places: Sri Lanka, the U.S., the BJP in India, the Justice & Development Party in Turkey.

That would be a surprise to those at the turn of the 20th c. (circa 1900), who predicted that religion would fade away with modernization. This the “secularization thesis”

**Secularization thesis**: 1) religion would retreat from public sphere and 2) religion would fade away in people’s minds. A binary model, could have either religion or modernity. In fact, the two could go hand in hand.

This was a powerful political idea. Leaders often **tried to eliminate religion from public life**.

See, for example, China. Republic govt aimed to eliminate religion from 1911. 1999 poster shows the Communist govt still trying (“Elevate science, eliminate supersition). And yet, Buddhism is on the rise.

See Russia. 1924 poster shows priest spreading poison. Communists, from Russian Revolution in 1917, aimed to repress religious practice. Marx: “the opiate of the people.” Today, post-Communist Russia, an expanding role for the Eastern Orthodox CHurch.

See Turkey. Ataturk founder of modern Turkey. Very secular. Banned headscarves for schools and universities. Est. office of religious affairs to enforce these roles.

But **limits of secularist model**.

– After WW1 and after WW2 many more likely to see the limits of secular views. Liang Qichao after WWI: “Science gives us catastrophes.”

– Modern developments often had impact on religious practice. Stirred up missionary movements. Led to reorganization of religious practice.

Modernity and Religion – from Either/Or to Both/And. The two could co exist.

Why the **rise of political religion**?

Some answers: demographic shifts (immigration, for ex.), failure of secular nationalist identity (esp. in postcolonial states), organizational capacity of religions, global scope and ambition (religions fit well into globalized world).

Today, religion is on the rise in very different contexts.

***Globalization***

What is **globalization**? Global movement of goods, services, capital, ideas, culture and people. A world that is becoming increasingly integrated, increasingly interdependent. See for example: global trade, energy use, immigration. Debates: Since when (1970s, 1990s)? Is it so new (1900)? What is its impact? Open questions.

Some **views of globalization**.

* Optimistic (Naïve) View
	+ Globalization and interdependence will produce a more peaceful, prosperous, and healthy world for all. See, Woodrow Wilson, in 1913, on economics and peace. The counterexample: 1914.
* Sherif Hetata, “Dollarization” (1998)
	+ Dangers of global consumer capitalism overwhelming local cultures as in Hetata’s Egypt. Homogenization. New form of colonialism.
* Benjamin Barber, “Jihad vs. McWorld” (1999)
	+ Two forces at work in the world. 1) modern tribalism, nativism, religious and ethnic identities and 2) rampant consumerism. The two are sometimes at odds, but coexist. Both undermine civil society and democracy.
* Kwame Appiah, “Case for Contamination” (2006)
	+ Tradition and modernity can go hand in hand. There really isn’t “authentic” culture. Globalized world can produce cosmopolitan culture. Mixed identities. A world that provides people with options.

Some key **ideas about globalization**

* Not so new! See world in 1900. Jaffa for example. Our era: globalization 2.0 (at least)
* Not necessarily a force for progress! See outcome of globalization 1.0 (1870-1914) -> World War I
* Good or bad? To be sure, it is both. But your views of globalization depend a lot on your social position (where you live, what you do, what you think). Cf. cosmopolitan elites (such as Appiah), with residents of Sao Paulo *favelas*.

***History of International Cooperation***

See short section from textbook on UN peacekeeping and handout on UN organization.

The **Westphalian system** (from 1648 treaty of Westphalia) – a system of **sovereign states**.

What is a sovereign state? No higher power. Nothing above it.

**International organization** have developed over time.  But there are debate – was 18th c. time of strong sovereignty? or of challenges to sovereignty?

IO (International Organization) scholars focus on 19th century. **3 key developments**

1. Concert of Europe, 1815. From Congress of Vienna and settlement of Napoleonic Wars. Great powers would coordinate international relations.
2. Hague Conferences. 1899-1907. Cooperation around disarmament. Effort to maintain law and order.
3. Public International Unions. International groups to address functional area: river regulation, postal union. Built around bureaucracies with permanent staffs. A secretariat.

Put these 3 factors together and you have the principles of the **League of Nations**. Founded in the aftermath of WW1 (1920) with a mission to maintain world peace. LN included great powers decision-making ina Council, universal law in a universal Assembly, and a permanent bureaucracy in a Secretariat.

We know how well LN worked out! Many reasons for its failures. Very high on the list – the U.S. refused to join.

**United Nations**, founded 1945, organized on same principles. LN 2.0.

See organizational chart from class. Security Council, 15 members, 5 permanent, the rest rotating. General Assembly, Secretariat/Secretary General. Also World Court.

What does this mean for the future? Depends a lot on where these trajectories take us. Are we on a trajectory of more cooperation? Or do sovereign states remain dominant?

***An Environmental History of the Twentieth-Century***

See reading from *The State of the World Atlas*

Dangers of the **Anthropocene**, the current geological age dominated by human activity. We’ve been like **rats** – adaptable to different environments. We’re becoming more like **sharks** – addicted to environments created in 20th c.

Changes in 20th c.  Cheap energy, population growth, economic growth, cheap food, clean water.

Energy a key role here. We are dependent upon cheap abundant energy.

Dramatic growth of world economy. And its effects. 1900 $2trillion, 2015 $77trillion

**Population** growth. 1900-1.6b, 2015-7.5b

Population density. See Rwanda. 1910-55people per sq. kilometer, 1992-270 people. Consider environmental impacts. Soil erosion, hygiene, flooding.

**Energy** use changed since industrial revolution. Engines of economic growth were also engines of environmental degradation. See, for example, tractor and dust bowl.

Smoke – a sign of this new energy. In 19th and early 20th c. it was celebrated. “Smoke was beautiful”

Environmental degradation was price paid for economic growth.

Consider **gasoline**. 1920s engineered added lead to gasoline to make engines more efficient. Dupont prevented research and action on lead. All across the world, high lead levels. Until 1990 and removal of lead from gasoline.

**Tension of industrial capitalism**. Regulation costs money. Businesses want to make money.

High **cost of cheap food**. 20th c. transformed agriculture. Chemical fertilizers. Problem 50% ends up in watershed, poisoning ecosystems.

And crops are more limited 2/3 of all grains are wheat, rice, corn. Has changed diets. ANd environments.

**Cities**. See Mexico City with population of 22 m. today (In 1900 it was 350k)

2bn people live in megacities today, with challenges of air quality, water, waste, etc.

**Problem of change**. Today powerful nation states are built upon model of industry and economic growth. The environment is pitted against the economy.

***Reflections on the Nation State (from Monday 12/4)***

**Empires to nations**. See Brower and Sanders. 1900 was a world of great empires. We’ve seen the rise of a world of nation-states. **Nation-states**. States founded on the basis of the nation – defined as a coherent identity. It was an ideal with deep roots. Woodrow Wilson and “self-determination of peoples.” League of nations, United Nations. Ethnic nationalism defines the nation in terms of shared language, culture, ethnicity. Civic nationalism defines the nation as a set of values that all will follow.

Yet, 20th c. has given us many examples of **failures of the nation state**. Includes 1) failure of borders to account for ethnic and political identities, 2) geography of identities is not neat, 3) successful nation-states often work to territorial expansion, 4) successful nation-state often exclusionary toward those within their territory. See exs. for all.

**Internationalism** provides a powerful counterweight. Many examples. International agreements on war (since Geneva Convention of 1864 and Hague Conventions of 1899-1907). International Governmental Organizations, such as LN, UN, and also NATO and EU. International Non-Governmnental Organizations, such as Red Cross. Other international agreements and regulations. Including GATT, WTO, UN Climate agreements.

History has no predetermined direction. We can’t say what the future will look like. (See the errors of those who predicted the future in the past, Europe 1900).

Powerful need for International Organizations as a counterweight to the destructive capabilities of the nation state and the call of tribalism. The challenge: can we find ways to value international cooperation and common humanity with same emotional attachment that people have given to the nation?

***The World Today (from Monday 12/4)***

See examples from “Epilogue” to *Worlds Together/Worlds Apart*. Helpful survey of forces at work in last twenty years.

* So much for post-Cold War hopes of “end of history”!
* Many examples from our previous discussions: terrorism, Arab Spring,
* Global terrorism
* Islamic Militancy
* U.S. foreign policy (interventionist/isolationist)
* Crises in Global Economy – Global financial crisis of 2008 (and beyond)
* Global Warming
* And more

**5. TOPICS FOR THE LONG ESSAY**

The questions I will ask for the last section of the exam (I will give you a choice of two) will be wide-ranging and invite you to reflect on the work that we have done all semester.

Some large themes that would work well here:

* How can history help us to understand the present? How does the past shape the present? (Here I would ask you to use material from outside of your last paper)
* What are important turning points in the history of the contemporary world? Choose three and write an essay about historical change
* The globalization of the world. What is it? How should we understand it? How new is it?
* The nation-state. How shall we understand the place of the nation state in the twentieth-century world?