

Making of the Contemporary World

Fall 2024

Final Exam Study Guide

Updated 12/8/2024

The final examination will take place in our regular room on Monday, December 9, 2024, starting at 8:00am. I have written this as a two-hour exam but I will give you the full two and a half hours of our exam period – until 10:30am – to complete it.

Bring your laptops and you will complete the exam online. I suggest you restart your computer before the exam. You might bring along your computer charger, water and a snack.

This study guide includes the central examples and ideas from the semester. I've included most (but not all) of the details from the study guides for Exam #1 and #2. I'd hope you could say a word or two about any of the details mentioned here. 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.

Let me 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 consolidate what you've learned.

The final exam covers material from the entire course. See details on the format below. The exam is broken into three parts: very short answer, short essays, and 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 the work of the middle of the course ; "Thematic Perspectives" points to work in the last part of the course.

Oh, and note: the final exam will likely include questions from the previous two exams.

The best exams will read like a discussion of the work we have done this semester, with references to our readings, our presentations, our discussions. Don't search the internet for answers, but reflect on the work that we have done together.

To prepare for the exam:

- review your earlier exams to see what you did well and less well
- read through this study guide carefully
- review your notes, the readings, the class presentations (available on Moodle)
- and, most importantly, take time to outline arguments and examples for the themes of the Long Essay

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

FORMAT

Part I—Very Short Answer (about 20 mins., 20% of grade)

In a word or a phrase each, answer the following questions as directed (a total of 10 very short answer questions):

A—Understanding History (answer **two** of four)

B—Regional Perspectives (answer **four** of eight)

C—Thematic Perspectives (answer **four** of eight)

For example. What historical concept reminds us that “every historical outcome depends upon a complicated web of prior conditions”? [Contingency]

Part II—Short Answer (about 40 mins., 3 questions, 30% of grade)

In about two paragraphs each, answer the following questions as directed (a total of three short answers):

A—Understanding History (answer **one** of two)

B—Regional Perspectives (answer **one** of two)

C—Thematic Perspectives (answer **one** of two)

For example: Why is Africa’s place in history contentious? (You would answer with a discussion of Eurocentric history and Enlightenment ideas about written history... Afrocentric history... Recent scholarship...)

Part III—Long Essay (about 60 mins., one question with choice of two, 50% of grade)

Write an essay of about five paragraphs to answer one of the following questions. Give concrete details from textbook, lectures, readings, and/or discussion. In your answer, provide examples from at least two states or regions. Do not repeat at length the examples you’ve discussed earlier in the exam. Also, do not write at length about your final paper topic.

For example: How can we understand the present in light of the past? (A strong answer would introduce the topic and set out the central point of your answer... perhaps drawing on a quotation from Karl Marx... perhaps underlining the powerful impact of the past on the present... then you would precede to present three paragraphs that present key examples that illuminate your central point... say, a paragraph on legacies in regional history, such as imperialism in Latin America (Berryman, land ownership, Galleano, Prof. Shaya on revolution/counter-revolution)... say, a paragraph on legacies in thematic history, such as the environmental history of industrial societies (Dr. Shaya on rats/sharks, Duiker on environmental challenges), ... say, a paragraph on shifting patterns of geopolitics, from the multipolar world of 1900 to the Cold War to the multipolar world of today (the nation state, Dr. Shaya on multipolar world)... and you would end with a strong paragraph of conclusion – not a summary, but a conclusion that applies these examples back to the central point of your essay.)

TOPICS FOR PART 3, THE LONG ESSAY

Let me start with the essay topics for Part 3 of the exam.

I will give you the choice of two essay questions for Part 3. Please be sure to read the question as stated on the exam carefully and be prepared to answer with a clear historical framework and relevant historical details. I ask you to provide examples from at least two or three regions.

In preparing these topics, you should outline your answers with themes, arguments, and concrete examples.

- Eurocentrism. What is it? How should we escape it in our understanding of the history of the contemporary world?
- Area Studies and Global History. What defines the cultural areas we have studied (such as Latin America or East Asia)? How should we balance the understanding of regional history with global perspectives?
- Colonialism and Its Legacies. How should we understand the legacies of colonialism in the contemporary world?
- Nationalism and the nation-state. What is nationalism? What is the nation-state? And what are the challenges of the nation-state in the contemporary world?
- International relations, 1900 to the present. How have international relations changed in the period we have studied, from 1900 to the present? How has the dominance of one or two or many powers shaped history?

HOW TO THINK HISTORICALLY

Let me remind you of some key ideas of historical thinking as we've explored them in our course. These will be relevant to every part of the exam – and the course.

How to Think (and Talk and Write) Like a Historian...

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?

Forces of change (causality). The forces of change are rarely singular. Indeed, historians shun monocausal explanations. We can often point to several forces of change that produce events. So... industrialization was the product of a complex web of factors.

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.

Context. A classic historian's tool. We can ask of anything: what is its context? Looking to context – cultural, national, social, economic, political, etc. – can help us to understand an event. The construction of a new port adjacent to the city of Osaka, for example... (We'd want to see: the urban development policies of the Meiji era, industrialization and global trade in textiles, an effort to keep foreigners separate from the old city, etc.)

Chronology and periodization. What is your chronology? What is your periodization? Such questions invite us to line up events in time and understand their relationship. So... Robert Marks explains the history of globalization in four waves, providing a chronology and an explanation for each of those waves. For example, he views the late 19th c., from around 1870 to 1914, as a second wave of globalization when goods circled the globe in the context of formal and informal empire. Others will tell this history differently.

Turning points. Moments in time – or particular events – at which history turns. We have seen some examples of these: the naming of Dakar as the capital of French West Africa in 1902, the

Meiji Restoration in 1868, or 1945, which marks a transformation of European politics and identity.

Historical narratives. Historians construct narratives – historical narratives, stories rooted in sources and analysis that explain changes across time. Some narrative have such importance that we call them “master narratives,” such as the master narrative about the “rise of the West.”

The “end of history”? A memorable phrase (a memorable historical narrative) from Francis Fukuyama who, in the aftermath of the collapse of Communist governments in eastern Europe in 1989, pronounced that the historical struggle of governmental systems had ended with the triumph of liberal democracy. The years that followed – with wars of nationalism and the rise of new authoritarian governments – showed the inadequacy of his view.

Contingency. An advanced term, but an important one. The contingency of history reminds us that (as some historians write) “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.” The dominant role of Europe (and its offshoots) in the 19th and 20th centuries was a contingent (not inevitable) development.

Accident. Historical *accidents* have no human causes. So, we can speak of the distribution of coal and iron ore deposits as accidental.

Conjuncture. See the clear explanation by Marks: “when several otherwise independent developments come together in ways that interact with one another, creating a unique historical moment.” He explains European global preeminence in the 18th and 19th c. as just such a conjuncture of industrialization and state development.

Agency. Agency refers to the power of individuals and groups to make their own history. One problem of Eurocentrism is that it does not allow agency to many peoples of the world. But note that agency (of all), can be limited by the past. On this score, see Marx on the “burden of the past.”

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!)

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 interpretation.

Secondary sources. The work of historians.

Presentism. Seeing the past in terms of the present. The term is often used to criticize historians (or historical thinking) that imposes some view of the present upon the past. But the opposite point of view – antiquarianism – is equally satisfying. We’ve argued for a study of the past that helps inform our understanding of the present.

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 – constraints, forces of change, complexity, etc., helps us understand others, helps us understand our place in the world, helps us take a broad view, helps us cultivate intellectual humility.

How do we “map” the world – literally and figuratively? What are the challenges of projecting the three dimensions of the globe onto the two dimensions of a paper map? Note the ways in which such projections – the most famous is the Mercator projection from the 17th c. – distort the size of territories far from the equator. And think about the ways in which individuals see the world from their own perspective. That is inevitable, but we would like to complement our individual view of the world and our place in it with a broader grasp of the cultures and forces at work in the world.

Area Studies & Global Studies. Area studies approaches (which rose to prominence in the 1950s in the context of the Cold War) 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.

Eurocentrism. A view of world history that puts Europe and the West at the center, that discounts the agency of other peoples of the world, that views the world through European and Western values and ideas. See Robert Marks for a thoughtful explanation and critique. See Dipesh Chakrabarty for an influential discussion of the applicability of political concepts that come out of Europe, such as democracy and human rights (specifically on the need for *translation*).

Nationalism. The notion that the state should be defined according to the nation, a community of belonging based on culture, history, values. We’ve highlighted the relative recency of this political identity (esp. since the 19th c.) and explored the ways in which nations are not natural or inevitable groups, but (in the words of Benedict Anderson) “imagined communities.”

Multiple Modernities. You’ve heard the expression “modernity,” to refer to advanced development in society or politics or ideas (such as “modern economies” or “political modernity”). A long tradition (see Marx, Durkheim, Weber) viewed “modernity” as a singular construct. The term referred to modern development on the European or Western model. “Multiple modernities” highlights the notion that economic development and political development have played out in different ways in different contexts.

Understanding World History — Against Eurocentrism (from week 2)

Robert Marks on the history of the world (introduction)

- What does Marks present as the “four interrelated themes” that define the modern world? Can you say a word about each?
 - o Industrialization
 - o Nation-states
 - o The gap between wealthiest and poorest parts of the world
 - o And the impact of human’s on the environment

- How does Marks (and how should we) understand the “rise of the west”?
- What is Eurocentrism? And what is wrong with this view of the world?
- What did the world look like in 1400? Wealthiest states were in Asia – China and India
- How does Marks (and how should we) explain the industrial and military success of Europe after 1800? Contingent...
- When did the divergence of Europe and the rest of the world occur? And why?
- What is the “Anthropocene”?
- Some examples:
 - o China and Zheng He
 - o Political sovereignty of the state – the Westphalian System
 - o The industrial revolution

The nation

- The nation – the notion of a common identity in large-scale communities defined by culture or ethnicity or language or geography or religion or...
- Nationalism – the notion that the nation should be congruent with the state
- Different meanings of “the nation” from French Revolution forward
- Could be source of unity – or argument for anti-imperialism
- One problem with the nation – there are not neat lines separating them

Benedict Anderson

- What is a “nation” for Anderson? What picture comes across of how nations are formed? How does that compare to everyday ways of speaking about nations (as natural and inevitable)? See, “imagined community”
- Anderson argues that three concepts had to fall away before it was possible to “imagine the nation”: a single language of truth, a belief in divine rule, a vision of time in which human history was indistinguishable from cosmology.
- What was “print-capitalism”? Media in an era of capitalist exchange And what was its impact on nationalism? Central. It allowed far-flung residents of a particular territory to see themselves as part of a bounded community.

An outline of 20th c. history

- 1900 – apogee of European power
- 1914 – crisis of nationalism
- 1930 – crisis of capitalism
- Interwar period – era of competing ideologies
- WW2 – cataclysm
- Cold War and decolonization
- Era of globalization (2.0) since the 1970s

Dipesh Chakrabarty

- Argues for “multiple modernities”

- European concepts of citizenship, the state, civil society, capitalism, etc... Can't escape them – yet need to translate, adapt, remake them. Need to renew these concepts from the margins
- Can you give an example? See elections in post-independence India
- Universal Declaration of Human Rights (1948) – international agreement that provides grounds for universal values

The World in 1900 (from week 3)

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 of world history from Schoppa, introduction

- How does Schoppa introduce the history of the world?
- Importance of identities in history
- Different levels of analysis: individual/local, national, global
- Genocide of Herero and Nama Peoples in Southwest Africa

Broad views on the world in 1900 from Schoppa, chapter 1

- What picture of the world in the late 19th and early 20th c. comes through from Schoppa?
- New technologies, rapid industrialization, urbanization, globalization, changing roles for women, ethnic conflicts, efforts of national reform, public health
- Evident in exs: Paris Universal Exposition, 50m. visitors. Marie Curie. Manchu Empress Dowager Cixi, Chinese Revolution (1911), Armenian Genocide of 1915 to 1917, “Remodeling” Rio de Janeiro, the First World War, the “Spanish Flu”

Essen and the Ruhr Valley. Center of German industrial growth in the 19th c.

First iron works, then steel works. The Krupps steel works for example. In context of new imperial Germany from 1871

Created enormous new wealth

Massive urbanization – from 10ks to 100ks in just a few decades – and social dislocation

Site of new politics – labor movement and socialist organization

Implications for a new assertive German foreign policy – in China, in Africa, and beyond

Buenos Aires. Port city of Argentina

Major destination for immigration – esp. from Europe – seeking better lives

Tied into networks of global trade

New city expansion – on model of European cities

Immigrants developed their own culture – language (lunfardo) and dance (tango)

Memory of this immigration has obscured the other inheritances of Argentina – African and indigenous

Osaka. Important port city of Japan – commercial center of Tokugawa era (1600-1868) that would expand and develop in Meiji period (1868 and after)

City of rivers – warehouses – where rice was converted to silver

After Meiji Restoration 1868 – rapid industrialization, studying western models

By 1902 – new development, population growth, railroads, military outposts, and new port city of Kobe built nearby

Important industry of cotton spinning – with global ties to China

Workers – esp. young women recruited to manufacturing from rural areas – working in miserable conditions

Singapore. Independent city state today, today pop. Of 5m.

Tip of Malayan Peninsula, between Malaysia and Indonesia

In 1900, a crown colony of the British Empire, reported directly to crown

Founded by British in 19th c. – but people lived here long before this

Important role in trade in southeast Asia and between Asia and the world

British colonial policy to divide and rule

A multi-cultural society of Chinese, Malays, and Indians (among others)

Every group had its own bureaucracy

Important roles for women – esp. coming from south China and active in construction and as nannies

Singapore was: site of global history, colonial city, hotbed of nationalism and anti-colonialism, a site of wealth and trade

Dakar. Today an important city in Senegal. Metropolitan region population of 3.9m. Global 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 would become 8 states

Dakar made capital of French West Africa in 1902 – site of colonial government

Governor General's Palace – now seat of Senegalese President

In 1900, a center of French empire *and* a site of nationalist/anti-colonial activity

1914 plague – colonizers panic, African pop. driven out of the plateau (European quarter) to Medina (old city)

20th c. trajectory. 60s decolonization, 70s drought, 80s and 90s economic crisis, since 90s a hub of culture and ideas

And a growing city – see new city of Diamniadio for example
A global city – in a nation state but not *of* the nation state

Some themes for discussing these examples

Industrialization

Capitalism

Global trade

Imperialism and colonialism (in different varieties)

Dependency (center and periphery)

A multipolar world

How to write the history of the world?

Some themes:

- Beyond the rise of the west
- From empires to nation states
- A history of war and peace
- A history of globalization
- From a multipolar to a bipolar to a multipolar world

REGIONAL PERSPECTIVES

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

Latin America

LA today is home to 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. We examined the region through the themes of the legacies of colonialism and transculturation.

Simple periodization might include:

- pre-contact (to 1492). Aztec Empire, Inca Empire.
- colonialism. Role of Spain, Portugal.
- independence (late 18th, early 19th). Simon Bolívar, for ex.
- neo-colonialism (1880-1940). Large role for the U.S.
- recent LA (1945 and on). Cold War, populism, socialism, dictatorship, and democracy

We emphasized three large points:

1. It is the legacies of colonialism – economic, political, social – that set the stage for the entrenched structural inequalities that characterize much of Latin America today

2. To understand Latin America must understand transculturation (the dialectical exchange of culture, mutually influencing encounters even within a highly unequal power structure to create something new and uniquely Latin American)
3. Latin American culture is profoundly diasporic

Other themes that we touched on:

- Efforts to address inequalities in LA societies. Produced populist movements (such as Peron) and socialist movements (such as Castro).
- 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 Eduardo Galeano.

Some questions (see reading):

- How might we subdivide this larger region?)
- What is the place of inequality in Latin America?
- Why are Latin American societies so unequal?
- What are some signs of the rising middle class in Latin America?
- What has been the place of democracy in LA? Where and in what conditions has it thrived?
- What has been the place of dictatorship in LA? Where and in what conditions has it thrived?
- How should we tell the economic story of LA since 1945?

We looked closely at authoritarianism in late 20th c. Latin America

- The many experiences of dictatorship – mostly of the right, but also of the left
- The role of the United States and anti-Communism in supporting dictatorship
- The role of militaries and commercial interests in supporting dictatorship
- The example of Chile: President Salvador Allende, 1973 coup, with support of the U.S., General Augusto Pinochet, Codelco and copper mining
- The example of Peru: Gen. Juan Vasco, left-leaning military dictatorship, later Pres. Alberto Fujimori, the Shining Path, the “self coup,” atrocities in war with Shining Path

Key words and examples:

- The Global South
- Indigenous, Afro-Latin, Euro-Latin Regions of Latin America
- Legacies of Colonialism
- Transculturation, Virgen de Guadalupe
- Pre-Contact Latin America, Empires, Aztec, Inca, ecological imperialism
- Extractive Colonialism & Planter Colonialism, Potosí, Slavery
- African diaspora, race in LA, Casta paintings
- Catholic Church
- Simon Bolivar, independence
- Neo-Colonialism

- Nationalism, economic diversification
- Revolution and Counter-Revolution
- Diaspora, push factors
- Democracy and autocracy
- Eduardo Galeano (1940-2015) – and his critique of the US role in LA

Africa in Historical Perspective

Africa today is 54 countries, 20% of land area of world, 2nd largest continent, larger than the United States, Europe, and China combined. Enormous variety. Many societies and cultures. Prof. Ibra Sene shared a discussion of the historiography of Africa and an overview of African history.

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 his presentation and your 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 as a history of connections

Some questions:

- Where does the idea that Africa is without history come from?
- What are some views of Afrocentric history?
- What are drawbacks of area studies approach to history?
- What were the colonial legacies in postwar Africa?
- Who were some of the nationalists that pushed for the independence of African states?
- What is pan-Africanism? And how has the dream of African unity fared?
- What does neo-colonialism in Africa look like?
- How has the “democracy score” of Africa changed from the 1980s to the present?

Key words and examples:

- Eurocentrism, Afrocentrism
- W.E.B. Dubois, Carter Woodson, Cheik Anta Diop
- Area studies and global studies (“zones of interaction”)
- The diversity of Africa, larger than US, China, and Europe combined

- Ancient Egypt, Ancient Nubia, Aksum, Ancient Zimbabwe
- Christianity, Islam, Sufi Islam in West Africa, Coptic Christians in Egypt
- Empires of Mali, Ghana, Songhay, for example
- The Transatlantic Slave Trade (TAST), 350 yrs, 11 m. enslaved Africans
- Colonialism – French, British, Belgian, Portuguese, etc. Settler societies such as South Africa, Kenya, and Algeria
- Pan-Africanism, Négritude (Blackness)
- Kwame Nkrumah, Léopold Senghor, Jomo Kenyatta, for example
- Neo-Colonialism, The Cold War, the role of China
- African demography, migration

East Asia

What makes the region of East Asia? No coherent geography. Or common identity. No one from the region calls themselves East Asian. But the peoples of East Asia do share a zone of interaction, the South China Sea. And they share culture. All under the historical influence of Chinese culture. Chinese script helped bring cultures together. Religious influences of Confucianism and Buddhism. Technologies of rice production, silk, and ceramics were shared across the region.

Dr. Bonk presented examples from China, Japan, and Korea. Let me share a brief timeline for each, though I won't hold you responsible for dates or details.

For China:

- Qing Dynasty (or 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), the “century of humiliation,” Sun Yat Sen
- Republic of China. 1912 to 1949 (1949 to present in Taiwan)
- Japanese occupation of Manchuria, 1937 to 1945
- Communist China. The PRC established 1949. ROC to Taiwan. Mao. Great Leap Forward (50s and 60s), Cultural Revolution (1965-1976)
- Contemporary China. Deng Xiaoping, modernizations, Tiananmen Square, President Xi Jinping.

For Japan:

- Tokugawa Japan, The Shogunate (1603-1868)
- Empire of Japan, from 1868 to 1947 Constitution. Includes several different periods:
 - Meiji Period, 1868-1912. The rise of Japan as an imperial power. Control of Korea. Russo-Japanese war in 1905.
 - Taisho 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:

- Choson Dynasty (Korea, 1392-1902)
- Colonial Korea, 1895 - 1945. Under Japanese control.
- Occupation, 1945-1950. Soviet Union in North
- Korean War, 1950-1953.
- Divided Korea, to present. North (PRK) – Communist, totalitarian, impoverished. South (ROK), authoritarian govts to democratic govts.

Prof. Bonk examined developments in China, Japan, and Korea circa 1800 in light of two themes: “centering and legitimacy” and “managing diversity.”

Centering and legitimacy in 1800

- Beijing as a demonstration of Manchu power
- Edo – receiving embassies from across Japan
- Seoul – exams, “submitting foreigners

Managing and maintaining difference in 1800

- Qing Dynasty – Manchus managed different roles for different peoples of the empire
- Tokugawa Shogunate – domains with hereditary lords, foreigners restricted movement, non-Japanese status for Ryukyu Islands (see Okinawa)
- Choson Dynasty – hereditary class of yangban (tax exempt), limits on Chinese and Japanese communities

These systems were successful – but by late 19th c. (late 1800s) they had internal tensions that would produce change. Would shape history of region in 20th

- Change not simply driven by impact of the west
- Meiji Restoration in Japan, challenges to Manchus in China, dominance of Japan in Korea

The challenge of making nations out of empires

- Defining the nation, drawing boundaries of the nation-state, writing the history of the nation
- Exs. of Zainichi, WW2 in popular culture, Hiroshima Peace Park, comfort women issue
- Territoriality of island states in light of UN Convention on the Law of the Sea (1994)

Southeast Asia

Eleven state, including: Indonesia, Philippines, Vietnam, Thailand, Myanmar, Malaysia, Cambodia, Laos, Singapore, Timor-Leste, Brunei Darussalam. About 700m people. Includes some of the largest cities in the world. Diverse religious traditions, hundreds of languages, many political systems, wide-range of wealth. And topography from tropical to mountainous. A region defined by oceans and waterways.

Some themes to understand this history:

- Long history of global connections – a maritime crossroads long before our current globalization

- Diversity
- Profoundly shaped by colonialism
- In the era of independence, the importance of history – the search for histories that affirm the nation-state and regional unity (in classical period for example)
- The prospect of multiple modernities

Periods of history

- Classical period
- Early modern period – era of trade with China, Japan, India, Middle East, then Europeans. Europeans brought force to control spice trade – and missionaries
- Colonial period to independence
- Globalization, problematic as SEA was global before colonial era

Some details

- Spices: cloves, nutmeg, black pepper
- Mainland states – such as Burma, Thailand, Vietnam
- Island states – such as Malaysia, Indonesia, Philippines
- Japan over Russia (1905), Bolshevik Revolution and anti-Imperialism
- Japanese Occupation – major watershed in SEA history
- Independence in aftermath of 1945 – the product of conflict, did not come peacefully
- Ho Chi Minh in Vietnam, Sukarno in Indonesia

Unity and Diversity

- Many of these states were product of colonial projects and contained diverse communities under one nation: Malaysia, Indonesia, Philippines
- Others followed precolonial boundaries: Burma, Thailand, Vietnam, Cambodia, Laos
- All had substantial ethnic minorities
- Post-independence history is about trying to make new nations work

Example of violence in Indonesia. We watched excerpts from the documentary film by Joshua Oppenheimer, *The Act of Killing* (2012). It reveals: reenactments of violence from the Indonesian mass killings of 1965-66, the story of Anwar Congo, the role of anti-Communist ideology in this violence, the indirect support of the United States for the Indonesian military, the contemporary support for gangsters who are the offspring of the killers of the 60s, extortion of ethnic Chinese shopkeepers

South Asia

There are no simple borders that define this region. For our purposes it includes: India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, Maldives, and (sometimes) Afghanistan and Myanmar. As we think about this region, we should also think about the South Asian diaspora (South Asians living elsewhere in the world) who have had a sizable impact in many other regions.

About 1/4 of world's population lives in this region (about 1.9B). An area of remarkable diversity — ethnic, linguistic, religious, cultural. Includes about 1 billion Hindus, more than 500 million Muslims. India is the world's largest democracy.

I provided a survey of the history of this region, with emphasis on India and Pakistan, and we discussed the challenges of Indian identity today.

A simple periodization of modern India & Pakistan might include:

- the Mughal Empire (16th c. to the early 19th 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 – Bangladesh (from 1971)

Some central themes of our discussion:

- This region has a long history that stretches back to the 4th millennium BCE. South Asia was a dynamic part of global history long before the arrival of European empires.
- South Asia has long 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 and early 20th c. worked to create a sense of alienation along religious lines, particularly among Hindus and Muslims.
- Citizenship in India is especially challenging. One of the great questions of modern Indian history is this: who is Indian? India was founded as a secular state – but that secularism has been repeatedly challenged, especially by those who argue for a Hindu identity for India.

Key words and examples:

- Jawaharlal Nehru (secularist, INC, first PM), V.D. Savarkar (Hindu nationalist, thinker of Hindutva)
- Indus Valley Civilization (4th millennium BCE), Maurya Empire (c. 250 BCE)
- Trade routes by land and sea (Silk Road, Indian Ocean)
- Islam, Hinduism (and many more religious traditions including Buddhism, Sikhism, Jainism, Christianity...)
- Mughal Empire (16th to 19th c.)
- British East India Company, 1857 Rebellion, British Raj
- Nationalism & Anti-Nationalism, Indian National Congress, Gandhi, Partition of Bengal (1905), All-India Muslim League, Amritsar Massacre (1919)
- Caste, four *varnas*, *Dalits*, H.H. Risley's *People of India* (1908) and biological view of caste (that is, pseudo-scientific racism)
- East and West Pakistan
- India and Pakistan (Jawaharlal Nehru and Muhammad Ali Jinnah)
- 1947, Partition, 10m displaced, 1-2 m dead
- Independent India, democratic socialism, non-aligned movement
- Independent Pakistan, Islam and politics, role of military

- Hindutva, Bharatiya Janata Party (BJP), PM Narendra Modi
- Destruction of Babri Masjid (1992) in Ayodha, Ram Mandir

Praveen Swami shared a set of (true) stories to help us understand the challenges of nation-making in contemporary India from 1947 forward, stories from the periphery that illuminate the challenges of post-independence India.

- In light of the violence of partition
- The case of Jammu and Kashmir, union to India but with Kashmiri autonomy, Sheik Muhammad Abdullah...
- Hyderabad, independent in 1947, forcibly brought into India
- State violence, by Indian military under direction of post-colonial Indian state, has to be understood in light of colonial violence

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.

To begin with: a region in turmoil, wide variety of societies and peoples, about 450m. people, wide range of levels of economic development

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 Amazigh (indigenous of North Africa), 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 Southeast Asia). Islam in the Middle East includes important divisions - Sunni and Shi’a Islam. 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 of the themes we explored:

- 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.
- Western involvement in the Middle East, especially in the years around the First World War – and in the early 21st c.
- The challenge of secularism in Islamic societies
- The Israel-Palestine conflict

Key words and examples:

- The Orient, the “Near East,” the “Middle East”
- Bernard Lewis on Islam and modernity, Samuel Huntington on “clash of civilizations”
- Edward Said, *Orientalism* (1978)
- Reza Aslan, “clash within Islam”
- Ancient history, fertile crescent, ancient civilizations Egypt, Sumeria, Mesopotamia
- Islam, Muslims, Muhammad, Quran, Caliphate, Ummah, Sunni, Shi’a Islam
- Crusades
- The Ottoman Empire
- Zionism and Jewish Nationalism
- McMahon-Hussein Correspondence (1915-16), Arab Revolt, Sykes-Picot Agreement (1916), Balfour Declaration (1917), League of Nations Mandates (1919)
- Pan-Arabism, religious ideologies, economic relations
- Turkey, Kemal Ataturk, secularism, NATO, President Recep Erdogyan, Justice & Development Party (AKP)
- Saudi Arabia, oil, Mecca, Medina, Wahhabism
- Persia, Iran, Shahs, PM Mossadegh, Ayatollah Khomeini, Iranian Revolution/Islamic Revolution (1979)
- Egypt, Gamal Abdul Nasser, Pan-Arabism, United Arab Republic, Peace with Israel
- Al-Qaeda, ISIS or ISIL
- Arab Spring in Tunisia, Egypt, Libya, etc.
- Religious revival
- Syria, Bashar al-Assad, Syrian Civil War
- Israel, Partition (1947), Independence/Nakba (1948), Six Day War (1967), Jerusalem, West Bank, PLO, Intifada, Oslo Accords, Palestinian Authority

THEMATIC PERSPECTIVES

A few words of introduction on the themes we explored in the last weeks of the course.

Globalization & Global Capitalism

What is globalization?

- Process of global integration. Increased connections and interdependence – in economy, communication, culture, etc.
- Profound questions
 - Will a more integrated world necessarily be a more peaceful one? Or one with new conflicts?
 - How will the wealth of this new world be shared?

Some terms to know

- The Third World (Cold War term)
- Developed Countries/Developing Countries
- Global North/Global South

Some themes to think about

- Legacies of colonialism
- Vast inequalities across world
- Vast inequality within regions & countries
- World depends on economic growth – but enormous problems with this model

Really Long View

- Rise of agriculture and cities, circa 10k ago – and hierarchies
- But no teleology – need to see complexity

Modern era, since 1400

- Escape from Malthusian Trap
- Industrial Revolution
- Great divergence (“European miracle”)
- Various explanations (no simple one)

Recent history, since 1970s

- 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
- “Great convergence” – higher rates of GDP growth in developing world

Limits to GDP as measure of success

- Happiness? Does not correlate with income, once basic needs are met
- Capabilities approach – focuses on human thriving – Amartya Sen

Migrations

Larger points

- Migrations are part of human history!
- Today, levels of migration are at unprecedented numbers – pushed by economic inequality, conflicts, and instability
- This is not (or not mostly) a “first world” problem - but a global challenge
- The politics of immigration are contentious – nation-states are hardening borders
- Challenges that will only get larger

Some terms to know

- Migration/migrants
- Immigration/immigrants
- Voluntary/involuntary
- Push/pull factors
- Diasporas
- Refugees

- Asylum seekers

Rights for refugees and asylum seekers

- UN Declaration of Human Rights (UNDHR) 1948
- 1951 Refugee Convention And many later agreements

Problem of the nation state

- The Westphalian System of Nation-States – with sovereignty
- But peoples and identities don't simply match the borders of nation-states

Environmental History and Climate Change

Climate change. Is happening. Product of human impact on the environment. Results in “Global weirding.” Fear of effects from warming above 1.5degree celcius above pre-industrial levels. Key: the effects are being experienced/will be experienced differently in different regions.

Dangers of the Anthropocene, the current geological age dominated by human activity. Humans are like rats – adaptable to different environments. Human societies are more like sharks – addicted to environments created in 20th c.

Some examples of human impact: Madeira Island, Aswan Dam, Australia, Chernobyl

Human shark societies have come to depend on:

- Cheap energy
- Cheap food
- Clean water
- Constant economic growth

Resulted in:

- Vast population growth
- Environmental deterioration
- Reduced biodiversity
- Global climate change
- Existential threats to human (shark) societies

Good news? Have to look for some

- Heightened awareness
- Better models of development – see Sen and capabilities
- Climate activism – Greta Thunberg, ex
- International Cooperation – COP26, ex

The great environmental challenge of our time. Global capitalism is built upon model of industry and economic growth. The environment is pitted against the economy. And the impact of climate change is different for different regions.

Democracy and Autocracy

Francis Fukuyama on the promise of the post-Cold War World. In *The End of History* (1992), he wrote that humanity has reached "not just ... the passing of a particular period of post-war history, but the end of history as such: That is, the end-point of mankind's ideological evolution and the universalization of Western liberal democracy as the final form of human government."

Crisis of liberal democracy since 2010. See examples in developed world and the developing world. Some examples: China, Hungary.

Define terms: democracy, liberal democracy, autocracy, democratization, autocratization

Debate over liberal democracy versus autocracy

Long history of democracy, ancient roots in many different places, modern examples from 18th c. Enlightenment forward, repeated failures and limitations. Waves of democratization: after WW1 (1918-1920s), decolonization (1945-1960s), Latin America after dictatorship (1980s), Europe after Cold War (1990s)

Political systems often change in reaction to outside events – economic and political shocks

Today:

- challenges to minority rights. In India under BJP and PM Narendra Modi
- evidence of limits of autocracy. Vladimir Putin and Russian war in Ukraine
- democracies need to confront their own challenges, demonstrate good governance for all

No simple way of saying what future will bring

History and the World Today

The world today

- Looks like a messy place
- Don't throw up your hands – take a broad view (that's what historians do) – history will help us make sense of the world

Post-1989

- With end of Cold War, ambitious pronouncements of the “end of history” and triumph of liberal democracy
- Francis Fukuyama, *End of History* (1992) – argued that History was over, liberal democracy won. No such luck – and today democracy seems increasingly strained
- Samuel Huntington, *Clash of Civilizations* (1996) – argued that a struggle was under way between civilization (we've been quite critical of this view)
- Martha Nussbaum – *The Class Within* (2009) – argued that the greater conflict is within societies, a struggle between ethnic/religious exclusion and the democratic ideal of inclusion

World today

- 1900 – multipolar world
- 1945-1989 – bipolar world
- 1989 and following – some have argued for a unipolar world (dominated by US). Today, it seems we are closer to a multipolar world. Globalization. And its discontents

Today's challenges

- Ethnic conflicts
- National conflicts
- Authoritarianism & Crisis of Democracy
- Globalization & Its Discontents
 - o Profound economic inequalities
 - o Migrations

- Anti-globalism
- “Great power” tensions – Russia, China, US, for example

And history?

- History has no predetermined direction. Against teleology – there is no direction to the moral arc of the universe (I’m sorry to say). Future remains to be written
- But history can help us.
 - Helps us to a healthy skepticism
 - Helps us make sense of the present
 - Helps us understand change – the highly contingent nature of our world