

**HISTORY 161 COURSE SYLLABUS
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I. THE ANCIENT WORLD: MYTH, FAITH AND BELIEF

Humans of all races and cultures strive to understand the meaning of life. This is, certainly, one of the most obvious ways in which history is relevant to each of us. In studying the past, we can examine how other peoples have confronted this problem. In the ancient world, for instance, cultures often developed myths to help them explain the world. A myth is a story, based partly on historical fact, which helps a people develop a worldview. One such myth was the Epic of Gilgamesh in ancient Mesopotamian society. Mesopotamia, the site of the first urban culture, was centered between the Tigris and Euphrates Rivers in present-day Iraq. It was a harsh land, with unpredictable, ferocious floods from the Tigris and Euphrates Rivers, heavy rains, violent winds, and terrible humidity. In this environment, it was all too easy for people to see their lives as controlled by fickle, uncaring supernatural forces. Though the epic is obviously fictional, like most myths it is based partly in fact. Gilgamesh was an actual king who ruled the city of Uruk around the year 2600 B.C. In the story, he is an evil, abusive ruler, and the gods create a hairy beast, Enkidu, to punish him. The two instead become friends and enjoy many adventures together--until the gods condemn Enkidu to die for killing a Bull of Heaven sent to punish them. The gods decide that Enkidu must die. Distraught, Gilgamesh sets out to find the secret of immortality. He finds a man named Utnapishtim, reputedly granted eternal life by the gods. Utnapishtim tells Gilgamesh how he had survived a great flood sent by the gods to punish humans; the gods later regretted their action and bestowed immortality on him. Utnapishtim tells Gilgamesh that the secret of eternal life is a plant that grows at the bottom of the sea. Gilgamesh recovers the plant, only to have it stolen away by a snake before he can eat it. He concludes that life for human beings ended on earth; immortality is only for the gods. As a character in the epic tells him, "When the gods created mankind, death for mankind they set aside, Life in their own hands retaining. Thou, Gilgamesh, let full be thy belly, make thou merry by day and by night. Of each day make thou a feast of rejoicing, day and night dance thou and play...! For this is the task of mankind!"

Other peoples reached different conclusions. During the period of the Egyptian Empire known as the Middle Kingdom, for instance, even ordinary Egyptians believed they would enjoy an after-life filled with earthly pleasures. The Hebrew religion came to believe in a somewhat more benevolent god, one who willingly entered a binding covenant, or contract, with his chosen people to guarantee them salvation if they were loyal to his laws. The early Christians, following the teachings of Jesus of Nazareth, also believed in a kinder, forgiving God, one who promised peace and glory in eternity if people followed his teachings. Muslims developed similar beliefs in their teachings about Allah. The earliest Greeks seemed to follow more closely the path laid out by Gilgamesh; the writings of Homer and Hesiod, for instance, pictured arbitrary, punitive gods interested only in their own feuds and interests. Eventually, though, the Greeks moved in a different direction, turning to reason as their guide to the meaning of life. It was they who provided the clearest indication of the future course of European civilization. However, in at least one other sense, Gilgamesh remains a truer reflection of human fears. In confronting the inevitability of death and the despair of daily life, this ancient epic surely points far ahead to the disillusionment that would characterize much of twentieth-century European culture.

Major Questions for Unit I

How did ancient societies use myth, religion, and philosophical systems to understand the world around them?

What constitutes the Hebrew conception of God and religion?

What are the Christian and Muslim belief systems, their conception of God and the meaning of life?

How did the evolution from myth to philosophy in Greece occur and what was the role of reason in this process?

A. The Hebrews

1. Conception of God
2. The Covenant
3. The Prophets
4. The Bible

B. The Christians

1. Jews in the Roman World
2. Jesus of Nazareth and the Early Days of Christianity
3. Paul and the Spread of Christianity
4. Monasticism and Spirituality in the early Christian Church
5. Augustine and the Merger of Christian and Classical Culture

C. The Muslims

1. Muhammad and the Birth of Islam
2. Muslim beliefs

D. The Greeks

1. Early History
2. The Greek Dark Age
 - a. Homer and the Heroic Myth
 - b. Hesiod and early Greek Religion
3. Culture of Classical Greece
 - a. The Birth of History
 - b. Greek Drama and the Search for Meaning
 - c. Greek Philosophy
 1. Pre-Socratics
 2. Socrates; Plato; Aristotle
 3. Hellenistic Philosophy and Religion

Reading for Unit I

TEXTBOOK

Spielvogel, pp. 24-29, 107-112, 119-125, 128-131, 39-43, 49-53, 66-70

PRIMARY SOURCES

Spielvogel Text:

“The Covenant and the Law: The Book of Exodus”	p. 27
“Christian Ideals: The Sermon on the Mount”	p. 108
“The Qur’an: The Pilgrimage”	p. 129
“Homer’s Ideal of Excellence”	p. 42

II. THE GREEKS: ORDER AND EXPANSION

When people live together, they seem to need some form of order and authority. Some individual or group has ultimately to be responsible. In tribal societies, the strongest male was often chosen to be chief during times of crisis. But after the trouble passed, he reverted to being one of equals. This example raises the question of how societies organize themselves. Should power be shared, rotated, or placed under a specific leader's control? In the ancient world, the Greeks' solution to such questions became the establishment of city states, which were governed by structures ranging from democracies to military dictatorships. Citizenship in these city states meant special privileges and duties and set these people apart from others.

Historians and students alike generally associate the concept of empire with the modern world, most commonly with the European empires of the nineteenth century, and perhaps with the American and Soviet empires of the twentieth century. However, both Greece and later Rome established empires that controlled the Mediterranean world during their respective eras. Both cultures were rooted in geographical expansion and relied to a considerable extent on economic control and physical conquest to maintain their societies. Moreover, contact with other cultures changed the shape and essential nature of Greek and Roman culture alike. And both cultures eventually fell victim to the external threats and internal strains that characterize empires throughout history.

The spread of the Greek colonies throughout the Mediterranean world brought them into conflict with the great Persian Empire. Later, internal disputes among Greek city-states themselves led to the Peloponnesian Wars, the great "civil war" of ancient world. The history of Greek expansion culminated with the new empire established by Alexander the Great and the resultant Hellenistic culture.

Major Questions for Unit II

- How and why did the poleis develop and what was the nature of Greek democracy?*
- What notions of authority existed within families in the Ancient Greek world?*
- What were the causes and characteristics of Greek and Hellenistic expansion?*

A. Order and Authority

1. The Greek Polis
 - a. Geography of Greece
 - 1) localized, distinct settlements
 - 2) development of the polis
 - b. Sparta
 - 1) monarchy
 - 2) militaristic character
 - 3) Lycurgan reforms
 - 4) regimented plain life/ growing up in Sparta
 - c. Athens
 - 1) commercial center with citizen/farmers

- 2) existence of slavery
- 3) definition of Athenian democracy
- 4) Solon's law code
- 5) Pericles' leadership and ideas
- 6) the family

B. Expansion and Cultural Contact

1. Empire in Ancient Greece
 - a. The Challenge of Persia
 - b. Athenian Expansion and Empire
 - 1) The Delian League and Athenian imperialism
 - 2) The Profits of Imperialism and roots of Athenian democracy
 - c. Spartan-Athenian Rivalry, the Peloponnesian Wars and the Decline of Greece
2. Alexander and the Spread of Greek Culture
 - a. Philip of Macedonia and the conquest of the Greek city-states
 - b. The Empire of Alexander the Great
 - c. Work, Community, and Social Relations in the Hellenistic World

Reading for Unit II

TEXTBOOK

Spielvogel, pp. 43-49, 53-56, 59-68

PRIMARY SOURCES

Spielvogel Text:

“The Lycurgan Reforms”	p. 45
“Athenian Democracy: The Funeral Oration of Pericles”	p. 48
“Household Management and the Role of the Athenian Wife”	p. 55
<i>Aristophanes</i> “Lysistrata” (See Spielvogel Appendix)	

III. THE ROMANS: ORDER AND EXPANSION

The first known form of government for the city of Rome was that of a kingdom, imposed by the Etruscans, who were technically outsiders. But eventually, the Romans created a republic, characterized by a changing leadership chosen by the citizens. But geographical expansion and the necessities of governing a huge region altered political dynamics. The Roman Republic gave way to the Roman Empire, where authority and power was dictated from above. Many institutions remained from the republican era, but the focus of power rested with the emperors.

The second part of the unit discusses Roman expansion, in particular the Punic Wars, and the establishment, growth and eventual decay of the Roman Empire itself, from the Age of Augustus to the fracturing of the empire into eastern and western halves. The east would prosper for centuries to come. The west, on the other hand, would continue to disintegrate, making the fear of disorder and chaos an ever-present concern among nobles and ordinary people alike.

Major Questions for Unit III

What characterized Roman political structure and legal tradition?

What defined the nature and process of Roman expansion and interaction with the provinces?

What was the Pax Romana (especially under Augustus)?

What were the reasons for the disintegration of the Roman Empire?

A. Order and Authority

1. The Roman Republic

a. Gens, Clans, Households and Citizen Families

- 1) patricians
- 2) plebeians
- 3) clientage system

b. Struggle of the Orders

- 1) establishment of representative assemblies
- 2) rule of law
- 3) Patria Potestas

B. Expansion and Cultural Contact

1. Roman Expansion in the Republic

- a. The Roman conquest of Italy
- b. The Punic Wars and the Roman Conquest of the Mediterranean
- c. The Rewards and Costs of Roman Imperialism

2. The Roman Empire

- a. Expansion and Integration of Rome
 - 1) legal system, citizenship and political organization
- b. Power of the Generals

- c. The Gracchi
 - d. Assassination of Julius Caesar
 - e. Augustus and the Creation of the Empire
3. Pax Romana and the Disintegration of the Empire
- a. Augustus Brings Stability to the Empire
 - b. Order, Authority, and Social Relations in the Provinces
 - c. Crisis and Disintegration

Reading for Unit III

TEXTBOOK

Spielvogel, pp. 73-91, 94-100, 104-106

PRIMARY SOURCES

Spielvogel Text:

“The Achievements of Augustus”

p. 95

History 161 Photocopy Readings Packet:

Tacitus “The Imposition of One Man Rule”

IV. THE MIDDLE AGES: LIVING IN THE NATURAL WORLD--WORK, COMMUNITY AND SOCIAL RELATIONS

The barbarian invasions and the collapse of the Roman Empire in Western Europe left a power vacuum, eventually filled by feudalism and its related economic system, manorialism. Work, community and social relations focused on the local level in an environment where different groups performed the functions that held society together. For a brief period in the 700 and 800s, a Frankish dynasty exerted centralizing authority over part of the old Western Roman Empire. This did not alter the essential organization of medieval society. Peasants, most of them serfs, comprised the overwhelming majority of people. They worked the land and supported a small elite, who protected the serfs from various external dangers. Clergy ranged from the elite bishops, abbots and abbesses who ran great landed estates and lived the lives of luxury, to the local priests, who often worked alongside their parishioners in the fields during the week.

This localized, hierarchical society predominated in rural areas throughout Europe. But with the passage of time a different dynamic emerged in towns. Often urban residents bought charters of freedom that exempted them from the feudal system. Many people performed manual labor, but the economic strength of towns rested on the merchants. These people soon came to challenge the authority of the medieval nobility and of the feudal order.

Major Questions for Unit IV

What were the causes of disorder in the early medieval world?

What were the essential characteristics of the medieval social order?

How did feudalism restore political and social stability?

How and why did the towns and their residents serve as the agents for change at that time?

A. Disorder, Recovery and Dissolution of the Early Medieval World

1. Cultures
2. Charlemagne and the Carolingian World
3. Viking, Magyar and Muslim Invasions

B. Feudalism: the search for protection and stability

C. Nobles and the Life of Aristocratic Privilege

1. Relationship of Lord and Vassal
2. New Warrior Class
3. Culture of Feudal Power: Chivalry and Role of Women
4. Family Life

D. Peasants and the Struggle to Survive

1. Manorialism: The Economic Basis of Power
2. Those who work

3. Serfdom

E. The Clergy

1. Church in Local Society
2. Those Who Pray

F. Trade, Towns and a New Way of Life

1. The Merchants
2. Town Liberties
3. Guilds and Industry

Reading for Unit IV

TEXTBOOK

Spielvogel, pp. 135-145, 153-162

PRIMARY SOURCES

Spielvogel Text:

“The Achievements of Charlemagne”

“Feudal Oaths of Fidelity” (See Spielvogel Appendix)

p. 136

V. THE MIDDLE AGES AND THE RENAISSANCE: ORDER AND AUTHORITY

The disintegration of the Roman Empire in the Western Mediterranean created a crisis of order throughout that part of the world, broken only by the brief restoration of order under the Merovingian kings and later, Charlemagne. In response, three elements coalesced to form a new structure of authority, and a new culture, in much of western Europe: Germanic culture; the legacies of the Graeco-Roman cultures; and Christianity. This merging of cultures brought a new sense of order to Europe that relied on the authority of the Christian church, particularly the papacy, on the international level and, on feudalism and manorialism at the local and regional levels.

However, during the latter part of this period, especially after 1000 A.D., new forces of change began to threaten this structure of authority. The gradual revival of international trade, the re-emergence of cities, and the slow but clear growth of centralized authority in the early nation-states combined to establish different parameters of order and authority. Kings and national forms of law and government began to challenge the papacy for power on the international arena.

Major Questions for Unit V

What contributions did the papacy make to political and social stability?

How did events such as crises within the papacy and the emergence of new centers of political, economic, and social power pose threats to feudal authority?

Who was Machiavelli and what did he contribute to modern political thought?

A. The Papacy and International Authority

1. Corruption in the Church
2. Gregory VII and the Investiture Controversy
3. Innocent III and the Peak of Papal Power
4. The Crusades

B. New Centers of Power in the Late Middle Ages

1. Prelude to the Early Nation-States
2. European Kingdoms in the High Middle Ages
 - a. Kings, Parliament, and local rule in England
 - b. The Hundred Years War

C. Comparison of Order and Authority in the Ancient, Medieval, and Renaissance Worlds

Reading for Unit V

TEXTBOOK

Spielvogel, pp. 178-189, 171-176, 196-199
PRIMARY SOURCES

Spielvogel Text:

“Treatment of the Jews”	p. 183
“The Siege of Jerusalem: Christian and Muslim Perspectives”	p. 186
“Magna Carta”	p. 173

VI. THE HIGH MIDDLE AGES THROUGH THE RENAISSANCE: CUSTOM, CULTURE AND ARTISTIC EXPRESSION

All peoples, rich or poor, educated or uneducated, create their own cultures. But they often express those cultures in different artistic ways. Historians generally refer to artistic expressions of the elite as high culture. During the High Middle Ages and the Renaissance these included painting, sculpture, architecture, literature and music. But the masses of people had their culture as well, a popular culture manifested in such arts as fancy carpentry, decorative pottery, weaving and folk songs. Culture, high or popular, often also reflects a society's level of religiosity. High culture of Medieval Europe is closely associated with the Roman Catholic Church, the greatest patron of art at that time. During the Renaissance, art and architecture remained tied to Christianity, but a growing secularization of culture began as well. Finally, amidst the Renaissance and its focus on man and his possibilities, Niccolo Machiavelli wrote the first defense of a modern, secular state, one based on material need rather than religious justification. This signaled a new direction that modern political culture would take.

Major Questions for Unit VI

What defined the culture and philosophy of the High Middle Ages?

Why was the cultural phenomenon known as the Renaissance tied to Italy?

Why did the secularization of artistic expression occur?

A. The Intellectual World of the High Middle Ages

1. High Culture in the Middle Ages
2. Art
3. Architecture - the Romanesque and Gothic Cathedrals
4. Philosophy - Aquinas and Scholasticism

B. The Emergence of the Renaissance: The World of the Italian City-States

1. Italy's Urban Geography
2. Emergence of the Merchant Class
 - a. wealth led to leisure and patronage of arts
 - b. the Italian Merchant's family and society

C. Italian Renaissance

1. Defining the Renaissance
2. Humanism
 - a. definition
 - b. Petrarch
 - c. Pico della Mirandola
 - d. Reform of education - the Liberal Arts
3. Artistic Expression
 - a. new techniques - perspective, medium, color

b. representative artists and their art, e.g. Michelangelo, daVinci, Brunelleschi

D. The Northern Renaissance

- a. ideas
- b. cultural contributions

E. The Birth of Modern Political Beliefs--Machiavelli

Reading for Unit VI

TEXTBOOK

Spielvogel, pp. 162-168, 210-224

PRIMARY SOURCES

Spielvogel Text:

“Machiavelli: ‘Is It Better to be Loved than Feared?’”

p. 217

History 161 Photocopy Readings Packet

Pico della Mirandola “Oration on the Dignity of Man”

VII. THE MIDDLE AGES THROUGH THE REFORMATION: MYTH, FAITH AND BELIEF

Christianity was the dominant organized religion of the European Middle Ages. But what it meant to be Christian varied according to who you were and where you lived. Those people who chose to commit themselves to serve the church understood the basics of Christianity's teachings. But people in rural and remote areas, where barely literate priests merely repeated masses by rote, often had a less than perfect understanding of Christianity. In these places, false teachings or heresies often overtook or integrated with local Christian beliefs. As the institution of the Catholic Church became more politically involved and grew increasingly remote from its flock, various individuals within the church cried out for reform. The church initially ignored these people. Excommunicated from the Roman church, Martin Luther began the Protestant Reformation, which adhered to a more basic Christianity than that currently practiced. In reaction, the Catholic Church decided it needed to set its house in order. In the meantime, religious reform intertwined with political struggles, and Europe experienced widespread destruction during the Age of Religious Wars.

Major Questions for Unit VII

What differentiated institutional Catholicism from the faith of the ordinary people?

What were the reasons for the Protestant Reformation?

How did organized religion and society respond to the religious upheaval?

A. Practicing Catholicism

1. Papacy, Bishops and Priests
2. Monasteries and Convents
3. Folk and Popular Beliefs
4. Heresies-Albigensianism

B. Crisis of Belief

1. Black Death
 - a. inefficacy of the priests
 - b. Flagellants
 - c. anti-Semitism
2. Avignon Papacy and the Great Schism: Who's in Charge?
3. Council of Constance
4. Renaissance Papacy and Church Corruption: Alexander VI or Julius II

C. Cleaning House: the Reformation

1. Scholasticism, Aquinas and Italian Humanism
2. Erasmus and Christian Humanism
3. Martin Luther
 - a. reform becomes revolt
 - b. essentials of Protestant theology

4. John Calvin
 - a. predestination
 - b. seeds of Protestant Work Ethic
5. The English Reformation
6. Catholic Reformation
 - a. Council of Trent
 - b. Jesuits
7. Chaos and Disorder
 - a. Holy Roman Empire or France's Civil War or Philip II's Crusade or 30 Years' War
 - b. Witchcraft persecutions

D. Myth, Faith and Belief: Themes and Differences from the Ancient World through the Reformation

Reading for Unit VII

TEXTBOOK

Spielvogel, pp. (Reread) 182-184, 192-196, 201-204, 227-229, (Reread) 165-166, 232-248, 271-274

PRIMARY SOURCES

Spielvogel Text:

“Luther and the Ninety-Five Theses”	p. 235
“A Witchcraft Trial in France”	p. 273

History 161 Photocopy Readings Packet

John Calvin “The Institutes Ecclesiastical Ordinance and the Obedience Owed Rulers”
Jacob Sprenger and Heinrich Kramer “Malleus Maleficarum: How to Torture a Witch”

VIII. EUROPE IN A NEW WORLD: EXPANSION AND CULTURAL CONTACT

European nations in the early modern world were intensely competitive and expansionist. Driven by renewed interest in trade with the east, by religious and political rivalries, by the cultural curiosity rooted in the Renaissance, and by the emergence of new technologies, many countries sponsored costly and dangerous voyages of exploration. In the Americas, these explorations resulted in the establishment of new empires, with profound political and economic effects on the map of Europe. However, they also juxtaposed dramatically different cultures, forcing Europeans (and American Indians) to reassess their own identities.

Major Questions for Unit VIII

*What were the causes of European expansion in the fifteenth and sixteenth centuries?
In what ways did the American Indians and Europeans influence each other?*

- A. Causes and Motives for European Expansion
 1. Contact with Asia and the Eastern Mediterranean
 2. Religion
 3. Centralization of State Power
 4. Technology
 5. The European World-View in the Fifteenth Century

- B. Examples of Expansion
 1. Portuguese Maritime Empire
 - a. Prince Henry the Navigator
 - b. Trade and the Portuguese Empire
 2. Columbus and the Age of Exploration
 3. Spanish Empire
 - a. First Contact: Strangers and a Strange Land
 - b. Conquest
 - c. Administering an Empire: Conquistadors, Encomiendas, Bureaucracy
 - d. Spanish Catholicism and American Indians

- C. Social and Economic Consequences of Expansion
 1. Impact on Social Relations: Sailors' Lives
 2. Impact on Europe
 - a. Silver and European Inflation
 - b. The Intensification of State Rivalries
 3. Impact on the American Colonies
 - a. The Columbian Exchange
 - 1) Disease and Demographic Catastrophe
 - 3) Plants, Animals and Biological Migration

- D. European Empires: Expansion in Ancient Greece and Rome and Early Modern Europe

Reading for Unit VIII

TEXTBOOK

Spielvogel, pp. 251-269

PRIMARY SOURCES

Spielvogel Text:

“The Spanish Conquistador: Cortés and the Conquest of Mexico” p. 255

IX. ABSOLUTISM AND CONSTITUTIONALISM: ORDER AND AUTHORITY IN THE EARLY MODERN WORLD

The decentralization of political power that characterized the Middle Ages began to erode with the rise of the national dynasties. This resulted in increasingly frequent conflicts between nobles and kings over who actually wielded power. By the 17th century, this issue was resolved in a variety of ways. In some nations, the power of kings increased at the expense of the nobility. In others, while monarchs aspired to such power and authority, the nobility successfully resisted encroachments on their authority. The best examples of these two paths, France and England, presented very different models for the rulers of Europe to emulate.

Major Questions for Unit IX

How did the formation of the nation-states address the search for order?

What constituted the nature of absolutism in theory and practice?

How did the alternate model of Constitutionalism function in Early Modern Europe?

A. Absolutism in France

1. Exercising Power in Society
 - a. King, Estates General and the Parlements
 - b. Richelieu as architect
 - 1) intendant policy
 - 2) curbing power of the Huguenots
 - c. regency and the Fronde
 - 1) Mazarin and the Royal Troops
 - d. Louis XIV's attitudes about kingship

2. Building an Absolutist State
 - a. army reforms
 - b. economic reforms
 - c. support for science and technology
 - d. "Versailles System" to curb noble power
 - e. great wars and great building projects
 - f. other absolutisms

3. Definition of an Absolutist State: Ideal and Reality

B. Constitutionalism in England

1. Power in Society
 - a. King, Parliament and local J.P.s and Sheriffs
 - b. tradition of shared power and rule by law

- 1) Magna Carta, Act of Supremacy and Elizabethan Compromise
- 2. Arrival of the Stuarts
 - a. James I and Divine Right of Kings
 - b. Charles I and the Petition of Right
 - 1) 11 Years' Tyranny
 - c. Puritanism and political activism
 - d. Parliament and Charles Face Off after 1640
 - 1) brief discussion of players in Civil War
 - 2) radical religious/political movements
 - 3) failure of the Puritan Commonwealth
- 3. Return of the Stuarts
 - a. James II and the Catholic scare
 - b. Glorious Revolution and the Bill of Rights

C. Explaining Government in the 17th century

- 1. Thomas Hobbes
- 2. John Locke

Reading for Unit IX

TEXTBOOK

Spielvogel, pp. 275-286

PRIMARY SOURCES

Spielvogel Text:

“The Bill of Rights”

p. 285

Thomas Hobbes “Leviathan” (See Spielvogel Appendix)

John Locke “Two Treatises on Government” (See Spielvogel Appendix)

X. THE SCIENTIFIC REVOLUTION AND THE ENLIGHTENMENT: MYTH, FAITH AND BELIEF IN THE 17th AND 18th CENTURIES

Revolutions are not always political; they can also be cultural, social, or economic. Prior to the sixteenth century, many scholars and ordinary people alike believed the earth was at the center of the universe, and man at the center of God's Creation. With the discoveries of Copernicus and others, this view of the universe lost credence. Though the findings of the Scientific Revolution took centuries to spread throughout society, they initiated a way of looking reality that differed dramatically from the assumptions of the medieval world. For scholars, and ultimately for most humans, truth came to reside in an empirical, rather than religious or spiritual approach, to the verification and analysis of reality. Observation and the accumulation of concrete evidence took the place of faith and belief.

During the later phenomenon known as the Enlightenment, philosophers argued that the ideas of the Scientific Revolution could be extended to understand all areas of life, even the nature of man and of society. These thinkers rejected traditional Christianity and attacked religious fanaticism, furthering the secularization of European society. They believed they could discover the laws that governed society, not just nature, and their writings served as the basis for the American and French revolutions. Of course, the majority of people did not immediately embrace these ideas. Many continued to adhere to a more religious understanding of reality. While scientists and Enlightenment philosophers saw the world, and even God, as operating like a clock, mechanically and on its own without direct guidance from God, others continued to believe that God could intervene in the world at any time, and that the ultimate reality lay in the spiritual, not the material, world.

Major Questions for Unit X

- How did the scientific revolution alter basic perceptions of the nature of the universe?*
- What is the scientific method?*
- How did Enlightenment thought define reason and empiricism?*
- What were the implications of these beliefs on the traditional religious, social, and political structure of European society?*

A. The Scientific Revolution

1. Renaissance Roots--Empiricism
 - a. Humanism
 - b. Artists and the Observation of Nature
 - c. Technology and the Printing Press
 - d. Mathematics
2. Toward a New Understanding of the Heavens
 - a. Medieval Cosmology
 - b. Copernicus
 - c. Brahe, Kepler, and Galileo
 - d. Newton
3. The Scientific Method--Francis Bacon; Descartes

B. The Enlightenment

1. The Legacy of Locke and Newton
2. The Philosophes: Montesquieu; Voltaire; Condorcet; Rousseau
3. Women, the Philosophes, and the Salon
4. Popular Culture in the Age of Reason
5. The Costs of Civilization: The Enlightenment Debate on Freedom, Rights, and the Roles of Women and Blacks

C. Early Modern World Views: The Religious and the Secular

Reading for Unit X

TEXTBOOK

Spielvogel, pp. 292-305, 307-321

PRIMARY SOURCES

Spielvogel Text:

“The Starry Messenger”	p. 297
“The Attack on Religious Intolerance”	p. 312
“A Social Contract”	p. 313
“The Rights of Women”	p. 315
<i>Galileo Galilei</i> “Letter to Grand Duchess Christina” (See Spielvogel Appendix)	

History 161 Photocopy Readings Packet:

Francis Bacon “Attack on Authority and Advocacy of Experimental Science”

XI. THE AGE OF REVOLUTION: ORDER AND AUTHORITY IN THE LATE 18th CENTURY

This unit focuses on the dramatic break with longstanding patterns of order and authority that occurred in the eighteenth century. It targets the dissolution of traditional hierarchical systems - absolutism, feudalism, mercantilism. Merchants and other members of society began to question the economic system of feudalism, where relationships were static and property use was severely restricted. They also challenged the political order where power resided exclusively in the hands of the monarchy and aristocracy.

Enlightenment thought together with a devastating financial crisis served to elevate this contest over authority systems to a revolution in July of 1789. The results were dramatic. Feudalism was abolished, along with the hierarchical relationship between peasant and aristocrat, and absolutist rule became a thing of the past in Western Europe. But this revolution was far from over. While the revolutionary government was trying to maintain itself against those who wanted to return to absolutism and feudalism, the revolution took a radical turn. In 1792, the urban workers of Paris, believing that the revolution had not improved their lives but had instead given them new oppressors, rose up to create a more democratic system of authority that would benefit them. This lasted for only a brief time until the Thermidor Reaction and then when Napoleon consolidated the revolutionary gains.

In addition to investigating the various contests over different systems of authority, this unit illustrates that the very process of change, in this case the popular activity of new social groups, also signified an important transformation in longstanding notions of behavior. This is the first time that we see people from the lower ranks of society - workers, peasants, and women - abandoning standard patterns of submission and respect to express their views and exert their power, often violently, in the public arena.

Major Questions for Unit XI

What processes caused traditional systems of order to dissolve?

How did the activity of the masses challenge traditional notions of political behavior?

How did the European elites resist these transformations?

A. French Revolution

1. Introduction: sources of revolutionary upheaval
 - a. Long term issues
 - 1) Growth in absolutism
 - 2) Enlightenment ideas
 - 4) Inequalities of feudal system
 - b. Immediate or short term
 - 1) State budget crisis
 - 2) General economic crisis
 - 3) Example of American Revolution

1. 1789 Revolution
 - a. Process: challenges to traditional social and political authority
 - 1) Estates General, Tennis Court Oath, National Assembly
 - 2) Fall of the Bastille
 - 3) Agrarian Revolts
 - 4) Women's October March on Versailles
 - 5) Flight to Varennes and capture
 - b. Results (through 1791): dissolution of traditional authorities
 - 1) End of feudalism - 1 nation 1 law
 - 2) Declaration of Rights
 - 3) Establishment of constitutional monarchy
 - 4) Civil Constitution of Clergy

3. 1792: radical revolution

- a. Process
 - 1) War crisis & defeats
 - 1) Economic crisis
 - 2) Conflict over meaning of revolution
 - a) universal suffrage
 - b) direct democracy
 - c) economic controls
- b. Results: a new order challenges authorities
 - 1) Creation of Committee of Public Safety
 - a) levy-en-masse
 - b) price maximum
 - c) reign of terror
 - 2) Military victories
 - 3) Dissolution of revolutionary coalition

B. Napoleonic Consolidation: revolutionary or traditional

1. Napoleon as traditional leader
 - a. 1799 coup - Napoleon controlling exec power
 - b. 1804 Empire - Emperor Napoleon I
 - c. Order and peace
 - d. Concordat with Church
2. Napoleon as revolutionary actor
 - a. Napoleon's ascent
 - b. Civil Code
 - c. Rationalizing state
 - d. Single tax system

C. International Reaction

1. Napoleonic Conquest and the Impact on Western Europe
2. Response from traditional elites
3. The Congress of Vienna

Reading for Unit XI

TEXTBOOK

Spielvogel, pp. 342-357

PRIMARY SOURCES

Spielvogel Text:

“The Fall of the Bastille”

p. 345

“Declaration of the Rights of Man and of Citizen”

p. 346

History 161 Photocopy Readings Packet:

Abbe Sieyes “What is the Third Estate?”

XII. CONSERVATISM, LIBERALISM, NATIONALISM AND SOCIALISM: NEW VISIONS OF ORDER AND AUTHORITY IN THE 19TH CENTURY

The aftermath of the 1789 French Revolution altered the balance of order and authority in European society. No longer could kings and nobles expect to compete for power amongst themselves with little or no regard for the vast majority. In the early 19th century, new questions about order and authority led to the formulation of political ideologies, which in turn rallied wider audiences and activists into the field of political power debates. While traditionalists wished to cling to the Ancien Regime of pre-1789, others such as liberals, nationalists, and socialists wanted to see a new order in politics as well as in society. Throughout the century, attempts to preserve the old order occurred alongside experiments in state building and greater political participation.

Major Questions for Unit XII

What are the essential themes of the nineteenth century political ideologies?

How were the ideologies put into practice?

By what process did mass politics emerge?

A. Ideologies - General definition

B. Conservatism

1. Preserving Tradition
 - a. elite politics
 - b. the Organic State
 - c. Burke and Metternich - the ideas
 - d. The Karlsbad Decrees - the practice

C. Nationalism

1. Cultural Nationalism
 - a. Romantic movement
 - b. brothers Grimm or G. Mazzini
2. Political Nationalism
3. Material Nationalism
 - a. movement rural to urban
 - b. developing a new identity

D. Liberalism

1. Definition
 - a. economic liberalism - Adam Smith
 - b. political liberalism
 - 1) de Tocqueville
 - 2) J.S. Mill

E. Socialism

1. Definition of socialism
2. Louis Blanc and other Utopians

F. Politics of the Ideologies

1. Revolutions of 1830 and 1848
2. Unification of Italy or Germany

Reading for Unit XII**TEXTBOOK**

Spielvogel, pp. 376-392, 397-400

PRIMARY SOURCES

Spielvogel Text:

“The Voice of Conservatism: Metternich of Austria”

p. 378

“The Voice of Liberalism: John Stuart Mill on Liberty”

p. 383

“The Carlsbad Resolutions” (See Spielvogel Appendix)

XIII. THE INDUSTRIAL REVOLUTIONS OF THE 19TH CENTURY: LIVING IN THE NATURAL WORLD—WORK, COMMUNITY AND SOCIAL RELATIONS

This unit illustrates the interaction between systems of production, the environment in which people live and work, and new forms of social and community relationships. The changes that occurred in this decade originated with the Industrial Revolution, a process that spanned several decades and radically transformed the way people lived, worked, and related to one another.

Pre-industrial production centered on the family. Factory and industrial production, by contrast, was a dramatically new method of making goods. But the meaning of industrialization was not limited to the increase in production brought by new systems of work. The Industrial Revolution also had enormous ramifications for the environment in which people lived as well as for family, community, and social relations. The most obvious example is that people were now expected to live and work in unfamiliar environments and behave in new, and for many, restrictive ways. In addition, these changes transformed the political system from one dominated exclusively by the wealthy elite to an age of mass politics where all social groups struggled to gain recognition. Some of the developments of this era help explain the positive aspects of our modern world, such as urbanization, labor saving machinery, and new technologies. However, many other developments, such as decreasing opportunities for advancement, a widening income gap, work that is poorly paid and demeaning, and cultural restrictions on women are questionable consequences of this dramatic economic transformation.

Major Questions for Unit XIII

What events transformed the environment in which people lived, worked, and conducted politics?

How did the various social groups evaluate and respond to these changes in work, family, politics, and society?

A. Traditional Work Systems and Family Relations

1. Subsistence agricultural production
2. Guild production and artisanal labor
3. Rural manufacturing

B. Migration and Immigration

C. Advance of Industrial Society

1. First Industrial Revolution in Britain
 - a. definition of Industrial Revolution as increase in productivity
 - b. Origins [agricultural revolution, population growth, favorable political system, markets, capital]
 - c. Obstacles on the Continent
 - d. Manifestations
 - 1) new technology and increased production: cotton manufacturing mining
 - 2) improved transportation and communication

D. New Work Systems

1. Review of pre-industrial work patterns, rhythms and objectives
2. Wage work and the factory system
3. Making workers
 - a. Transformation in culture
 - b. Machinery
 - c. New patterns of discipline and compensation
4. Changing patterns of protest
 - a. Luddism
 - b. Friendly Societies
 - c. Marxism

E. Response of Elites

1. Chartism/ Reform Laws
2. Factory Legislation

F. Second Industrial Revolution

G. Changing Community and Social Relations

1. Urbanization and urban life
2. Emergence of Social Classes (values, lifestyle, standard of living)
 - a. Industrial Middle Class
 - b. Working Class
 - c. White Collar Workers
3. New family structures
 - a. Working class women
 - b. Middle class women and Spheres of Influence
 - 1) philanthropy
 - 2) temperance
 - 3) feminism
4. Class Relations and Growing Segregation

Reading for Unit XIII

TEXTBOOK

Spielvogel, pp. 359-374, 405-407, 413-418

PRIMARY SOURCES

Spielvogel Text:

“Discipline in the New Factories”	p. 364
“Child Labor: Discipline in the Textile Mills”	p. 372
“The Classless Society”	p. 406

History 161 Photocopy Readings Packet:
Samuel Smiles, “Self-Help and Thrift”

XIV. LATE NINETEENTH CENTURY IMPERIALISM: EXPANSION AND CULTURAL CONTACT

This unit illustrates another dimension of expansion and cultural contact. Nineteenth-century imperialism did not involve settlement of territories, as did colonialism, but was characterized by more extensive control through the domination of resources and markets. The stimulus for this expansion can be traced to the economic prowess and self-confidence of the European nations. While there were certainly a variety of national, technological, and cultural motives for expansion, economic motives were primary.

The rapidly developing industrial economy, in its impact on colonial territory, also determined that this expansion would differ substantially from colonialism. Contact with the West meant a sudden loss of political autonomy and economic self-sufficiency. The people who lived in these new territories no longer freely determined their daily pattern of life and work but were subject to European supremacy.

This system inevitably had implications for global political relations. It led to renewed international tensions between European powers as they competed for territories and economic supremacy. These rivalries continued into the twentieth century and help to explain the outbreak of World War I. In addition, this system also contributed to growing cultural and political tensions between the European nations and their colonies during the twentieth century as the latter embarked on struggles to regain their autonomy.

Major Questions for Unit XIV

What caused the territorial expansion of industrial Europe?

What impact did imperialism have on European nations and the colonized peoples?

- A. Why Imperialism in 19th century Europe?
 1. Economic sources: arising from 2nd Industrial Revolution
 - a. Search for markets
 - b. Search for raw materials
 - c. Search for investment opportunities
 2. Technological improvements
 3. Geopolitical concerns
 4. National prestige
 5. Civilizing mission
 - a. Religious-humanitarian
 - b. Darwin and Social Darwinism
 - c. Racism
- B. Imperialism in Action: European Empires
 1. Imperialism vs. colonization
 2. Expanding Empires and Growing Rivalries
 - a. Scramble for Africa
 - 1) South, Central or West Africa

- 2) 1885 Berlin Conference
 - b. Expansion and Tension in the Far East
 - India, China or Southeast Asia
- C. Impact of European Imperialism on Colonized Peoples
 - 1. Economic Impact
 - a. Labor Exploitation (free to slave labor)
 - b. Fragile one-crop (cash-crop) economies
 - c. Self-sufficiency to economic dependency
 - 2. Political Impact
 - a. Dictatorship and denial of political participation
 - b. Arbitrary creation of modern states
 - c. Undermining of traditional political authorities
 - 3. Social Impact
 - a. Western values and cultural dislocations
 - b. Christianity and religious alienation
 - c. Western education and colonial (mis)education
 - d. Provision of modern infrastructure
- D. Diverse Responses
 - 1. Japan: Westernization without European occupation
 - 2. China's Boxer Rebellion
 - 3. Nationalist Movements (choose select ones)
- E. Europe-Dominated World
 - 1. Expansion of political and economic rivalries
- F. Nineteenth Century Imperialism in Historical Context

Reading for Unit XIV

TEXTBOOK

Spielvogel, pp. 407-409, 442-448

PRIMARY SOURCES

Spielvogel Text”

“White Man’s Burden”

Edmund Morel “The Black Man’s Burden” (See Spielvogel Appendix)

Charles Darwin “On the Origin of the Species” (See Spielvogel Appendix)

p. 443

XV. THE BIRTH OF THE MODERN: CUSTOM, CULTURE AND ARTISTIC EXPRESSION

During the second half of the nineteenth century, Europeans had increasingly embraced the notion that, through the advances of science and industry, unlimited progress and social improvement were within the human grasp. After the turn of the century, spurred in part by the disillusionment the Western World suffered with the First World War, writers and thinkers began to reject these assumptions. Artists of all sorts began to challenge traditional norms and to question traditional representations of reality. Darwin had opened the breach, his theories implying that humans were just another step on the evolutionary ladder. Einstein uncovered a universe that overturned traditional notions of space and time. Picasso sought the essence of the human form in geometric figures, helping turn art away from photographic representation. And Freud, perhaps most disturbingly, rejected the positivist picture of a rational human mind. Instead he portrayed an irrational psyche lodged in the unconscious, an often unpredictable cauldron of sexual desires and violent urges. Also, writers abandoned traditional narrative form in search of inner reality, or immersed themselves in philosophical despair.

Major Questions for Unit XV

Why did the intellectuals question the nineteenth century belief in progress?

What new forms did artistic expression take?

What role did modern technology play in the creation of mass culture?

A. Crisis of Confidence: Modernist Notions of Time, Space, and Artistic Form

1. Nietzsche and the Irrational
2. Einstein and the Universe
3. Freud and the Unconscious
4. Modernist Trends in Art, Literature, and Music: The Dissolution of Traditional Form and the Search for a New Reality

B. Popular Culture and the Growth of Mass Society

1. Technology and Mass Culture: the automobile; radio, movies, and music; sports
2. Politics, Propaganda, and Entertainment Technology

Reading for Unit XV

TEXTBOOK

Spielvogel, pp. 418-426, 432-437

PRIMARY SOURCES

Spielvogel Text:

“Freud and the Concept of Repression”

p. 434

XVI. WORLD WARS I AND II, FASCISM AND STALINISM: ORDER AND AUTHORITY IN THE 20th CENTURY

The emergence of mass culture and politics at the end of the 19th century ended the monopoly elites had over the reins of political power. Yet greater involvement by more people in the political decision-making processes did not result in greater democratization. In fact, governments embraced and manipulated broader political participation to generate popular support for two horrendous wars in the first half of the twentieth century. The apparent failures of authoritarian monarchies and liberal parliamentary democracies to achieve peace or lasting economic prosperity also led to creation of new political structures in the 20th century. But regardless of ideology, these experiments often led only to renewed dictatorships. By the middle of the century, the continent lay divided by an "Iron Curtain," with new Superpowers setting Europe's agenda with respect to order and authority.

Major Questions for Unit XVI

How did World War I cause Europeans to become disillusioned with the notion of progress?

What caused the rise of the inter-war dictatorships?

What were the various human catastrophes of World War II?

A. The Great War

1. Causes of the War
 - a. Imperialism
 - b. Alliance System
 - c. Nationalism
 - d. Arms' Race
2. Outbreak of War
 - a. excitement
 - b. stalemate at the front
 - c. home front

B. The Soviet Experiment

1. Lenin's Vision
2. Bolshevik Revolution
3. Stalinism

C. The Bankruptcy of Liberal Parliamentary Democracy

1. Paris Peace Conference: Expectations and Legacy
2. Collapse of the Economic Order
 - a. polarization of politics
 - b. unemployment
3. Hitler and Nazism: politics and policies

D. The Second World War

1. Appeasement
2. Nazi-Soviet Non-Aggression Pact
3. Outbreak of Hostilities
4. The Holocaust: Institutionalized Racism and the Body Politic

Reading for Unit XVI

TEXTBOOK

Spielvogel, pp. 448-450, 452-469, 471-483, 489-507

PRIMARY SOURCES

Spielvogel Text”

“Reality of War: Trench Warfare”	p. 459
“The Great Depression: The Homeless and Unemployed in Germany”	p. 474
“Propaganda and Mass Meetings in Nazi Germany”	p. 479
<i>Hermann Gräbe</i> , “Account of a Holocaust Mass Shooting” (See Spielvogel Appendix)	

History 161 Photocopy Readings Packet:

Philip Scheidemann “Berlin: ‘The Hour We Yearned For’”

Bertrand Russell “London: ‘Average Men and Women were Delighted at the Prospect of War’”

V.I. Lenin “What is to be Done?”

Joseph Stalin “The Hard Line”

Adolf Hitler “Mein Kampf”

Nazi German Government “The Centerpiece of Nazi Racial Legislation The Nuremberg Laws (1935)

XVII. THE CONTEMPORARY WORLD: EXPANSION AND CULTURAL CONTACT

Expansion and cultural contact in the contemporary world differs greatly from its manifestations in earlier periods yet also contains striking similarities. In the postwar years, only the two superpowers had the ability and motivation to engage in the struggle for power that again centered on economic and political contests but also contained powerful ideological elements. On the other hand, this era can be likened to earlier eras of expansion and contact in a variety of ways: the continued need for economic expansion on the part of the dominant powers, an ongoing bipolar balance of power, an arms race, the continuing demonization of enemies evident in Cold War mentalities, the internationalization of the conflict, and the prevalence of cultural imperialism. In this world political, economic, and cultural conflicts became enmeshed in the larger superpower struggle. The dissolution of the Soviet Union altered this sharp political and military division, yet at the same time created an even more complex environment for the European nations.

Major Questions for Unit XVII

What economic, ideological, and political conflicts caused the Cold War?

What impact did the Cold War struggle have on postwar international relations, colonized nations, and domestic and regional politics?

A. Development of the Cold War

1. Dissolution of Wartime Alliances
 - a. loans, “the second front”, Churchill vs. Stalin
2. Development of Superpowers
3. Postwar objectives of Superpowers
4. Emergence of spheres of influence
 - a. Teheran/ Yalta/ Potsdam/ Atomic Bomb

B. East vs. West: Cold War Mentalities

1. Cold War Intensifies
 - a. Truman Doctrine & Marshall Plan
 - b. Containment
 - 1) Berlin Blockade
 - 2) Covert action
 - 3) Military alliance system
 - 4) Culture of anti-communism
2. Western Europe: Economic Recovery
3. Eastern Europe: Soviet Satellites
 - a. Postwar repression, 1956 in Suez and Hungary
 - b. Confrontation
 - 1) Korea/ Cuban Missile Crisis/ Vietnam
4. Detente

- C. Beyond the West: Decolonization and Confrontation
1. Colonial Peoples moving to Europe
 2. Algeria and other African nations (one example)
 3. Middle East
 4. India
- D. Collapse of the Soviet Union
1. Problems facing Soviet Union
 2. Gorbachev's solutions
 3. Struggles for sovereignty in Eastern Europe
 4. Problems facing new nations and republics

Reading for Unit XVII

TEXTBOOK

Spielvogel, pp. (Reread) 505-507, 509-523, 531-544

PRIMARY SOURCES

Spielvogel Text:

“The Truman Doctrine”	p. 511
“Gorbachev and <i>Perestroika</i> ”	p. 535
“Vaclav Havel: The Call for a New Politics”	p. 538

History 161 Photocopy Readings Packet:

Winston Churchill “The Iron Curtain”

George F. Kennan “Containing the Soviet Union”

Franz Fanon “Third World Advocate Decries Colonized Peoples Loss of Identity”

XVIII. THE CONTEMPORARY WORLD: LIVING IN THE NATURAL WORLD- WORK, COMMUNITY, AND SOCIAL RELATIONS

This unit illustrates the shape of economic, environmental, and social relations in the postwar years, comparing the experience of European people in this era to that of earlier epochs. The nature of work is one factor that has again changed in dramatic fashion during this century. While new work systems parallel the industrial revolution in regard to developing technology and standardization of tasks, they present a sharp break with the past in the multiple divisions that have arisen within the workforce, often pitting workers against workers. Changes in economic structures have also affected social relations, from the family to larger cultural relations. In this era, the global community and international economy often affect the average person more than do local or national events.

Major Questions for Unit XVIII

What are the new technologies and work systems and what is their impact?

How have national and international economic structures changed and what is their effect on contemporary social relations?

A. Changing Nature of Work: Another Work Revolution?

1. Information and Scientific Revolution
2. New Working Class
3. Structural Unemployment
4. Foreign Workers: Guest and Immigrant

B. Refashioned Social Relations

1. Equality for Women?
 - a. Feminism to Backlash
2. Changes in the Family Unit
3. Emergence and Decline of Welfare Systems
4. New Workplace Relations
 - a. Growth of Technocrats
 - b. Homework
 - c. Return of the Sweatshops
5. Consumer and Leisure Culture

C. Problems in the Community

1. Global Economy
 - a. Multinationals
 - b. Global migration
 - c. Global politics of commodities: energy
 - d. European Union
2. Nationalism and Racism
 - a. Nationalist Struggles: Bosnia, Ireland, Russia
 - b. Fundamentalism

- c. Renewed Racism in Europe: France and Germany
- 3. Environment and the Green Movement
 - a. Chemical Assault on Earth
 - b. Population Explosion
 - c. Green Politics

Reading for Unit XVIII

TEXTBOOK

Spielvogel, pp. 525-529, 544-546

PRIMARY SOURCES

History 161 Photocopy Readings Packet:

Simone de Beauvoir “The Second Sex”

The Club of Rome “The Dangers of Unregulated Growth and Technological Innovations (1977)”

XIX. THE POST-MODERN WORLD: CUSTOM, CULTURE AND ARTISTIC EXPRESSION

The technological innovations of the 1920s and 1930s transformed social relationships throughout Europe. Beyond that, the horrors of World War II and the Nuclear Age served to renew earlier skepticism, leading to an attack on authority of all kinds during the 1960s. In response, new philosophies and religious beliefs offered hopeful, though contrasting, answers to the growing sense of rootlessness sweeping through the western world. Many artists expressed themselves in different media, and appealed to smaller and smaller segments of society. By the end of the 1980s, with the map of Europe in new disarray and the computer and genetic revolutions presenting new challenges to traditional perceptions of reality, many Europeans seemed cast adrift, often embracing a materialism that offered immediate, if meaningless, solace.

Major Questions for Unit XIX

*What is the link between World War II, the Nuclear Age, and the culture of uncertainty?
What new social norms have emerged?
What does the globalization of culture mean?*

Embracing and Re-creating the Modern World

1. A Revolution in Social Norms: Attacks on Authority
 - a. The Sexual Revolution
 - b. The Student Revolt
2. A Revolution in Social Norms: Mass Entertainment
3. A Revolution in Social Norms: Science and the Cult of Technology
4. Understanding the Modern World: Existentialism and the Search for Meaning
5. Toward a Global Culture?

Reading for Unit XIX

TEXTBOOK

Spielvogel, pp. 546-551

PRIMARY SOURCES

History 161 Photocopy Readings Packet:

Jean Paul Sartre "Existentialism Defined"

