Conclusions

How does world history help us to understand the world around us?

0. Submit essays; online review session times; “Born into Brothels” @ MCC today, 2-3:30pm
1. Essay feedback; Course goals
2. Causal model review + image examples
3. My survey, course evaluations

Q1: Family History Essay

Please rate the Family History essay assignment:
A. I really liked it and learned a lot (38%)
B. It was a good assignment, but I would have preferred a conventional paper (19%)
C. I’m neutral / It was ok (25%)
D. I didn’t like it, didn’t learn that much (12%)
E. I hated it (7%)

so 57% were positive inclined; 19% unfavorable (of 167 responses)

Q2: Type of History

The history I wrote for this essay was:
A. Mainly narrative, reconstruction of things most people aren’t aware of (antiquarian) [28%]
B. An inspiring story others should emulate (monumental) [14%]
C. Something that goes against the accepted narratives we learn about, and introduces new considerations (critical) [15%]
D. Some combination [34%]
E. None of the above [10%]

[178 responses]

Q3: Final Review Mon/Tue

I will offer two 1-hour online review sessions. They will be archived to read later. Which of these times would you MOST prefer for the 1st session?
A. Monday 3-4 pm
B. Monday 7-8 pm
C. Tuesday 4-5 pm
D. Tuesday 8-9 pm
E. I’ll read later if I have time/want to

[173 responses: 18% 29% 16% 22% 16%]

Q4: Final Review Wed/Thu

The second online review session will be on Wed. or Thu. Which of these times would you MOST prefer?
A. Wednesday 3-4 pm
B. Wednesday 5-6 pm
C. Thursday 11am-noon
D. Thursday 3-4 pm
E. I’ll read later if I have time/want to

[164 responses: 21% 37% 9% 17% 16%]
My Course Goals
Two models of teaching & learning:

- Not so much facts, but skills & tools

Theory (Béla Balázs, 1925)
Theory is not “gray.”
It is the horizon of the possible, a roadmap that shows new ways of doing old things, and new places to go.
Theory is freedom from the apparently unchangeable way things are, which it unmasks as one possibility among hundreds.
Theory breaks the ruts of coincidence and gives us the courage to undertake voyages of discovery. It makes every step we take an act of free choice.
Theory does not have to be true to inspire great works—most great discoveries were based on false hypotheses!

A Very Long View
Toyota is making strategic decisions based partly on intellectual criteria dating to the 1970s and projected out to 2012. The shift suggests the highway has reached the limit after a 50-year run as the dominant transportation and is being edged by telecommunications. The automaker’s newest investment, therefore, vel CNS.

Model of Causes in History
(EIEIO)
Economics/Environment
Opposition (people)
Int’l Situation
Ideology/Information (media)
Elites/Leaders
Culture/Institutions

Ind. Rev.: Confluence of factors
Demographic revolution (climate, resources)
Coal, iron, money
Economics

Opposition (people)
Int’l Situation
Ideology/Information (media)
Elites/Leaders
Culture/Institutions

Latin American Independence
Mercantilist restrictions
Growth without development
Napoleon takes over Spain
Bolivar, San Martin, creoles, caudillos

Free men follow charismatic leaders or…
Enlightenment
representative govt

Ind. Rev.: Confluence of factors
Demographic revolution (climate, resources)
Coal, iron, money
Economics

Opposition (people)
Int’l Situation
Ideology/Information (media)
Elites/Leaders
Culture/Institutions

New mindset: here & now (rights vs. racism)
inventions
Urbanization (innovators)

Ind. Rev.: Confluence of factors
Demographic revolution (climate, resources)
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New mindset: here & now (rights vs. racism)
inventions
Urbanization (innovators)
Great War (causes / effects)

- **cause:** Imperialism, Nationalism
- **effect:** Crisis of legitimacy; Communism as alternative

3 "Worlds": Definition 1

- Original/classical/Cold War ("E-W") [1952]:
  1. Capitalist (US, western Europe, Japan, Australia)
  2. Communist (Soviet bloc + variants of communism)
  3. Not part of alliances
- **Problematic cases**:
  1. Neutral/non-aligned: Switzerland, Sweden, Austria, ...
  2. Non-Communist/neutral: Finland, Yugoslavia ("3rd way")
  3. "Un-/underdeveloped" ➔ ("North-South")
  4. "Fourth World": Stateless nations (Kurds, Palestinians, Armenians, Indigenous peoples, ...)

3 "Worlds": Definition 2

- 1970s: Economic development/political power ("North-South"):
  1. Industrialized
  2. Industrializing
  3. "Un-/underdeveloped"
  4. Poorest: Liberia, Bangladesh, Burma, Haiti, Mali, ...
- Measures of "development"
  - Economic structure: urbanization, agriculture vs. industry, population growth
  - Economic distribution: poverty (income), class equity
  - Standard of living (culture): education, health
  - Politics: participation, "independence" (autonomy)

Map of the "World's Values" (worldvaluesurvey.org)

Information vs. People+Economic Clout

"15 Minutes of Fame" (Ottowa Citizen, ca. 2005)

Technology (Information)

Steamboat for the Congo River
Henry Morton Stanley, The Congo, vol. 2 (1885)

Ignore People & Ideology at your peril

Arab Delegates to Versailles, 1919
Arab Prince Faisal (1885-1993), Brit. col. T.E. Lawrence "of Arabia" (1888-1935)

Consequences of Ignoring Arab Nationalists’ 1919 demands

Palestinian Arabs Protest increased Jewish immigration, 1930s

Nasser's funeral
Oct. 1, 1970: 5 mio. mourners
The loss of secular Arab nationalism

Economic Crisis: Most Fundamental

Russian Workers Protest, 1917
The Great War exposed “hollowness” of old order.
8 Types of Liberalism

1. Conservative liberalism (economic)
2. Democratic liberalism (political)
3. National liberalism (Germany late 19th century)
4. Ordoliberalism (state needs to regulate market; "social market economy")
5. Social liberalism (individuals prosper with public assistance in health, education and welfare)
6. Neoliberalism (transfer control of the economy from public to private sector: deregulation, privatization)
7. Libertarianism (abolition of the state; anarchism)
8. Green liberalism (free market environmentalists)

Online Survey Results

http://www.feedbackfarm.com/mysurvey/mysurvey_home.php

- How representative? “Hard data” for Q3
  Freshmen: 28% (70) 31%
  Sophomores: 43% (109) 42%
  Juniors: 18% (45) 17%
  Seniors: 11% (27) 10%
- Q8: 8% almost all 32%
  15% most 31%
  23% some 31%
  25% very little 31%
  29% cram for exam 6%

Course Evaluations

- I read them carefully and appreciate your written comments on the green sheets
  – Especially constructive criticism
  – Lectures (or aspects) that stand out in your memory as esp. good or bad
  – Readings for section that stand out as especially valuable (or not)
  – Comments on the textbook