

Hist. 2c, L 20: The "Three Worlds" & Summation

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

0. Turn in revised+original papers;
course evaluations
final extra credit film tomorrow
1. Final Exam study guide
2. The "Three Worlds"
3. Themes of the Course

Paper Prizes; Chat Review

Winners of research paper prizes:

- Rebecca Eckert-Fong: *Massacre at Nueva Linda*
- Robert Cheney: *Wilson, American Exceptionalism*
- Alaina Frye: *Screamers/Forgotten Genocide*
- Josh Pancoe: *Made in L.A., Forever 21 Boycott*
(e-mail re: gift certificates tonight/tomorrow)

Which two review session times would be best?

- Saturday, 5:30-6:30pm
- Sun. noon-1pm
- Sun. 5-6pm
- Sun. 8-9pm

Final Exam Info

Study guide available on course web site

- List of 21 IDs
 - 9 will be on the actual exam
 - you will choose 3 of the 9 to answer: 30 mins total
- 3 post-midterm questions
only one will be on the exam (no choice)
 1. Resistance to colonization (3 examples)
 2. Compare causes & effects of WWI & WWII
 3. "Three Worlds": def. & goals (4 examples)
- 1 comprehensive question (45 min.):
 - 3 developments (1700s, 1800s, 1900s) in 3 regions

Post-midterm Question 1

1. For three examples from different global regions, **discuss how** colonized/semi-colonized societies resisted or attempted to resist imperialist control. **What alternatives** did they envisage? Were they based on imported ideas or native traditions? **Explain why** each attempt succeeded or failed.
 - Africa, Americas, Asia
 - Europe, Middle East, Oceania
 - textbook chaps 17, 18, 19, 20, (21)
 - reader wks. 6,8,(10)

Post-midterm Question 2

2. **Compare** the causes and longer-term effects of World Wars I and II. To what extent was each truly **global in scope**? How did their outcomes (peace settlements) set the stage for events in the decades that followed? What features of the world were fundamentally different after the war compared to before it? What important technological developments were catalyzed by each?
 - Causes of WW1 vs. causes of WW2
 - Longer term effects of 1 vs. 2
 - Causes global? Consequences global?
 - What **big events** followed from each? / Changes in world?
 - Among the effects: technological developments

Post-midterm Question 3

3. After World War II global interactions between the "three worlds" were shaped by decolonization and the Cold War. After **describing** the defining characteristics of each "world," **explain** what the countries in each category were **attempting to achieve**. Then for **four examples**, at least one from each "world," first explain why the country can be considered a part of that "world." Finally, discuss how successful it was in achieving those goals? Why?
 - define/describe each category of 3 worlds, include **goals**
 - pick four examples (one, one, two)
 - explain which world -- can be part of definition
 - discuss **reasons for** success, partial success or failure

Comprehensive Question

This is the actual question:

- We have discussed many factors that have caused world-historical developments. For **three examples**, with one each from the 1700s, 1800s, and 1900s, and coming from three different regions of the globe, discuss the **factors that brought about** that event. In each case, be sure to consider what role the **world-historical and cultural contexts** played. The best answers will also discuss some factors that might have played an important role, but did not.
 - Pick and prepare 3 examples (diff. centuries, diff. regions)
 - Factors that **did cause** / factors that **did not** play a role
 - some events span 2 centuries, you can use them for either

3 "Worlds": Definition 1

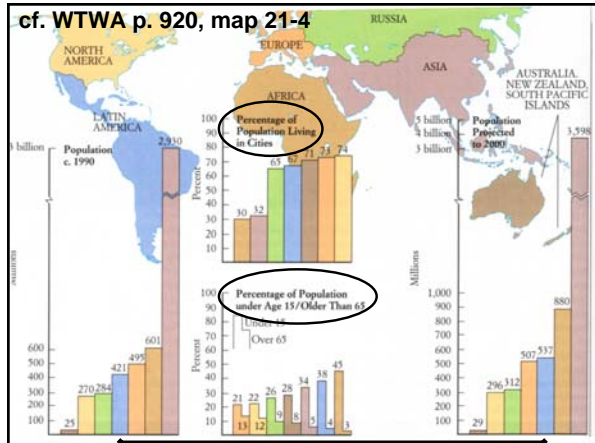
- Original/classical/Cold War ("E-W") [1952]:
 - capitalist (US, western Europe, Japan, Australia)
 - communist (Soviet bloc+variants of communism)
 - not part of alliances
 - WTWA 854: "formerly colonized and semicolonized" 884-896: used as core categories
- Problematic cases :
 - neutral/non-aligned: Switz., Sweden, Austria, ...
 - non-Communist/neutral: Finland, Yugoslavia (3rd way)
Communist but: China, SE Asia; India
 - "un-/underdeveloped" --> ("North-South")
 - "Fourth World" (1972, India): stateless nations (Kurds, Palestinians, indigenous peoples, ...)

3 "Worlds": Definition 2

- 1970s: Economic development/political power ("North-South"):
 - industrialized
 - industrializing
 - "un-/underdeveloped"
 - poorest: Laos, Bangladesh, Haiti, Mali, ...
- Measures of "development"
 - economic structure: urbanization, agriculture vs. industry, pop. growth
 - economic distribution: poverty (income), class equity
 - standard of living (culture): education, health
 - politics: participation, "independence" (autonomy)



cf. WTWA p. 920, map 21-4



L1: Goals

- Two models of teaching & learning:



- Skills & tools, more than facts

Theory (Béla Balázs, 1925)

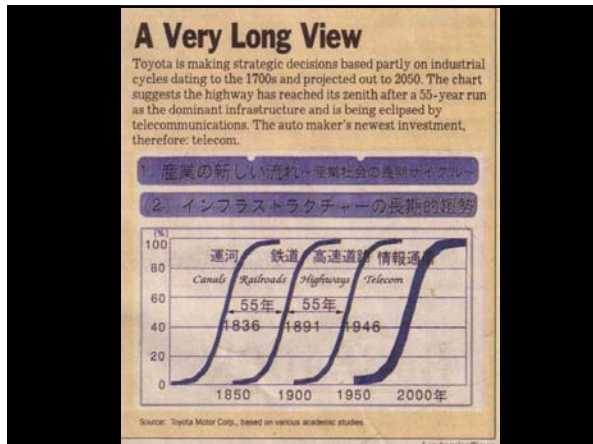
Theory is not "gray."

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!



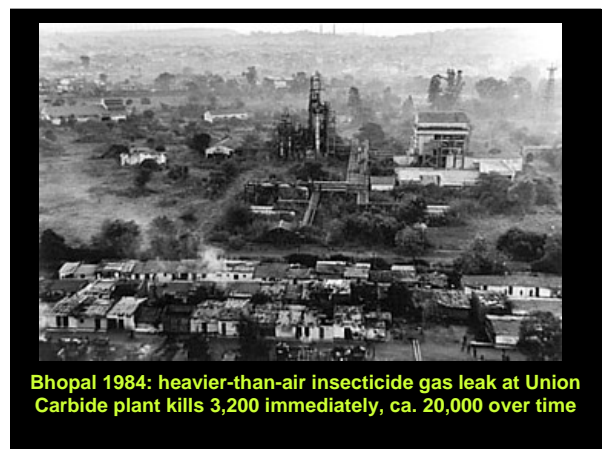
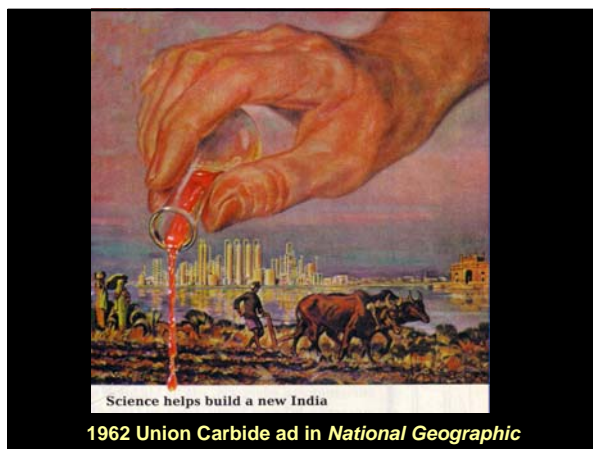
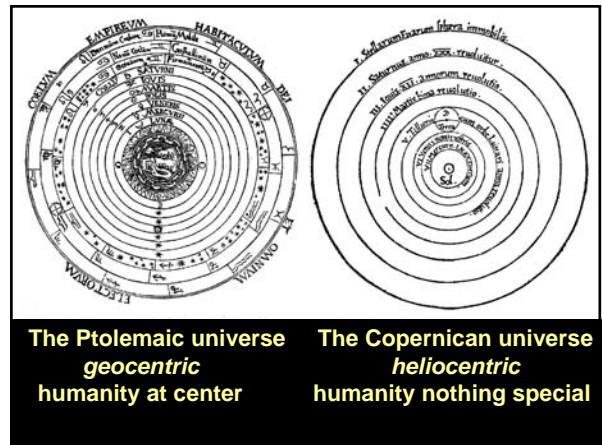
Uses/Disadv. of Hist. (Nietzsche, p. 18f)

Each of the three existing types of history is suited to one soil and one climate only; in every other context it grows into a noxious weed.

If the creators of great things need the past at all, they will take control of it through **monumental** historiography. Someone who, in contrast, wishes to remain in familiar, venerable settings will care for the past as an **antiquarian** historian. Only someone who feels crushed by a present concern and wants to cast off this burden at any cost has a need for **critical**, that is, judging and condemning historiography. ...

The **critical** historian without need, the **antiquarian** without reverence, and the **student of greatness** without the ability to achieve greatness, these are growths that have been alienated from their native soil and have therefore degenerated and shot up as weeds.

- ### Revolutions as Paradigm Shifts
- Revolutions as paradigm shifts (Kuhn)
 - role of "anomalies"
 - economics: Industrial Revolution, imperialism, decolonization, neo-imperialism
 - politics: French Revolution, Russian Revolution (paradigms of popular sovereignty, role of state)
 - ideas: Scientific Revolution and Enlightenment (paradigms of human agency and "progress")
 - lack of ability of human agents to adapt & embrace
 - Role of Ideas: What do people believe?
 - isms: liberalism, conservatism, nationalism
 - different perspectives, e.g. imperialism



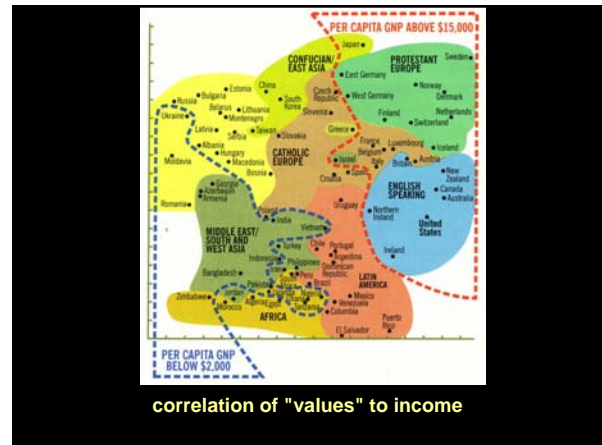
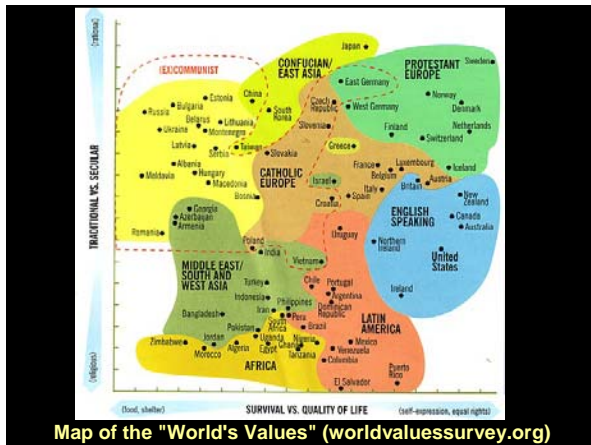
Where does Power reside?

- Textbook title: **Worlds Together, W. Apart:**
 - "centrifugal" forces: breaking things apart
 - "centripetal" forces: binding things closely
 - both have advantages & disadvantages
 - balance will be different depending on ...?
- Virginia Woolf (1929): "History is too much about wars; biography too much about great men."

Culture matters... (for people)

WTWA p. 604:

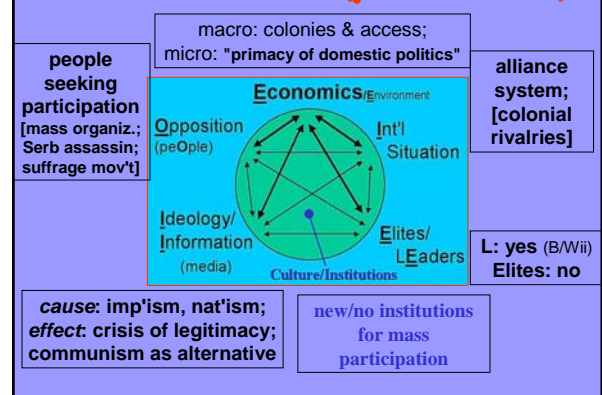
- "The Safavid Empire in Persia was not as long-lived as the Ottoman empire, but it was significant in the history of Southeast Asia for giving the Shiite version of Islam a home base."
- "Shiism became overwhelmingly a religion of opposition and a faith embraced by those seeking to overthrow established rulers."



Causes in History

- WTWA p. 646: "But revolutions do not occur simply because people are oppressed, hungry, and angry--as had been the case for the European peasantry for centuries--or even because some begin to imagine alternatives [new paradigm] to the order of things. It took a unique combination of these pressures, and the opportunity provided by a fiscal crisis, to unleash the French Revolution of 1789."
- Fiscal crisis due to international situation (war in N.Am.)
- What about leaders?
 - Washington, Jefferson, Adams, ...
 - Jacobins/Robespierre; Napoleon
 - Bolivar, Muhammad Ali; Eva Peron, Golda Meir

EIEIO for Great War (just a mnemonic)

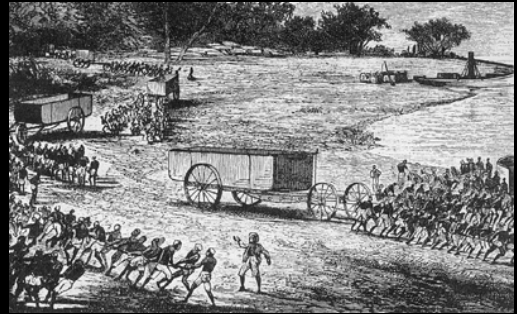


Information vs. People+Economic Clout



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

Technology (Information)



Steamboat for the Congo River
Henry Morton Stanley, *The Congo*, vol. 2

Ignore People & Ideology at your peril



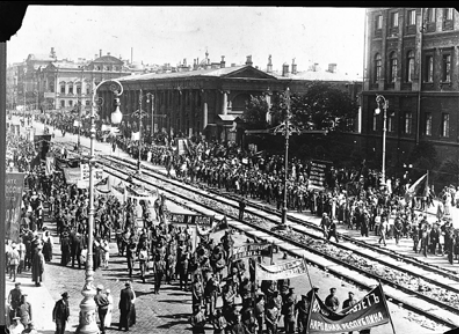
Arab Delegates to Versailles, 1919
Arab Prince Faisal (1885-1993), Brit. col. T.E. Laurence
"of Arabia" (1888-1935)

Consequences of Ignoring Arab Nationalists' 1919 demands



Palestinian Arabs Protest increased Jewish immigration, 1930s

Economic Crisis: Most Fundamental



Russian Workers Protest, 1917
The Great War exposed "hollowness" of old order.

Culture & Economics



Louisville Flood Victims in Food Line, 1937

