History 103-World Civilization: Since 1815
Study Guide

Figure 1 Diderot and D'Alembert - Enlightenment Leaders

Figure 2 Viet Nam war - Horst Faas photographer

Figure 3 Drone Delivery

Included Materials:
I. Lecture Outlines and Key Terms
I. Study Guides
Lecture Outlines and Key Terms
I. THE GREEK & ROMAN CLASSICAL TRADITION
A). Greek Secularism and the Concept of Democracy

B). Republicanism & Imperialism in Rome

II. THE IMPACT OF CHRISTIANITY & THE CHURCH
A). The Values of Christianity

B). The Spread of Christianity

III. A PARADOX OF THE WESTERN HERITAGE

TERMS

Western Heritage
Ancient, Classical, Modern Civilizations
Mesopotamia/Egypt/India/China
golden age
critical thought
demos
polis
Pericles (461-429 BCE)
Thucydides, “Pericles' Funeral Oration”
Athens
Socrates (b.469 BCE)
Plato (428-348 BCE)
Aristotle (384-322 BCE)
Delian League (478 BCE)
Sparta
Peloponnesian War (431-404 BCE)
King/Senate/Assembly

Family/Paterfamilias
civitas/civis
Patricians/Plebians
Law of Twelve Tables (450 BCE)
jus naturale [natural law]
Punic Wars (264-146 BCE)/Carthage
Octavian Caesar [Augustus] 27 BCE
Principate
Pax Romana
"Turn the Other Cheek"
Saul of Tarsus [St. Paul] (10?-67?)
Constantine (r.312-337)
380 Theodosius
Missionaries & Monasteries
Martin Luther (1483-1546)
Reformation (1520s) [Protestants/Catholics]
Thucydides (c.460/455-c.399 BCE):
Pericles' Funeral Oration from the Peloponnesian War (Book 2.34-46)

"Our constitution does not copy the laws of neighbouring states; we are rather a pattern to others than imitators ourselves. Its administration favours the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences; if no social standing, advancement in public life falls to reputation for capacity, class considerations not being allowed to interfere with merit; nor again does poverty bar the way, if a man is able to serve the state, he is not hindered by the obscurity of his condition. The freedom which we enjoy in our government extends also to our ordinary life. There, far from exercising a jealous surveillance over each other, we do not feel called upon to be angry with our neighbour for doing what he likes, or even to indulge in those injurious looks which cannot fail to be offensive, although they inflict no positive penalty. But all this ease in our private relations does not make us lawless as citizens. Against this fear is our chief safeguard, teaching us to obey the magistrates and the laws, particularly such as regard the protection of the injured, whether they are actually on the statute book, or belong to that code which, although unwritten, yet cannot be broken without acknowledged disgrace.

"Further, we provide plenty of means for the mind to refresh itself from business. We celebrate games and sacrifices all the year round, and the elegance of our private establishments forms a daily source of pleasure and helps to banish the spleen; while the magnitude of our city draws the produce of the world into our harbour, so that to the Athenian the fruits of other countries are as familiar a luxury as those of his own.

"If we turn to our military policy, there also we differ from our antagonists. We throw open our city to the world, and never by alien acts exclude foreigners from any opportunity of learning or observing, although the eyes of an enemy may occasionally profit by our liberality; trusting less in system and policy than to the native spirit of our citizens; while in education, where our rivals from their very cradles by a painful discipline seek after manliness, at Athens we live exactly as we please, and yet are just as ready to encounter every legitimate danger. In proof of this it may be noticed that the Lacedaemonians do not invade our country alone, but bring with them all their confederates; while we Athenians advance unsupported into the territory of a neighbour, and fighting upon a foreign soil usually vanquish with ease men who are defending their homes. Our

Discussion:
Thucydides is writing this at the height of Greek, particularly Athenian, cultural influence.

What are some of the unique factors that allowed for openness in Athens at this time?

How open was Greek society?

What ideas and values can you see that still provide the basis for demos in current times?

Right: Pericles' Funeral Oration—Philipp Foltz (1852)
united force was never yet encountered by any enemy, because we have at once to attend to our marine and to dispatch our citizens by land upon a hundred different services; so that, wherever they engage with some such fraction of our strength, a success against a detachment is magnified into a victory over the nation, and a defeat into a reverse suffered at the hands of our entire people. And yet if with habits not of labour but of ease, and courage not of art but of nature, we are still willing to encounter danger, we have the double advantage of escaping the experience of hardships in anticipation and of facing them in the hour of need as fearlessly as those who are never free from them.
I. The Remaking of The Universe
A). Reasons for the Scientific Revolution

B). From Copernicus to Newton: The New Universe

II. The Age of Reason
A). Foundations of the Enlightenment

B). The Philosophes of France

C). D'Alembert, Diderot & The Encyclopedia

**TERMS**

- Scientific Revolution
- Enlightenment
- "Dare to Know"
- autonomy of science
- utilitarian
- demystification of the universe
- mechanistic/supernatural
- New World
- Copernicus (1473-1543)
- heliocentric theory
- Aristotle
- Ptolemy
- Sir Francis Bacon (1561-1626)
- *Novum Organum* (1620)
- inductive reasoning
- Sir Isaac Newton (1642-1727)
- law of gravity
- Age of Reason
- education and progress

- Deism
- "divine clockmaker"
- Nicholas Gimcrack
- John Locke (1632-1704)
- *tabula rasa*
- philosophe
- Voltaire (1694-1778)
- Montesquieu (1689-1755)
- *The Spirit of Laws*
- Separation of powers
- checks & balances
- Marquis de Condorcet (1743-1794)
- ancients & moderns
- Denis Diderot (1713-1784)
- *The Encyclopedia*
- Jean le Rond d'Alembert (1717-1783)
- *Discours*
- Organized knowledge
- Tree of knowledge: memory, reason & imagination

"I do not agree with a word you say, but I will defend to the death your right to say it." -Voltaire

"The moment will come...when tyrants and slaves...will exist only in history or on the stage." -Condorcet
I. Heart of The Industrial Revolution: Great Britain
A). General Conditions of the Industrial Revolution

B). The Industrial Revolution in Great Britain
1. The Role of Agriculture
2. The Role of Capital
3. The Role of Technology, Entrepreneurs & Factories
4. The Role of Government

II. Other Revolutions of Industry
A). European Countries

B). The Meiji Restoration

III. From Idols of Production to Idols of Consumption

TERMS
handicraft to steam production
legal relations
commercial institutions
increasing markets
population increase
new attitudes
primogeniture
mortgage system [1680-1740]
landed estates
Robert Walpole
Agrarian Revolution
Enclosure System [1700-1830]
Commercial company
Stock Exchange
Jonathan's Coffee House [1773]
coal
textile industry
Awkworth's spinning frame
James Watt

Nonconformist sects
laissez-faire capitalism
bureaucracy
Meiji Restoration (1868)
domain registers
Mitsui
Civilization Ball Song
Mitsubishi
Genro
Zaibatsu
Technology
Scope & Scale of Production
Capitalist reorganization
steel, electricity, chemicals
Singer sewing machine
advertising
incorporation
vertical/horizontal organization
idols of production/ idols of consumption

Discussion Question:
1. PCT#6: Linkages between technology, society, and environment. Are we coordinating technological change, social change and the safe-keeping of the earth? How has technology influenced world societies? Has it created a better world?

2. What are reasons for preserving the past? How should we do so? Devise 2-3 ground rules for preserving the past.
History 103-World Civilization: Since 1815
Close Focus: Invention & Genius: Edison & Einstein

I. The Wizard of Menlo Park: Thomas Alva Edison
   A). The Life and Times of Thomas Edison

   B). The Menlo Park Mystique & the Invention of the Incandescent Lamp

II. Albert Einstein: Rethinking The Universe
   A). The Life and Times of Albert Einstein

   B). The Theory of Relativity

III. From the Paleotechnic Age to the Neotechnic Age

   TERMS

   Thomas Alva Edison (1847-1931)
   1093 patents
   Port Huron, Michigan
   stock-ticker/telegraph
   inventor & manufacturer
   "hard work, experimentation & team work"
   invention factory
   phonograph
   incandescent lamp (1879)
   "throes of invention"
   incandescent material
   high vacuum
   electrical supply & lamp resistance
   science & technology
   Albert Einstein (1879-1955)
   Ulm, Germany

   patents office
   theory of relativity (1905)
   eclipse experiment (1919)
   theoretical & applied science
   E=MC²
   nuclear fission & fusion
   unstable isotope
   Uranium 235/238
   chain reaction
   Enrico Fermi
   nuclear rods
   expendable graduate students
   Idaho Falls [INEL]
   hydrogen/helium
   Atom Bomb (1945)/Hydrogen Bomb (1954)
   E. Teller, A. Sakharov, Fang Lizhi
Colonialism in World History
A) Patterns of Colonialism

B). Patterns of Accommodation and Resistance

II. Modern Colonialism: The Colonization of the African Continent

III. Modern Colonialism: Case Study: The British Raj in India
A). The British Conquest of India

B). The Idea of the Just Rule

C). The Three Phases of British Colonial Administration in India

IV. The Will to be Free

TERMS
Colonialism
Colonization
Imperialism
Decolonization
Neocolonialism
Direct and Indirect Rule
Accommodation and Assimilation
Anticolonialism
modernity and tradition
reform or revolution
violence or non-violence
Scramble for Africa
Berlin Conference (1885)
Mughal Empire
Muslim minority/Hindu majority
Robert Clive
East India Company
colonialism mentality
Just Rule
“White Man’s Burden” (Kipling)
Cornwallis Reforms
zamindars
23 districts
New Policy
Governor General Bentinck (1828-1835)
Suttee and Thuggee
Lord Dalhousie (1848-1856)
Sepoy Mutiny (1857)
Biting the Bullet
Direct Rule

WHITE MAN'S BURDEN
By Rudyard Kipling

Take up the White Man's Burden-
Send forth the best ye breed-
Go bind your sons in exile
To serve your captive's need;
To wait in heavy harness
On fluttered folk and wild-
our new-caught, sullen peoples,
Half devil and half child

Take up the White Man's Burden
And reap his old reward
The blame of those ye better,
The hate of those ye guard-
The cry of hosts ye humour
(Ah, slowly!) toward the light:-
"Why brought ye us from bondage,
Our loved Egyptian night."
Colonialism is the process of subjugation and exploitation of one society by another society. Colonization involves sending people to settle a dominated society to better exert control and increase economic advantage.

Imperialism involves the concept of exploitation at a higher level of exploitation and cultural assimilation and often involves the building of empires.

Decolonization involves the giving up of colonies and the post-colonial adaptation of the subjugated country. Transitions often involve dealing with the economic, political, cultural, and religious scars of colonization.

Neocolonialism is post colonial influence on previous dependencies that involves political, cultural, and/or economic exploitation.

**Berlin Conference (1885):**
1. The Principle of Notification (Notifying) other powers of a territorial annexation
2. The Principle of Effective Occupation to validate the annexations
3. Freedom of Trade in the Congo Basin
5. Freedom of Trade to all nations
6. Suppression of the Slave Trade by land and sea

*Source: http://hcontemporaneasauces.blogspot.com/2012_11_01_archive.html*
Two views of British imperialism: Empire map (1886) and Political Cartoon by William Combe (1742-1823).

https://upload.wikimedia.org/wikipedia/commons/6/65/Imperial_Federation2C_Map_of_the_World_Showing_the_Extent_of_the_British_Empire_in_1886_%28levelled%29.jpg

https://upload.wikimedia.org/wikipedia/commons/6/65/Imperial_Federation2C_Map_of_the_World_Showing_the_Extent_of_the_British_Empire_in_1886_%28levelled%29.jpg

I. An Overview of Vietnamese History
   A). Resistance and Identity

   B). Cycles of Colonialism and War
      1. Prehistory to Pre-Colonial Period
      2. Chinese Colonialism (111BCE -939 CE)
      3. Independent Vietnam (939-1862)
      4. French Colonial Period (1862 -1954)
      5. First Indochina War (1945-54)
      7. Socialist Republic of Vietnam (1975-

II. Profits & Prayers: The Conquest of Viet Nam
   A). Viet Nam & the West

   B). Duty & Conquest: The French Invasion

   C). Duty & Defense: The Vietnamese Resistance

III. The Civilizing Mission
   A). The Administration of Indochina

   B). Economic & Social Change Under the French Regime

TERMS

Confucianism
Filial Piety
Buddhism
Portuguese (1535)/Cochinchina
Dutch (1636)
English (1672)
French (1680)
Monsignor Alexander of Rhodes (1591-1660)
quoc-ngu
"diplomat, teacher, organizer of the church"
Society of Foreign Missions (1664)
Pigneau de Behaine, (1741-99)
Nguyen Anh [Gia Long]
Tourane/Condore
Minh Mang (1820-1841)
Thieu Tri (1841-1847)
Tu Duc (1847-1883)
isolationism
March 23, 1847

Admiral Rigault de Genouilly
"civilize the backward peoples"
collaboration & resistance
Flight of Ham Nghi (5 July 1885)
Can Vuong Movement (1885)
regionalism/collaboration/superior technology
Phan Dinh Phung (1847-1896)
guerrilla war
national resistance
anticolonialism
Direct/Indirect Colonialism
rice, rubber, mining
governor-general
non-representation
Paul Doumer
1922 Marseilles Exposition
communal lands
University of Hanoi
The Floating Dog's Corpse
In life you snatched meek rabbits and listened to them squeak in pain,
In death your rotting carcass drifts down the river,
The colors on your hide jumbled yet still clear,
The smell infamous and penetrating to the core.

Only a gang of shrimps lingers as cortege,
Bustling to greet the circling crows and falcons.
Along comes the wind and the splash of a wave,
See how your bones and flesh scatter!

"I shall make the revolution in Cochinchina alone."
- Pigneau de Behaine, Bishop of Adran

"If anyone carves up my brother, remember to send me some of the soup"
- Phan Dinh Phung, leader of the Can Vuong Movement
<table>
<thead>
<tr>
<th>Date</th>
<th>Event(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Century BCE</td>
<td>King An Duong - first real historical figure</td>
</tr>
<tr>
<td>196-136 BCE</td>
<td>Chao T'o “King of Nan Yueh”</td>
</tr>
<tr>
<td>111 BCE</td>
<td>The Chinese conquer Vietnam during the Han Dynasty. Becomes the provinces of Giao-chi and Cuu-chan.</td>
</tr>
<tr>
<td>40-42 CE</td>
<td>Revolt of the Trung Sisters - Trung Trac and Trung Nhi; Held 65 strongholds; defeated by General Ma Yuan.</td>
</tr>
<tr>
<td>248</td>
<td>Lady Trieu leads a revolt.</td>
</tr>
<tr>
<td>862-63</td>
<td>Nan Chao Rebellion 862-63 - 30,000 people beheaded after final battle.</td>
</tr>
<tr>
<td>939</td>
<td>Battle of Bach Dang - Establishment of Vietnamese Independence and the Ngo Dynasty</td>
</tr>
<tr>
<td>939-967</td>
<td>Ngo Dynasty</td>
</tr>
<tr>
<td>968</td>
<td>Twelve Feudal Lords Period</td>
</tr>
<tr>
<td>968-980</td>
<td>Dinh Dynasty</td>
</tr>
<tr>
<td>980-1009</td>
<td>Early Le Dynasty</td>
</tr>
<tr>
<td>1010-1225</td>
<td>Great Ly Dynasty</td>
</tr>
<tr>
<td>1225-1400</td>
<td>Tran Dynasty</td>
</tr>
<tr>
<td>1407-1427</td>
<td>Ming Conquest</td>
</tr>
<tr>
<td>1428-1527</td>
<td>Le Dynasty</td>
</tr>
<tr>
<td>1527-43</td>
<td>Mac Dynasty</td>
</tr>
<tr>
<td>1543-1777</td>
<td>Le Dynasty [Formal Rulers] Trinh (North) Nguyen (South) [De Facto Rulers]</td>
</tr>
<tr>
<td>1777-1802</td>
<td>Tay Son Rebellion</td>
</tr>
<tr>
<td>1802-1945</td>
<td>Nguyen Dynasty</td>
</tr>
<tr>
<td>1802</td>
<td>Emperor Gia Long unifies Vietnam with help of the French. Relations deteriorate under subsequent Vietnamese rulers.</td>
</tr>
<tr>
<td>1861</td>
<td>French capture Saigon</td>
</tr>
<tr>
<td>1862</td>
<td>Emperor Tu Duc signs a treaty with French</td>
</tr>
<tr>
<td>1883-1887</td>
<td>France establishes a protectorate over Annam and Tonkin and rules Cochinchina as a colony. French also control Cambodia and Laos. The two protectorates, Cochinchina (Vietnam), Laos and Cambodia make up “French Indochina.”</td>
</tr>
<tr>
<td>1885-1896</td>
<td>Can Vuong Movement to “Restore the Emperor” led by Phan Dinh Phung.</td>
</tr>
<tr>
<td>1886-1926</td>
<td>Over 52 changes in the Governor Generals of Indochina</td>
</tr>
<tr>
<td>1922</td>
<td>Marseilles Exposition increases investment in Vietnam</td>
</tr>
<tr>
<td>1907</td>
<td>Dong Kinh Nghia Thuc [Free Tuition School] established by Phan Chu</td>
</tr>
<tr>
<td>Date</td>
<td>Event(s)</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1919</td>
<td>Phan Chu Trinh and Ho Chi Minh [then Nguyen Ai Quoc] (1890-1969) attempt to submit a petition for self-rule at the Versailles Conference; Ho Chi Minh disappointed becomes a Socialist and is one of the three Asians at the Congress of Tours (Dec. 1920) where he votes to establish the French Communist Party.</td>
</tr>
<tr>
<td>1922</td>
<td>Constitutionalist Party established</td>
</tr>
<tr>
<td>1926</td>
<td>Cao Dai Religious Sect established. This new religion eventually has almost 1,000,000 followers by the end of the 1920s.</td>
</tr>
<tr>
<td>1927</td>
<td>Vietnamese Nationalist Party established [VNQDD]; This party recruited among the middle class and military. They were heavily suppressed at the end of the 1920s.</td>
</tr>
<tr>
<td>1930</td>
<td>-Yen Bay Revolt (February) suppressed.</td>
</tr>
<tr>
<td></td>
<td>-Establishment of the Indochinese Communist Party [ICP] by Ho Chi Minh in Hong Kong unifies three separate Vietnamese communist groups.</td>
</tr>
<tr>
<td></td>
<td>-Nghe-Tinh Soviets Movement (September) suppressed.</td>
</tr>
<tr>
<td>1940 (September)</td>
<td>Territory in the South of Vietnam is given to the Japanese by the Vichy government.</td>
</tr>
<tr>
<td>1941 (May)</td>
<td>Viet Nam Doc Lap Dong Minh [known as the Viet Minh] is established as a united front group to resist the Japanese and French. Headed by Ho Chi Minh and the ICP, the Viet Minh was the most effective gatherer of intelligence in the region and cooperated with the US OSS during the Second World War.</td>
</tr>
<tr>
<td>1944-1945</td>
<td>Famine in the North of Vietnam decimates the population - two million people die of starvation.</td>
</tr>
<tr>
<td>1945</td>
<td>In March the Japanese have a Coup against the French collaborators and in April they proclaim the independence of Vietnam, and set up the Tran Trong Kim government. In August, when Japan suddenly surrenders the Viet Minh organizes the “August Revolution” and the entire country is under Vietnamese control. Emperor Bao Dai abdicates and the Nguyen dynasty officially ends.</td>
</tr>
<tr>
<td>1945-1946</td>
<td>A year of negotiations in France (Fontainebleau) and Vietnam (the March 6 Accords), that ultimately end in the French attempting to reconquer Vietnam and Vietnamese resistance.</td>
</tr>
<tr>
<td>1946-1954</td>
<td><strong>The First Indochina War.</strong> The French want to reassert their rule in Vietnam and are technologically superior in their weapons. They try several plans such as “quadrillage” and the Navarre Plan. The French declare a kind of independence for Vietnam in 1949 and Emperor Bao Dai again ascends as emperor of Vietnam. The Vietnamese, led by General Vo Nguyen Giap rely on the strategy of guerrilla warfare, which resists the traditional set piece battle. In the spring of 1954 the French are defeated at Dienbienphu and they negotiate at the Geneva Conference of 1954. The Vietnamese settlement follows the Korean pattern to have a temporary division of the country, pending elections. The US does not sign the Accords on Vietnam, nor does the foreign minister of the “Government of Vietnam,”</td>
</tr>
<tr>
<td>Date</td>
<td>Event(s)</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1954-1956</td>
<td>on the orders of the Prime Minister, Ngo Dinh Diem (1901-1963). In the South of Vietnam, Diem establishes a republic (Government of Vietnam - GVN) and is elected President. In the North, the Democratic Republic of Vietnam (DRV) is established and led by Chairman Ho Chi Minh.</td>
</tr>
<tr>
<td>1960-1965</td>
<td>The DRV not having the full victory from the First Indochina War, wants to reunify the country and in 1960 the National Liberation Front (NLF) is established in the South. Tactics range from propaganda to insurgency. The GVN becomes increasingly unstable and repressive. In 1963 there is a coup to overthrow Diem, after massive protests led by Buddhists and the intellectuals in the South, but later leaders do not prove to be better.</td>
</tr>
<tr>
<td>1965-1972</td>
<td>The Second Indochina War. The United States had been very concerned with Vietnam in their fight against Communism in the Cold War. By the end of the First Indochina War, over 75% of the costs of the war were paid by the United States. The US becomes more active and finally fights an undeclared war in Vietnam from 1966 until 1972. Advisors were sent by President Kennedy, but Presidents Johnson and Nixon escalated US involvement until there was extensive US troop presence (500,000) and bombing of Indochina. From 1963 until 1967 the GVN experienced 5 coups and in 1967, Nguyen Van Thieu became President until the fall of Saigon in 1975.</td>
</tr>
<tr>
<td>1972</td>
<td>A treaty negotiated by Le Duc Tho and Henry Kissinger is signed in Paris.</td>
</tr>
<tr>
<td>1975</td>
<td>The US troops leave Vietnam which is then unified, and becomes the Socialist Republic of Vietnam (SRV).</td>
</tr>
<tr>
<td>1975-1999</td>
<td>Although unified the SRV experiences some rocky transitions. They experienced poverty, reeducation camps that generated hundreds of thousands of “boat people” refugees, and fight a war with China over an invasion of Cambodia (1978-1979). After 1987 the country restructured their economy into a more open, market economy and experienced an economic boom. They also began to establish more cordial foreign relations. In 1995 full diplomatic relations were established with the United States.</td>
</tr>
</tbody>
</table>
I. Generation of Lasts & Firsts
   A. Questions of Reform & Revolution

   B. Phan Chu Trinh: Republican Reformer

   C. Phan Boi Chau: Reluctant Revolutionary

II. The Growth of Anticolonial Organizations
   A. The Constitutionalists: Accommodation with Colonialism

   B. The VNQDD: Nationalism

   C. The ICP: Communism

   D. The Cao Dai: Religious Sectarianism

III. The Japanese Occupation and the August Revolution

IV. The Emergence of Ideology & Action in Modern Viet Nam

TERMS

David Marr, Vietnamese Anticolonialism
Generation of Lasts and Firsts
Reform or Revolution
China: Hundred Days Reform (1898)
China: 1911 Revolution
Japan: Meiji Restoration (1868-1912)
Phan Chu Trinh (1872-1926)
Governor General Paul Beau (1902-1908)
corvee system
Dong Kinh Nghia Thuc
Fukuzawa Yukichi
quoc-ngu
The cutting of hair
Phan Boi Chau (1867-1940)
Duy Tan Hoi [Renovation Society]
Prince Cuong De
Dong Du [Eastern Travel]
Society for the Restoration of Vietnam (1912)
Constitutionalist Party (1922)
Bui Quang Chieu
Shadow of the Surete
Pham Quynh, Nam Phong
Viet Nam Quo Dan Dang (1927)
Jesus & Jiang Kaishek
Three Strategies; Three Principles of Sun Yatsen
Yen Bay Revolt (1930)
Leninist party organization

historical materialism/class struggle
Communist International (1919)
Ho Chi Minh [Nguyen Ai Quoc]
Canton/Tam Tam Xa [Assoc. of Like Minds]
Thanh Nien Cach Mang Dong Chi Hoi
Indochinese Communist Party (1930)
Nghe-Tinh Soviets (1930)
regionalism
Trotskyism
spirit worship & divination
ouija boards
syncretism
Cao Dai (1926)
Ngo Ming Chieu
"unification of Vietnamese religions"
Heavenly Emperor Appears (1919)
Tripartite Alliance (27 September 1940);
Vichy 1941 = double yoke for Vietnamese
ICP Eighth Plenum [10-19 May 1941]
Viet Nam Doc Lap Dong Minh (Viet Minh)
Office of Strategic Services (OSS)
Famine of 1944-1945
March 9th coup
August Revolution
anticolonialism
cohesion of ideology
"prophets of a universal faith"
Vietnamese Anticolonialism

My countrymen's flesh and blood is being stripped away, to the extent they no longer can work for their living; people are being split up, customs corrupted, rituals lost...a somewhat civilized situation degenerating into utter barbarity. Those with spirit and intelligence have perceived conditions, are worried about extermination of their people, and are rousing each other to seek remedies. . . .

The French have been in Viet Nam for some time, they have seen the greediness of the mandarins, the ignorance of the people, the corruption of the culture, and have concluded sneeringly that the Vietnamese have no sense of national identity. so, when they print articles in their papers or talk among themselves, they all show dislike and disdain for the Vietnamese, considering them savages, comparing them with pigs and cows, unwilling to let them become equals, and even afraid that getting close will be polluting.

Phan Chu Trinh to Gov. Gen. Beau

Dong Kinh Nghia Thuc School Song on Haircutting
Comb in the left hand,
Scissors in the right,
Snip, snip, clip, clip!
Watch out, be careful,
Drop stupid practices,
Dump childish things
Speak openly and frankly
Study Western customs
Don't cheat or bluff
Don't lie
Today we clip
Tomorrow we shave!

The Japanese Occupation & the Coming of the August Revolution
Established in 1941, according to J. Lebas, President of the "General Committee of Youth Work" the Committee existed to: "Promote among the young a certain national ideal and a patriotism that generates the most noble virtues. This certainly does not mean to promote the development of subversive ideas, negative to the order that must be realized in this country; but the association of the French and Indochinese and their collaboration in the management of public affairs can be carried out only if we can find among our protected people men who are proud of their race and respectful of their traditions, but who know how to appreciate the just value of the work accomplished by the French in Indochina."

Viet Minh Bylaws (1941)
2. Principle: United all the social classes, revolutionary parties, patriotic groups of the people, in order to expel the Japanese and French, render Vietnam entirely independent, and create a Democratic Republic of Vietnam.
3. Conditions for joining Viet Minh: Only organizations may be member of Viet Minh. Any political party or organization of the Vietnamese or minority people living in Vietnamese territory-regardless of their social class, religion, or political inclination—which accepts the objectives, principles, and program of the Viet Minh Central Committee is allowed to participate in the Viet Minh Front.

Starvation Verse (1945)
Nhat cuoi, Tay Knoc, Tau lo;
Viet Nam Doc lap chet co day duong.
(The Japanese laugh, the French weep, the Chinese worry; Independent Vietnamese curl up and die all over the streets.)
I. "The Shot Heard Round the World"
   A). The Seven-Years War & the Issue of Taxation

   B). The Revolution Erupts (1775)

II. The New Republic
   A). Confederation & Constitution

   B). The Presidency of George Washington (1789-1796)

III. America: A Unique Experiment

TERMS

Republican ideal    unicameral legislature
Enlightenment Happiness: Constitutional Convention (1787)
Seven Years War (1756-63) ratification (1789)
Prime Minister George Grenville bicameral legislature
virtual representation/direct representation separation of powers
Sugar and Currency Acts (1764) "Supreme Law of the Land"
Stamp Act Crisis (1765) state's rights
Patrick Henry, Virginia Stamp Act Resolves Bill of Rights (1791)
Sons of Liberty Federalist Papers
Boston Massacre (2 March 1770) founding fathers
Boston Tea Party (1773) "President of the United States"
First Continental Congress (1774) Whiskey Rebellion (1794)
Lexington & Concord (19 April 1775) excise tax
George Washington (1732-1799) Farewell Address (1796)
Declaration of Independence (4 July 1776) Federalism
Treaty of Paris (1782) Happiness: physiocratic, laissez-faire, utilitarian theories
Articles of Confederation American Enlightenment

Study Guide: History 103-World Civilization: Since 1815
I. The Ancien Regime
   A). The Legacy of Louis XIV (r.1643-1715)

   B). The Monarchy vs. the Nobility

II. The French Revolution (1789-99)
   A). The National Assembly & the Downfall of the Monarchy

   B). The National Convention (1792-1795)

   C). The Thermidorean Reaction and the Directory

III. The Meaning of The French Revolution

TERMS

Louis XIV (r.1643-1715)  Storming of the Bastille (July 14, 1789)
absolutism  tricolor flag
The Fronde (1648-1653)  The Great Fear (Summer 1789)
"L'état c'est moi"  Declaration of the Rights of Man
Versailles  Jacobins [Robespierre]
The Sun King  Cordeliers [Danton, Desmoulins, Marat]
Jean-Baptiste Colbert (1619-83)  Constitution of 1791
Louis XVI (r.1774-1792)  Storm of the Tuileries Palace
Jacques Turgot (1727-1781)  National Convention (1792-1795)
Jacques Necker (1732-1804)  sans-culottes
   gabelle  Committee of Public Safety (April 1793)
   corvée  guillotine
   cahiers  Days of Terror [October 1793-July 1794]
The Estates General  Constitution of 1795
National Assembly (1789-1791)  Directory
Tennis Court Oath (20 June 1789)  Napoleon Bonaparte
Count de Mirabeau (1749-1791)  social hierarchy
History 103-World Civilization: Since 1815

Communist Revolution: Soviet Union

I. Marxism and Modernity
A). The Marxist Ideal of a Classless Society

B). The Organization of the Communist Movement

II. The Russian Revolution
A). Tsarist Russia

B). Lenin & the Bolsheviks Seize Power

III. The Emergence of Communism as a World Force

TERMS

Marxism-Leninsim
Communism
Karl Marx (1818-1883)
F. Engels (1820-1895)
Vladimir Ilyich Lenin (1870-1924)
historical materialism
Modes of production
feudalism/capitalism/proletarian revolution
Communist Manifesto (1848)
First International (1864)
Second Socialist International (1889)
Social Democracy
October Revolution (1917)
Third Communist International (1919)
“Party as Vanguard”
Discipline
Tsar Alexander II
mirs
Rural zemstvos
“Land & Freedom”
“Going to the People”
People’s Will
Tsar Nicholas II (1894-1917)
Count Sergei Witte (1849-1915)
Social Revolutionaries [1901] [SR]
Social Democrats:
Mensheviks
Bolsheviks

George Plekhanov (1857-1918)
Russian Social Democratic Party [RSDP]
The Revolution of 1905
Russo-Japanese War (1904-5)
Bloody Sunday (January 1905)
October Manifesto
Duma
February Revolution (1917)
Alexander Kerensky (1881-1970)
Soviets
Vladimir Ilyich Ulyanov [Lenin] (1870 – 1924)
April Theses
Lenin's Proclamation of 7 November 1917
“Peace, Land & Bread”
Lev Davidovich Bronstein [Leon Trotsky] (1879-1940)
Brest-Litovsk Treaty (March 1918)
collectivization of agriculture
nationalization of industry
Five Year Plans
Joseph Stalin (1878-1953)
Stalin and dictatorship (1927-1953)
Mikhail Gorbachev (1931–)
Issues: consumer goods and necessities, ethnic nationalism, regionalism
Collapse of the Soviet Union (December 25, 1991)
Vladimir Putin (1952) [President/Prime Minister-1999]
Return to Autocracy?
I. The CCP From 1927 until 1934
   A). The Founding of the Party and the First United Front
   B). The 1927 CCP Insurrections
   C). The Establishment of Red Bases
   D). Urban Uprisings and CCP Internal Dissension

II. The Long March (1935-37)
   A). The Five Encirclement Campaigns
   B). The Long March
   C). Growth of the Liberated Zones

III. The Second United Front (1937-1945)
   A). The Xian Incident and the War Against Japan

IV. The Civil War and Establishment of the PRC (1946-49)

V. Cycles of History & Superpowers

TERMS

Chinese Communist Party (1921) [CCP]
Shanghai
Guomindang [GMD]
Northern Expedition (1926-28)
Jiang Kaishek (1887-1995)
April 12th Coup (1927)
Communist International [Comintern]
Stalin/Trotsky
Nanchang Uprising (August 1927)
People's Liberation Army [PLA]
Canton Commune (December 1927)
Jinggangshan-Jiangxi
Guerrilla Warfare
Zhu De (1886-1976)
Mao Zedong (1893-1976)
Fourth Army of the Workers & Peasants
Li Lisan line (1930)
Wang Ming & the 28 Bolsheviks
Yan’an, Shenxi
Five Encirclement Campaigns
The Long March (1935-36)
Yan’an Forum on Literature & Art (1942)
‘Art should Serve Politics’
Rectification Campaign
Xian Incident (1936)
Marshall Zhang Xueliang
Second United Front (1937-1945)
Cycles of History & Superpowers
### Chinese Communist Revolution: A Chronology

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1921</td>
<td>CCP Established in Shanghai</td>
</tr>
<tr>
<td>1924-27</td>
<td>First GMD-CCP United Front</td>
</tr>
<tr>
<td>1927</td>
<td>People's Liberation Army (PLA) founded</td>
</tr>
<tr>
<td>1927</td>
<td>April 12th Coup</td>
</tr>
<tr>
<td>1927</td>
<td>Uprisings in Nanchang and Canton Commune</td>
</tr>
<tr>
<td>1927</td>
<td>Jinggangshan, Jiangxi Red Base Formed</td>
</tr>
<tr>
<td>1930</td>
<td>CCP Urban uprisings fail</td>
</tr>
<tr>
<td>1927-35</td>
<td>Five Encirclement Campaigns</td>
</tr>
<tr>
<td>1935-36</td>
<td>Long March</td>
</tr>
<tr>
<td>1936</td>
<td>Yan'an, Shenxi Red Base Formed</td>
</tr>
<tr>
<td>1936</td>
<td>Second GMD-CCP United Front</td>
</tr>
<tr>
<td>1937</td>
<td>Beginning of WWII for Chinese</td>
</tr>
<tr>
<td>1945</td>
<td>War ends, negotiations attempted</td>
</tr>
<tr>
<td>1946</td>
<td>Civil War</td>
</tr>
<tr>
<td>1949</td>
<td>People's Republic of China established</td>
</tr>
<tr>
<td></td>
<td>Jiang and GMD retreat to Taiwan as Republic of China</td>
</tr>
</tbody>
</table>

**From McAlister/Mus:** "Among the various competitive capabilities that revolutionaries require for success, three appear to be critical. First, and most important, the revolutionary political structure must become a distinctively new way of sharing power. Only by a new approach to sharing power can the revolutionaries hope to mobilize in support of the revolutionary cause those whose expectations have been thwarted by the incumbents. Secondly, a revolutionary ideology must establish the legitimacy of the revolutionary structure by rationalizing the way revolutionaries are trying to fulfill popular expectations which the "illegitimate" incumbents have failed to heed. Finally, a revolutionary military organization must be created in order to prevent the incumbents from crushing the mobilization of revolutionary power and -by undermining the incumbent's instruments of force- to aid in the expansion of the revolutionary political structure."
HISTORY 103-WORLD CIVILIZATION: SINCE 1815
IDEOLOGY AND MODERNITY: COMMUNISM, NATIONALISM & FASCISM

I. The Issue of Ideology in Modern Times

II. Communism and the Classless Society
   A. Karl Marx and the Ideology of Communism
   B. The Rise of Communism in World Politics

III. Nationalism in the Nineteenth Century
   A. The Development of the Modern Nation-State
   B. The Unification of Italy & Germany

IV. Fascism in the Twentieth Century
   A. Youth, Culture & Class Relations
   B. Hitler and the National Socialist German Workers' Party

V. Ideology in the Twenty-first Century

TERMS

Societal cohesion
Social institutions
Ideaology
Antoine Destutt de Tracey (1754-1836)
"science of ideas"
Modernization
"Idea of Struggle with the Enemy"

Communism
Historical Materialism
Karl Marx (1818-1883)
Friedrich Engels (1820-1895)
Revolution of 1848
First International (1886)
Communist Manifesto
alienation of labor
Second International (1889)
Eduard Bernstein (1850-1932)
Social Democrats
Third International (1919)
Popular Fronts (mid-30's)
Non-Aggression Pact (1939) [Stalin/Hitler]
Nationalism
Royal Absolutism
French Revolution and Rise of Middle Class
Giuseppe Garibaldi (1807-82)
King Victor Emmanuel (1820-1878)
Red Shirts

Italian Unification (1861)
Prince Otto von Bismark (1815-1898)
Franco-Prussian War (1870)
German Unification (1871)
"Blood & Iron"
King William I
Fascism
Benito Mussolini (1883-1945) [Il Duce]
orator
Black Shirts
Invasion of Ethiopia (1935-36)
Adolf Hitler (1889-1945)
Nationalist Socialist German Workers' Party (Nazis)
Beer Hall Putsch (November 1923)
Mein Kampf [My Struggle]
folkish philosophy
racial distinctions
Aryan
Depression of 1929
Nazi Youth Cohort
New Order
Night of the Long Knives (30 June 1934)
Gestapo
Rearmament
Slavery and genocide
Balance: knowledge, thinking, caring, ethics
Ideology Lecture—Addendum

**Ideology** is a comprehensive system of concepts and beliefs, often political in nature, held by a group or an individual.

**Modernization Impacts**

- Urbanization
- Social Inequality
- Economic Inequality
- Family System Dislocations & Generational Crises
- Religious Dislocations
- Material Standards Raised
- Leisure Time Increased
- Increased Pace of Change
- Widespread Communications & Transportation
- Increased Reliance on Technology

**Communism** advocates the abolition of private capitalism and the creation of a classless society, where each person is provided for according to their need. **Historical Materialism** is the assertion that whoever controls the means of production controls social relations. In other words, there is no predetermined spiritual force in history. History is determined by the **dialectics** between different classes during the evolving forms of production modes and their accompanying social epochs such as the age of feudalism, the age of capitalism. Marx predicted that the workers (proletariat) would eventually overthrow the capitalists (bourgeoisie), and establish a dictatorship of the proletariat, where the state would eventually wither away and a communal society would emerge.

**Nationalism** in modern history is the movement in which the nation-state is regarded as paramount for the realization of social, economic, and cultural aspirations of a people. Nationalism is characterized principally by a feeling of community among a people, based on common descent, language, and religion.

**Fascism**, is a 20th-21st century form of totalitarian dictatorship that sought to create a viable society by strict regimentation of national and individual lives; conflicting interests would be adjusted by total subordination to the service of the state and unquestioning loyalty to its leader [or cohort of ultimate leaders].

**Basic Tenants of Fascism**

- Reliance on Youth
- Spiritual vs. Material
- Nationalism, Culturalism, and Economic Autonomy
- Class Harmony vs. Class Struggle
- Anti-Communism
- Tactics: Mass Mobilization, Control of Public Opinion, Tactic of the Scapegoat & Violence
- Ethos of the Group, Elite Leader(ship)
- Anti-Democratic
History 103-World Civilization: Since 1815
The First World War

I. Causes of the First World War
   a. Imperialistic Rivalry
   b. Balkan Crisis
   c. Alliance Diplomacy:
      Triple Alliance (1882)
      Triple Entente (1907)
   d. Growing Arms Race
   e. Growing War Mentality & Nationalism

II. The War and its Legacies

Terms

First Moroccan Crisis (1905)
Emperor William II (Germany)
Second Moroccan Crisis (1911)
Balkan Crisis
Ottoman Empire
Archduke Ferdinand (1863-1914)
Sarajevo
Adriatic Sea
Triple Alliance [Germany, Italy, Austria-Hungary]
Triple Entente [Great Britain, France, Russia]
Franco-Prussian War
revanche
blank check
Schlieffen Plan
Belgium
United States (1917)
trench warfare
naval blockades
"War of Attrition"
Communist Revolution—Soviet Union (1917)
Wilson’s Fourteen Points
self-determination
League of Nations
Versailles Conference (1919)
reapportionment of territory
reparations
war guilt clause
legacies
The Menin Gate (Ypres, Belgium, 1927)
President Wilson’s Fourteen Points
The Fourteen Points speech was a statement given to Congress on January 8, 1918 by President Woodrow Wilson declaring that WW1 was being fought for a moral cause and calling for peace in Europe.

Point 1: Public diplomatic negations with more secret agreements or secret treaties
Point 2: Freedom of navigation on all seas.
Point 3: Free trade among nations and an end to all economic barriers between countries
Point 4: Countries to reduce armaments and weapons to a level required for public safety.
Point 5: Fair and impartial decisions for the resolution of colonial claims
Point 6: Restoration of Russia territories and freedom to establish and develop its own political system
Point 7: Preservation of the sovereignty of Belgium and that it should be independent as before the war.
Point 8: France should be fully liberated, its territory restored and allowed to recover Alsace-Lorraine
Point 9: All Italians are to be allowed to live in Italy and Italy's borders to be "along clearly recognizable lines of nationality."
Point 10: Self-determination should be allowed for all those living in Austria-Hungary.
Point 11: Self-determination and guarantees of independence for the Balkan states and its borders re-drawn.
Point 12: Self-determination for the Turkish people and for Non-Turks under Turkish rule
Point 13: An independent Polish nation should be created which should have access to the sea.
Point 14: A League of Nations should be created to guarantee the political and territorial independence of all states.

WWI 15 Legacies:
1. Poisonous gas
2. Shell shock and PTSD
3. Conscription
4. War Technology
5. Pacifism
6. Middle East Legacy
7. Filmed Propaganda
8. Workers of the World
9. The Planned Economy
10. Nation States
11. The “broken faces,”
12. Blood Banks
13. The Decline of the Aristocracy
14. Christian Democracy
15. Women’s Emancipation

https://www.theguardian.com/world/2014/jan/15/firstworldwar

The Menin Gate – Ypres, Belgium (1927)
The Menin Gate, is an architectural hall built as a memorial to fallen soldiers in WWI in 1927. Originally it was an archway that saw 300,000 soldiers pass through it during the intensive battles of World War I. Over 90,000 soldiers died in unmarked graves and one of the most important commemorations became the Menin Gate where over 50,000 names of soldiers are carved on the walls in lieu of grave markers due to the massive death during the fighting.

Since 1928, there has been a ceremony called “The Last Post" where the fallen soldiers are commemorated in an official ceremony in the hallway of the Menin Gate. Even during occupation in WWII, a ceremony was continued in Great Britain. Seven days a week the mayor, the church, and military representatives come to pay their respects and pray for the fallen. The photo (right) is taken in 2010 at the first commemoration for 200,000 Chinese Laborers who worked in the dangerous trenches and adjoining areas of Belgium and France during WWI.
History 103-World Civilization: Since 1815  
The Second World War in Asia

I. From the Washington Conference to Pearl Harbor  
  Washington Conference (1921-22)  
  Manchurian Incident (1931)  
  Marco Polo Bridge Incident (1937)  
  Tripartite Alliance (1940)

II. The Second World War in Asia  
A). Pearl Harbor and the Occupation of Southeast Asia
B). The Greater East Asia Co-Prosperity Sphere  
C). The Rise of Anti-Fascist Leagues

III. Significance of the Second World War in Asia

TERMS

Washington Conference (1921-22)  
Multinational Cooperation  
Manchurian Incident (1931)  
Manchukuo (1932)  
Total Mobilization Group  
Marco Polo Bridge Incident (1937)  
Rape of Nanjing (1937)  
The New Order in East Asia (1938)  
Premier Konoye Fumimaro  
Wang Jingwei  
Tripartite Alliance (1940)  
Chongqing, Sichuan  
Pearl Harbor (1941)  
30 Thakins  
U Ba Maw  
PETA  
Suharto  
Greater East Asia Co-Prosperity Sphere (1940)  
Premier Tojo Hideki  
bushido/kokutai  
Cairo Declaration (1943)  
Unconditional surrender  
Saipan (1944)  
Kempeitai  
Aung San  
Burma National Army  
Hiroshima/Nagasaki  
Emperor Hirohito  
Indonesia (1949) Indochina (1954) Burma (1948)  
Malaysia (1957) Philippines (1946)
Second World War in Asia: http://www.emersonkent.com/map_archive/japanese_offensive_1941.htm
History 103- World Civilization: Since 1815
Technological Explosion: Convenience & Crisis

I. The Computer Revolution: The Third Industrial Age
A). The Computer Revolution

B). Computers & Society

II. The Environment & Technology
A). Ecology & Economics

B). Environmental Studies: Three Case Studies
   - Underdevelopment & the Aswan Dam
   - The Case of Chlorofluorocarbons & Ozone Depletion
   - The Case of the Aral Sea: Communism & Ecological Crisis

III. Facing Our World

TERMS
- computer
- Computer Processing Unit (CPU)
- I/O
- programming
- hardware/software
- abacus/calculus/slide rulers
- Charles Babbage (1792-1871) “Father of the Computer”
- Analytical Engine
- ENIAC [Electronic Numerical Integrator & Computer]
- EDVAC [Electronic Discrete Variable Computer]
- Four Generations
- vacuum tubes
- “debugging”
- transistor
- integrated circuits
- silicon chip
- minicomputers/personal computers
- Very Large Scale Integrated Circuits
- MIT Media Lab
- man-machine interface
- Fifth Generation-Parallel Processing
- ecology
- Thermodynamic laws
- Aswan High Dam [Egypt]
- erosion
- salinity
- bilharzia, malaria, trachoma
- chlorofluorocarbons [CFC]
- ozone layer
- Greenhouse effect
- climate change
- wind/solar power
- Aral Sea [Russia]
- “white gold”
- airborne salts & poisons
- continuity of invention
- Automation: Example of Driving
- Unintended Consequences

“When we try to pick out anything by itself, we find it hitched to everything else in the Universe.”
- John Muir

"According to our estimate, 47 percent of total US employment is in the high risk category, meaning that associated occupations are potentially automatable"
- Carl Benedikt Frey and Michael A. Osborne
Augmented Reality (AR) is one of the fastest growing areas of computer science technology. AR overlays computer-generated images on views of the real world, so that our perception and understanding of what we see are augmented by useful information and graphics. For example, televised football games now include a virtual first down marker, which allows the viewer to see a yellow line across the field that is not in fact there. At this point, AR is becoming particularly popular with cell phone manufacturers. Imagine walking through a new city and seeing an interesting building about which you want to know more. By looking at the building through your cell phone viewer, you could see facts about the building’s history, a blueprint of its structure, and a floor-by-floor breakdown of the businesses there. The cell phone would integrate all of this information into your view of the building, allowing you to focus on what interests you and enhancing your understanding of what you are seeing — hence “augmented reality.”

The Sight video was produced by two art students as a vision of what AR may look like in the future. The creators imagine something that may not be too far off: the use of special contact lenses that would allow our augmented view of reality to be more immediate than what is now possible only by means of hand-held technology. With this kind of AR, the person’s world is constantly enhanced and the world becomes something like a virtual video game, where everything from making dinner to going out on a date becomes technologically facilitated.

**Discussion Questions:**
1. What is the promise of this kind of technology? In other words, in what ways do you think that such technology would actually improve our everyday lives?

2. If you have concerns about this technology, how much of that concern is attributable to a generalized fear of new technology, and how much is attributable to the specific powers of this technology? What are your specific worries about Augmented Reality?

3. How do you think this technology will affect education? Will it be beneficial or harmful? Will the technology have to be banned from classrooms, or could it be integrated into the teaching process?
Developments in Technology - Some Resources:

Ten Ludicrously Advanced Technologies We Can Expect by the Year 2100
Greg Dvorsky, Gizmodo 11/11/16
http://gizmodo.com/10-ludicrously-advanced-technologies-we-can-expect-by-t-1788671727
1. Brain-linked virtual reality
2. Utility Fog (a swarm of nanobots, or “foglets,” that can take on the shape of virtually any object, and change its shape on the fly.
3. Space-based Solar Power
4. Mind Uploaded
5. Weather Control
6. Molecular Assemblers
7. Geoengineering
8. Mind-to-Mind Communication
9. Fusion Power
10. Artificial Lifeforms

Opposing Viewpoints on the Growth of the Machines and Employment in the US:

1. Erik Brynjolfsson: The key to growth? Race with the machines
TED2013 · 11:56 · Filmed Feb 2013
https://www.ted.com/talks/erik_brynjolfs_on_the_key_to_growth_race_em_with_em_the_machines

As machines take on more jobs, many find themselves out of work or with raises indefinitely postponed. Is this the end of growth? No, says Erik Brynjolfsson — it’s simply the growing pains of a radically reorganized economy. A riveting case for why big innovations are ahead of us … if we think of computers as our teammates

2. Robert Gordon: The death of innovation, the end of growth
TED2013 · 12:01 · Filmed Feb 2013
https://www.ted.com/talks/robert_gordon_the_death_of_innovation_the_end_of_growth

The US economy has been expanding wildly for two centuries. Are we witnessing the end of growth? Economist Robert Gordon lays out 4 reasons US growth may be slowing, detailing factors like epidemic debt and growing inequality, which could move the US into a period of stasis we can't innovate our way out of.

Visit the Computer History Museum:
http://www.computerhistory.org/timeline/
History 103-World Civilization: Since 1815  
GENERATIONS: PAST AND FUTURE

Generation in Lyrics
My Generation: The Who (lyric excerpts)
People try to put us d-down (Talkin' 'bout my generation)
Just because we get around (Talkin' 'bout my generation)
Things they do look awful c-c-cold (Talkin' 'bout my generation)
I hope I die before I get old (Talkin' 'bout my generation)
This is my generation
This is my generation, baby

The Other Generation Lyrics from Flower Drum Song (Rodgers & Hammerstein)
The adults sing:
What are we going to do about The Other Generation?
How will we ever communicate Without communication?
You can’t account for what they’ll say or do.
And what peculiar thoughts they think
They never reveal to you.
And yet we’ve got to all grow up,
There’s no place else to go.
I wonder why we’re all so poor
And they’ve got all the dough!

A very discouraging problem is
The Other Generation.
They want to lead a life that’s all their own.
Perhaps we ought to let them,
Forsake them and forget them!
But then we’d only find ourselves alone.
With one another!
I don’t believe we’d like to be alone!
If we could take over the training of
The Other Generation,
We know we could improve them quite a lot.
But they will never let us.
They stay the way they met us,
And so we’re simply stuck with what we’ve got.
You can’t improve them.
The kids are simply stuck with what they’ve got.

What are we going to do about
The Other Generation?
They never take the blame for one mistake.
Oh no!
Their parents are responsible
For ev’ry mistake they make!

A very discouraging problem is
The Other Generation.
And soon there’ll be another one as well!
And when our out of hand sons
Are bringing up our grandsons,
I hope our grandsons give their fathers hell!
Can’t wait to see it!
I hope our grandsons give their fathers hell!
They all had a wonderful childhood in
The Other Generation.
The games they played were bright and gay and loud.
They used to shout “Red Rover,
Red Rover please come over!”
They must have been an awful droopy crowd
when they were younger.
They must have been an awful droopy crowd.

The kids sing:
(Reprise)
Well, the more I see of grownups
The less I want to grow.
The more I see what they have learned
The less I want to know.

The more I see what they have learned
The less I want to know.
Generational Theory

According to [Robert Wohl] ‘A historical generation is not defined by its chronological limits or its borders. It is not a zone of dates; nor is it an army of contemporaries making its way across a territory of time. It is more like a magnetic field at the centre of which lies an experience or a series of experiences’ (1980:210). Quoted in: Burnett, Judith. Generations: The Time Machine in Theory and Practice. Farnham, GB: Routledge, 2010.

Strauss and Howe [Generations, 1991] define a social generation as the aggregate of all people born over a span of roughly twenty years or about the length of one phase of life: childhood, young adulthood, midlife, and old age. Generations are identified (from first birth year to last) by looking for cohort groups of this length that share three criteria. First, members of a generation share what the authors call an age location in history: they encounter key historical events and social trends while occupying the same phase of life. In this view, members of a generation are shaped in lasting ways by the eras they encounter as children and young adults and they share certain common beliefs and behaviors. Aware of the experiences and traits that they share with their peers, members of a generation would also share a sense of common perceived membership in that generation.

Source: https://en.wikipedia.org/wiki/Strauss%E2%80%93Howe_generational_theory

25 Generations by Year of Birth

1. Arthurian Generation (1433–1460)
2. Humanist Generation (1461–1482)
3. Reformation Generation (1483–1511)
4. Reprisal Generation (1512–1540)
5. Elizabethan Generation (1541–1565)
6. Parliamentary Generation (1566–1587)
7. Puritan Generation (1588–1617)
8. Cavalier Generation (1618–1647)
9. Glorious Generation (1648–1673)
10. Enlightenment Generation (1674–1700)
11. Awakening Generation (1701–1723)
12. Liberty Generation (1724–1741)
13. Republican Generation (1742–1766)
14. Compromise Generation (1767–1791)
15. Transcendental Generation (1792–1821)
16. Gilded Generation (1822–1842)
17. Progressive Generation (1843–1859)
19. Lost Generation (1883–1900)
20. G.I. Generation (1901–1924)

Strauss and Howe, The Fourth Turning
From the Confucian Analects:
The Master said: At fifteen I set my heart upon learning. At thirty, I had planted my feet firm upon the ground. At forty, I no longer suffered from perplexities. At fifty, I knew what were the biddings of heaven. At sixty, I heard them with docile ear. At seventy, I could follow the dictates of my own heart; for what I desired no longer overstepped the Boundaries of right.

Modern Generations
From Marketing Web site: The WJSchroer Company
The Depression Era
Born: 1912-1921
Coming of Age: 1930-1939
Age in 2004: 83 to 92
Current Population: 11-12 million (and declining rapidly)
Depression era individuals tend to be conservative, compulsive savers, maintain low debt and use more secure financial products like CDs versus stocks. These individuals tend to feel a responsibility to leave a legacy to their children. Tend to be patriotic, oriented toward work before pleasure, respect for authority, have a sense of moral obligation.

World War II
Born: 1922 to 1927
Coming of Age: 1940-1945
Age in 2004: 77-82
Current Population: 11 million (in quickening decline)
People in this cohort shared in a common goal of defeating the Axis powers. There was an accepted sense of “deferment” among this group, contrasted with the emphasis on “me” in more recent (i.e. Gen X) cohorts.

Post-War Cohort
Born: 1928-1945
Coming of Age: 1946-1963
Age in 2004: 59 to 76
Current Population: 41 million (declining)
This generation had significant opportunities in jobs and education as the War ended and a post-war economic boom struck America. However, the growth in Cold War tensions, the potential for nuclear war and other never before seen threats led to levels of discomfort and uncertainty throughout the generation. Members of this group value security, comfort, and familiar, known activities and environments.
Boomers I or The Baby Boomers
Born: 1946-1954
Coming of Age: 1963-1972
Age in 2004: 50-58
Current Population: 33 million
For a long time the Baby Boomers were defined as those born between 1945 and 1964. That would make the generation huge (71 million) and encompass people who were 20 years apart in age. It didn’t compute to have those born in 1964 compared with those born in 1946. Life experiences were completely different. Attitudes, behaviors and society were vastly different. In effect, all the elements that help to define a cohort were violated by the broad span of years originally included in the concept of the Baby Boomers. The first Boomer segment is bounded by the Kennedy and Martin Luther King assassinations, the Civil Rights movements and the Vietnam War. Boomers I were in or protested the War. Boomers 2 or the Jones Generation missed the whole thing. Boomers I had good economic opportunities and were largely optimistic about the potential for America and their own lives, the Vietnam War notwithstanding.

Boomers II or Generation Jones
Born: 1955-1965
Coming of Age: 1973-1983
Age in 2004: 39 to 49
Current Population: 49 million
This first post-Watergate generation lost much of its trust in government and optimistic views the Boomers I maintained. Economic struggles including the oil embargo of 1979 reinforced a sense of “I’m out for me” and narcissism and a focus on self-help and skepticism over media and institutions is representative of attitudes of this cohort. While Boomers I had Vietnam, Boomers II had AIDS as part of their rites of passage. The youngest members of the Boomer II generation in fact did not have the benefits of the Boomer I class as many of the best jobs, opportunities, housing etc. were taken by the larger and earlier group. Both Gen X and Boomer II’s suffer from this long shadow cast by Boomers I.

Generation X
Born: 1966-1976
Coming of Age: 1988-1994
Age in 2004: 28 to 38
Current Population: 41 million
Sometimes referred to as the “lost” generation, this was the first generation of “latchkey” kids, exposed to lots of daycare and divorce. Known as the generation with the lowest voting participation rate of any generation, Gen Xers were quoted by Newsweek as “the generation that dropped out without ever turning on the news or tuning in to the social issues around them.” Gen X is often characterized by high levels of skepticism, “what’s in it for me” attitudes and a reputation for some of the worst music to ever gain popularity. Now, moving into adulthood William Morrow (Generations) cited the childhood divorce of many Gen Xers as “one of the most decisive experiences influencing how Gen Xers will shape their own families”. Gen Xers are arguably the best educated generation with 29% obtaining a bachelor’s degree or higher (6% higher than the previous cohort). And, with that education and a growing maturity they are starting to form families with a higher level of caution and pragmatism than their parents demonstrated.
Concerns run high over avoiding broken homes, kids growing up without a parent around and financial planning.

**Generation Y, Echo Boomers or Millennials**  
**Born:** 1977-1994  
**Coming of Age:** 1998-2006  
**Age in 2004:** 10 to 22  
**Current Population:** 71 million  
The largest cohort since the Baby Boomers, their high numbers reflect their births as that of their parent generation. The last of the Boomer Is and most of the Boomer II s. Gen Y kids are known as incredibly sophisticated, technology wise, immune to most traditional marketing and sales pitches…as they not only grew up with it all, they’ve seen it all and been exposed to it all since early childhood. Gen Y members are much more racially and ethnically diverse and they are much more segmented as an audience aided by the rapid expansion in Cable TV channels, satellite radio, the Internet, e-zines, etc. Gen Y are less brand loyal and the speed of the Internet has led the cohort to be similarly flexible and changing in its fashion, style consciousness and where and how it is communicated with. Gen Y kids often raised in dual income or single parent families have been more involved in family purchases…everything from groceries to new cars. One in nine Gen Yers has a credit card co-signed by a parent.

**Generation Z**  
**Born:** 1995-2012  
**Coming of Age:** 2013-2020  
**Age in 2004:** 0-9  
**Current Population:** 23 million and growing rapidly  
While we don’t know much about Gen Z yet…we know a lot about the environment they are growing up in. This highly diverse environment will make the grade schools of the next generation the most diverse ever. Higher levels of technology will make significant inroads in academics allowing for customized instruction, data mining of student histories to enable pinpoint diagnostics and remediation or accelerated achievement opportunities. Gen Z kids will grow up with a highly sophisticated media and computer environment and will be more Internet savvy and expert than their Gen Y forerunners. More to come on Gen Z…stay tuned.