

# The Foundations of Civilization

## **TOPIC 1:** *Why Study History?*

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### Why study history?

- History as a vehicle for morality
- History as the study of great lives
- History as crimes and folly
- History as politics
- History as prejudice or lies written down
- History as a warning

### The subjectivity question

#### Approaches to the study of history

- Chronological (by date)
- Geographical (by region)
- National (by nation)
- Ethnic/Racial (by ethnic groups or races)
- Topical (by subject)

#### Periodization of history: there are no “parts” to this seamless web of human events

Did the Middle Ages really run from the “fall” of Rome in 476AD to 1492?

Did the Renaissance really begin with the birth of Petrarch in 1304 and end with the death of Titian in 1576?

#### Whig history: teleological (the study of ultimate purposes), hero-based narratives

#### The Five Great "Books" of History

#### Approaches to the study of history: according to Jews, God, and History by Max Dimont

#### Should we search for a philosophy of history?

#### Judeo-Christian-Islamic history: linear history with a purpose

#### Teleology: does history “move” with a purpose? Is there an “engine” or “engines” of history?

#### Who were the great historians?

#### What can calendars from other civilizations tell us about their view of history?

#### Big History: looking for patterns rather than individual facts

## **TOPIC 2:** *Do Winners Write History?*

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### Who are history’s “winners?”

#### Most states take form through the conquest of one group by another

#### Winners write history to defend their actions: compensatory history

Northern historians defend destruction of South during Civil War as necessary to preserve the Union

#### Losers write the excuses for their failure: exculpatory history

Southern historians see efforts of their ancestors as opposing an armed invasion of their new nation

#### Approaches to writing history: from the political Left

#### Approaches to writing history: from the political Right

#### The Nuremburg Trials: a new way to record history from the winner’s point of view using testimony and evidence

#### What are the lessons?

## **TOPIC 3:** *Characteristics of Civilization*

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### What characterizes civilization?

Economic provision: the creation, distribution, and consumption of wealth

Political organization: the art of governing a tribe or a superpower

Moral traditions: laws come down from the ruling elite; traditions rise from the experiences of the people

Knowledge and the arts: art separates us from other animals; writing allows us to store info outside our heads

#### Civilization is life in cities: first cities along the great rivers

#### Positive and negative aspects of city life: where brains and ambition mix with crime and corruption

#### Great leaps forward: periods of development unthinkable under ordinary conditions – Lord Clark

3000BC – first civilizations emerge on Nile, Indus, and Tigris-Euphrates

500BC - the intellectual miracle of Ionia and Greece: philosophy, science, art, poetry  
1100AD – the Dark Ages end; Europe experiences an intensity of life under great leaders

### **Great leaps forward: the Axis Age – Michael Wood**

From 550BC to 450BC: so many great thinkers were alive at the same time  
Buddha (c563-483BC) and Mahavira (c599-c527) in India  
Pythagoras (c582-c507), Heraclitus (c535-475) and the early philosophers in Greece  
Greatest Old Testament prophets, including “Deutero-Isaiah” in Israel  
Confucius (c551BC-479BC), Lao Tzu (500s or 300s) and the Taoists in China

### **Why did European civilization overcome those of Asia, Africa, and the Middle East in the 1800s?**

Location on the globe: weather, soil, and available water supplies provided opportunities  
Farming opportunities: types of plants available  
Farming opportunities: types of animals available  
Industrial revolution: guns, germs, and steel

**What are the lessons?**

## **TOPIC 4: *Biology & History***

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**Biology defined: study of the origins, characteristics and life processes of the natural world**  
**Humans described physiologically: the natural world and man’s place in the seamless web of living matter**  
**The pyramid of life: is man “superior” to the other animals, or just more violent and acquisitive?**  
**Is thinking superior to instinct? How so?**  
**How often does thinking lead to error compared to relying on instinct?**  
**History is a fragment of biology**  
**World population: in the long term, Malthus has yet to be proven wrong**  
**Uncontrolled epidemics periodically altered the course of history**  
**Hawaii: a case of outside interference**  
**Demographics and politics: birth rates among various groups of Americans will change political landscape by 2025**  
**What are the lessons?**

## **TOPIC 5: *Geography, Geology & History***

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**Geography defined: study of the surface of the Earth and the distribution of its physical features**  
**Geology defined: study of the physical properties of the Earth**  
**Geography: the matrix of history**  
**At the bottom of everything is the nature of the soil**  
**Geography and its relationship to warfare**  
Nomads of steppes conquered less violent settled agricultural people  
Northern people conquered and spread the civilizations of the South  
Civil War: rivers as barriers in east and invasion routes in the West  
**Geologic cataclysms have often altered the course of history**  
Volcanoes destroy civilizations and alter weather patterns  
Possible earthquakes in Midwest could produce economic catastrophe far worse than Hurricane Katrina  
**Advantages of position on the Earth’s surface**  
Case study: Troy’s location or Helen’s face caused Trojan War?  
Wide oceans isolated and protected the New World until 1492  
English Channel saved Britain from Nazi tanks in summer of 1940 and changed course of World War II  
Wide oceans protected USA until coming of ICMBs  
Shatter Belts, Choke Points and lands lying along roads used through history by invading armies  
**Great minds consider relationship between geography and national power**  
Mahan and sea power  
Mackinder’s Heartland Theory  
Karl Haushofer and the German drive to the East  
**What are the lessons?**

## **TOPIC 6: *Climate & History***

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**Climate defined: prevailing average weather conditions of a particular region**

**A number of variables determine climate over historic time spans**

**Role of climatic change in shaping human history**

Man survives the last Ice Age

Drought in Near East produces first agriculture

Little Ice Age during Middle Ages

Global Warming: the current debate

**What are the lessons?**

## **TOPIC 7:** *Metals & History*

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**Metals defined: elements characterized by ductility, malleability, and conductivity of heat and electricity**

**The great ages of man**

FIRE and ICE: man discovers uses of fire during Ice Age

Age of STONE: first implements and weapons separates man from animals

Age of BRONZE: metalworking using alloys

Age of IRON: begins when supplies of tin are interrupted by Sea Peoples

Ages of SILVER and GOLD: European voyages of discovery launched by desire for precious metals

Age of Industry: launched when sufficient temperatures were reached to pour metal into molds

**What are the lessons?**

## **TOPIC 8:** *Economics & History*

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**Economics defined: the study of the creation, distribution, and consumption of wealth**

**Wealth defined: having an economic value measurable in price**

**Sources of wealth through the ages**

Land

Natural resources

Trade

Finance

Talent

Industry

Information

**Hunter-gatherer societies: lack of a surplus prevented long-range planning**

**From hunted to hunter: man versus all other animals**

**Agriculture: man's first great leap forward**

**The economic basis for the first population explosion**

**The economic basis for the first cities**

**Man began with *speech*, civilization began with *agriculture*, and industry began with *fire*.**

**Early inventions: the stick, weaving, and pottery**

**Mechanisms for transport, processes of trade, and a medium of exchange**

**Communism: relic of the distant past, not the way of the future**

**The coming of a surplus: communism becomes competition**

**Division of labor: the beginning of inequality between men**

**The periodic concentration and redistribution of wealth throughout history**

**Periodic redistribution of wealth: through revolutions or progressive taxation**

**From tribal property to private property**

**Class divisions begin in the distant past**

**Surplus: inequality is magnified and class war begins**

**The state (*superstructure*) arises over the economic *base***

**Relationship of a nation's system to its form of government: why are we a democracy?**

**Stages of economic development before modern times**

Hunting and gathering

Pastoral life

Barter

Local trade  
Long distance trade  
International trade  
Mercantilism

**Industrial Revolution: man's second great leap forward**

**Forms of wealth under Capitalism:**

Profits  
Rents  
Interest  
Wages  
Salaries

**Adam Smith: trying to make capitalism work**

**Karl Marx: trying to overthrow capitalism**

**Communism and socialism defined**

**Marx's predictions**

**Why did capitalism survive?**

**Why did communism fail?**

**Negative aspects of capitalism**

**Secrets of success under communism and capitalism**

**Creation of artificial shortages under communism = black markets**

**Soviet Union: black market covering eleven time zones**

**Rent control" example of how not to run an economy**

**Critical role of prices in a free market**

**Interaction of supply and demand sets the price**

**Three basic factors of a free market: price, quality, and delivery time**

**What causes profit and loss?**

**Opponents of the free market: protectionists, unions and anti-globalists**

**Globalization: pros and cons**

**Economic freedom and inequality: why we cannot have both in equal measure**

Unbridled capitalism: excessive freedom destroys equality and widens gap between rich and poor

Socialism: forced equality reduces incentive to work among society's most productive citizens

**Information Revolution: man's third great leap forward**

**Computers and the Internet: political and economic effects of**

**What are the lessons?**

## **TOPIC 9:** *Politics & History*

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**Politics defined: the art of governing**

**Government began as a struggle to control the first agricultural surplus**

**States take form through the conquest of one group by another**

**Elite Theory: how organizations are manipulated by a small number of members**

**Forms of governments compared**

Monarchy or oligarchy: rule by one or a few; there is no other form of government

Oligarchy: rule by a few

Aristocracy: rule by the best

Democracy: rule by the people

Capitalism or socialism: should the economy be guided or commanded?

The political spectrum: from totalitarian government to anarchy

From Nazis to Communists: common characteristics of political extremism

**Law versus custom: ruling with the sword or the word**

**Characteristics common to most civil wars**

**Characteristics common to most revolutions**

**Utopias of the past**

**Utopias in literature**

## **TOPIC 10:** *Religion, Morals & History*

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**Religion defined: the worship of supernatural forces**

**What generated religious belief?**

**Periods of development: from myths to religion**

**Five categories of objects worshipped:**

- Celestial
- Terrestrial
- Sexual
- Animal
- Human

**Saint Thomas' famous "Five Proofs for the Existence of God"**

- The *Unmoved Mover* Argument
- The *First Cause* Argument
- The *Something from Nothing* Argument
- The *Goodness* Argument
- The *Design* Argument

**Religion and Utopia: two compensatory buckets in a well**

**The moral elements of civilization**

- Marriage
- Sexual morality
- Social morality
- Religion and morals

**Industrial Revolution: moving from rural to cities produced**

- democracy
- women's rights
- birth control
- socialism
- decline of religion
- loosening of morals
- liberation of literature from aristocratic patronage
- replacement of romanticism by realism in fiction
- economic interpretation of history.

**Law and myth have gone hand in hand throughout the centuries, cooperating, or taking turns in the management of mankind; until out own day no state dared to separate them (the current move for separation of church and state), and perhaps tomorrow they will be united again.**

**Character and history**

## **TOPIC 11:** *Warfare & History*

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**War versus killing**

- War defined: collective killing for a collective purpose
- Killing defined: taking the life of another person
- Murder: taking the life of an individual in violation of the laws of the group

**From the beginning of history war has been a struggle for surplus wealth**

**Organized violence: forms of terror**

- Governments: terror against other countries or one's own population
- Non-governmental organizations - terrorists
- Religious terrorism
- Political terrorism
- Organized crime families: terror for money

**The gunpowder revolution**

**Western versus Eastern approach to war: Sun Tzu**

**Western versus Eastern approach to war: Clausewitz**

**Battle Plans: Three Most Effective and Widely Used Ploys**

1. The Double Envelopment
2. The Flank Attack
3. Overwhelming Force

Cannae in 216BC  
Chancellorsville in 1863  
Second Battle of Alamein in 1942

#### **Battle Plans: Surprise on Both Sides**

1. Surprise Against the Odds
2. Introducing a New Invention: Tank
3. The Shock of Surprise

Crecy in 1346  
Cambrai in 1917  
Blitzkrieg in 1940

#### **Battle Plans: Misunderstanding**

1. The Limits of Enterprise
2. Too Many Commanders
3. Unfit for Command

Waterloo in 1815  
Gallipoli in 1915  
McClellan at Antietam in 1862

#### **Battle Plans: Mission Impossible**

1. Progressive Unreality: Hitler
2. A Bridge Too Far: Montgomery

Battle of the Bulge in 1944  
Arnhem in 1944

#### **Battle Plans: Underestimating the Enemy**

1. Underestimating Napoleon
2. Dividing One's Forces
3. They Would Not Dare Attack
4. Failure to Reconnoiter

Austerlitz in 1805  
Isandlwana in 1879  
Pearl Harbor in 1941  
Custer at Little Big Horn in 1876

#### **Battle Plans: Narrow Margins**

1. High Tide of the Confederacy
2. The Narrowest Margin of Victory
3. Defeat for Both Sides

Gettysburg in 1863  
First Battle of Ypres in 1914  
Crete in 1941

#### **Battle Plans: Unfit to Command**

1. General McClellan
2. General Warren
3. General Percival

Antietam in 1862  
Spion Kop in 1900  
Singapore in 1942

#### **Battle Plans: Planning for Trouble**

1. First Day on the Somme
2. The Dieppe Raid
3. Arnhem

World War I in 1916  
World War II in 1942  
World War II in 1944

#### **Battle Plans: Meddling Ministers**

1. North Africa
2. Stalingrad
3. Goose Green

World War II in 1940-41  
World War II in 1942-43  
Falklands in 1982

#### **Battle Plans: Misplaced Confidence**

1. Teutoburger Wald
2. Yalu River
3. Dien Bien Phu

Barbarian Germany in 9  
Korean War in 1950  
Indo-China War in 1954

#### **Battle Plans: Failure to Perform**

1. Crecy
2. Crete
3. Kasserine Pass

Hundred Years' War in 1346  
World War II in 1941  
World War II in 1943

#### **How great generals win battles**

Operating on line of least expectation or least resistance

Maneuvering onto the rear of the enemy  
Occupying the central position  
Following a plan with “branches”  
Making convergent tactical blows

**Prof. John Stoessinger: why nations go to war**

**Economic aspects to modern warfare**

Post-WWI decision to make civilians and industry legitimate military targets

**Great writers of military history**

Julius Caesar  
Ulysses Grant  
Winston Churchill  
John Keegan

**Battles that changed the direction of American history**

Trenton-1776  
Saratoga-1777  
Yorktown-1781  
San Jacinto-1836  
Mexico City-1847  
Shiloh-1862  
Gettysburg-1863  
Vicksburg-1863  
Manila Bay-1898  
Pearl Harbor-1941  
Midway-1942  
Normandy-1944  
Battle of the Bulge-1944  
Iwo Jima-1945  
Inchon-1950  
Tet Offensive-1968  
Desert Storm-1991

**Creasey's Fifteen Decisive Battles of the World**

The Battle of Marathon - 490 BC  
Defeat of the Athenians at Syracuse - 413 BC  
The Battle of Arbela/ Gaugamela - 331 BC  
The Battle of the Metaurus - 207 BC  
Victory of Arminius over the Roman Legions under Varus - 9 AD  
The Battle of Chalons - 451  
The Battle of Tours/ Poitiers - 732  
The Battle of Hastings - 1066  
Joan of Arc's Victory over the English at Orléans - 1429  
Defeat of the Spanish Armada - 1588  
The Battle of Blenheim - 1704  
The Battle of Pultowa - 1709  
Victory of the Americans over Burgoyne at Saratoga - 1777  
The Battle of Valmy - 1792  
The Battle of Waterloo - 1815

**Battles that changed the direction of world history**

Salamis - 480BC  
Alesia - 52BC  
Actium - 31BC  
Milvian Bridge - 312AD  
Adrianople - 378AD  
Badr - 624AD  
Hastings - 1066  
Constantinople - 1453AD

Trafalgar - 1805AD  
Sedan - 1870  
Tsushima - 1905  
Battle of Warsaw - 1920  
Dunkirk - 1940  
Battle of Britain - 1940  
Barbarossa – 1941  
Stalingrad - 1942-43  
Tet - 1968

**What are the lessons of war and its effects upon history?**

## **TOPIC 12:** *Race & History*

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**Race defined: three main human groups differing in skin color, hair texture, and body type**

**Racial observations made in the past**

**Racist theories of the 19<sup>th</sup> and 20<sup>th</sup> centuries led to the tragedy of the Holocaust**

Comte Joseph-Arthur de Gobineau (1816 – 1882)

Houston Stewart Chamberlain (1855-1927)

Madison Grant (1865 – 1937)

**What are the lessons?**

## **TOPIC 13:** *Great Lives & History*

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**Great lives defined**

Genius is clarity of mind and energy of will

Genius is unhabitual perception

Intelligence is effective responses to new situations

Influence: leaving a wake of gold (Saint Francis - positive) or of blood (Stalin - negative)

**Great men and women “theory”**

**Differing viewpoints among historians regarding great men and women**

**Religion**

Pope Urban II

Mohammed

Saint Paul

Constantine

Martin Luther

Thomas Aquinas

Augustine

Pope Julius II

**Philosophy**

Plato

The Taoists

Aristotle

Military

Genghis Khan

Themistocles

Alexander the Great

Umar

Napoleon

Simon Bolivar

Joan of Arc

Leon Trotsky

**Science**

Copernicus

Kepler (1571-1630)

Isaac Newton (1642-1726)

Charles Darwin

Galileo (1564-1642)

Thomas Malthus

### **Explorers and adventurers**

Columbus – boldest seaman in history - and very lucky guy

Cortez

Pizarro

### **Economics**

Adam Smith

Karl Marx

### **Politics**

Cleopatra – two love affairs that decided world history

Washington – conservative revolutionary

Hamilton – his dreams collided with those of Jefferson in the American Civil War –and they won

Lincoln – the Great Centralizer

Bismarck

Joseph Stalin

Hitler

Franklin Roosevelt – keeping the ship of state in the moderate middle

Mao Zedong

Alfred the Great – savior of the English language

Charlemagne

Julius Caesar

Elizabeth I

V. I. Lenin

Teddy Roosevelt

### **Great literary figures and artists**

The Deuteronomist

Homer

Shakespeare

Dante – his vision of a Christian Hell lasted for centuries

Michelangelo

### **What are the lessons?**

## **TOPIC 14:** *Science, Technology & History*

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**Science defined: knowledge derived from systematic observation and experimentation**

**Reality at its most fundamental level**

Gravity

Electromagnetism

Weak nuclear forces

Strong nuclear forces

### **Major inventions and discoveries**

fire

agriculture

animal domestication

metalworking

writing

movable type

paper

language

wheel

Indo-Arabic counting system

electricity

photography

phonograph  
printing with movable type  
computers  
steam engine  
theory of evolution by natural selection  
double-entry accounting  
telescope  
microscope  
anesthesia  
aircraft  
rudder  
gunpowder  
atomic bomb  
stirrup  
plastics  
Internet  
Columbus' discovery of the New World

### **Scientists**

Euclid (?350BC-?275BC)  
Francis Bacon (1561AD-1626AD)  
Johannes Kepler (1571AD-1630AD)

### **Inventors**

Johann Gutenberg (?1400AD-?1468AD)  
James Watt

### **Heilbroner's thoughts on science and technology**

**What are the lessons?**

## **TOPIC 15:** *Luck & History*

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**Luck defined: chance, random, or accidental occurrences**

**Does luck really exist in the historical process?**

**Specific examples of luck interacting with and changing history**

### ***World History***

What if the Persians defeated Greece at Marathon in 490BC?

What if the Persians had won at Salamis in 480BC?

What if Alexander had lost at Granicus or Issus?

What if Alexander had lived three score and ten?

What if Julius Caesar had lost at Battle of Alesia in 52BC?

What if Antony and Cleopatra had won at Actium in 31BC?

How might German history have been different if Romans won at Teutoburg in 9AD?

What if Charles Martel had lost at Tours in 732?

What if Saint Vladimir the Great (c. 958 – 1015) grand prince of Kiev had not converted to Christianity and proceeded to baptize the whole Kievan Rus? What if the Mongols had not turned back in 1242?

What if Columbus had made it to the New World, but died on the return voyage?

What if the Chinese, who had 500 foot ships weighing 1500 tons, fully capable of sailing thousands of miles, had used their large fleet to project their power into the Old World as Spain did into the New World?

What if Martin Luther had been burned at the stake in 1517?

What if Cortes had failed in Mexico in 1521?

What if Pizarro had failed in capture Atahualpa in 1532?

What if Henry VIII had not separated from Rome in 1534?

What if the Spanish Armada had not been defeated in 1588?

If Ferdinand II of Habsburg had been less strict in his Catholicism, and not insisted that the German princes return the land they seized from the Church before the Peace of Augsburg in 1555, the Thirty Years' War might not have occurred – preventing the deaths of up to a third of the people in Germany.

What if Charles I had not launched the English Civil War in 1641? These tensions broke into violence in the Bavarian free city of Donauworth in 1606. The Lutheran majority barred the Catholic residents of the town from holding a procession, causing a violent riot to break out.

The miracle of the House of Brandenburg: After six years of the Seven Years' War the Prussian army was decimated and Russia's armies had occupied Berlin. Frederick the Great considered himself lost and was on the verge of abdicating when the tsaritsa died, her pro-German nephew came to the throne as Peter III, and withdrew his troops and ended the war to no Russian advantage.

What if Frederick had not been spared disaster in 1762 by a new Czar infatuated with Prussia?

What if Napoleon, after his first abdication, had successfully poisoned himself?

After Marshal Ney failed to destroy Wellington's formations, he and Napoleon pursued the British. Had they caught Wellington's men that day they probably would have destroyed them before Blucher arrived. However, a terrific rainstorm prevented this.

What if Napoleon had won at Waterloo in 1815?

What if the throat cancer of Friedrich III of Germany had not been fatally misdiagnosed and Wilhelm II had come to the throne after his parents had established a government closer to England's?

What if Ho Chi Minh had been accepted at the French Colonial Administrative School soon after he arrived in Marseille?

What if Archduke Ferdinand's open-air automobile had not changed course after the first attempt to assassinate the heir to the Austro-Hungarian throne, carrying him and his wife to the exact spot where Gavrilo Princip was sitting, bemoaning the fact the first attempted murder had failed?

What if the Schlieffen Plan had not been changed at the last minute in 1914?

What if Lenin's brother had not been hanged for plotting to kill Tsar Alexander III?

What if Hitler had died during World War I?

What if Pavel Malyantovich, Kerensky's Minister of Justice, had done as the Provisional Government had ordered and managed to arrest Lenin for staging an armed uprising in Petrograd on July 3-5, 1917?

Would the collapse of Communism in Eastern Europe have occurred without excessive bloodshed if anyone other (Andropov?) than Gorbachev had not been leader of the Soviet Union at that moment in history?

## ***World War II***

What if Hitler had died during World War I?

What if Stalin had remained in the seminary and become a priest?

What if Hitler had been accepted to art school?

What if Churchill had been killed when he was struck by a New York cab in the thirties?

What if Dutch Communist Marinus van der Lubbe had not set fire to the Reichstag less than a month after Hitler came to power?

What if the king had summoned Lord Halifax instead of Churchill in 1940?

What if Lord Gort had not violated orders and saved the BEF in 1940?

What if the Enigma code had remained unbroken during World War II?

What if Hitler had left USSR alone in 1941?

What if Hitler had enlisted the Poles and Ukrainians, rather than mistreating them, as he invaded USSR?

What if the Normandy Landing had failed in 1944?

What if US invaded Japan instead of using atomic bomb?

What if Hitler had been put on trial at Nuremberg?

## ***Thirteen ways the Yanks could have lost the American Revolution after 1776:***

1. What if the British plan had worked at Bunker Hill?
2. What if Washington had attacked the British army in Boston in early 1776?
3. What if the British had trapped Washington's army on Long Island or Manhattan?
4. What if Washington had decided not to attack Trenton and Princeton or either had failed?
5. What if Benedict Arnold had not become Admiral Arnold on Lake Champlain?
6. What if Benedict Arnold had obeyed orders at Saratoga?
7. What if Captain Ferguson had pulled the trigger and killed Washington?
8. What if Gates had replaced Washington as commander in chief?
9. What if the British had destroyed the French force within days of its arrival?
10. What if Daniel Morgan had lost at Cowpens?

11. What if Washington had refused to march to Virginia to trap the British at Yorktown – or the British had escaped the siege?
12. What if Washington had failed to stop the Newburgh Conspiracy?
13. What if, in 1780, Major Andre's mission to gain West Point and cut the American territory in half along the Hudson River had been successful?

### **American History**

- What if Washington had had a son and accepted the American crown?
- What if the South had not misused the Cotton Weapon at the beginning of the war?
- What if the South had starved out Fort Sumter in 1861?
- What if Lincoln had decided not to use force to hold the South in the Union?
- What if Lee had accepted command of the Union army in 1861?
- What if Jackson had been allowed to attack Washington, DC after First Bull Run?
- What if South had won at Shiloh in April of 1862 and ended Grant and Sherman's careers?
- What if Lee's order had not been found by McClellan's troops in September 1862?
- What if Jackson had not been killed at Chancellorsville?
- What if Lee and Jackson had won at Gettysburg in 1863?
- What if McClellan had defeated Lincoln's in the election of 1864?
- What if Booth had not killed Lincoln?
- What if Prohibition had not resurrected the criminal gangs that had lost much of their power after World War I?
- What if the Democratic Party had not dropped Henry Wallace from its ticket in 1944 and chose Harry S. Truman as FDR's running mate at the convention, after New Deal partisans failed to promote William O. Douglas?
- What if Lee Harvey Oswald had managed to kill himself in the Soviet Union when he was told by the authorities there that he would not be accepted as a citizen?
- What if Kennedy had used American troops to free Cuba before the Soviets placed missiles there – instead of sending troops to Vietnam?
- What if Kennedy had invaded Cuba in October 1962 and the Russians had used nuclear weapons on the U. S. Navy sitting offshore?
- What if Nixon had admitted that some of his supporters had gone too far with Watergate – and countered that revelation with the fact that his own airplane and home phone had previously been bugged by Lyndon Johnson – as had Dr. King's phones during that same period of time?
- What if "Deep Throat" had not assisted the *Washington Post* to expose and destroy Nixon?
- What if the Ross Perot had not denied the elder Bush reelection in 1992 by siphoning off 19% of the overall vote?
- What if the Ralph Nader had not taken 97,000 votes in Florida during the 2000 election – an election Bush won by 4000 votes?
- What if the Supreme Court had ruled in Gore's favor following the 2000 election?

### **What are the lessons?**

## **TOPIC 16: Cyclical History?**

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### **The Cyclical Theory of history defined**

Cyclical theories in the ancient world

Hellenic sense of history was generally *cyclical*, the Judaic was decisively *linear* and *progressive*, the gradual fulfillment in time of God's plan for man.

Those who cannot remember the past are condemned to repeat it. - Santayana

All things from eternity are of like forms and come round in a circle. – Marcus Aurelius, *Meditations*

History does not repeat itself. Historians repeat each other. – attributed to UK PM Arthur Balfour

History repeats itself. Historians repeat each other. – attributed to UK writer Philip Guedalla

Every time history repeats itself the price goes up. – humorous saying

Hegel says...that all great events and personalities in world history reappear in one fashion or another. He forgot to add: the first time as tragedy, the second as farce." – Marx

The Hindu approach contained "much mythical and romantic literature but little critical historical writings (by Western definition) as Hinduism is a religion of cycles as opposed to other religions preoccupied by Creation.

They are interested in RE-CREATION...with the transcendent and repetitive...little difference between past and present, so "history" seems to leave little to write about." – Boorstin, *The Discoverers*

Virgil, in his Fourth Eclogue, said that some day, when the ingenuity of change has been exhausted, the universe will fall into a condition precisely the same as some forgotten antiquity and will repeat all those events that had followed those conditions before: “there will then be another (prophet) Tiphys, and another Argo will carry (Jason and other) beloved heroes; there will be other wars, and great Achilles will be sent to Troy” (Gallipoli – 1915)

Nietzsche went insane with the vision of “eternal recurrence.”

Oswald Spengler (1880-1936)

**What are the lessons?**

## **TOPIC 17:** *Literature & History*

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**Literature defined: prose or verse writings**

**Without language man would not be man**

**Great Leap #1: Writing: the most fundamentally important invention of all time**

**Great Leap #2: Printing: the key to the modern world**

**Great Leap #3: Internet: the democratization of information**

The beginning of the end for the brick and mortar businesses?

**Books that changed the course of history**

*The Bible – Old and New Testament*

*Koran*

Augustine’s *City of God*

Machiavelli’s *The Prince*

Newton’s *Principia Mathematica*

Adam Smith’s *Wealth of Nations*

Wollstonecraft’s *Vindication of the Rights of Woman* (1792)

Malthus’ *Essay on the Principle of Population* (1798)

Thoreau’s *Civil Disobedience*

Stowe’s *Uncle Tom’s Cabin*

Charles Darwin’s *Origin of Species*

Marx’s *Communist Manifesto* and *Das Kapital*

Mahan’s *Influence of Sea Power Upon History*

Freud’s *Interpretation of Dreams*

Mackinder’s *Geographical Pivot of History*

Friedrich August Hayek’s *The Road to Serfdom* (1944)

Carson’s *Silent Spring*

Sun Tzu’s *The Art of War* (?500BC)

Archimedes’ *On the Sphere and the Cylinder* (?287BC-?212BC)

Copernicus’ *Revolutions of the Heavenly Spheres* (1543AD)

Galileo’s *Dialogue Concerning Two World Systems* (1632AD)

Thomas Paine’s *Common Sense* (1776AD)

**What are the lessons?**

## **TOPIC 18:** *Philosophy & History*

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**Philosophy defined: an attempt to achieve a wide perspective of life and reality**

**What mental tools do humans have to call upon in an attempt to understand reality?**

Experience

Invention

Experimentation

Intuition

Memory

Association

Pattern Discernment

Reason

**Basic questions**

## **UNIVERSE**

What is existence?

Why is there something, rather than nothing, in the universe?

The universe appears to be 99% empty. Why?

“The Rules” are: gravity, electromagnetism, weak and strong nuclear forces. Who “wrote” them?

Define “time.”

Did time exist before God made the universe?

Is there life elsewhere in the universe?

## **HUMAN NATURE**

If we were raised in a jungle, and never told anything about ourselves, would we assume we are animals like those we see around us?

If we were raised in a jungle, and never told how to act toward others, would we be violent like some of the animals around us? Would we naturally cooperate with other humans, as some philosophers believe is our natural tendency, or would we compete like some of the animals that hunt alone?

Is there such a thing as “evil” in the world?

Does an individual life begin at conception or at birth?

Define “love.” Are there different kinds of love?

What is the relationship between social problems and city life?

What, if anything, does the Holocaust say about human nature?

Is violence part of human nature, or is it learned behavior?

What is art, and is man the only animal to create it?

What is music, and is man the only animal to create it?

Is self-preservation stronger than the desire to preserve the life of one’s child?

Why are the taverns full and the public libraries almost empty, night after night?

## **GENDER**

We can now control the gender of an unborn child. Would you select yours?

What would the demographic, social, and economic consequences of deciding the gender?

What is definitely masculine thinking?

What is naturally “female” behavior and what is learned from other women in the culture?

What is definitely feminine thinking?

What is naturally “male” behavior and what is learned from other men from their culture?

Why is a mother’s love for a child usually stronger than for her husband?

Why do men abandon their children far more often than women?

What are the proper roles of men and women? Does this change from society to society and era to era?

Is male aggressiveness a result of hormones, inborn, or learned?

Is the female tendency to nurture the result of hormones, inborn, or learned?

Do the different dreams of men and women tell us something about gender?

Do men or women have it easier in our culture today?

Would you change genders? Why?

## **POLITICS**

What is the best form of government?

A government should be able to claim no more than what % of a person’s wealth?

What is the difference between a murder and an execution?

Who, specifically, should be allowed to vote?

Abortion: murder or a woman’s decision alone?

National Debt: how dangerous?

Do Americans have a “right” to a job?

Do Americans have a “right” to a health care?

Would a Congress full of women balance the federal budget?

Should women serve in combat?

Will the world be a better or worse place a century from now?

Does progress exist, or has man only improved his weapons rather than his intentions?

Who was the most influential person of the previous century?  
Should we drill for oil in Alaska, or preserve it the way it is?  
What can any president really do about the high price of gasoline?  
Under what situations is government censorship desirable? (example: in time of war)  
Is a world government the way to ending wars?  
Should America have more to do or less to do with the United Nations?  
Should America move to gain better control over our borders?

### **MIND-BRAIN**

Can the brain ever truly understand itself?  
What is consciousness?  
What, exactly, is memory and how does it work?  
Debate the theory of the triune brain.  
Is man naturally violent?

### **ANIMALS**

Are animals really superior to plants? If so, how are they superior?

### **TRUTH**

Is truth always relative to a situation?  
What is the difference between truth and a strongly held opinion?

### **RELIGION & MORALS**

Why is the Golden Rule found in all major religions?  
What, if anything, came before God?  
If God is all-powerful, could He make Himself cease to exist?  
When did humans first become religious, and why?  
What are the uses of myths, and are they lies?  
If you could, would you want to know the exact date of your death?  
If you could know the date of your death, would you want to have this knowledge?  
Are morals relative to an age? A nation? A situation?  
Are morals permanent, or the result of ancient taboos?  
What, if anything, is the difference between killing and murder?

### **SCIENCE**

Is science good – or merely neutral?  
Is Global Warming a real threat to the planet?  
Has television helped or harmed America life?  
What was the greatest invention of all time?  
What was the greatest discovery of all time?  
What was the greatest invention of the previous century?  
What was the greatest discovery of the previous century?

### **GENERAL**

Are sports figures and movie stars “heroes?”

### **Philosophers**

Plato (?427BC-347BC)  
Aristotle (384BC-322BC)  
Descartes (1596AD-1650AD)  
The Postmodern Mind (1945-2003)

What are the lessons?

## **TOPIC 19:** *Growth & Decay*

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**Growth and decay defined: the reduction in the material or spiritual life of a civilization**

What causes growth and decay?

Do civilizations die?

What are the lessons?

## **TOPIC 20:** *Is Progress Real?*

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Progress defined: increase in the material life of a civilization

Is the idea of progress now solely Western?

Freedom and Equality: why can't we have both in equal measure?

Freedom and Equality: a summary of the challenge

Freedom and Equality throughout History

Freedom, Equality and the Agricultural Revolution

Freedom, Equality and the Industrial Revolution

**Freedom Defined**

Being beyond the control of another person or power

Being under no obligation to another person or power

Being able to act or move without hindrance

Being free from rules observed by others

**Equality Defined**

Having the same rights, privileges, ability, or rank

Similar number, value, degree, intensity, or quality

**Ultimate challenge to our democracy in 21st century**

Are freedom and equality mutually exclusive?

Would total freedom produce social stability by increasing gap between rich and poor?

Would total equality produce social stability by reducing incentives to strive for individual success?

**Solution: selecting the best ideas of LEFT and the RIGHT and ignoring the unworkable beliefs and opinions of both.**

**Democracy allows the freedom that creates inequalities: more democracy means greater inequality**

Talent destroys equality

The social dangers of freedom carried too far

What are the lessons?

## **TOPIC 21:** *Art & History: The History of Art*

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Approaches to the Art of Western Civilization

Carolingian and Ottonian Art

Romanesque Sculpture and Architecture

Gothic Art

Giotto and the Arena Chapel—Part I

The Italian Renaissance: Duccio and the Maestà

Sienese Art in the 14th Century

Early Renaissance Sculpture in Florence

Early Renaissance Architecture in Florence

Masaccio and Early Renaissance Painting

Jan van Eyck and Northern Renaissance Art

Northern Renaissance Altarpieces

Sandro Botticelli

Andrea Mantegna and Giovanni Bellini

High Renaissance Painting in Venice

The High Renaissance—Leonardo da Vinci

The High Renaissance—Raphael

The High Renaissance—Michelangelo

Albrecht Dürer and German Renaissance Art

Riemenschneider and Grünewald

Netherlandish Art in the 16th Century

Pieter Bruegel the Elder

Mannerism and the Late Work of Michelangelo

Caravaggio  
Italian Baroque Painting in Rome  
Gian Lorenzo Bernini  
Peter Paul Rubens  
Dutch Painting in the 17th Century  
Rembrandt  
Poussin and Claude—The Allure of Rome  
Baroque Painting in Spain  
Louis XIV and Versailles  
French Art in the 18th Century  
Neoclassicism and the Birth of Romanticism  
Romanticism in the 19th Century  
Realism—Courbet  
Manet and Monet—The Birth of Impressionism  
Monet and Degas  
Renoir, Pissarro, and Cézanne  
Beyond Impressionism—From Seurat to Matisse  
Cubism and Early Modern Painting  
Modern Sculpture—Rodin and Brancusi  
Art between Two Wars—Kandinsky to Picasso  
What are the lessons?

## **TOPIC 22:** *What the Future Holds*

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**Civilizational identity will be increasingly important in the future, and the world will be shaped in large measure by the interactions among seven or eight major civilizations. These include:**

Western: North America, South America, Europe, Australia, and New Zealand  
Confucian: China  
Japanese: Japan  
Islamic: the Moslem countries across Asia and the Middle East  
Hindu: India  
Slavic-Orthodox: Russia  
African civilization: non-Arab African nations south of the Sahara Desert

**Differences among civilizations are fundamental, and differ from each other because of:**

history (oral or written record of the past)  
language (expression of thoughts or feelings by vocal sounds)  
culture (the ideas, customs, skills, morals, religious beliefs, and arts of a given people)  
tradition (stories, beliefs, and customs over many generations with the effect of unwritten law)  
most importantly for possible conflict between civilizations, religion (reverence for the gods)

**The people of different civilizations have very different views on:**

relations between God and man (religion)  
relations between the individual and the group (social relationships)  
the relations between citizens and the government (political relationships)  
the relations between parents and children (social relationships)  
the relations between husband and wife (social relationships)  
the relative importance of rights and responsibilities (political relationships)  
liberty and authority (social and political relationships)  
equality and hierarchy (political and religious relationships)

**Non-Western cultures often have little respect for, or little understanding of, the following Western ideas:**

individualism (the rights of the individual are balanced with the needs of society)  
liberalism (personal freedom, democracy, gradual political and social reforms)

constitutionalism (respect for a permanent founding document, rather than a political party or leader)  
human rights (this is a modern, Western idea put forth by the Allies during World War II)  
equality (between genders, races, classes, and religions)  
liberty (being beyond the control of others; being under no obligation to others; being able to act without hindrance; being free from the rules observed by others)  
the rule of law (all citizens must obey the same set of laws, regardless of wealth, class, or position)  
democracy (elections followed by the peaceful transfer of political power and compromise)  
free markets (a Western idea in which businesses compete for a profit; price, quality, and delivery time)  
separation of church and state (the opposite of a theocracy in which the clergy make political decisions)

**Civilizations are the product of centuries of customs and traditions, and will not soon change or disappear. Differences between civilizations are far more *fundamental* than differences among political ideologies and political regimes. For centuries, differences among civilizations have generated the most prolonged and the most violent conflicts.**

**The world is becoming a smaller place:**

Because of world trade the interactions between peoples of different civilizations are increasing increasing interactions intensify awareness of differences between civilizations and what is shared within civilizations interactions among different civilizations make people more aware of their own civilization making people more aware of their own civilization produces animosities stretching far into history

**The processes of economic modernization and social change throughout the world do the following:**

Weakens the nation as a source of identity in much of the world, religion has moved in to fill this gap; it is often "fundamentalist" such movements are found in Western Christianity, Judaism, Buddhism, Hinduism, and Islam in most countries and most religions the people active in fundamentalist movements are young, college-educated, middle- class technicians, professionals and business persons the "un-secularization" of the world is one of the dominant social facts of life in the late twentieth century the revival of religion provides a basis for identity that transcends national boundaries and unites civilizations that are far apart geographically

**The growth of civilization-consciousness is enhanced by the dual role of the West:**

The West is at a peak of power as a reaction, a "return to the roots" movement is occurring among non-Western civilizations trends toward a turning inward and "Asianization" in Japan the end of the Nehru "western" legacy and the "Hinduization" of India the failure of Western ideas of socialism and nationalism leading to "re-Islamization" of the Middle East a debate over Westernization versus Russianization in former Soviet Union the West at the peak of its power confronts non-Western nations that increasingly have both the will and resources to shape the world in non-Western ways in the past, the elites of non-Western societies had been educated at Oxford, the Sorbonne or Sandhurst, and had absorbed Western attitudes and values the populace in non-Western countries remained deeply imbued with the indigenous culture these relationships are being *reversed* as a de-Westernization and indigenization of elites is occurring at the same time that Western, usually American, cultures, styles and habits become more popular among the mass of the people

**Cultural characteristics and differences are less mutable (less able to change) and hence less easily resolved than political and economic ones:**

In the former Soviet Union, communists can become democrats, the rich can become poor and the poor become rich, but Russians cannot become Estonians in class and ideological conflicts, the key question was "*Which side are you on?*" People could change sides. In conflicts between civilizations, the question is "*What are you?*" The wrong answer can mean death religion discriminates sharply. A person can be half-French and half-Arab but not half-Catholic and half-Muslim

**Western efforts to push their ideas on Islamic and other non-Western nations:**

Often produces a reaction *against* "human rights imperialism" increases support for local, traditional values, seen in the support for religious fundamentalism by the younger generation in non-Western cultures the very notion that there could be a "universal civilization" is a Western idea, directly at odds with the particularism of most Asian societies the author of a review of 100 comparative studies of values in different societies concluded that "the values that are most important in the West are *least important* worldwide." In the political realm, these differences are most manifest in the efforts of the USA to induce other peoples to adopt Western ideas concerning democracy and human rights. Modern democratic government originated in the West. When democracy has developed in non-Western societies it has usually been the product of Western colonialism or military conquest (Japan after World War II) the central axis of world politics in the future is likely to be the conflict between "the West and the Rest" and the *responses* of non-Western civilizations to Western power and values

**Those responses generally take one or a combination of three forms:**

*isolation*: non-Western states like North Korea attempt to pursue a course of isolation, to insulate their societies from penetration or "corruption" by the West, and to opt out of participation in the Western-dominated global community. The costs of this course are high, and few states have pursued it exclusively

*acceptance*: the attempt to join the West and accept its values and institutions

*opposition*: to attempt to "balance" the West by developing economic and military power and cooperating with other non-Western societies against the West, while preserving local values and institutions - to modernize but not to Westernize

**Implications for America and the West**

Differences between civilizations are real and important civilization- consciousness is increasing conflict between civilizations will replace ideological conflict as the dominant global form of conflict international relations, historically a game played out within Western civilization, will increasingly become a game in which non-Western civilizations are actors and not simply objects, as in colonial times successful political, security and economic international institutions are more likely to develop within civilizations than across civilizations conflicts between groups in different civilizations will be more frequent, more sustained and more violent than conflicts between groups in the same civilization violent conflicts between groups in different civilizations are the most likely and most dangerous source of escalation that could lead to global wars the paramount axis of world politics will be the relations between "the West and the Rest" the elites in some torn non-Western countries will try to make their countries part of the West, but will face major obstacles to accomplishing this a central focus of conflict for the immediate future will be between the West and several Islamic-Confucian states

**It is clearly in the interest of the West to understand that:**

Western civilization is both Western and modern non-Western civilizations have attempted to become modern without becoming Western. To date only Japan has fully succeeded in this quest non-Western civilizations will continue to attempt to acquire the wealth, technology, skills, machines and weapons that are part of being modern non-Western civilizations will continue to reconcile this modernity with their traditional culture and values their economic and military strength relative to the West will increase the West will increasingly have to accommodate these non-Western modern civilizations whose power approaches that of the West but whose values and interests differ significantly from those of the West this will require the West to maintain the economic and military power necessary to protect its interests in relation to these civilizations it will require the West to develop a more profound understanding of the basic religious and philosophical assumptions underlying other civilizations, the ways in which people in those civilizations see their interests, efforts to identify elements of commonality between Western and other civilizations for the relevant future, there will be no universal civilization, but instead a world of different civilizations, each of which will have to learn to coexist with the others