

LEARNING ABOUT THE WORLD WE LIVE IN

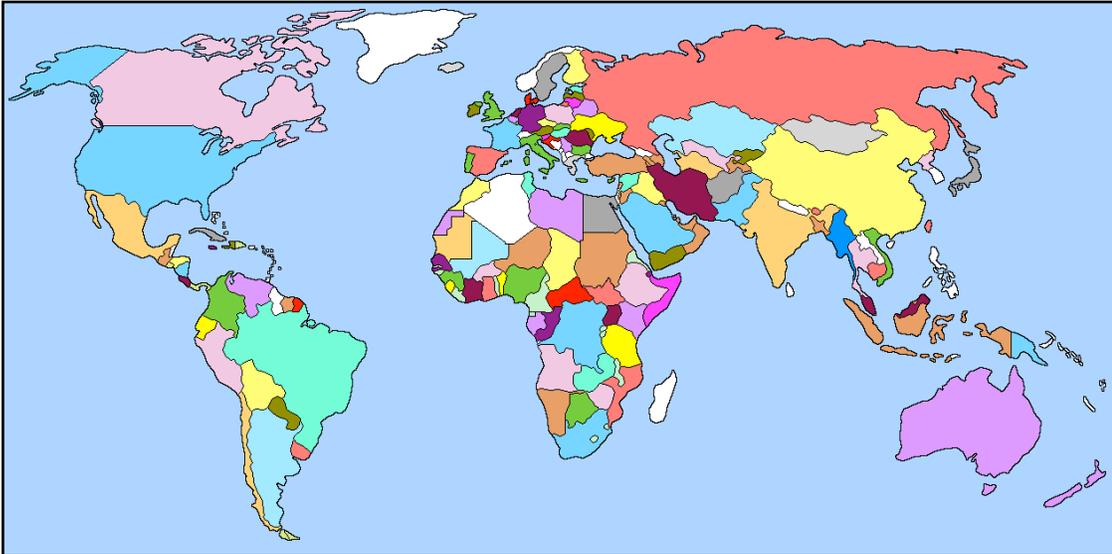
I. A New Approach to History

A. What is history?

1. The modern or conventional view is that history is “the study of the past.” That is, quite simply, why so few people care about the subject. If history is about *the past*, but we live in the *present*, then what does it have to do with “real life”?
2. Another problem that arises when we think of history as the study of the past, is that *the past* is an overwhelmingly large topic—a *plethora*. There is no way to learn all of it. To cope with this reality, people pick and choose various things to study and inevitably end up with a *version* of the past to call their own, which is different from the version that every other person has. This makes history “subjective.” Everybody is stuck with a different “point of view,” based on nationality, skin color, sex, age, wealth, etc. Sadly, in today’s culture, never-ending arguments about “the past” is all we see.
3. History can be a much more valuable subject than the usual approach to the subject allows us to see. The ancient Greeks invented it because they felt a desperate need to better understand the world they lived in. If we approach the subject that way, it can give us what Thomas Jefferson called “*that knowledge...most useful to us.*”
4. The goal of *History At Our House* is to provide a completely different kind of experience for you as a student of history today. The definition of history used in this program is:
“History is the revelation and explanation of the world we live in.”
 - a) The first part of this definition is crucial. All “students” young and old need the world *revealed* to them beyond what they experience on a daily basis. There *is* a wider context that affects us all, whether we know it or not—and we *do* need to know it!
 - b) The second component—explanation—is also key. Why is the world the way that it is? Only history can answer. The world became what it is by a chain of events *in the past* that brought us to the present. The proper goal of history is to uncover the events that shaped the world into what it is—so that we can make sense of the world we see around us.

B. The Challenge of Connecting Past and Present

1. A big part of the challenge of studying history *as a way to understand the world* is how complicated **the world** is to begin with!
2. There are nearly two hundred countries in the world. That’s too many to make sense of (see next page).



The pattern of the world's countries today is too complex to use as a base for learning about history. We need to learn to see the world in terms of its most important historical building blocks.

C. Making The World Knowable: Seeing The Ten Major Cultural Blocks

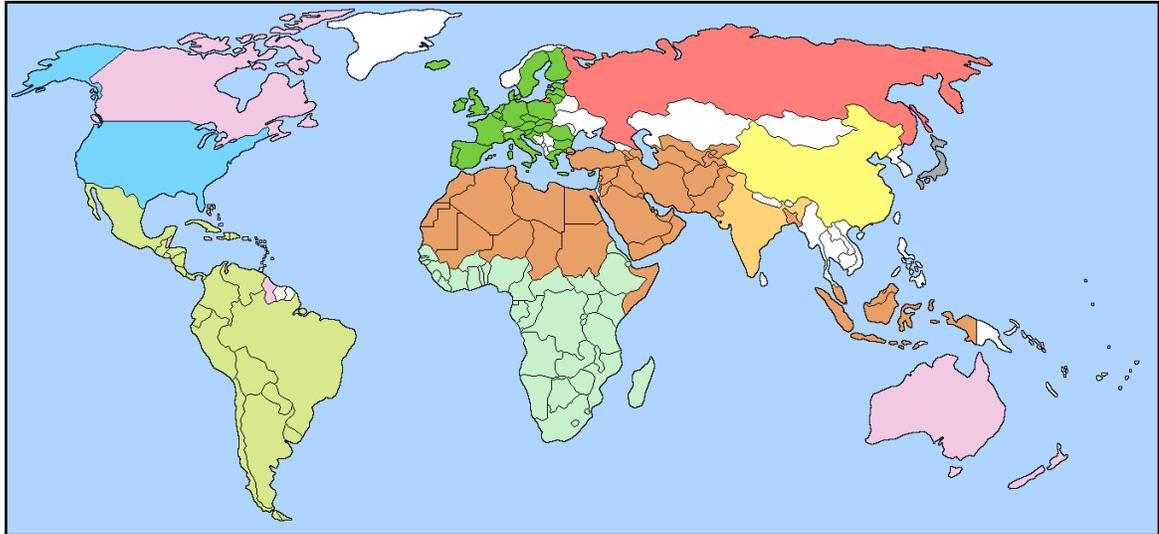
1. To understand the world, we must learn to see it in terms of its most important cultures.
2. To say that country or culture is "important" does not mean that it is better than any other. It just means that it possesses a combination of traits that allow it to affect the course of history more than others.
3. The traits we use to measure historical importance are:
 - a) military power - lots of weapons to defend themselves, or even attack others
 - b) economic importance - they make lots of things other people want to buy
 - c) cultural influence - their ideas and beliefs are respected, copied, or feared by others

The single countries that have these traits are:

 - d) **The United States** - It is the world's greatest military superpower by far, and also collectively the world's richest and most influential country. No nation has ever played a more disproportionately important role in directing the course of history.
 - e) **China** - This ancient nation is a distant second, but still a very populous and now economically important country. The "Made in China" phenomenon is a global reality that could not have been imagined just 40 years ago.
 - f) **Russia** - This former communist country engages in relatively little international trade, despite its sheer size and resources, but it has an anti-American posture and a very large military that allows it to give a distinctive thrust to history.
 - g) **Japan** - This island nation once tried to create a massive empire, but was stopped by the United States and is now an American ally in Asia. It is an exceptionally prosperous and technologically advanced country that makes many sought-after products.

- h) **India** - This very populous nation has a distinctive spectrum of religious practices known collectively as “Hinduism.” As a country, it seeks to maintain these values even though they have no applicability elsewhere. It affects the world precisely by staying loyal to this set of beliefs.
3. Most countries, like most people, experience history as a “tide” of human events carrying them along, over which they have little or no control. However, many countries do exert some influence on history by participating in alliances or associations where they can achieve more together than they could apart. We will use the term “cultural block” to refer to such groupings, of which there are five major ones:
- a) Germany, France, and Britain used to be among the world’s great powers, projecting their *national* cultures out into the world. Now they affect the world by seeking peaceful coexistence through *supranationalism* (which suppresses national values) in the form of the **European Union**. Since there are generally no border controls between these countries and they use the same money (the “Euro”) they almost act like a single “United States of Europe.”
- b) A large swath of northern Africa, the Middle East, and southern Asia, which includes countries like Egypt, Saudi Arabia, Iran, and Indonesia is also a major cultural block. None of the countries in this block have sufficient military power or a *national* culture that impacts the world beyond their immediate neighborhood. But the religiosity of this collection of nations—which we will refer to as **the Islamic World**—does impact the course of history today. Most followers of the religion of Islam have acquiesced to a cosmopolitan way of life, but a modern reaction against religious toleration and peaceful coexistence with other cultures in the form of *Islamism* (which notoriously promotes terrorism) means that this block is deeply divided and imparts a violent thrust to history.
- c) Canada, Australia, and New Zealand (along with a few smaller countries) make up the non-American, non-British **Anglosphere**. This group of former possessions of the British Empire is not important enough to change the course of history by itself, but its members tend to be allied with the United States, thus contributing to the *America-centric* system of the world.
- d) Another group of former European colonies that is now independent is the **Iberosphere** (or, as it is sometimes known, “Ibero-America”). Mexico, Brazil, and Argentina are the main members of this block of nations once controlled by their mother countries, Spain & Portugal (together known as “Iberia”). These countries impart little to history other than their continuing desire to maintain a degree of independence from their overbearing neighbor, the United States.
- e) The final major cultural block in the world is **Sub-Saharan Africa**. Its nations are poor and still struggling to develop stable governments. They are distinct from northern Africa by the wide acceptance of Christianity and influence of European culture upon them instead of Islam.
- f) Not all the countries of the world fit into a model with ten major blocks. This does not mean they are of no interest. It simply means that they do not affect history on the same scale. They are either entirely within the orbit of some major country or

block, or they exhibit strong dependencies upon more than one major country or block. We must always be mindful of the role they might play in affecting how the major blocks act and interact.



Thinking of the world in terms of historical building blocks gives us a much clearer picture. Some of the cultures that direct the course of history today are countries. Some are collections of countries that affect the world in combinations that can be called “cultural blocks.”