

HIST 1112-060: The World Since 1500

Spring 2009

CRN: 14047

T/R 2:30-3:45 pm, GCB 421

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Office Hours: Wednesday 1-2 pm or by appointment

**Required Text: (you must purchase and read this text)**

Lockard, Craig A. 2007 *Societies, Networks, and Transitions: A Global History. Volume II: Since 1450*. Boston/New York: Houghton Mifflin. (Referred to in syllabus as *SNT*)

**Suggested Readings: (some excerpts from this list are required, but all of it is potentially interesting)**

Beard, Mary R. 1946. *Women as Force in History*. New York: MacMillan. Not such an easy read, but an important early attempt to focus on the male domination of history.

Bloch, R. Howard and Stephen Nichols, eds. 1996. *Medievalism and the Modernist Temper*. Baltimore: Johns Hopkins University Press. Great essays on how we've constructed the idea of periods in history.

Dalrymple, William. 2006. *The Last Mughal: The Fall of a Dynasty, Delhi 1857*. New York: Vintage Books. A thoughtful and complete account of the end of the Mughal dynasty and the beginning of formal British rule of India.

Diamond, Jared. 1999. *Guns, Germs and Steel: The Fates of Human Societies*. New York: W. H. Norton and Co. A controversial book presenting a large-scale argument about why everything happens.

Foucault, Michel. 1998 (1976). *The History of Sexuality Vol. 1: The Will to Knowledge*. London: Penguin. Foucault is sort of every academic's favorite conspiracy theorist about the nature of power, humanity, sexuality, the body, arguing that the modern world is a web of subjugating meanings that we all weave and in which we're all trapped. A bit dense, and absolutely brilliant.

Goldhagen, Daniel Jonah. 1996. *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Knopf. Full of holes, but a provocative treatment of how to think about the participatory nature of totalitarian horrors.

Gombrich, E. H. 2005. *A Little History of the World*. New Haven: Yale University Press. A sweet and readable little book; really satisfying and friendly if slightly old-fashioned in approach.

Lovejoy, Paul. 1989. "The Impact of the Atlantic Slave Trade on Africa: A Review of the Literature" in *The Journal of African History*, Vol. 30, No. 3. (1989), pp. 365-394. Good overview of debates about slave trade and its impact on change in African cultures.

Manning, Patrick. 1983. "Contours of Slavery and Social Change in Africa" in *The American Historical Review*, Vol. 88, No. 4. (Oct., 1983), pp. 835-857. See Lovejoy, above – both are useful articles.

Mintz, Sidney W. 1986. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books. A nice combination of material culture and history.

Spence, Jonathan. 1999. *The Search for Modern China*. New York/London: W. W. Norton Company. A really thorough and readable history of, well, modern China.

Varner, John Grier and Jeannette Johnson Grier. 1983. *Dogs of the Conquest*. Norman: University of Oklahoma Press. Creepily compelling if flawed historical analysis of man's best friend as indigenous people's worst nightmare.

Wiggen, Kären and Martin Lewis. 1997. *The Myth of Continents: A Critique of Metageography*. Berkeley: University of California Press. A really good critique of how assumptions in geography structure our way of looking at history and the world.

Wolf, Eric. 1982. *Europe and the People Without History*. Berkeley: University of California Press. Maybe tough to read, but really worthwhile argument about eurocentrism in history.

Young, Louise. 1998. *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism*. Berkeley/Los Angeles: University of California Press. Long and really satisfying work on the twisted and participatory nature of empire and conquest in modern East Asia.

**Sometimes silly fiction that can despite its flaws be satisfyingly historical-ish, if not actually historical:**

Jennings, Gary. 1980. *Aztec*. New York: Atheneum.

Clavell, James. 1986. *Shogun*. New York: Dell.

Milton, Giles. 1999. *Nathaniel's Nutmeg: Or, The True and Incredible Adventures of the Spice Trader who Changed the Course of History*. New York: Farrar, Straus, and Giroux.

O'Brian, Patrick. Any of the "Master and Commander" books about "Lucky" Jack Aubrey, the fictional British naval captain based on Thomas Cochrane.

## **COURSE DESCRIPTION:**

This course is designed with three goals in mind. **First**, the course uses a history textbook and other sources to provide students with an assortment of **data** from which to construct some understanding of world history from 1500. **Second**, it examines the relationship of such data to the **construction of narratives** that attempt to capture what the entire world has been up to for the past five centuries. **Third**, the course uses **exercises in critical reading and writing** to help students engage with the discipline of history. At the end of the course, students are expected to:

1. have a reasonable command of data regarding world history from 1500-present,
2. appreciate what is at stake in the construction of history, and
3. gain fluency in reading and writing academic prose about history.

## **PREREQUISITES: NONE**

## **COURSE FORMAT:**

The course meets twice a week for 75 minutes per each meeting. The course is predominantly a lecture, although we will also use guided discussion in large and small groups, in-class writing exercises, and other techniques to chew and digest the readings and other materials assigned for each class meeting. **Please be prepared for quizzes on readings and other materials assigned for each class meeting.**

## **EVALUATION:**

Grades in this class will be weighted according to the following scale:

**ATTENDANCE – 10%**

The success of the class depends heavily on **everyone's** interactions and insights; as students, you are expected to benefit from and contribute to the work of other students in class. Perfect attendance gets a full 10%. Absence can only be excused for **documented** athletic or medical reasons.

**PARTICIPATION – 15%**

Your participation grade is based on your general participation throughout the semester. This means asking and answering questions. You can receive participation credit through on-line discussions as well as in class – but you **MUST** participate.

**SHORT RESPONSES – 15%**

Short responses are graded from 3 (excellent) to zero (devoid of value).

**TESTS AND QUIZZES – 35%**

Tests and **unannounced quizzes** are a good way to boost your grade and focus your reading of assignments. Tests will always be based on assigned materials and work in class. Tests are worth 10% each, while quizzes are worth a total of 5%.

**SHORT WRITING ASSIGNMENT – 25%**

You have the option of submitting a rough draft, while an introductory paragraph and outline is mandatory. See section on late work below.

**FINAL EXAM**

During the scheduled final exam time, you will take the third and final test. The test is **not** cumulative, but is based on the final third of the course.

**Grades:** A = 100-93%, A- = 92-90%, B+ = 89-87%, B = 86-83%, et cetera.

## ASSIGNMENTS:

### Readings:

Students are expected to have completed all readings assigned for that class meeting.

### In-class writing and short responses:

Each student will be asked to produce in-class writing from time to time. In addition, each student will submit a total of five short responses (1-2 paragraphs) on readings. You must submit these via the exhortatively-named U-Learn system. **Each short response can be as personal or academic as you like, as long as it engages in some meaningful way with the material.** No two responses can be written about the same week's material, and only one of the five responses may be written about reading assignments in the textbook. See syllabus for short response due dates. Written responses are graded as check plus, check, or check minus; see grade chart above for more information. Pluses are awarded for responses that show deep engagement with the material; minuses for responses that treat the material only in a superficial way. In-class writing and short responses are not graded on grammar or spelling, but they must be legible. Late responses lose points as follows: 1 day late = check plus falls to check, or check to check minus; two days late = check plus falls to check minus; three days late = no credit. There is no makeup possible for late short responses, **but early submissions are encouraged!**

### Short writing assignment:

Each student will complete a short (3-4 pp) writing assignment during the course of the semester. This writing assignment will be a critical assessment of one scholarly article that you find on JSTOR. **You must submit a paper topic, an outline, and a final draft in order to get full credit for this assignment.** Details on the writing assignment, including information about selecting your article, crafting your argument, formatting requirements, and so on will be provided. **Except in the very rare case that I grant an extension before the due date, any late work – including the article choice, the outline, and the final draft – will be penalized at a rate of 1/3 of your final grade per day (e.g. A- falls to B+, B+ falls to B, etc.). No extensions will be granted if the student has not contacted me before the due date.**

### Scheduling final exam:

The final exam, as noted above, is the third of three equally weighted tests. It is **not** cumulative. However, it is **not** possible to reschedule a final examination except in cases of an “inappropriate clustering of examinations” (more than two scheduled examinations within twenty-four hours).

## QUESTIONS OR CONCERNS:

Please contact me by email or see me during office hours if you have any problems or concerns about the course, your understanding of the material, or anything else.

**PLEASE make sure to let me know if you are having problems that may have an adverse affect on your performance in the class.** It's much easier to prevent a bad grade than to try to overcome it after the fact.

## **PLAGIARISM:**

Students are required to be familiar with and adhere to Georgia State University's Policy on Academic Honesty as outlined in the University Catalog (Section 409). Plagiarism or any form of cheating on any assignment for this class typically results in an automatic failing grade for the entire class, although more substantial disciplinary action may also apply.

There exist a number of ethical reasons against plagiarizing someone else's work. Because we live in a morally flexible universe, however, these may not resonate with you. Plagiarizing also sabotages your own education, as it short-circuits the actual learning that inevitably occurs when you do your own work; plagiarism is, essentially, a move to avoid experiencing your own life. But this, too, might not convince you, as students in the United States and elsewhere take an increasingly consumerist attitude towards education – working for a degree and not for the learning that the degree represents.

**But even if those arguments fail to convince you, please be aware that plagiarism is depressingly easy to catch and prove.** Cutting and pasting an entire wikipedia entry, for example – or anything from the internet, for that matter – is not a particularly crafty move. A good rule of thumb regarding the internet is: if a student could find it, so can the professor. Similarly easy to catch is the plagiarism from a printed scholarly source; sudden changes in a student's writing style are easy to spot and difficult to justify. The irony is that really high-quality, successful plagiarism is in almost all cases more difficult and time-consuming than simply doing the actual assignment.

Luckily, plagiarism is easy to avoid if you follow this basic rule of thumb: **give clear credit for all work that is not entirely your own.** For questions about plagiarism see <http://www2.gsu.edu/~geotel/plagiarism%20links.html>.

## **OTHER POLICIES:**

**Extra Credit:** There is no possibility for extra credit.

**Class Notes:** Note-taking is an important skill and is emphasized in this course.

**Lecture notes, powerpoint presentations, and other class materials will NOT be posted in any format.**

## **DISCLAIMER:**

Like so many things in life, this syllabus cannot guarantee anything about the future. Please therefore be aware that **this course syllabus provides a general plan for the course; deviations may be necessary.**

## Class Meeting

## Assignment/Topic

### WEEK ONE

Tuesday January 6

Introduction: Thinking about world history

Assignment:

None

*Just to be clear, since you're reading this for the first time: let me remind you that this means you didn't have to read anything for January 6. If you see an assignment under the heading January 8 (which you do, below) you MUST READ THAT BEFORE CLASS ON JANUARY 8. Got it?*

Thursday 8

Capitalism, the Renaissance, and the Enlightenment:  
How the West Won

Assignment:

*SNT* xxvi-xxxii, first half of Chapter 15 (through 443)

### WEEK TWO

Tuesday 13

More of the Winning West

Assignment:

Second half of Chapter 15 (444-457)

Thursday 15

Money and Knowledge: Modern Europe in Its Own Words

Assignment:

Primary Source Documents (on U-Learn)

### WEEK THREE

Tuesday 20

Songhai, Slaves and Safavid: Africa and Islam

Assignment:

*SNT* Chapter 16

Thursday 22

Sex and Gender (writing herstory)

Assignment:

E-RESERVE

Farrar, Tarikhu. "The Queenmother, Matriarchy, and the Question of Female Political Authority in Precolonial West African Monarchy" *Journal of Black Studies*, Vol. 27, No. 5. (May, 1997), pp. 579-597.

### WEEK FOUR

Tuesday 27

A Whole New World (To Mess With)

Assignment:

*SNT* Chapter 17

Thursday 29

The Americas On Film  
(*Pocahontas/The Mission*)

Assignment:

E-RESERVE:

Varner, John G. and Jeannette J. Varner. 1983. *Dogs of the Conquest*. Norman: University of Oklahoma Press. (xiii-xvi, 1-34)

**FIRST SHORT RESPONSE DUE TODAY**

### WEEK FIVE

Tuesday February 3

What Most of the World was Up To: Asia 1450-1750

Assignment:

*SNT* Chapter 18

Thursday 5  
Assignment: The Story So Far: Review of chapters 15-18  
*SNT* 547-560  
**Complete test review sheet**

WEEK SIX  
Tuesday 10

**TEST #1: CHAPTERS 15-18**

Thursday 12  
Assignment: You Say You Want a Revolution? Changes and Counter-Changes, 1750-1914  
*SNT* 561-563, Chapter 19

WEEK SEVEN  
Tuesday 17

More revolution/catch-up day  
*SNT* 561-563, Chapter 19

Thursday 19  
Assignment:

The Thing About Revolutions  
E-RESERVE:  
Marx, Karl and Friedrich Engels. 1978 (1848). Excerpt from “Manifesto of the Communist Party” (parts I and II): in Tucker, Robert C. (ed.) *The Marx-Engels Reader*. New York: Norton (473-491).  
Class handout: Declarations of Independence (USA) and of the Rights of Man and the Citizen (France)

WEEK EIGHT

Tuesday 24  
Assignment:

Americas, Europe, and Oceania 1750-1914  
*SNT* Chapter 20

Thursday 26  
Assignment:

Muscular Christianity and Social Control  
E-RESERVE:  
MacLeod, David I. 1982. “Act Your Age: Boyhood, Adolescence, and the Rise of the Boy Scouts of America” in *Journal of Social History*, Vol. 16, No. 2. (Winter, 1982), pp. 3-20  
**SECOND SHORT RESPONSE DUE TODAY**

**NOTE: MONDAY, MARCH 2 IS THE LAST DAY TO WITHDRAW AND RECEIVE A “W.” IF YOU WITHDRAW AFTER MARCH 2, YOU GET AN F.**

On a happier note:  
Tuesday March 3  
Thursday March 5

No class – spring break!  
Continue breaking.

WEEK NINE

Tuesday March 10  
Assignment:

Africa, Middle East, and Imperialism 1750-1914  
*SNT* Chapter 21

- Thursday 12  
Assignment: The Economy of Oppression  
E-RESERVE:  
Beckford, George. 1972. *Persistent Poverty: Underdevelopment in Plantation Economies of the Third World*. New York: Oxford University Press. (xvii-xxvii and 233-237)  
In-class video: *The Bible and the Gun*
- WEEK TEN  
Tuesday 17  
Assignment: Tigers and Bears, Oh My: East Asia and Russia 1750-1914  
*SNT* Chapter 23  
**In class: Receive and review assignment for short paper (Optional: think about things Irish)**
- Thursday 19  
Assignment: Alternative Modernities  
E-RESERVE:  
Spence, Jonathan. 1996. *God's Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan*. New York: Norton. (46-65)  
**THIRD SHORT RESPONSE DUE TODAY**
- WEEK ELEVEN  
Tuesday 24  
Assignment: Alternative Modernities, Continued  
Nitobe Inazō. 1905. *Bushidō, the Soul of Japan: An Exposition into Japanese Thought*. New York/London: G.P.Putnam's Sons. (1-10, 29-35, 82-93, 111-157, 182-193)  
**ARTICLE CHOICE FOR SHORT PAPER DUE TODAY**
- Thursday 26  
Assignment: Review Chapters 19-21, 23, E-Reserve  
**Complete test review sheet**
- WEEK TWELVE  
Tuesday 31  
**TEST #2: CHAPTERS 19-21, 23, E-Reserve**  
New Imperialism, New Colonialism, New Modernities
- Thursday April 2  
Assignment: Poetry and Film: “Dulce et Decorum Est,” *Battleship Potemkin, Triumph of the Will*  
Start *SNT* Chapter 24 pp. 714-728 (through “Section Summary”)
- WEEK THIRTEEN  
Tuesday 7  
Assignment: One, Two, Three – What Were They Fighting For? World Wars, Revolutions, and Depression 1914-1945  
Finish *SNT* Chapter 24

Thursday 9

Assignment:

The Shiny Modern World

E-RESERVE (THREE READINGS)

Lindee, M. Susan. 1994. *Suffering Made Real: American Science and the Survivors at Hiroshima*. Chicago: University of Chicago Press. 3-16, 117-142

Fairchild, Amy L. and Ronald Bayer. 1999. "Uses and Abuses of Tuskegee" in *Science*, New Series, Vol. 284, No. 5416. (May 7, 1999), pp. 919-921

Bowman, James E. et. al. 1999. "Tuskegee as Metaphor" in *Science*, New Series, Vol. 285, No. 5424. (Jul. 2, 1999), pp. 47-50.

**FOURTH SHORT RESPONSE DUE TODAY**

WEEK FOURTEEN

Tuesday 14

Assignment:

Shiny Promises: Imperialism and Nationalism in Asia, Africa, and Latin America

SNT Chapter 25

**INTRODUCTORY PARAGRAPH AND OUTLINE FOR SHORT PAPER DUE TODAY**

Thursday 16

Assignment:

The Story So Far: Review of chapters 19-25

Writing workshop: Working with Scholarly Sources  
SNT 783-796

WEEK FIFTEEN

Tuesday 21

Assignment:

East Asia From the Ashes, post-1945

SNT Chapter 27

Thursday 23

Assignment:

Biggu Makku Atakku

E-RESERVE:

Watson, James L. 1997. "Introduction" in *Golden Arches East: McDonald's in East Asia*. Stanford: Stanford University Press. (1-38)

**SHORT PAPERS DUE TODAY**

**FIFTH AND LAST SHORT RESPONSE DUE TODAY**

FINAL EXAM TUESDAY APRIL 28 2:45 pm (THIS CLASSROOM)

<http://www.gsu.edu/es/18448.html>