

World History II  
**Trade and Migration in Global History, 1500-Present**  
University of West Georgia

CRN 12887 - HIST 1112/13- SPRING 2019

Monday/Wednesday 9:30-10:45

Room: Nursing Building, Room #121

Instructor: Dr. Aimee Genell  
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Office Hours: Monday 8:15-9:15 and Wednesday 8:15-9:15, 12:30-2:30 PM and  
by appointment  
E-mail: [agenell@westga.edu](mailto:agenell@westga.edu) PLEASE DO NOT USE COURSEDEN EMAIL

Supplemental Instruction Leader: Dasia Denham ([ddenham1@my.westga.edu](mailto:ddenham1@my.westga.edu))  
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**Course Description:**

This course is an introduction to global history from 1500 to the present. The course examines transnational and global historical processes that shaped the modern world. Trade and migration will be used as categories to examine diverse phenomena in global history including the nature of the global political order, the expansion and collapse of modern empires and the rise of national states. Through comparative study, the course asks how did the modern world come into existence? What is the nature of the modern state and the global political and economic order?

The course will trace the intellectual and cultural history of theories of human development, as well as spatial representations of the global order over five centuries. Subjects covered include: New World exploration and conquest, the Atlantic slave trade, the rise and decline of European imperial and economic power, the rise of global mobility restrictions, the First and Second World Wars, the Soviet Union and the Cold War, Decolonization and the emergence of the Global South.

### **Student Learning Outcomes:**

At the conclusion of this course:

- Students will be able to demonstrate the ability to understand the political, social, economic, or cultural dimensions of modern world history.
- Students will be able to differentiate between primary and secondary sources.
- In both written and oral work, students will be able to analyze and interpret primary sources and will be able to formulate historical arguments based upon primary sources.

### **Evaluation:**

Class participation: 10%

Primary Source Analyses: 30% (10% each)

Las Casas / Sepulveda Debate response Analysis

Equiano Analysis

Bandung Analysis

Research Exercise: 20%

Midterm exam: 20% (March 4)

Final exam: 20% (April 29)

**Extra Credit:** There is a primary source reading assigned for homework each class. Students who submit a complete one-page typed dossier for every primary source will be eligible for extra credit up to one complete letter grade.

### **Grade Scale:**

A = 90% and above B = 80-89 % C = 70-79% D = 60-69% F = below 60%

### **Classroom Policies:**

**Assignments:** Students are expected to complete ALL assigned readings before class. Pay attention to the due date of written assignment and exams. You will receive a handout for each writing assignment along with a rubric. Late papers will lose half a letter grade per day late.

**Attendance and Participation:** Attendance is essential to perform well in the class and is mandatory. Late students will be marked absent. **If you are unable to class, please send me an email before class. Excessive absences** will significantly affect your final grade.

**Academic Honesty:** Students are required to abide by the University's Honor Code. **Plagiarism or cheating will result in the automatic failure of the course. The code can be found here:** <https://www.westga.edu/administration/vpsa/assets/docs/2016-2017-code-of-conduct.pdf>

**Technology:** The use of **cell phones**, especially text messaging, is strictly prohibited. If you are found to be text messaging during class, you will be asked to leave the classroom for the remainder of the day and marked absent. I prefer that students **take notes by hand, if you**

**require the use of a computer please see me.**

**Student Resources:** I encourage all students to meet with me at least once during the semester. If you have any questions about the readings, material covered in lectures or the written assignments, please send me an email or visit me in my office.

For assistance with writing, please make use of the University Writing Center (UWC) located in TLC 1201: <https://www.westga.edu/academics/coah/writing/>.

For assistance with developing study skills and time management please visit the Center for Academic Success (CAS) located in UCC 200: <https://www.westga.edu/student-services/cas/index.php>.

**Disability Services and ADA (Americans with Disabilities Act):** The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

**For important policy information**, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at: [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

### **CourseDen and Required Reading:**

All readings, **including all primary sources**, are posted on CourseDen.

If you would like **further reading** on topics covered in lecture, a world history textbook will be available on reserve at the library:

John P. McKay, et al. *Understanding World Societies: A Brief History* (vol. 2)

**Please check CourseDen before class for any syllabus adjustments!!!**

In addition to readings for each class, you will find a lecture outline and terms related to each class as well as a PDF copy of the day's PowerPoint.

### **Weekly Syllabus**

**Mon. Jan. 7 – Introduction: What is Global History?**

**Wed. Jan. 9 – The Pax-Mongolica and the Silk Road**  
“How to Read Primary Sources: A Handy, Quick Guide”

**\*\*Please read this document very carefully!! You will be expected to read, analyze and write about primary sources in discussions as well as in writing assignments. After you have read this document, apply what you learned to primary source below (Marco Polo). ANSWER THE FOLLOWING QUESTIONS:** Who is the author of the document (source) and when was it created? What was the purpose for the document (source)? With what historical topic or question

is the document (source) connected? What unique insight does it give you into this topic or question? Is this document (source) credible?

Primary Source: Marco Polo, *The Book of Ser Marco Polo: The Venetian Concerning Kingdoms and Marvalls of the East*

**Mon. Jan. 14 - Maritime Revolutions, Silver and the Conquest of the Americas**

Primary Sources: Bartolomé de Las Casas, “New Spain” in *Brief Account of the Devastation of the Indies* (1552) AND Juan Ginés De Sepulveda, *Democrates Alter, or, On the Just Causes for War Against the Indians*

**Written Homework Assignment 1**: Using the “How to Read Primary Sources” guide, briefly analyze the Bartolomé de Las Casas AND the Sepulveda documents. Please come to class prepared to discuss your analysis and upload a one-page analysis to **CourseDen by 11:59 PM**. Your paper should be written in Times New Roman 12 pt. font with standard margins.

**Wed. Jan. 16 – Porcelain and Spice: Pirates, Privateers and Mercantile Companies in Asia and the Americas**

Timothy Brook, “A Dish of Fruit” in *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World*, p. 54-83

Primary Source: Using the “How to Read Primary Sources” guide, analyze Vermeer’s Painting. Be prepared to discuss your ideas in class.

**Mon. Jan. 21 – Martin Luther King Jr. Day – Holiday – NO CLASS**

**Wed. Jan. 23 – Slavery in the Ottoman Empire**

Madeline Zifli, *Women and Slavery in the Ottoman Empire*, chap. 4

Primary Source: Ogier Ghiselin de Busbecq, *The Turkish Letters* (1555-1562), selection

**Mon. Jan. 28 – From Tabaco to Sugar: African Slavery in the Americas**

Primary Source: Olaudah Equiano, from *The Interesting Narrative of Olaudah Equiano* (1789), chapter 6 and 7

**Written Homework Assignment #2**: Using the “How to Read Primary Sources” guide, briefly analyze Equiano’s *Interesting Narrative*. Your response should be no more than 1-2 pages. Please upload your response on CourseDen by **11:59 P.M on Jan. 28**.

**Wed. Jan. 30 – The Idea of America in the Age of Reason**

Anthony Pagden, “Discovering Man in Nature” in *The Enlightenment and Why it Still Matters*

Primary Source: Adam Smith “The Four-Stage Theory of Development”

**Mon. Feb. 4 – New Ideas of Governance: The French and Haitian Revolutions**

Primary Source: Lynn Hunt, *French Revolution and Human Rights: A Documentary History*, Debates on Slavery

**Wed. Feb. 6 – Canton, Europe and Tea**

Stephen Platt, “The Edge of the World” in *Imperial Twilight: The Opium War and the End of China's Last Golden Age*

Primary Source: Two Edicts from the Qianlong Emperor (1793)

Answer the questions on the worksheet for homework!

**Mon. Feb. 11 – Cotton and Industrialization**

Crosby, “Coal and Steam” in *Children of the Sun*

Primary Source: William Blake, *Jerusalem*, selection

**Wed. Feb. 13 – Consolidating Industrial States: Nationalism in Germany and Japan**

Primary Source: Bismarck “Blood and Oil”

**Mon. Feb. 18 – China, Opium and Europe**

Stephen Platt, “Boom Time” in *Imperial Twilight: The Opium War and the End of China's Last Golden Age*

Primary Source: Lin Zexu (Lin Tse-Hsu), Letter of Advice to Queen Victoria (1839)

**Wed. Feb. 20 – Modernization and Muslim Refugees in the Ottoman Empire**

Primary Source: Namık Kemal “Progress” (1872)

**Mon. Feb. 25 – Railroads, Telegraphs & Steam Ships: Sanitation and the Colonial Era Hajj**

Cemil Aydın, “Globalizing the Intellectual History of the Idea of the “Muslim World”

Primary Source: Muslim Pilgrim accounts of Hajj and Sanitation Stations

**Wed. Feb. 27 – Settlers, Nomads and Natives: Population Movements and the New Imperialism**

Primary Source: Roger Casement, *Victims of the Belgian Congo Atrocities* (1904)

**Mon. March 4 - Midterm Exam in class. Bring your Bluebook to class!!**

Bluebooks can be purchased at the Bookstore

**MIDTERM Extra Credit**: For up to 10 extra points on the midterm - write a two-page analysis that compares Tara Zahra’s “Travel Agents on Trial” in *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World* to Adam McKeown’s “Global Migration, 1846-1940,” *Journal of World History*, vol 15, no. 2(June 2004): 155-189. Be sure to compare the experience of Chinese and European immigrants to the United States. **DUE in class on March 6.**

**Wed. March 6 - Passports, Boundaries, Migration and the Global “Color Line”**

Erika Lee and Judy Yung, “One hundred Kinds of Oppressive Laws: Chinese Immigrants in the Shadow of Exclusion” in *Angel Island: Immigrant Gateway to America*

Primary Source: W.E.B. du Bois, “Of the Dawn of Freedom” in *The Soul of Black Folks* (1903)

Introduction to research exercise. Worksheet and rubric will be distributed in class. Paper due March 27<sup>th</sup>!!

**Mon. March 11 – Nationalism, the First World War and the Destruction of the Old Global Order**

Mustafa Aksakal, “The Ottoman Empire” in *Empires at War*

Primary Source: Ottoman Declaration of Jihad

**Wed. March 13 – Nations, Populations and Race at the Paris Peace Conference**

Leonard Smith, “Empires at the Paris Peace Conference” in *Empires at War*

Primary Source: Woodrow Wilson’s 14 Points

**March 18-23 – Spring Break – NO CLASS**

**Mon. March 25 – The League of Nations, Migration and the Mandates System**

Cyrus Schayegh, “The Many Worlds of ‘Abud Yasin; or, What Narcotics Trafficking in the Interwar Middle East Can Tell Us about Territorialization,” *The American Historical Review*, vol. 116, 2(April 2011): 273–306

Primary Source: Article 22 League of Nations Covenant

**Wed. March 27 – Bolshevik Nationalities Policy and the Making of the Soviet Union**

Primary Source: John Scott, *Behind the Urals: An American Worker in Russia’s City of Steel* (selection)

**Research exercise due in class!!!! Please bring a hard copy to class and upload a copy to CourseDen.**

**Mon. April 1 – The Great Depression and the Rise of Fascism**

Primary Source: Hitler, *My Struggle*, selection

**Wed. April 3 – Hitler’s Empire in Europe**

Mark Mazower, “Make this Land German for Me Again!” in *Hitler’s Empire: Nazi Rule in Occupied Europe*

Primary Source: Alfred Rosenberg, “The Jewish Question as a World Problem” (1941)

**Mon. April 8 – Postwar Population Transfers & Ethnic Cleansing: Refugees in Eastern Europe and the Middle East**

Gelvin, *The Arab-Israeli Conflict: 100 Years of War*, p. 117-144

Primary Source: United Nations Special Commission on Palestine Report

**Wed. April 10 – Dived Europe and the Emergence of the Global Cold War**

Odd Arne West, “Korean Tragedy” in *The Cold War: A World History*

Primary Source: George C. Marshall, “An American Plan to Rebuild a Shattered Europe” (1947)

**Mon. April 15 – The Welfare State & Development**

Erez Manela, “Smallpox and the Globalization of Development” in *The Development Century: A Global History*

Primary Source: Ho Chi Minh, *Declaration of Independence of the Democratic Republic of Vietnam*

**Wed. April 17 - The Non-Aligned Movement and the Decolonized World**

Mark Mazower, “The Second World, and the Third,” in *Governing the World: The History of an Idea*

Primary Source: Richard Wright, *The Color Curtain: A Report on Bandung*, chap. 4

**Written Homework Assignment 3**: Briefly analyze the Wright document. Please come to class prepared to discuss your analysis and upload a one-page analysis to **CourseDen by 11:59 PM**. Your paper should be written in Times New Roman 12 pt. font with standard margins.

**Mon. April 22 - The End of the Cold War and the Global Refugee Crises**

Primary Source: Usama bin Laden, “Declaring War against the Americans Occupying the Land of the Two Holy Places,” in *Princeton Readings in Islamist Thought*, chap. 18

**Wed. April 24 – Conclusions**

**Mon. April 29 – FINAL EXAM**

The final will cover material from the second half of the class.

**Bring your bluebook to the exam!!** Bluebooks can be purchased at the Bookstore