

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

CRN 82890 - HIST 1112/14 - Fall 2019
Monday/Wednesday: 11:00-12:15 PM
Room: Nursing, 110

Instructor: Dr. Aimee Genell
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Tel.: (678) 839-6031
Office Hours: Monday & Wednesday, 8:15-9:15 AM, 12:30-1:45 PM and by
appointment
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PLEASE DO NOT USE COURSE DEN EMAIL

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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 global 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: 20% (includes attendance, discussion, quizzes and homework)

Primary Source Analyses: 20% (10% each)

Las Casas / Sepulveda Debate response Analysis (Due Aug. 21)

Bandung Analysis (Due Nov. 18)

Research Exercise / Family History: 20% (Due Nov. 12)

Midterm exam: 20% (Oct. 9)

Final exam: 20% (Dec. 4)

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.

Final Exam or Research Paper: In lieu of taking the final exam, students may opt to write a research paper. The topic must be decided by November 4 in consultation with the instructor.

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

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

Wed. Aug.14 – Introduction: What is Global History?

Mon. Aug. 19 – 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*

Wed. Aug. 21- 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*

Primary Source Analysis 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.

Mon. Aug. 26 – NO CLASS MEETING

WRITTEN HOMEWORK: Read Timothy Brook, “A Dish of Fruit” in *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World*, p. 54-83. Using the “How to Read Primary Sources” guide, analyze one of the following Vermeer paintings:

“Girl Reading a Letter at an Open Window”

http://www.essentialvermeer.com/catalogue/girl_reading_a_letter_by_an_open_window.html#.XVM3s5M2rUI

“Officer and a Laughing Girl”

http://www.essentialvermeer.com/catalogue/officer_and_laughing_girl.html#.XVM3kJM2rUI

“Young Woman with a Water Pitcher”

http://www.essentialvermeer.com/catalogue/young_woman_with_a_water_pitcher.html#.XVM3Y5M2rUI

All paintings are located on the website:

http://www.essentialvermeer.com/vermeer_painting_part_one.html#.XVM4A5M2rUL

Write a one page analysis of your ideas. Please come to class prepared to discuss your analysis and upload a one-page analysis to **CourseDen by 11:59 PM on August 27**. Your analysis should be written in Times New Roman 12 pt. font with standard margins.

Wed. Aug. 28 – 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: Vermeer Paintings

Mon. Sept. 2 – NO CLASS – LABOR DAY

Wed. Sept. 4 – Slavery in the Ottoman Empire

Ehud Toledano, *Slavery and Abolition in the Ottoman Middle East*, intro., chap. 1

Primary Source: European portraits of Hürrem Sultan.

Mon. Sept. 9 – 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

Wed. Sept. 11 – The Idea of America in the Age of Reason

Primary Source: John Locke, *Second Treatise on Government*, chap. II, “Of the State of Nature,” chap. IV, “Of Slavery.”

Mon. Sept. 16– New Ideas of Governance: The French and Haitian Revolutions

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

Wed. Sept. 18 – 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. Sept. 23 – Cotton and Industrialization

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

Primary Source: John Brown, *Slave Life in Georgia: A Narrative of the Life, Sufferings, and Escape of John Brown, a Fugitive Slave, Now in England*, excerpt

Wed. Sept. 25 – Consolidating Industrial States: Nationalism in Germany

James C. Scott, *Seeing like a State: How Certain Conditions to Improve the Human Condition have Failed*, chap. 1

Primary Source: Joseph Mazzini, *An Essay On the Duties of Man Addressed to the Working Man* (1860)

Mon. Sept. 30 – 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. Oct. 2 – Constitutionalism and Defensive Development in the Middle East and Japan

Selim Deringil, “The Invention of Tradition as Public Image in the Late Ottoman Empire, 1808 to 1908,” *Comparative Studies in Society and History*, Vol. 35, No. 1 (Jan., 1993), pp. 3-29

Primary Source: Namık Kemal “Progress” (1872)

Mon. Oct. 7– 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. Oct. 9 – 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.**

Mon. Oct. 14 - Settlers, Nomads and Natives: Population Movements and the New Imperialism

Mike Davis, Part II “El Nino and the New Imperialism, 1888-1902” in *Late Victorian Holocausts*

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

Wed. Oct. 16 - 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 Midterm paper, “Family Migration History.” Worksheet and rubric will be distributed in class. **Paper due November 12! Please bring a hard copy to class and upload a copy to CourseDen.**

Mon. Oct. 21 – 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. Oct. 23 – Nations, Populations and Race at the Paris Peace Conference

Primary Source: Woodrow Wilson’s 14 Points

Mon. Oct. 28 – 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)

Wed. Oct. 30 – The Great Depression and the Rise of Fascism

Primary Source: Hitler, *My Struggle*, selection

Mon. Nov. 4– Hitler’s Empire in Europe

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

Wed. Nov. 6 – 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

Introduction to Cold War-Civil Rights Homework Assignment. **Due Nov. 11 at 11:59 PM.**
Please upload your assignment to CourseDen

Mon. Nov. 11 – NO CLASS MEETING

Work on Cold War-Civil Rights Homework Assignment. Upload to CourseDen by 11:59 PM.

Wed. Nov. 13 – Divided 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)

Nov. 18 – 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

Primary Source Analysis 2: 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.

Wed. Nov. 20 – 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

THANKSGIVING BREAK November 25-29 – NO CLASS

Mon. Dec. 2 – Conclusions

Wed. Dec. 4 – 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