

An Introduction to Modern World History: 1500 - 1800

Winter 2017
Tuesday/Thursday 8:30-9:20am
240 University College

INSTRUCTOR

Jon Malek

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Office Hours: By appointment

Students must use their University of Manitoba email addresses; other addresses will not receive a reply.

Course Description

The modern world as we know it today – including its economic, political, social, and cultural systems – has its foundations in the last five hundred years of history. Together we will examine these roots and foundations, looking for continuities but also discontinuities. We will develop the historical knowledge and analytical skills that will help you become informed global citizens. This was a period of forging global connections through trade, migration, and empire. The links of this period predate our course, and the effects extend to our world today. Beginning in the sixteenth century, disparate regions of the globe came into contact with each other, sometimes unwillingly. The networks of trade, migration, and conflicts that were established may be called an early form of ‘globalization.’ In addition to these growing connections, the period also saw the rise of ideas that would shape the course of world history such as liberal democracy, communism, secularism, capitalism, and revolution. At the same time, this period also witnessed the rise of Western imperialism in the Americas, Africa, and Asia; the development and demise of the Atlantic slave trade; racial intolerance; and the exploitation of the global south that has led to severe problems today. This course will investigate the major historical developments in world cultures during this period, emphasizing how interactions and linkages have driven world history.

Course Objectives

1. To learn the basics of the historian’s craft, including primary source interpretation, critical readings of secondary sources, and an ability to write a well-made argument.
2. To understand how cultures interacted with each other since the sixteenth century.
3. To understand how non-Western cultures have been influenced by, and have in turn influenced, Western cultures.
4. To interrogate the roots of Western domination of global affairs between 1500-1800.
5. To be familiar with a world history that destabilizes Westocentric history.

Required Texts

Texts are available for purchase at the University Bookstore. Additional readings as assigned will be made available on UMLearn.

Robert Strayer, *Ways of the World: A Brief Global History with Sources*. Volume 2: Since 1500. (Boston & New York: Bedford St. Martin's Press, 2011).

Jonathan Spence, *The Question of Hu* (Vintage, 1989).

Mary Lynn Rampola, *A Pocket Guide to Writing in History* 8th edition (Boston & New York: Bedford/St. Martin's, 2015).

Course Evaluation

10% Map Quizzes (2x5%)	Jan. 31, March 14
20% Book Analysis	Feb. 16
10% Online Quizzes (2x5%)	Feb. 7, March 2, April 4
5% Learning Curve Quizzes	
5% Research Paper Proposal and Bibliography	March 21
20% Research Paper	April 20
30% Final Examination	TBD by Registrar's Office

Grading

A+	90-100	Superior Work	C+	65-69	Satisfactory
A	80-89	Excellent	C	60-64	Adequate
B+	75-79	Very Good	D	50-59	Marginal
B	70-74	Good	F	> 49	Failure/Unsatisfactory

Evaluation of coursework will be provided by the VW date (March 31, 2017).

A Note on Electronic Devices and Language Aides in class

The use of cell phones in class is strictly prohibited. If there is an emergency, please excuse yourself from the lecture. Laptop and tablet computers are permitted in lecture for the sole use of note taking. Please respect the course format and your fellow classmates by respecting the space of learning you are taking part in. Please – no voice recorders during class. If you have difficulties following the lecture, please feel welcome to come talk to your Instructor at any time.

There will be absolutely no electronic devices during examinations or map quizzes. Language aides such as dictionaries are not allowed during an examination.

Assignments

Handouts with more details on assignment instructions will be handed out in-class.

Book Analysis: Students will write a critical analysis of the book *The Question of Hu* by Jonathan Spence in 1500 words in 12-pt. Times New Roman font with double spaced text. This assignment will engage students in the author's use of historical fiction to recreate a world in which the Asia and Europe come into contact. A more detailed handout will be made

available closer to the deadline, but students should think about the following: **(i)** What sources does Spence use in the creation of this story? **(ii)** Is historical fiction a useful way of learning about the past? **(iii)** How do John Hu's European hosts understand his behaviour? How does Hu understand his behaviour? How do these understandings reflect contemporary European and Chinese cultures? **(iv)** What does the text tell us about the contemporary world of Asia, in particular China?

Research Paper Proposal and Bibliography: For the proposal and research paper, a list of topics will be handed out from which students will select their research paper topic. Students must hand in a research proposal for their final research paper – *note that final papers will not be marked without this proposal*. These short proposals of no more than two pages will include: **(i)** A brief statement of the broad topic the student wishes to write on; **(ii)** An indication of an issue or a problem related to your topic that the paper will seek to pursue; **(iii)** A primary source that will be used to discuss selected topic; **(iv)** The relevance of this topic to world history; And **(v)** a bibliography of at least ten sources, two of which must be scholarly articles (*no internet sources permitted*). Research proposals typically build on topics discussed in-class, however students are encouraged to propose topics not covered.

Research Papers: This will be the culmination of every student's academic development in this course. The final paper will be 2000 (2500 maximum) words in length (excluding title page, footnotes, and bibliography), and will be formatted in 12-pt. Times New Roman font (or similar) with double spaced text. The topic must be that presented in the Proposal and must be drawn from the provided list of essay topics. Please see the Student Success Guide for more information on formatting and writing practice. About a week before handing the paper in, students will pair up to give evaluative feedback on essay outlines and/or essay drafts. This will allow students to receive feedback on their essay from their peers, and to allow students an opportunity to develop their skills at offering evaluative feedback on others' work. Students will be asked to submit an electronic copy of the essay via UMLearn. These papers will build directly upon the feedback received on the research proposals and should present a well-researched, argued, and written analysis of the student's topic and argument. The research paper should utilize at least eight sources, including two academic articles.

All submitted work, including essays and exams, must be a student's own original work. All written work must be prepared in English. Essays written in another language and translated by translation software or someone other than the student submitting the work are NOT considered the original work of the student and may be subject to academic discipline.

All written assignments are to be typed and printed using a computer. The Instructor will only accept hard copies of all assignments, except for the research essay where an electronic version will also be requested. If you are unable to access a computer or a printer, please contact the Instructor. Do not delete your assignment after you have handed it in – please keep all written work until final grades for the course have been officially released.

A note on internet sources: The internet can be a great place to get background information to proceed with your research – much like you would use an encyclopedia. However, internet sources should only be used for this purpose. They should not be a source of information for your paper. Sources that are found through the University Library Website or databases, or through Google Scholar are fine because they are academic and peer reviewed sources. If there is any doubt, talk to your Instructor!

Extensions will not be granted except in exceptional circumstances for medical or compassionate reasons *supported by documentation*. Computer failure or ‘too much work’ are not acceptable excuses for lateness. **Late Assignments** will be deducted 2.5% for every day an assignment is late. This *includes* weekends.

Quizzes & Examinations

There will be two (2) map quizzes given in the term, requiring knowledge of borders, major cities, geographic features such as rivers or mountain ranges, and sites of major events. These will account for a total of 5% of the course’s final grade.

Three (2) online quizzes, via the course’s UM Learn site, will require students to quickly access notes and readings to answer questions. Students will have a 24 period to begin the open-book quiz; once begun, the quiz must be completed within 2 hours. These will account for a total of 10% of the course’s final grade.

The text’s companion’s website, Launch Pad, has online quizzes for each chapter. Students will complete one Learning Curve quiz per chapter assigned in class, and of these the top five (5) shall be selected for a total of 5% of the final grade. The quizzes will be completed on Monday, before the week’s first lecture.

There will be one (1) final examination in this course. The final exam will be cumulative, covering material from the entire term. A handout of terms, figures, dates, places, and themes to study will be provided to help students focus their studying. The final exam will have four sections: a map portion, an identification section, a short answer section, and essay questions. The total number for each will be announced in-class, although students will have a selection to choose from (e.g. “Answer three out of five essay questions”). Keep the format of the exams in mind as you take notes in class and review them later to help you when it comes to study time. More on the exams will be discussed in class. This will account for a total of 30% of the course’s final grade.

All final exams are scheduled by the Registrar’s Office, and not by the Instructor. Do not plan any travel for the exam period (22-29 April 2017) until you know all the dates for your exams.

All exam answers must be written in the student’s own words. Verbatim reproduction of memorized material from textbooks or online sources is not acceptable. Collaboration on online quizzes is strictly not allowed

University Regulations on Plagiarism, Cheating and Impersonation

The following may be found in the section on “Academic Integrity” of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation (online at

http://umanitoba.ca/faculties/arts/student/student_responsibilities.html):

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty

can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

The ‘W’ Requirement

Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.”

Grade Appeals

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Faculty Regulation on Unreturned Term Work

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Contacting the Instructor

I encourage you to talk to me if you have any questions regarding the course materials or assignments, or if you have more general questions relating to the subject. You are welcome to raise your hand in class to ask a question, otherwise we may meet during office hours. Email is also an appropriate way for discussion, as the course’s UMLearn webpage.

Reading Schedule

Unless stated otherwise, readings come from the required course textbook:

Robert W. Strayer and Eric W. Nelson, *The Ways of the World: A Brief Global History with Sources*, 3rd edition (Boston; New York: Bedford/St. Martin's, 2016).

Week 1 - Jan. 19

Course Introduction

Week 2 - Jan. 24 & 26 - World Empires

Introduction to World History

China and Europe in the 15th Century

Global Islamic Empires

Chapter 12, Ways of the World: 505-522

Chapter 12, Ways of the World, *Working with Evidence 12.1-12.5*

No Learning Curve Quiz

Week 3 - Jan. 31 & Feb. 2 - World Empires

Discussion of Book Review

Empires of the Americas

Webs of Connection

Chapter 12, Ways of the World: 522-531

Learning Curve Quiz: Jan. 30

Map Quiz #1, Jan. 31 (5%)

Week 4 – Feb. 7 & 9 - Encounters & Empires in the Early Modern World

The Early Modern World

Colonial Worlds in the Americas

Chapter 13, Ways of the World: Author Preview Video

Chapter 13, Ways of the World: 554-572

Primary Source Reading: *Working with Evidence*, 13.3-13.4

Learning Curve Quiz: Feb. 6

Online Quiz #1, Feb. 7 (15%)

Week 5 - Feb. 14 & 16 - Encounters & Empires in the Early Modern World

Building Empires in Asia

Chapter 13, Ways of the World: 572-588

Primary Source Reading: *Working with Evidence*, 13.1-13.2

Learning Curve Quiz: Feb. 14

Book Analysis, Feb. 16 (20%)

Week 6 - Feb. 21 & 23 - Global Commercial Networks

Commerce, Empire, and Asia

Chapter 14, Ways of the World: 602-615

Primary Source Reading: *Working with Evidence*, 14.1-14.3

Learning Curve Quiz: Feb. 20

Week 7 - Feb. 28 & March 2 - *Global Commercial Networks*

North American in the Global Fur Trade

The “Atlantic Triangle” and Global Flows of Slavery

Chapter 14, Ways of the World: 616-631

Michael Salman, *Embarrassment of Slavery*, Introduction

Learning Curve Quiz: Feb. 27

Online Quiz #2, March 2 (5%)

Week 8

No Classes - Mid-Term Break

Week 9 – March 14 - *Religious Continuities & Transformations*

Counter-Reformation in Europe and the Globalization of Christianity

March 16 - No class

Chapter 15, Ways of the World: 644-659

Primary Source Reading: Martin Luther, “Letter to the Archbishop of Mainz (1517),”

<http://sourcebooks.fordham.edu/source/lutherltr-indulgences.asp>

Primary Source: “The Act of Supremacy (1534),”

<http://tudorhistory.org/primary/supremacy.html>

Learning Curve Quiz: March 13

Map Quiz #2, March 13 (5%)

Week 10 - March 21 & 23 - *The “Scientific Revolution” in Europe*

The Origins of Modern Science

Chapter 15: 664-676

Primary Source: “Galileo Galilei, Letter to the Grand Duchess Christina of Tuscany (1615),”

<http://sourcebooks.fordham.edu/halsall/mod/galileo-tuscany.asp>

Primary Source: Nicholas Copernicus, From the Revolutions of the Heavenly Bodies (1543),”

<http://sourcebooks.fordham.edu/halsall/mod/1543copernicus2.asp>

Learning Curve: March 20

Paper Proposal & Bibliography, March 21 (5%)

Week 11 - March 28 & 30 - *Revolutions Across the Atlantic*

The Atlantic Revolutions

Chapter 16, Ways of the World: 700-714

Primary Source: “Thomas Jefferson, Draft of the Declaration of Independence (1776),”

<http://www.let.rug.nl/usa/documents/1776-1785/jeffersons-draft-of-the-declaration-of-independence.php>

Primary Source: “National Assembly of France, Declaration of the Rights of Man (1789),”

http://avalon.law.yale.edu/18th_century/rightsof.asp

Primary Source: “National Assembly of France, The Decree Abolishing the Feudal System (1789),” <http://history.hanover.edu/texts/abolfeud.html>

Learning Curve Quiz: March 27

Week 12 – April 4 & 6 - *Revolutions Across the Atlantic*

Results of Revolution & the End of the Slave Trade

Chapter 16, Ways of the World: 714-728

Wayne Glasser, “Three Approaches to Locke and the Slave Trade,” *Journal of the History of Ideas* 51 no.2 (1990): 199-216.

James Farr, “Locke, natural law, and new world slavery.” *Political Theory* 36 (2008): 495-522.

Primary Source: “John Locke, Chapter 4: Of Slavery & Chapter 16: Of Conquest in Second Treatise”.

Learning Curve Quiz: April 3:

Online Quiz #3, April 4 (5%)

Week 13 – April 11 & 13 - *The Revolution of Industrialization*

The Roots of Industrialization

Chapter 17, Ways of the World: 738-772.

Primary Source: Ways of the World, 775-784

Learning Curve Quiz: April 10

Week 14 – April 18 & 20

Exam Prep & Review

Research Paper, April 20 (25%)