HIST 202: World Civilizations since 1500
Fall 2011

MWF 1-1:50 PM, JKB 2107

Instructor:
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Office Hours: M 2-3 PM, W 9-10 AM, TH 1-2 PM, and by appointment

Course Description:
In this course we will explore key themes and developments in the history of the world since circa 1500, including colonialism, nationalism, industrialization, imperialism, modernization, and globalization. The course is not meant as a comprehensive survey of the whole history of human development during the period in question. Rather, we will look at carefully chosen historical “snapshots” of different regions, themes, and movements. To accomplish this task, we will use not only the textbook but a whole range of primary source documents, including treaties, journals, literature, woodcuts, paintings, films, internet sites, and even television programs. Having carefully studied and discussed the details of these specific moments, we will periodically train our lens on a broader, “panoramic” context, examining the interconnectedness of world civilizations and studying key sites of exchange such as trade routes, labor migrations, the spread of disease, the global economy, and the language of human rights. Thus, understanding the points of contact and exchange between different world civilizations and cultures in the modern world will be an important and continuing part of this class.

Course Objectives:
By the end of this course, you should:

1. have the ability to read primary and secondary sources with a critical eye and express these ideas effectively in course assessments.

2. demonstrate basic literacy in the most important events and movements in the history of the world since 1500.

3. demonstrate an understanding of some of the interactions between different parts of the world (or between different groups within a single society) and how these relationships have affected the development of respective regions, ethnicities or identities.

Texts/Readings:


Additionally, there will be a number of smaller readings available via Electronic Reserve.

**Expectations:**

*Attendance:* Attendance is **REQUIRED**. You may miss up to three sessions (unexcused) without penalty. Four or more absences will negatively affect your grade. See the section below labeled *Attendance/Participation* for details.

*Punctuality:* Please be to class on time. If you are habitually late, I will begin to count each instance of tardiness as an unexcused absence.

*Class Discussion:* Because of the sheer number of students enrolled in this course, I will not try to keep track of the number of verbal contributions made by each class member. Nonetheless, I still expect each of you to participate in class discussions. At times, I may even ask specific individuals to share their fundamentally unique expertise and knowledge with their peers. For this reason, you should always come to class prepared to ask and field questions. Your contributions do not need to be flawless or perfect.

*Readings:* This syllabus contains a detailed reading schedule which maps out a set of common readings for each of our sessions. I expect you to read the assigned material for each session **BEFORE** you come to class. My lectures will often summarize the most important events and topics in the course, but they are *not* meant as a substitute for the textbook. Rather, the readings provide a foundation upon which the discussions and lectures are predicated.

**Policies:**

*Preventing Sexual Discrimination and Harassment:* Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please
talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty: Each student is expected to do his or her own work. If you use another person’s words, you MUST use quotation marks and give the original author credit. Instances of plagiarism, however small, will not be tolerated. If you get caught, you will fail the assignment or exam in question and I will refer the case to the Honor Code Office. Please consult the University Student Academic Honesty Code for a more detailed description of what constitutes plagiarism. And if you are still confused, please don’t hesitate to ask me before you submit the assignment in question.

Honor Code Dress and Grooming Standards: All students are expected to comply with the University’s dress and grooming standards.

Assessments:

Attendance/Participation: Every Friday I will ask a portion of the class, randomly selected, to write a short, one-page response to that day’s discussion. I will provide a thought-provoking prompt to get you started, but you should draw heavily on your own notes and thoughts as you craft an answer. Responses are due by the start of class the following Wednesday. If you are not present when you are selected, you must write on the following week’s discussion topic. Each student will have written two responses by the end of the semester. Your TA will offer comments and I will read every response, but we will only assign Satisfactory or Unsatisfactory marks. Satisfactory responses receive full points. These two responses make up the base of your participation grade. But attendance is also important. Each unexcused absence beyond the allotted maximum (three) will lower a student’s attendance/participation grade by a half-letter grade. Thus, if a student submitted two satisfactory responses but had four unexcused absences, this portion of his or her grade would drop from an A to an A-.

Map Quiz: There will be two in-class map quizzes this semester. You will be asked to label cities, empires, and geographical features on a blank map of the world. I will circulate study terms in advance of each quiz.

Midterm Examination: The midterm examination will take place on Friday, October 21st during class. It will cover material from the first half of the course, comprising roughly the period between 1500 and 1815. In the first section of the exam, you will be required to choose and
write on four important terms from a list of six. Each response should 1) identify and define the term in question, and 2) explain the significance of the term within the context of this course. Response lengths may vary, but should be no more than about 3 sentences. Please write in complete sentences; do NOT use bullet lists or a stream of consciousness. This first section will be worth 40% of the examination grade. In the second section, you will be given two essay questions. You must respond to one of the two in a coherent (though relatively short) handwritten essay. In your answer, demonstrate that you know the course material but also be sure to craft an argument, complete with an introduction, thesis, supporting points, and a conclusion. The second (essay) section will be worth 60% of the examination grade.

Final Examination: The final examination will take place on Monday, December 12th between 2:30 and 4:30 PM. Like the midterm, the final will consist of an ID and an essay section. You will answer four IDs from a list of six, all drawn from the second half of the course (roughly 1789-2010). Likewise, the first pair of essay questions (as with the midterm, you will only be asked to write on one of the two choices) will be based on the second half of the class. A second essay, however, will ask you to apply knowledge from the course as a whole. The IDs will be worth 20% of the total exam grade, while each essay will count for 40%.

Paper: Learning to write well is an important part of any history course. Therefore, in addition to the examinations and quizzes you will be expected to write on one of the following three essay topics this semester:

1) The Columbian Exchange: Was the exchange of goods, peoples, plants, and animals between the Old and New Worlds beneficial or harmful to the cultures involved? Defend your position using specific historical examples. At least one of your examples must come from a New World culture. **First Draft Due Date:** Sep. 23. **Final Draft Due Date:** Oct. 14

2) The Social Contract: Using at least two examples, explain how states in the eighteenth and nineteenth centuries reflected Enlightenment texts on the relationship between peoples and their governments. Did intellectual currents transform this relationship directly, or can changes be attributed to other causes? Did Enlightenment political theorists share common goals and ideals, or were there fundamental differences between, for example, Hobbes and Rousseau? Finally, how did the Enlightenment affect states outside of Europe? **First Draft Due Date:** Oct. 14. **Final Draft Due Date:** Nov. 7.

3) Discourse on Colonialism: Apply Aimé Césaire’s critique of European colonialism to a specific instance of empire covered in this course. What are the main arguments presented in Césaire’s Discourse? Do these arguments correspond with your chosen instance of colonialism in practice? Why or why not? Be sure to ground your response to Césaire with an analysis of both primary and secondary sources. You are encouraged to look beyond the course texts as you conduct your research. **First Draft Due Date:** Nov. 18. **Final Draft Due Date:** Dec. 7.

Note that each essay topic comes with a different timetable. It is up to you to decide which topic interests you the most and/or fits most conveniently with your other responsibilities this semester. Papers should be at least 5 pages long, but may not include more than 7 full pages. You **MUST** submit a complete, polished first draft to your TA. If this draft is in any way
incomplete, we will hand it back to you and your paper will be marked as late. Your TA will provide feedback and suggestions, but will not assign a grade (all complete, polished first drafts will receive full credit). You will submit your second (final) drafts directly to me. Please use 12-point Times New Roman font, 1-inch margins, and double spacing throughout. Do not leave an extra space between paragraphs. A title page is not necessary, but please number your pages and include your name, the submission date, and the course title at the top of the first page. Consult the Chicago Manual of Style (or see me) for other questions on formatting and style.

Grading:

I use the following percentages when calculating letter grades:

A = 93 – 100
A- = 90 – 93
B+ = 87 – 90
B = 83 – 87
B- = 80 – 83
C+ = 77 – 80
C = 73 – 77
C- = 70 – 73
D = 65 – 70
F = below 65

Grade Distribution:

Attendance/Participation – 15%
Map Quizzes – 5% (2.5% each)
Midterm Examination – 20%
Final Examination – 25%
Paper First Draft – 5%
Paper Final Draft – 30%

Other Notes about Grading:

If you feel that you have received an unfair grade on any assignment, you have the right to formally request a reassessment. To initiate this, you MUST first submit an official complaint in writing, together with the original copy of the assignment in question. Please keep your tone civil and professional, and do not try to send complaints via email. I do not treat grade complaints as a personal insult. They are a perfectly legitimate way for you to seek redress, and I will always treat your point of view with respect (even if I disagree).

Course Schedule:

Week 1: World History vs. Global History
Aug. 29: Syllabus; Introduction to Course
Aug. 31: Whirlwind Tour of World History before 1500 (World Together, Worlds Apart (WTWA) pp. xxv–xxx)

*Week 2: Navigation and Exploration circa 1500*
Sept. 5: NO CLASS (Labor Day)
Sept. 7: Ming China and Mughal India (WTWA Chapter 12)
Sept. 9: Europe: Exploration (WTWA Chapter 12, cont.; Anonymous Journal of Vasco de Gama’s Voyage, on Electronic Reserve)

**Map Quiz #1**

*Week 3: The New World and The Columbian Exchange*
Sept. 12: Europe: Transformation and Empire (WTWA Chapter 12, cont.; “The Broken Spears” and Bernardino de Sahagún, on Electronic Reserve)
Sept. 16: NO CLASS (German Studies Association Conference)

*Week 4: Mercantilism and the Slave Trade*
Sept. 19: Mercantilism and Plantations (WTWA 483-494.)
Sept. 21: The Slave Trade and the Atlantic World (WTWA 495-500; John Wesley et al, on Electronic Reserve)
Sept. 23: Discussion: A Social and Cultural History of African Slaves in the New World (Nzinga Mbemba et al, on Electronic Reserve)

**First Draft of The Columbian Exchange Paper Due**

*Week 5: Cultures of Splendor*
Sept. 26: The Islamic World (WTWA 526-545; Ogier Ghiselin de Busbecq, on Electronic Reserve)
Sept. 28: Qing China and Tokugawa Japan (WTWA 501-513; 536-541; Emperor Kangxi, on Electronic Reserve)
Sept. 30: Discussion: Self-Expression, Westernization, or Hybridization in non-European Early Modern Cultures? (WTWA 549-550; Sir Henry Dundas, on Electronic Reserve)

*Week 6: The Enlightenment*
Oct. 3: The Enlightenment Begins (WTWA 550-557, Francis Bacon, on Electronic Reserve)
Oct. 5: The Enlightenment Explodes (Voltaire and Adam Smith, on Electronic Reserve)

*Week 7: An Age of Revolutions*
Oct. 12: Revolution in Haiti and Latin America (WTWA 572-577; Laurent Dubois, on Electronic Reserve)
Oct. 14: Discussion: How did the Age of Revolutions fundamentally change the world?

Final Draft of The Columbian Exchange Paper Due
First Draft of The Social Contract Paper Due

Week 8: The Modern World
Oct. 17: Political Continuities and Ruptures (WTWA 585-596)
Oct. 21: Midterm Examination

Week 9: The Modern World is Rubbish!
Oct. 24: Prophets and Rebels (WTWA 599-611; Abd al-Wahhab et al, on Electronic Reserve; Also pay particular attention to the document in WTWA on page 611)
Oct. 26: Socialists and Insurgents (and more Prophets) (WTWA 612-628; Pierre-Joseph Proudhon, on Electronic Reserve; Also pay particular attention to the document in WTWA on pages 617 and 621)
Oct. 28: Discussion: Does Joseph Smith fit into the pattern of alternative visions found in Chapter 16? (Readings TBA)

Week 10: Nationalism and New Imperialism
Oct. 31: The Rise of Nationalism (WTWA Chapter 17)
Nov. 2: New Imperialism (WTWA Chapter 17, cont.)
Nov. 4: Discussion: Imagined Communities and Mass Media (Benedict Anderson and Peter Fritzsche, on Electronic Reserve)
Map Quiz #2

Week 11: An Unsettled World
Nov. 7: Discontent with Imperialism (WTWA 669-689; Gwassa Interviews, on Electronic Reserve)
Final Draft of The Social Contract Paper Due
Nov. 9: Fin-de-Siecle Culture and Modernism (WTWA 690-703; Other Readings TBA)
Nov. 11: Discussion: What is popular culture? What types of primary sources become available to historians starting in the nineteenth century?

Week 12: The Challenges of Modernity (Revisited)
Nov. 14: The Great War and Mass Politics (WTWA Chapter 19)
Nov. 16: Mass Media and New Visions of the Modern (WTWA Chapter 19, cont.; Multimedia Screening in class)
Nov. 18: Negative Visions of Modernity (Selected Scenes from All Quiet on the Western Front (Film: 1930))
First Draft of the Discourse on Colonialism Paper Due

Week 13: World War II
Nov. 21: World War II and the Holocaust (WTWA 746-752; Browning and Goldhagen, on Electronic Reserve)
Nov. 23: NO CLASS – Thanksgiving
Nov. 25: NO CLASS – Thanksgiving

*Week 14: The Postwar World*
Nov. 28: The Cold War (WTWA Chapter 20)
Nov. 30: The Three-World Order (WTWA Chapter 20, cont.)
Dec. 2: Discussion: Decolonization and a Postcolonial World (Césaire, *Discourse on Colonialism*, ALL)

*Week 15: Globalization*
Dec. 5: Contours of the Global World: Migration, World Trade, and Human Rights (Quataert, on Electronic Reserve)
**Final Draft of the Discourse on Colonialism Paper Due**

**Final Examination:** Dec. 12, 2:30-5:30 PM