

H109: Perspectives on the World from ~1800 to the Present

Fall 2006/ 3 credit hours
T/R 12:00-1:15pm, Sec. 4562
IUPUI/Cavanaugh Hall 217



Portrait of Jean-Baptiste Belley by Anne-Louis Girodet (1797)

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COURSE DESCRIPTION:

In this course, we will trace historical events, circumstances, and trends as they unfolded from the end of the eighteenth century, the point in which revolutions in France and the Americas ushered in a new, more modern way of organizing societies, to the present day, a period very much shaped by the historical forces that preceded it over the last two hundred or so years. The emphasis in the course will be on sketching the emergence of interdependence between world regions and systems--an interaction that was stimulated by European invasions and colonization and sustained by the contributions of the non-western regions. In analyzing and understanding global histories as inter-connected, we will pay close attention to the social, cultural, political, economic, demographic, and, even, ecological implications of this history. We will stress

upon issues of diversity, power imbalances, and the interactive workings of race, ethnicity, class, gender, and national variables.

REQUIRED TEXTS FOR PURCHASE:

1. Richard W. Bulliet, et al., *The Earth and Its Peoples: A Global History*, Third Edition, Part C-Since 1750
2. Ken Wolf, *Personalities and Problems, Vol. 2*
3. Ahmed Ali, *Twilight in Delhi*
4. Chinua Achebe, *Things Fall Apart*

**All required texts for purchase may be checked out for a short loan term from the main library's reserve desk.*

ADDITIONAL/ SUPPLEMENTARY READINGS:

Additional readings will be available either through Oncourse or distributed in class by me. All students should have access to Oncourse as long as they are registered for the class. Oncourse readings can be found under the heading, "Syllabus," where either the actual document or a hyperlink to an online source will be available. Due to a lack of space, Oncourse readings will not be available indefinitely. You should therefore print all materials in a timely fashion.

SYLLABUS:

The syllabus is subject to small changes dependent on circumstance. I will update the version available on Oncourse under the heading, "Syllabus," as necessary.

INSTRUCTIONAL GOALS:

Regarding the content of the course,

- I expect that you will gain holistic knowledge and understanding of the histories that have shaped the world.
- I also want to acquaint you with a variety of cultural beliefs and opinions, never exclusively western, considered from the perspective of a broader global context.
- You will also develop an appreciation for the complexity of historical knowledge and the inherently contentious ways to interpret history.

I have organized this course to help you build your historian skills.

- You will develop critical thinking skills through the analysis of primary and secondary sources, discussion with other students and lecture materials.
- You will use these skills to synthesize this material for your papers and exams and you will be expected to learn how to articulate these ideas in a cohesive manner.
- In the end, you will become better readers and writers.

CLASS FORMAT:

The class periods will combine several different formats. For instance, a typical class session will feature a bit of lecture, maybe some music or video, group work and discussion. This approach aims to create an environment in which you learn from each other as well as from me. As an instructor I am a facilitator and guide who does not have all the answers. I hope to learn as much from you as you do from me.

MY RESPONSIBILITIES/YOUR RESPONSIBILITIES:

We are all responsible for the success of this course.

While it is ***my responsibility*** to guide you in learning the objectives of the course, to give clear presentations and encourage your participation, to explain assignments and grade them appropriately, to return assignments in a timely fashion and to make myself available to you, this class cannot depend on me alone.

It is ***your responsibility*** to read the material, reflect on it and be prepared to ask critical questions. Reading, doing the homework, actively taking notes and listening to the ideas of others are your contributions to the success of this class. You must also ***bring all pertinent materials to class*** on the day those materials are scheduled for discussion.

I require that ***we respect each other*** and our differences while in the classroom. This class is an open forum, a place where every member of the class has the opportunity and should feel comfortable raising questions, voicing opinions, and engaging in the historical debate. Disrespect will not be tolerated.

CLASS POLICIES:

In general, ***late work will only be accepted in cases of illness*** and then only if supported by a note from the student health services or a physician. But please ***consult with me*** if you should be sick, have a car accident, family emergency, etc. I am always willing to listen and will make the appropriate considerations regarding grade penalties and absences as long as you have made an effort, preferably as soon as possible, to contact me and let me know what has happened. Unexcused, late papers or exams will be docked one third (1/3) of a letter grade per day i.e., an A grade would become an A-, and so forth.

Attendance is absolutely mandatory and simply expected. Unexcused absences will result in a substantially lowered grade! Active participation is 10% of your overall grade; if you are not present in class, you will not earn any participation points for that day. If you are not present to hand in your weekly assignments, your assignment will not be graded for points. Please also arrive on time out of respect for your classmates and myself. Chronic late-comers will begin to be marked absent and thus lose participation points. Again, regular attendance will greatly enhance your chances for success here!

Inform yourself of the university's policy on plagiarism in the undergraduate catalog or on the web. Plagiarism is a serious academic offence: anyone caught plagiarizing will be subject to the university's procedures regarding such an offense. Address all questions concerning the exercises and plagiarism to me before they are due. Go to the following web address for more information:
<http://www.hoosiers.iupui.edu/handbk/handbook.htm>.

You should also ***inform yourself of the university's withdrawal policies***. It is your responsibility to withdraw from class. I cannot administratively drop you.

And to give a nod to the world in which we live, please ***turn off*** all cell phones and pagers before class.

ASSIGNMENTS:

- 1) active class participation, reading assignments and attendance (40%)**
- 2) one short paper (15%)**
- 3) two take-home exams (15% each)**
- 4) one in-class final exam (15%)**

1. Participation, assignments and attendance-40% of the final grade

In order to receive the full 40% you need to actively participate in class (10%) and submit your weekly assignments (30%).

Active Participation-

- In general, **active participation means staying interested and involved in the class**. So, you can actively participate in several ways: by speaking up in class, by working enthusiastically with your group members, by asking for points of clarification (if you need them) during my lectures, by asking me and the other students questions or making critical comments about readings and lecture, by completing all assignments and submitting them in a timely fashion, etc. Stay involved by doing at least a few of these suggestions and your participation grade will be great!

Weekly Assignments-

- There are fifteen (15) weekly assignments for this class. **You will be responsible for doing only ten (10) of these assignments. Each assignment will be worth 3 points, for a total of 30 points. If you choose to do more than 10 assignments, I will count each additional assignment you complete for 1 point of extra credit.** Given the nature of the assignments, I will except late work only for the most compelling reasons and generally will give extensions of no more

than one week. Assignments turned in late (without my approval) will not be accepted for a grade.

Each week one short assignment will be posted on Oncourse or distributed in class and will be due on the date given on the syllabus. The assignments are designed to stimulate your active participation in class by “forcing” you to keep abreast of the readings. If done with diligence, the assignments will allow you to accumulate 30% of your grade easily and give you a ready-at-hand sense of where you stand in class.

When I produce the assignment, I will design questions or exercises that build upon a greater understanding of the supplemental reading material. The first series of assignments will focus on reading documents in the context in which they were written. As the semester moves along assignments will change focus and begin to ask you to more fully explore an author’s point of view by comparing one work with another or with broader themes that we’ve discussed in the course. Some assignments will be written to help you study for your exams or to read the novels more closely so that you can write good papers about them.

Attendance-

- Attendance is mandatory and unexcused absences can result in a substantially lowered grade. For each unexcused absence from class I will deduct 1 point from the 40% allotted for participation and assignments. This calculation will be made at the end of the semester.

2. One Paper-15% of the final grade

Toward the end of the semester you will be presented with a formal essay question concerning what we have been studying, particularly in reference to the accounts by Ahmed Ali and Chinua Achebe. After the question is released, you will have 4 weeks to compose **a typed, 4-5 page, 12-point font/Times New Roman, double-spaced paper** in response to the question and you should support your position with what we have read, discussed and written in the week before. Specifically, the week’s reading assignments will be structured to provide the appropriate proficiency necessary for the paper assignment.

3. Two Take-Home Exams-15% of the final grade each

Twice during the semester you will be given a take-home exam (once in the middle of the semester and once the last day of regular class) to be returned by the next class period or by the allotted finals exam date and time, respectively. For each exam you will be asked to evaluate a primary source document based on certain assessment criteria that I will develop with you in class. The testing documents will not be documents you have seen before. I will, however, choose documents from authors or themes you have encountered in class. The tests will therefore encompass material with which you are familiar but will also present

new challenges for which you can employ the tools and skills you develop over the course of the semester.

4. One In-Class Final Exam-15% of the final grade

On the last day of class you will be given a final exam that will ask you to comment on/critique a film we will watch that day and to incorporate the themes and materials of the course in your review. You will have approximately one hour to complete the exam.

WEEKLY SCHEDULE:

Week One: Discussion of syllabus.

Thursday, August 24:

- Introductions; Discussion of Syllabus

Week Two: Defining World history.

Tuesday, August 29:

- Introductions; Defining World History

Thursday, August 31:

- According to your group assignment read one of the following articles: “The Prospects of World History” by Geoffrey Barraclough (Group 1); “The Changing Shape of World History” by William H. McNeill (Group 2); “World-Systems Analysis; Five Questions in Search of a New Consensus” by Immanuel Wallerstein (Group 3); “Periodization in World History Teaching: Identifying the Big Changes” by Peter N. Stearns (Group 4); “Global and Comparative History” by Michael Adas and “The Comparative World History Approach” by Philip D. Curtin (Group 5); “World History as Gender History: The Case of the Nation-State” by Ida Blom (Group 6) (all on Oncourse)
- **Weekly Assignment 1 done in class**

Part One: Revolutions; Reshape the World, 1750-1870

The word “revolution” can have several meanings. Governments and other political institutions can be overthrown in revolutions. Metaphorically speaking, a revolution can mean a profound and substantial transformation of one’s material circumstances or deep changes in the way one thinks or acts. Moreover, revolutions can alter the world in backward moving ways, reinstating old ways of doing things when new ways have failed or seem to disrupt comfortable worldviews too much. As such, this section will examine the political revolutions in France and the Americas, the Industrial Revolution as a metaphor for the period, which brought forth the positive/negative changes of modernization, and national/international counter-reactions to modernization and imperialism.

Week Three: Revolutionary Changes in the Atlantic World, 1750-1850

Tuesday, September 5:

- Labor Day!!! No Class!!!

Thursday, September 7:

- Read *The Earth and its Peoples*, pgs. 580-607
- Read *Declaration of the Rights of Man and of the Citizen* (Oncourse)
- **Weekly Assignment 2 due in class**

Week Four: The Early Industrial Revolution, 1760-1851

Tuesday, September 12:

- Read selections from *Sketch of the Progress of the Human Mind* by Marquis de Condorcet (Oncourse)
- Read *Personalities and Problems*, chpt. 6

Thursday, September 14:

- Read *The Earth and its Peoples*, pgs. 608-631
- Read "Memorandum to the King on Finances" by Jean-Baptiste Colbert (Oncourse)
- Read selections from *The Wealth of Nations* by Adam Smith (Oncourse)
- **Weekly Assignment 3 due in class**

Week Five: Nation Building and Economic Transformation in the Americas, 1800-1890

Tuesday, September 19:

- Read *The Earth and its Peoples*, pgs. 632-649
- Read *The Jamaica Letter* by Simón Bolívar (Oncourse)
- **Weekly Assignment 4 due in class**

Thursday, September 21:

- Read *The Earth and its Peoples*, pgs. 650-662
- Read "Resolutions" from the *Ohio Women's Convention of 1850* (Oncourse)
- Read *Personalities and Problems*, chpt. 7
- First/Midterm exam distributed in class, to be completed at home and due the following class period

Week Six: Africa, India, and the New British Empire, 1750-1870

Tuesday, September 26:

- **First/Midterm Exam due in class**

- Read *The Earth and its Peoples*, pgs. 663-673

Thursday, September 28:

- Read *The Earth and its Peoples*, pgs. 673-689
- Read "Letter to William Pitt" by Robert Clive (Oncourse)
- Read "Letter to Lord Amherst" by Rammohun Roy (Oncourse)
- Read *The Azamgarh Proclamation* (Oncourse)
- **Weekly Assignment 5 due in class**

Week Seven: Land Empires in the Age of Imperialism

Tuesday, October 3:

- Read *The Earth and its Peoples*, pgs. 690-718

Thursday, October 5:

- Read *Twilight in Delhi*
- **Weekly Assignment 6 due in class**

Part Two: Global Diversity and Dominance, 1850-1945

This section of the course will highlight the ways in which people began to see events in their lives as truly global in scale. The world became discernible by "isms" like imperialism, nationalism, socialism, capitalism, and the like. The world was increasingly interconnected and the systems that helped produce this interconnectedness were mainly European/western in nature. European/western dominance and influence around the globe found both embrace partners and vehement opponents. While the European/western systems model brought only a privileged few real opportunities for success, it exploited most, threatening cultural autonomy and diversity. Permanent subordination to European/western values and philosophies became commonplace, sparking political and cultural resistance. Moreover, two world wars, fought largely because of European/western conflicts, would bring the rest of the world to the brink of disaster.

Week Eight: The New Power Balance, 1850-1900

Tuesday, October 10:

- Read *The Earth and its Peoples*, pgs. 722-733
- Read selections from *The Communist Manifesto* by Karl Marx and Friedrich Engels (Oncourse)
- Read selections from *On the Origin of Species and the Descent of Man* by Charles Darwin (Oncourse)

Thursday, October 12:

- Read *The Earth and its Peoples*, pgs. 733-747
- Read selections from the *History of Germany in the Nineteenth Century* and *Historical and Political Writings* by Heinrich von Treitschke (Oncourse)
- Read selections from *The Jews' State* by Theodor Herzl (Oncourse)

- **Weekly Assignment 7 due in class**

Week Nine: The New Imperialism, 1869-1914

Tuesday, October 17:

- Read *The Earth and its Peoples*, pgs. 748-761
- Read “Speech before the French National Assembly” by Jules Ferry (Oncourse)
- Read “Letter to Emperor Tu Duc and Last Message to His Administrators” by Phan Thanh Gian (Oncourse)

Thursday, October 19:

- Read *The Earth and its Peoples*, pgs. 761-774
- Read *Things Fall Apart*
- **Weekly Assignment 8 due in class**

Week Ten: The Crisis of the Imperial Order, 1900-1929

Tuesday, October 24:

- Read *The Earth and its Peoples*, pgs. 775-790
- Read “Comments of the German Delegation to the Paris Peace Conference on the Conditions of Peace, October 1919” (Oncourse)

Thursday, October 26:

- Read *The Earth and its Peoples*, pgs. 790-803
- Read the *Fundamental Principles of National Policy, 1936* (Oncourse)
- Read “Speech to the Congress of the People’s Republican Party” by Mustafa Kemal (Oncourse)
- Second/Midterm exam distributed in class, to be completed at home and due the following class period
- **Weekly Assignment 9 due in class**

Week Eleven: The Collapse of the Old Order, 1929-1949

Tuesday, October 31:

- **Second/Midterm Exam due in class**
- Read *The Earth and its Peoples*, pgs. 804-830
- Read selections from *Mein Kampf* by Adolf Hitler (Oncourse)

Thursday, November 2:

- Read selections from *The Results of the First Five-Year Plan* by Joseph Stalin (Oncourse)
- Read *Personalities and Problems*, chpt. 10
- **Weekly Assignment 10 due in class**

Week Twelve: Striving for Independence, Africa, India and Latin America, 1900-1949

Tuesday, November 7:

- Read *The Earth and its Peoples*, pgs. 831-845
- Read selections from *Indian Home Rule* by Mohandas Gandhi (Oncourse)
- Paper assignment distributed in class, to be completed in four weeks time

Thursday, November 9:

- Read *The Earth and its Peoples*, pgs. 845-856
- Read selections from *Latin America: Its Rise and Progress* by Francisco García Calderón (Oncourse)
- Read selections from “Speech to the Nation” by Lázaro Cárdenas (Oncourse)
- Read *Personalities and Problems*, chpt. 12
- **Weekly Assignment 11 due in class**

Perils and Promises of a Global Community, 1945 to the Present

The last part of the course can be divided into three time periods: 1945-1975, 1975-1991, and 1991 to the Present. 1945-1975 is the period in which the challenges of the Cold War, decolonization, and postcolonial nation-building helped unleash massive global economic, political, and social change. The period 1975-1991 is when those changes came to the forefront around the world, bringing stagnation to the West after years of rapid change. The period also marks the moment of world realignment, when the Soviet Union no longer offered to counter-balance the impact of the United States on world affairs. The last period 1991 to the Present represents the aftermath of the Cold War world system and also is ongoing in its effects.

Week Thirteen: The Cold War and Decolonization, 1945-1975

Tuesday, November 14:

- Read *The Earth and its Peoples*, pgs. 857-870
- Read selections from *The Long Telegram* by George Kennan (Oncourse)

Thursday, November 16:

- Read *The Earth and its Peoples*, pgs. 870-886
- Read selections from “Debate in the House of Commons, March 1947” (Oncourse)
- Read selections from *Report on an Investigation of the Peasant Movement in Hunan and Strategic Problems of China's Revolutionary War* by Mao Zedong (Oncourse)
- **Weekly Assignment 12 due in class**

Week Fourteen: Thanksgiving Break!!!

Tuesday, November 21: Thanksgiving Break, No Class
Thursday, November 23: Thanksgiving Break, No Class

Week Fifteen: Crisis, Realignment, and the Dawn of the Post-Cold War World, 1975-1991

Tuesday, November 28:

- Read *The Earth and its Peoples*, pgs. 887-902
- Read selections from *Final Document of the Third General Conference of the Latin American Episcopate, 1979* (Oncourse)
- Read selections from *Islamic Government* by Ruhollah Khomeini (Oncourse)
- Read *Personalities and Problems*, chpt. 14

Thursday, November 30:

- Read *The Earth and its Peoples*, pgs. 902-917
- Read selections from *Speeches and Writings* by Deng Xiaoping (Oncourse)
- Read selections from *Perestroika* by Mikhail Gorbachev (Oncourse)
- **Weekly Assignment 13 due in class**

Week Sixteen: Globalization at the Turn of the Millenium

Tuesday, December 5:

- **Paper due in class**

Thursday, December 7:

- Read *The Earth and its Peoples*, pgs. 918-945
- Read selections from *Declaration of Jihad against Americans Occupying the Land of the Two Holy Mosques* by Osama bin Laden (Oncourse)
- Read selections from *Free Trade and the Decline of Democracy* by Ralph Nader (Oncourse)

Week Seventeen: Final Exam

Thursday, December 14: **Final Exam from 1 pm to 3 pm**