

**CARLETON UNIVERSITY**  
**Kroeger College of Public Affairs**  
**Bachelor of Global and International Studies**

**GINs 1000 A**  
**Introduction to Global and International History**  
**Fall 2016 | WED 18:05 –19:55 | AT 301**

Professor Candace Sobers  
E-mail: [candace.sobers@carleton.ca](mailto:candace.sobers@carleton.ca)  
Office Hours: WED 16:00 – 17:00 or by appointment  
Office: 2407R River Building

***Note: Students can generally expect an e-mail response within 48 hours,  
weekends and holidays excepted.***

**Teaching Assistants**

Yevgeni Baron  
Julien Brisson  
Nicole Welsh

[yevgenibaron@cmail.carleton.ca](mailto:yevgenibaron@cmail.carleton.ca)  
[julienbrisson@cmail.carleton.ca](mailto:julienbrisson@cmail.carleton.ca)  
[nicolewelsh@cmail.carleton.ca](mailto:nicolewelsh@cmail.carleton.ca)

**Official Course Outline:**

The course outline posted to the BGIInS website is the official course outline.

**Course Website**

This course has content on CULearn. It is your responsibility to check the course website regularly.

**Course Description**

Welcome to Global and International History. This introductory course traces and investigates the development of the modern world system, focusing on two key strands: globalization (broadly conceived) and the creation of the international system of states. Beginning in the fourteenth century, this course looks at the origins of key dynamics of globalization, including the rise of industrial capitalism, empire and expansion, revolution and resistance, as well as the influence of ideas, culture, and belief systems, paying special attention to the impact of notions of class, gender, and race. It then addresses how these early influences shaped the international system of nation-states, their institutions and agents, and the rise of non-state actors, with profound consequences for the world we live in today. Along the way, this course interrogates notions of “globality” and “internationalism” and asks questions about what it means to live in a global world.

## **Lectures & Tutorials**

This course is comprised of thirteen (13) lectures beginning in Week 1, and twelve (12) tutorials, beginning in Week 2. **Attendance at both lectures and tutorials is required.**

You must be enrolled in a tutorial section. Your participation grade will reflect the extent to which you *contribute* to class discussions in an *informed and critical manner*, not only your attendance. If you miss a lecture or a tutorial meeting you are still responsible for all course material discussed on that day, and it is your responsibility to acquire the relevant notes. I do not post my lecture notes online.

### **Tutorial Sections\***

<b>Section</b>	<b>Day</b>	<b>Time</b>	<b>Location</b>	<b>TA</b>
A1	Tuesdays	16:35-17:25	TB 219	Julien
A2	Thursdays	12:35-13:25	ME 4494	Nicole
A3	Tuesdays	08:35-09:25	PA 111	Julien
A4	Wednesdays	13:35-14:25	CO 213	Yevgeni
A5	Mondays	11:35-12:25	SA 506	Nicole
A6	Tuesdays	10:35-11:25	SP 412	Yevgeni

*\*subject to change*

## **Learning Outcomes**

By the end of this course students will be able to:

- Define and describe the concepts “global,” “international,” and “transnational;”
- Demonstrate critical thinking about the histories of the global and international worlds;
- Trace the development of processes of globalization, including economic, political, and ideational networks;
- Trace the development of the international system of sovereign nation-states;
- Collect and critically evaluate evidence from primary and secondary sources, and use this evidence to effectively support an argument and to write an analytical historical essay that goes beyond narration.

## **Required Texts**

This course requires the following texts. Please avoid purchasing the incorrect editions. Texts are available at the Carleton University Bookstore or can be purchased online at major retailers. You are welcome to purchase e-editions if available:

- Jay Carter and Richard Warren, Forging the Modern World: A History, Oxford University Press, 2015 (hereafter: Carter & Warren)
- Peter Sivers et al., Patterns of World History: Volume Two since 1400 with Sources, Second Edition, Oxford University Press, 2015 (hereafter: Sivers et al.)

Additional readings are posted on the course website. You are responsible for checking the course website regularly and reading and/or listening to all material listed under “required.” **Required readings are just that, required.** For the intellectually adventurous I will happily provide more challenging readings – just ask. Occasionally I will post articles or links that are course-related and informative.

**Assignments & Evaluations**

	<u>% of final grade</u>	<u>Due Date</u>
Focus Assignments (x2)	30% total	due <b>28 Sep</b> and <b>12 Oct</b>
Research Essay (8-10 pages)	30%	due <b>23 Nov</b>
Participation (incl. in-class assignments)	10%	ongoing
Final exam	30%	TBA December Exam Period

**The Assignments:** in this course you will complete three written assignments plus a final examination:

- In the Focus Assignments you will practice and perfect necessary historical research and writing skills;
- In the In-Class assignments you will work in small groups to prepare a response to a research question which you will share with the GINS 1000 community;
- In the Research Essay (8-10 pages) you will write an analytical essay that answers a specific research question rooted in the past.

Detailed assignment guidelines are posted on the Course Website under “Course Material.” All course assignments and examinations must be submitted in order to pass the course.

**Grading:** Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## **Deadlines & Late Submissions**

**Submission of Term Work:** All assignments are due in hardcopy at the beginning of lecture unless otherwise specified. If so instructed, please submit an exact copy of your assignment to the Course Website (instructions will follow).

**Late penalties:** All assignments are due in hardcopy in lecture. Please be prepared to submit your assignment in-class. If you find that you are struggling with deadlines please Professor Sobers **before** the assignment is due.

However, if you do submit late work, the policy is as follows:

First late submission: **5% per first day**, 2% per day thereafter (weekends count as one day).

Subsequent late submissions: **5% per first day**, 2% per day thereafter (weekends count as one day), *PLUS* a 3 page summary of a book chapter of my choice, to be submitted along with the completed assignment. No grades will be assigned until both of these conditions are met. There is no extra credit for the book summaries – bask in the glow of having been given the opportunity to extend your knowledge.

Late assignments may be submitted to the BGINs office in 2404R, River Building. Barring exceptional circumstances assignments will not be accepted more than **one (1)** week after the original deadline. Term work cannot be accepted after the University Senate deadline of December 9, 2016.

**Return of Term Work:** Assignments are returned in tutorials; you must attend regularly attend tutorials to receive your grades. For assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned as per Carleton University policy.

## **Academic Accommodations**

**Learning difficulties and/or impairments:** The [Paul Menton Centre for Students with Disabilities](#) (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact the PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Religious observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an [Equity Services Advisor](http://www.carleton.ca/equity) for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an [Equity Services Advisor](#) in Equity Services to complete a Letter of Accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

## **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

## **Intellectual Property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). I maintain the copyright to all course materials; they may not be posted, uploaded, transferred, or sold without my express written consent in advance.

## **Carleton E-mail Accounts**

All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or CULearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and CULearn accounts. Please note that "I didn't check my email" will never be a valid excuse.

### **Medical Certificates & Illness**

In the unfortunate case of illness or injury, only a [Medical Certificate](#) signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed class, assignment or examination, will be accepted. Please note: "Doctors notes may not always be issued for the following reasons:

- Missed classes/labs except in extenuating circumstances.
- Minor illnesses (e.g. colds, flu).
- Past illnesses that have been resolved and that there is no documentation for.
- Obvious injuries (e.g. broken bone in a cast)."

### **Course Conduct**

In this course informed and critical discussion of complex and contentious issues is the central component of the learning experience. Thus all participants are expected to arrive on-time, prepared to conduct themselves with decorum and civility, and to actively contribute to an atmosphere of scholarly inquiry and mutual respect. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not.

Please refrain from conducting non-course-related activities during class time (i.e., social media, chats, games, constant texting, and the like). Electronic and/or digital devices (including mobile devices) which impede or hamper the class discussion will not be tolerated. Unacceptable conduct includes, but is not limited to, discrimination or harassment, threatening, stalking, and unwelcome communication either in person or through electronic or other means. I reserve the right to remove disruptive elements (including devices) and persons from the classroom.

**\*\*Lecture and reading schedule follows\*\***

## Lecture and Reading Schedule

\* [CU] = *additional material and readings will be made available on the course website\**  
\*\*NB: *Readings and schedule are subject to change\*\**

### **Week 1 - Lecture 1 – September 7**

#### **Introduction**

Required reading (NB: try to read *before* the first lecture)

- Carter & Warren – Introduction: Forging the Modern World
- Peter N. Stearns, “Why Study History?” (1998), American Historical Association online [CU]
- Akira Iriye, excerpt from “Global and Transnational History: The Past, Present, and Future,” Journal of Transnational American Studies, 5:1 (September 2013) [CU]

### **PART I: CULTURES IN CONTACT**

### **Week 2 - Lecture 2 – September 14**

### **TUTORIALS BEGIN THIS WEEK**

#### **Encounters**

Required for lecture:

- Carter & Warren – Ch. 1: The Many Worlds of the 15th Century, 1405-1510
- Sivers et al. – Ch. 15, pp. 442-457

Required for tutorial:

- Week 2 Document Reader [CU]

### **Week 3 - Lecture 3 – September 21**

#### **Exchange**

Required for lecture:

- Carter & Warren – Ch. 2: The New Global Interface: 1486-1639
- Sivers et al. – Ch. 16, pp. 463-468, Ch. 17, pp. 530-540
- Nathan Nunn and Nancy Qian, “The Columbian Exchange: A History of Disease, Food, and Ideas,” The Journal of Economic Perspectives, 24:2 (Spring 2010) [CU]

Required for tutorial:

- Week 3 Document Reader [CU]
- Blog Post [CU]
- ▶ First Focus Assignment due next week

**Globalization**

Required reading:

- Carter & Warren – Ch. 4: Production and Consumption in the First Global Economy, 1571-1701
- Sivers et al. – Ch. 18, pp. 547-551
- Dennis O. Flynn and Arturo Giráldez, “Born with a “Silver Spoon”: The Origin of World Trade in 1571,” Journal of World History, 6:2 (1995) [CU]

Required for tutorial:

- Week 4 Document Reader [CU]

**Week 5 - Lecture 5 – October 5****Ideas**

Required reading:

- Sivers et al. – Ch. 17, pp. 494-527
- Sebastian Conrad, “Enlightenment in Global History: A Historiographical Critique,” The American Historical Review, 117:4 (2012) [CU]

Required for tutorial:

- Week 5 Document Reader [CU]
- ▶ Second Focus Assignment due next week

**🌐 PART II: THE RISE OF GLOBAL SYSTEMS 🌐****Week 6 - Lecture 6 – October 12****SECOND FOCUS ASSIGNMENT DUE****Imperialism**

Required for lecture:

- Carter & Warren – Ch. 5: Global War and Imperial Reform, 1655-1765
- Sivers et al. – Ch. 20, pp. 598-610, Ch. 21, pp. 626-638, 644-653
- Jane Burbank and Frederick Cooper, “The Empire Effect,” Public Culture, 24:2 (2012) [CU]

Required for tutorial:

- Week 6 Document Reader [CU]
- ▶ Prepare a 150 word research essay proposal for next week

**Week 7 - Lecture 7 – October 19****Colonialism**



Required for lecture:

- Carter & Warren – Ch. 6: A New Order for the Ages, 1755-1839
- Sivers et al. – Ch. 27, pp. 822-851

Required for tutorial:

- Review proposal for research essay

***OCTOBER 24-28 – FALL BREAK – NO CLASSES***

**🌐 PART III: THE MAKING OF THE MODERN WORLD 🌐**

**Week 8 - Lecture 8 – November 2**

**Industrialization**

Required reading:

- Carter & Warren – Ch.7: The Engines of Industrialization, 1787-1868
- Sivers et al. – Ch. 26, pp. 790-819
- Peter N. Stearns, “Introduction,” The Industrial Revolution in World History, Boulder, CO: Westview Press, 1993. MacOdrum Library Course Reserves - HD2321 .S74

Required for tutorial:

- Week 8 Document Reader [CU]

**Week 9 - Lecture 9 – November 9**

**Nationalism**

Required reading:

- Carter & Warren – Ch. 8: Modernity Organized, 1840-1889
- Sivers et al. – Ch. 22, pp. 658-686

Required for tutorial:

- Week 9 Document Reader [CU]
- Blog Post [CU]

**Week 10 - Lecture 10 – November 16**

**Modernism**

Required reading:

- Carter & Warren – Ch. 9: Globalization and Its Discontents, 1878-1910
- Carter & Warren – Ch. 10: Total War and Mass Society, 1905-1928
- Sivers et al. – Ch. 22, pp. 687-689, Ch. 28, pp. 857-875
- Robert Gerwarth and Erez Manela, “The Great War as a Global War: Imperial Conflict and the Reconfiguration of World Order, 1911–1923,” Diplomatic History, 38:4 (2014) [CU]

Required for tutorial:

- Week 10 Document Reader [CU]

► **Research Essay is due next week**

<b>Week 11 - Lecture 11 – November 23</b>
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<b>RESEARCH ESSAY DUE</b>
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### **Internationalism**

Required reading:

- Carter & Warren – Ch. 11: The Ongoing Crisis of Global Order, 1919-1948
- Sivers et al. – Ch. 28, pp. 875-891, Ch. 29, pp. 895-906
- Donald White, “The ‘American Century’ in World History,” Journal of World History, 3:1 (Spring 1992) [CU]

Required for tutorial:

- Week 11 Document Reader [CU]

<b>Week 12 - Lecture 12 – November 30</b>
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### **Competition**

Required reading:

- Carter & Warren – Ch. 12: Hot Wars, Cold Wars and Decolonization: 1942-1975
- Sivers et al. – Ch. 29, pp. 911-927, Ch. 30, pp. 930-943

Required for tutorial

- Week 12 Document Reader [CU]

<b>Week 13 - Lecture 13 – December 7</b>
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<b>FINAL LECTURE; Senate Deadline this week</b>
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### **Transnationalism**

Required reading:

- Carter & Warren – Ch. 13: The Many Worlds of the 21st Century, 1972-2012
- Sivers et al. – Ch. 30, pp. 944-961, Ch. 31, pp. 964-995
- Charles S. Maier, “Consigning the Twentieth Century to History: Alternative Narratives for the Modern Era,” The American Historical Review, 105:3 (2000) [CU]

Required for tutorial:

- Review session – sample answers due

**\*\*END OF SYLLABUS\*\***