

**GINS 1000B  
Global History**

**Lectures: Friday 12:25-2:25 pm, Azrieli Theatre 101  
Tutorials: see below for times and locations**

**Instructor:**

Professor James Casteel  
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Office Hours: Thursdays, 1:30-3:00 pm

**Teaching Assistants:**

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<b>Tutorials</b>	<b>Day, Time</b>	<b>First/Last Tutorial Meeting</b>	<b>Location</b>	<b>Teaching Assistant</b>
<b>B1</b>	Tuesday, 8:35-9:25 am	January 21/March 31	Leeds House 118	Kateryna Gazaryan
<b>B2</b>	Wednesday, 8:35-9:25 am	January 22/April 1	Residence Commons 208	Precious Oluwasanya
<b>B3</b>	Monday, 10:35-11:25 am	January 20/March 30	Paterson Hall 115	Samuel Evans
<b>B4</b>	Thursday, 1:35-2:25 pm	January 23/April 2	Tory Building 206	Precious Oluwasanya
<b>B5</b>	Friday, 9:35-10:25 am	January 24/April 3	Residence Commons 210	Kateryna Gazaryan

**Course Description:**

What is global history? This course provides an introduction to global history with a focus on the period from ca. 1450 to the present. It is intended to provide historical literacy as one of the foundations of your Bachelor in Global and International Studies degree. This course will pay particular attention to exploring the cultural, social, political and economic aspects of the

emergence of a globally interconnected world. How did a global system of exchange and encounter come into being? How did the international system develop from a world of empires to a world of nation-states? How have global interconnections and global divisions of labor transformed societies, impacting social categories such as gender, class, and race? How have people at different historical moments negotiated living in a globally interconnected world, whether through strategies of accommodation or resistance? What are the legacies of these transformations and how do past patterns of hegemony inform issues and conflicts faced by our globalized world today?

In addition to developing global historical literacy and an understanding of key processes and events that have transformed societies around the world, this course will also introduce you to research and analytical skills of an historian. What kinds of questions do historians ask? How do these questions differ from other disciplines or approaches in global and international studies? Particular attention will be given to key historical research skills including critical analysis of primary sources and engagement with arguments in the secondary literature, skills that can be applied in other courses and in your own research papers.

**Learning Outcomes:**

- Upon successful completion of the course, you will be able to demonstrate global historical literacy needed to engage in global and international studies, regardless of your particular specialization.
- You will be familiar with some of the different types of questions and scholarly approaches that historians bring to global and international studies.
- You will learn how to critically analyze primary sources and engage with scholarly arguments in the secondary literature in global history, valuable skills in critical analysis and evaluating evidence that will serve you well in future course work and in your professional life.
- You will have gained practice in academic research skills and conventions that will aid you as you progress in your degree program (taking notes and listening to lectures, posing research questions, finding materials using library catalogues and databases, compiling bibliographies, taking notes on sources, formatting and citing literature properly, writing academic essays).
- In class discussions, you will hone your public speaking skills and your ability to present arguments, interpretations, and opinions that are supported by evidence.

## COURSE REQUIREMENTS AND GRADING SCHEME:

	Percentage of Final Mark	Due Date	Description
<b>Attendance and Participation</b>	10%	Ongoing	Includes attendance and participation in lectures and tutorials.
<b>Reading Response Papers</b>	5%	One due per month in January, February, and March.	1-2 page response to one of the primary source readings assigned in that month.
<b>Focus Assignment #1</b>	15%	Jan 31 (Week 4)	3-5 page analysis of primary sources
<b>Focus Assignment #2</b>	15%	Feb 14 (Week 6)	3-5 page analysis of a secondary source
<b>Research Essay</b>	30%	April 3 (Week 11)	8-10 page research essay on a topic in Global History
<b>Final Exam</b>	25%	To be scheduled by Scheduling and Examination Services in the final exam period April 13-April 25, 2020.	Final exam will consist of essay questions or identifications or a combination thereof.

### **Attendance and Participation:**

The course consists of a lecture once a week and a tutorial section once a week. Students are expected to attend class on a regular basis and to come to class having prepared the assigned readings. Tutorial sections will focus on discussion of primary source documents for each week. Students should come to tutorial having read and prepared their own observations about the readings.

### **Reading Responses:**

Students must submit three reading response papers, 1-2 pages each, in which they analyze one of the primary sources for that week's tutorial. One is due in each of the first three months of the course (January, February, March) based on the assigned primary source readings for one of the weeks in that month. See instructions on CU Learn for details.

### **Focus Assignments #1 and #2:**

The focus assignments provide you with practice in essential skills for historical analysis, namely engaging with primary and secondary sources. These assignments will be based on course readings and do not require additional research. Each paper should be 3-5 pages. Detailed assignment instructions will be made available on CU Learn.

### **Research Essay:**

This 8-10 page paper will ask you to choose from a list of research questions about global history and to engage in your own research to answer the question. This assignment allows you

to apply and further develop skills you learned in the Focus Assignments. See instructions on CU Learn for details.

**Final Examination:**

The final exam will consist of short identifications and questions based on the course readings, discussions and lectures. Details will be discussed in class. The final exam will be cumulative. The Final Exam time and location will be determined by examination services.

**SUBMISSION OF ASSIGNMENTS AND LATE PENALTIES**

**Assignment Submission:**

Assignments should be submitted **both online via the CU Learn Assignment Drop Box AND as a Hard Copy in class**. The online and hard copy should be identical. The date of submission for the online copy will be used for assessing late penalties. **Please note that assignments will not be graded until both the hard copy and the online copy are submitted.**

**Late Penalties:**

- You are strongly encouraged to plan ahead, manage your time, and submit your work by deadlines indicated above.
- However, as life often has it's surprises, there is a **three-day grace period** for late assignments. If an assignment is submitted during the three-day grace period, **no late penalties will be applied**. This means that if you are submitting within the three-day grace period, there is no need to provide a medical note, explanation, excuse, or request an extension.
- After the three-day grace period, a penalty of **5 point deduction per day late will apply** (i.e. Day 4 = -5 points, Day 5 = -10 points, Day 6 = -15 points, Day 7 = - 20 points).
- Assignments submitted **more than seven days late will not be accepted** and a mark of **zero** will be entered.
- If you have serious medical or other equivalent circumstances that prevents your submission of the assignment more than three days after the initial due date, please contact the Professor **as soon as possible and ideally no more than 3 days** after the original deadline to request an extension. Teaching assistants may not grant extensions or exemptions from late penalties. Such requests are only granted by the Professor.
- Term work cannot be accepted after the last day of term, Tuesday, April 7, 2020.

**Late Submissions:**

Late assignments should be submitted both **online** (the date that counts for calculating lateness) in the CU Learn Dropbox and in **hard copy**. Hard copies should be submitted in person at the next scheduled lecture or tutorial session or at the BGIInS office in 2404R Richcraft Hall. Please note that the assignment will only be marked once **both an electronic and a hard copy** have been submitted.

**REQUIRED READINGS:**

**Required texts available for purchase:**

Assigned **books available for purchase** are available for purchase at Havenbooks, 43 Seneca Street (at Sunnyside, a short walk or bus ride (#7) from campus), 613-730-9888, [www.havenbooks.ca](http://www.havenbooks.ca), open 8am-6pm, Mon-Fri, 9am-5 pm on Saturday.

- Elizabeth Pollard, Clifford Rosenberg, and Robert Tignore. *Worlds Together, Worlds Apart. With Sources*. Vol. 2 From 1000 CE to the Present. Concise 2nd edition. New York, W. W. Norton: 2019. (hereafter **WTWA Textbook**)
- Elizabeth Pollard and Clifford Rosenberg, *Worlds Together, Worlds Apart. A Companion Reader*. Vol. 2. Third edition. New York: W. W. Norton, 2019 (hereafter **WTWA Reader**)

\*\*\* Both texts are available via Havenbooks as a package that includes both (under ISBN 9780393416893). \*\*\*

### **Required Texts available via CU Learn:**

The remaining **required** readings will be made available via **CU Learn** (with links to readings on the Library Reservers system Ares). These readings will be marked with **CU** on the course outline. To access some of these resources, you may be asked to login into Carleton's Ares Library system with your Carleton login credentials.

### **Recommended Text:**

It is recommended (but not required) that students purchase a research and writing guide, which can be used as a reference throughout your university career. These resources explain many of the basic questions (how to properly cite sources, how to format an essay, etc.) One of the best available is:

- \* Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth edition. Chicago: University of Chicago Press, 2018 (ca. \$20.00 on [chapters.indigo.ca](http://chapters.indigo.ca) or [amazon.ca](http://amazon.ca) also available as an e-book). CU bookstore and the Carleton Library also has copies.

### **HOW TO READ FOR THIS COURSE:**

The required readings include a textbook, secondary sources (scholarly interpretations and evaluations of the event based on the analysis of primary sources), and primary sources (i.e. documents, diaries, memoirs, and other sources from participants in global history). These different types of texts require different reading skills.

#### ***Textbook***

The survey textbook *Worlds Together, Worlds Apart* (WTWA Textbook) provides you with the larger context and details about particular significant events and processes in global history. Read it with an eye towards getting the "big picture" and to help contextualize other primary and secondary readings. The textbook is also useful for pointing out controversies and debates, details on key events, glosses on key terms and people, etc. It also has an index, which can be useful when searching for key terms or information on specific people or events.

#### ***Primary Sources and Documents:***

The primary sources (at end of chapters in WTWA Textbook and in the WTWA Reader) are documents produced by people in the past that provides traces of the past and evidence with which historians can work. These should be read as one would any other historical source. Who

created it and for what reason or aim? What does the source tell us about the specifics of the time, place, and social context in which the creator of the source lived? What is the source's broader significance for our understanding of global and international history?

### **Secondary Sources:**

The secondary sources are scholarly articles or book chapters written by scholars in the field and generally draw on extensive primary source research. Read these with the following questions in mind: What research question is the author attempting to answer? What is the author's argument? How does the author support the argument? What evidence or source base does the author draw on? Does the author's argument support or challenge other arguments that you have found in the readings? What position is the author taking in important scholarly debates or controversies?

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### **COURSE SCHEDULE AND READING LIST:**

- Note: The instructor may make changes to the readings. Please check CU Learn for updates.
- Tutorials will take place during the week following the lecture according to the tutorial schedule. For example, readings listed for Week 2 (under Lecture Jan 17) will be discussed in tutorials held the following week (Week 3, Jan 20-24).

#### **Week 1 Friday, Jan 10, 2020**

##### **Introduction - What is Global History?**

- Peter Stearns, "Why Study History? (1998)" American Historical Association website [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998))
- Sebastian Conrad, "Introduction," *What is Global History?* (Princeton: Princeton UP, 2016), 1-16.
- Get a head start on readings for next week!

### **Part 1 – Connecting the World**

#### **Week 2 Friday, Jan 17, 2020**

##### **Many Worlds**

- WTWA Textbook Chapter 10 "Becoming 'The World', 1000-1300", 475-483, 488-489 (material on Mongols – whole chapter recommended for background).
- WTWA Textbook Chapter 11 "Crisis and Recovery in Afro-Eurasia, 1300-1500"
- WTWA Reader Chapter 10 (pages 17-39 on Mongols) and Chapter 11

**\*\*\* Tutorials begin week of Jan 20-24 On Week 2 readings (see schedule above)\*\*\***

#### **Week 3 Friday, Jan 24, 2020**

##### **Encounters and Exchanges**

- WTWA Textbook Chapter 12 "Contact, Commerce, and Colonization, 1450-1600"
- WTWA Reader Chapter 12
- Nathan Nunn and Nancy Qian, "The Columbian Exchange: A History of Disease, Food, and Ideas," *The Journal of Economic Perspectives* 24, no. 2 (Spring 2010) [CU]

#### **Week 4 Friday, Jan 31, 2020**

##### **Global Commerce and Interconnections**

- WTWA Textbook Chapter 13 “Worlds Entangled, 1600-1750”
- WTWA Reader Chapter 13
- 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]

**\*\*\* Focus Assignment # 1 is DUE Today! \*\*\***

### **Part 2 – An Emerging Modern World**

#### **Week 5 Friday, February 7, 2020**

##### **Religion, Ideas, Communication**

- WTWA Textbook Chapter 14 “Cultures of Splendor and Power, 1500-1780”
- WTWA Reader Chapter 14
- Conrad, Sebastian. “Enlightenment in Global History: A Historiographical Critique.” *The American Historical Review* 117, no. 4 (October 1, 2012): 999–1027 (CU).

#### **Week 6 Friday, February 14, 2020**

##### **Colonialisms and Revolutions**

- WTWA Textbook Chapter 15, “Reordering the World, 1750-1850”
- WTWA Reader Chapter 15
- Jane Burbank and Frederick Cooper, “The Empire Effect,” *Public Culture* 24, no. 2 (2012).

**\*\*\* Focus Assignment # 2 is DUE Today! \*\*\***

**\*\*\* Reading Week, February 17-21, 2020 -- Happy Reading! \*\*\***

#### **Week 7 Friday, February 28, 2020**

##### **Industry, Labor, and Empire**

- WTWA Textbook Chapter 16 “Alternative Visions of the Nineteenth Century”
- WTWA Reader Chapter 16
- Bonnie Smith, “Industrialization and Work in a Global Society, 1800-1914” in *Women in World History: 1450 to the Present* (London: Bloomsbury, 2019), 159-181.

### **Part 3 – Globalization and Imperial Tensions**

#### **Week 8 Friday, March 6, 2020**

##### **Nationalism and Internationalism**

- WTWA Textbook Chapter 17 “Nations and Empires, 1850-1914”
- WTWA Reader Chapter 17
- Andrew Zimmerman, “A German Alabama in Africa: The Tuskegee Expedition to German Togo and the Transnational Origins of West African Cotton Growers,” *The American Historical Review* 110, no. 5 (2005): 1362-1398.

### **Week 9 Friday, March 13, 2020**

#### **Globalization and Imperialism**

- WTWA textbook Chapter 18 “An Unsettled World, 1890-1914”
- WTWA Reader Chapter 18
- 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, no. 4 (2014): 786-800.

### **Week 10 Friday, March 20, 2020**

#### **Conflicting Visions of World Order**

- WTWA textbook Chapter 19 “Of Masses and Visions of the Modern, 1910-1939”
- WTWA Reader Chapter 19
- Reto Hofmann, “The Fascist New–Old Order,” *Journal of Global History* 12, no. 2 (July 2017): 166–83.

## **Part 4 – Global Interdependence and the Contemporary World**

### **Week 11 Friday, March 27, 2020**

#### **Cold War and Decolonization**

- WTWA Textbook Chapter 20 “The Three-World Order, 1940-1975”
- WTWA Reader Chapter 20
- James Mark and Tobias Rupperecht, “The Socialist World in Global History: From Absentee to Victim to Co-Producer” in *The Practice of Global History: European Perspectives*, ed. Matthias Middell (London: Bloomsbury, 2019), 81-101.

**\*\*\* Research Essay is DUE Today! \*\*\***

**\*\*\*Last Tutorials on Week 11 readings March 31-April 3 \*\*\***

### **Week 12 Friday, April 3, 2020 (Last Class Meeting)**

#### **Globalization and Human Rights**

- WTWA Textbook Chapter 21 “Globalization, 1970-2000” and Epilogue “2001-Present”
- WTWA Reader Chapter 21
- Samuel Moyn, “The Freedom America Forgot: Why Washington should embrace economic rights,” *Foreign Affairs*, April 1, 2018.

**Academic Accommodations:** 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 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*).

**Accommodation for 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 for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Accommodation for Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity 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).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGIInS office in 2404R, Richcraft Hall. For essays 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.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	1 2 - p o i n t scale	Percentage	Letter grade	1 2 - p o i n t 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.

**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.

**Official Course Outline:** The course outline posted to the BGIInS website is the official course outline.