

**GINS 1000
Global History**

Lectures: Tuesdays 2:35-4:25 pm,
Tutorials: see below for times and locations
Brightspace: <https://brightspace.carleton.ca/d2l/home/289613>

Instructor:

Professor James Casteel
Office 3308 Richcraft Hall (the building formerly known as “The River Building”)
Office Phone: 613-520-2600 ext. 1934 (if no answer, please send me an email rather than leaving a message).
Email: james.casteel@carleton.ca (best way to contact me)
Office Hours: Mondays, 1:00-2:00 pm

Teaching Assistant(s):

- Brittany Babij, email: BrittanyBabij@cmail.carleton.ca
- Luke Kline, email: lukekline@cmail.carleton.ca

Tutorials	Day, Time	First/Last Tutorial Meeting	Location	Teaching Assistant
A1	Mondays, 9:35-10:25 am	Sept. 16/Dec. 2 (no tutorial Oct 14)		Brittany Babij
A2	Tuesdays, 10:35-11:25 am	Sept. 17/Dec. 3 (no tutorial Oct 15)		Luke Kline
A3	Wednesdays, 1:35-2:25 pm	Sept. 18/Dec. 4 (no tutorial Oct 16)		Brittany Babij

Course Description:

What is global history? This course provides an introduction to global history with a focus on the modern period. It is intended to provide global 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 globally interconnected 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.

COURSE REQUIREMENTS AND GRADING SCHEME:

Assignment	Percentage of Final Mark	Flexible Weighting of marks	Due Date	Description (more detail on assignments in Brightspace)
Attendance and Participation	15%	15%	every class meeting	Includes regularly attendance of lectures and tutorials and participation in tutorial sessions.
3 Analysis papers (2 x Primary source analysis; 1 x Secondary source analysis)	30% Short Paper Category (three papers)	weighted: 15% for highest mark;	#1 Primary Source-Due, Friday, September 27, 4:00 pm	2 x 2 page (ca. 500 words) primary source analysis of one of the primary source assigned for the course.
		10 % for middle mark,	#2 Primary Source- Due Friday, October 18, 4:00 pm	
		5% for lowest mark.	#3 - Secondary Source - Due Friday, November 8, 4:00 pm	1 x 3 page (ca. 750 words) secondary source analysis from the assigned secondary source readings.
Research Essay	55% Research Essay and Final Exam Category	weighted: 35% for highest mark	Due Friday, November 29	8 page (2000 words) research essay on a topic in Global History.
Final Exam		20% for lowest mark	TBA - Final exam period December 9-21, 2024.	Final exam consists of essay questions and short identifications. A review sheet will be distributed later in the term to guide you in how to prepare for the final exam.

Flexible weighting of assignments:

In determining the final grade for this course, I will use a flexible weighting of marks within particular categories. This approach gives more weight to students’ highest marks on assignments within each of the two categories. The Short Papers category is worth 30% for three papers and is weighted 15% for the highest mark, 10% for the middle mark, and 5% for the lowest mark on the three short papers. The Final Exam and Research Essay category is worth 55% of the final mark and is weighted 35% for the higher of the two marks and 20% for the lower one. In other words, if the mark on your research essay is higher than the mark on your final exam, it will count for more in determining the final mark. The same is true if your final exam mark is higher than your research essay mark. This allows you to have your best performance on assignments be weighted more.

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.

Preclusions

Students registered in this course must be enrolled in a Bachelor of Global and International Studies (BGIInS) degree program. This is a required core course for all BGIInS students.

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 largely focus on discussion of **primary source documents** for each week, contextualizing them with the textbook and secondary readings. **Students should come to tutorial having read and prepared their own observations about the readings.**

Primary Source Analysis Papers:

Students must submit two primary source analysis papers, 2 pages each (500 words), in which they analyze one of the assigned primary sources for the tutorial sessions (see above and Brightspace for due dates and more details). The aim of this assignment is to help you develop your skills at critically analyzing primary source material, engaging in close reading and contextualization. This assignment is based on assigned primary source material and does not require additional research.

Secondary Source Analysis Paper:

The secondary source analysis paper is based on assigned secondary source course readings and does not require additional research. The paper should be 3 pages (750 words). See above and Brightspace for due dates and more details.

Research Essay:

This 8 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 Primary and Secondary Source Assignments. This assignment *does* require additional research, so be sure to plan ahead. See above and the instructions on Brightspace for details and due date.

Final Examination:

The final exam will consist of short identifications and essay questions. It will be based on the course readings, tutorial discussions, and lectures. The final exam will be cumulative. The Final Exam time and location will be determined by examination services during the examination period. Students should plan to be available during that time. Further details will be discussed in class.

SUBMISSION OF ASSIGNMENTS

Assignment Submission:

Assignments should be submitted online via the Brightspace assignment dropbox. Final exams are intended solely for the purpose of evaluation and will not be returned.

7 Day Grace Period for written assignments:

- You are strongly encouraged to plan ahead, manage your time, and submit your work by due dates indicated in the course outline.
- That being said, your professor recognizes that students often are juggling many family, school, work, extracurricular, volunteer, and other obligations that can create different demands on your time. To allow for such situations, I have instituted a **seven-day grace period** for late assignments. If an assignment is submitted within the seven-day grace period, **no late penalties will be applied**.
- This means that if you are submitting within the seven-day grace period, there is no need to write to your professor with an excuse, explanation, extension request, self-declaration form, etc. If it is within seven days, just submit the assignment, and it will be accepted and marked. Please note that assignments that are submitted by the original deadline will be prioritized when marking. Students who submit the assignment late will likely receive feedback and evaluation later than students who submitted by the original deadline.
- Unless the student has contacted the professor and had a request for an extension or other accommodation approved, assignments submitted **more than seven days late will not be accepted** and a mark of **zero** will be entered.
- If you have serious medical, mental health, bereavement, child or elder care, or other equivalent circumstance that prevents your submission of the assignment on time or within the grace period, 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. Such requests are only granted by the professor.** Please also consult the university policy on academic consideration for medical or other extenuating circumstances under the academic accommodation link below.
- If for any reason you are not sure about whether your particular circumstances will be considered grounds for an extension, please don't hesitate to email your professor and ask!

REQUIRED READINGS:

Required texts available for purchase:

The assigned **textbook** is available for purchase at the Carleton University Campus Bookstore as physical textbooks or as e-books (<https://carleton.ca/campus-services/the-bookstore/>); 173 Nideyinàn (University Centre). The books can also be purchased via the publisher's website or other sources.

- James Carter and Richard Warren, *Forging the Modern World. A History. Third Edition*. Oxford: Oxford University Press, 2023 (the 3rd edition has expanded and substantially reorganized materials in the last five chapters, so please use this edition).

Required Texts available via Brightspace:

The remaining **required** readings including both **primary sources** and **secondary sources** will be made available via **Brightspace** (with links to readings on the Library Course Reserves system Ares). These readings will be marked with **Brightspace** 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, especially if doing a degree in the humanities or social sciences (like BGiNS). 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 (list 28.95, but ca. \$22.23 - on chapters.indigo.ca or amazon.ca). The Carleton University 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 *Forging the Modern World* 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 among historians, 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 that will be available on Brightspace 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 understanding 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?

COURSE SCHEDULE AND READING LIST:

- Note: The instructor may make changes to the readings. Please check Brightspace for each session for updates or your Carleton email.

Week 1 Wednesday, Sept 4, 2024**Introduction**

- Carter & Warren, *Forging*, “Introduction: Forging the Modern World,” 1-16 (Textbook).

- 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)) (Brightspace)

Recommended:

- Sebastian Conrad, “Introduction,” *What is Global History?* (Princeton: Princeton UP, 2016), 1-16 (Brightspace).

Part 1 – Connecting the World

Week 2 Wednesday, Sept 11, 2024

Many Worlds

- Carter & Warren, *Forging*, Chapter 1 “A World Connected,” 17-48 (Textbook).
- Jane Burbank and Frederick Cooper, “The Empire Effect,” *Public Culture* 24, no. 2 (2012): 239-247. (Brightspace)
- Week 2 Primary Sources (Brightspace)

*** Tutorials begin Sept 16-18 – be prepared to discuss Week 2 primary sources***

Week 3 Wednesday, Sept 18, 2024

New World Encounters and Exchanges

- Carter & Warren, *Forging*, Chapter 2 “The New Global Interface,” 49-76 and Chapter 3, “The Paradoxes of Early Modern Empire,” 77-100 (Textbook);
- 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), 163-188 (Brightspace)
- Week 3 Primary Sources (Brightspace)

*** Tutorials Sept 23-25 – be prepared to discuss Week 3 primary sources***

Week 4 Wednesday, Sept 25, 2024

Global Commerce and Interconnections

- Carter & Warren, *Forging*, Chapter 4, “Production and Consumption in the First Global Economy,” 101-128 (Brightspace).
- 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), 201-221. (Brightspace)
- Week 4 Primary Sources (Brightspace)

*** Tutorials Sept 30-Oct 2 – be prepared to discuss Week 4 primary sources***

*** Primary Source Analysis Paper #1 is DUE Friday, September 27, 4:00 pm ***

Part 2 – An Emerging Modern World

Week 5 Wednesday, Oct 2, 2024

Reforms and Revolutions

- Carter & Warren, *Forging*, Chapter 5 “Global War and Imperial Reform,” 129-156 and Chapter 6 “A New Order for the Ages,” 157-186.
- Sebastian Conrad, “Enlightenment in Global History: A Historiographical Critique.” *The American Historical Review* 117, no. 4 (October 1, 2012): 999–1027 (Brightspace).
- Week 5 Primary Sources (Brightspace)

*** Tutorials Oct 7-9 – be prepared to discuss Week 5 primary sources***

Week 6 Wednesday, Oct 9, 2024

Industry, Labor, and Empire

- Carter & Warren, *Forging*, Chapter 7, “The Engines of Industrialization,” 187-214. (Textbook)
 - 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 (Brightspace).
 - Week 6 Primary Sources (Brightspace)
- *** **No Tutorials Oct 14-16 (Happy Thanksgiving!)*****

Week 7 Wednesday, Oct 16, 2024

Nationalism and Internationalism

- Carter & Warren, *Forging*, Chapter 8 “Modernity Organized,” 215-244.
 - Tara Zahra, “Imagined Noncommunities: National Indifference as a Category of Analysis.” *Slavic Review*, 2010, 93-119.
 - Week 7 Primary Sources (Brightspace)
- *** **Primary Source Analysis Paper #2 is DUE Friday, October 18 at 4:00 pm** ***
- *** **Tutorials Oct 28-30 – be prepared to discuss Week 6 and 7 primary sources** ***

*** **Fall Reading Week, October 21-25, 2024 -- Happy Reading!** ***

Part 3 – Globalization and Imperial Tensions

Week 8 Wednesday, October 30, 2024

Globalization, Imperialism, and the First World War

- Carter & Warren, *Forging*, Chapter 9 “Globalization and Its Discontents,” 245-278.
- 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 (Brightspace).
- Week 8 Primary Sources (Brightspace)

*** **Tutorials Nov 4-6 – be prepared to discuss Week 8 primary sources** ***

Week 9 Wednesday, November 6, 2024

Competing Global Ideologies and the Second World War

- Carter & Warren, *Forging*, Chapter 10 “Total War and Mass Society,” 279-310, and Chapter 11 “The Ongoing Crisis of Global Order,” 311-330 (stop at “Empires in the Shadow of Global War”).
- Daniel Hedinger, “The Imperial Nexus: The Second World War and the Axis in Global Perspective.” *Journal of Global History* 12, no. 2 (July 2017): 184-205 (Brightspace)
- Week 9 Primary Sources (Brightspace)

*** **Secondary Source Analysis Paper is DUE Friday, November 8 at 4:00 pm** ***

*** **Tutorials Nov 11-13 – be prepared to discuss Week 9 primary sources** ***

Part 4 – Global Interdependence in the Contemporary World

Week 10 Wednesday, November 13, 2024

Cold War and Decolonization

- Carter & Warren, *Forging*, finish Chapter 11, 330-339; Chapter 12, “Hot Wars, Cold Wars, and Liberation Movements,” 341-358 (stop at “Late Cold War Era and Shifting Power Dynamics”)

- Frederick Cooper, “Decolonization in Tropical Africa.” In *The Oxford Handbook of the Ends of Empire*, edited by Martin Thomas and Andrew S. Thompson, Oxford University Press, 2018, 317-322.
- Week 10 Primary Sources

*** Tutorials Nov 18-20 — be prepared to discuss Week 10 primary sources ***

Week 11 Wednesday, November 20, 2024

Globalization and Human Rights

- Carter & Warren, *Forging*, finish Chapter 12, 358-369 and Chapter 13, “The Many Worlds of the Twenty-First Century,” 371-386 (stop at “The Challenges of the New Millennium,” 371-385)
- Eric Weitz, “Nation-States and Human Rights: the Twenty-First Century and Beyond,” in *A World Divided: The Global Struggle for Human Rights in the Age of Nation-States* (Princeton: Princeton UP, 2019), 404-430 (Brightspace).
- Week 11 Primary Sources (Brightspace)

*** Tutorials Nov 25-27 — be prepared to discuss Week 11 primary sources ***

Week 12 Wednesday, November 27, 2024

From One World to Many Worlds?

- Adam Tooze, “Welcome to the World of the Polycrisis,” *Financial Times*, October 28, 2022, <https://www.ft.com/content/498398e7-11b1-494b-9cd3-6d669dc3de33>
- Carter & Warren, *Forging*, finish Chapter 13, 386-399, “Epilogue,” 401-404.
- Week 12 Primary Sources (Brightspace)

*** Last Tutorials Dec 2-4 — be prepared to discuss Week 12 primary sources ***

*** Research Essay is DUE Friday November 29 at 4:00 pm ***

Week 13 Tuesday, December 4, 2024 Professor available for extended office hours 2:30-4:30 pm for individual consultation / Make-Up Class (if needed).

*** Final Exam to be scheduled in Final Exam period December 9-21, 2024 ***

PLAGIARISM AND ACADEMIC INTEGRITY

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);

- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks (this includes text generated by AI tools or websites).

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor.

The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course and more serious penalties such as suspension or expulsion from the university.

POLICY ON USE OF ARTIFICIAL INTELLIGENCE TOOLS IN WRITTEN ASSIGNMENTS:

-Students are **prohibited from using using generative artificial intelligence tools to compose any of their written assignments for this course (including drafts and the final version). Any assignment found to consist substantially of content generated by AI will receive an automatic zero.** By submitting written work in this course, you are agreeing that **you** are the author, not any third party (including AI).

-Submitting AI generated papers is **also** a violation of the university's academic integrity policy and will be referred to the appropriate dean for investigation and potential penalties (see academic integrity policy above).

Why?

-AI is a tool, and it can be a useful tool in some situations, and you will likely have opportunities in life where you may need to use it. However, a key aim of this course is for you to *develop your critical thinking, interpretative, and writing skills*. **You can only develop those skills if you do your own critical thinking, interpretation, and writing.**

-AI is **NOT A RELIABLE SOURCE** of information. Most AIs are trained based on internet data that is often inaccurate and unreliable and often contains implicit biases. In many cases when AI does not 'know' the answer, it will make up information that is just plain wrong. This makes it **a highly unreliable source** for the writing of history essays. **In evaluating your essay, the quality and appropriateness of your source material will be assessed.**

-Students suspected of using AI in their work in a manner that violates this policy may be asked to provide the instructor with their research notes and drafts of their essay. They may also be asked to meet with the instructor to discuss the assignment and the research materials consulted.

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).

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 BGIoS will be via official Carleton university e-mail accounts and/or Brightspace. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please see: <https://carleton.ca/wellness/>

ACADEMIC ACCOMMODATION

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).