

**GINS 1000 B  
ONLINE**

**Introduction to Global and International History**

**Winter 2022**

**Global and International Studies  
Kroeger College of Public Affairs  
Carleton University**

**Welcome to GINS 1000**

This is a core course in the Bachelor of Global and International Studies (BGInS) program. 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 **how the world became the way it is** and what it means to **live in a global world**.

**Official Course Outline**

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

**Prerequisite(s)**

Enrollment in the BGInS degree. This is a core course.

**Course Website**

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

**Important Information for Winter 2022**

- To complete this course, you will need: access to a computer with word processing capabilities and a microphone, access to the internet (specifically: ability to stream, video chat, download, and upload), headphones, and, ideally, a quiet place to work.
- If you have difficulties meeting the technological requirements or if you have accessibility needs related to the requirements, please inform Prof. Steinberg as soon as possible.

- Only Carleton emails are acceptable for all communications. No personal accounts please.

**Instructor:** Swen Steinberg, PhD

**Contact:** Swen.Steinberg@carleton.ca

**Online Office Hours:** online, by appointment

Note: Students can generally expect an e-mail response within 48 hours, weekends and holidays excepted. This means that if you email me at the last minute, you may not get a timely response!

### Teaching Assistant

Alexander King - AlexKing3@cmail.carleton.ca

### Engagement Teaching Assistant

Catherine Littlefield - catherinelittlefield@cmail.carleton.ca

### Textbooks

Textbooks are available as electronic books (eBooks) or in hardcopy. EBooks can be purchased from the W. W. Norton website (Note: eBook providers may require an account or free third-party software) or from major online retailers. Hardcopies can be purchased from major online retailers, including the university book store.

Elizabeth Pollard, Clifford Rosenberg, and Robert Tignore, *Worlds Together, Worlds Apart. With Sources*. Vol. 2 From 1000 CE to the Present. Concise 3rd edition. New York, W. W. Norton: 2021 (hereafter **WTWA Textbook**), <https://wwnorton.com/books/9780393532043/about-the-book/product-details>, available as eBook and through the Carleton University Bookstore ([www.bkstr.com/carletonstore](http://www.bkstr.com/carletonstore))

### More information

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. For the intellectually adventurous I will happily provide more challenging readings – just ask.

### Assignments

In GINS 1000 you will complete a focus assignment, a midterm, a research essay, and a final examination. Participation and attendance count towards your final grade in the course.

	<b>% of final grade</b>	<b>Due date</b>	<b>Description</b>
<b>Attendance and Participation</b>	10%	Ongoing	Includes activity on Brightspace and participation in seminars
<b>Reading Response Papers</b> , choice of 2 out	10%	One per month in January,	1–2-page response to one of the primary source readings

of 3		February, and March	assigned in that month
<b>Focus Assignment #1 or #2</b>	20%	February 11, 2022 (week 5) March 11, 2022 (week 8) Choice of one out of two	3–5-page analysis of primary sources from the textbook
<b>Research Essay</b>	30%	April 8, 2022 (week 11)	8–10-page research essay on a topic in Global History and based on primary sources
<b>Final Exam</b>	30%	To be scheduled by Scheduling and Examination Services, <b>TBA</b>	Final exam will consist of essay questions or identifications or a combination thereof

**Attendance and Participation:** The course consists of an **asynchronous lecture video** once a week, to be uploaded on Brightspace every Monday at noon and a **synchronous seminar** once a week. Weekly learning outcomes and assignment goals are defined in a short **weekly lecture unit paper** provided by the teacher with the video on Thursday. Students are expected to watch the videos on a regular basis and to attend the seminar having prepared the assigned readings. Seminars will focus on discussion of primary source documents for each week. Students should come to seminar having read and prepared their own observations about the readings. Each week ends with a **summary video** on Friday at noon after the seminars.

**Reading Responses:** Students must submit three reading response papers, 1-2 pages each (title pages do not count towards the page count), in which they analyze one of the primary sources for that week’s seminar. One is due in each of the first three months of the course (January, February, March), students choose two out three. The response papers are based on the assigned primary source readings for one of the weeks in that month. See instructions on Brightspace for details.

**Focus Assignments #1 or #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 (title pages do not count towards the page count), students one Focus Assignment out of two. Detailed assignment instructions will be made available on Brightspace.

**Research Essay:** This 8-10-page paper (title pages do not count towards the page count) 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 Brightspace 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.

### **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; and
- 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.

### **Submitting Assignments**

Upload assignments to the Brightspace portal. All assignments are due by **Friday at 5:00 pm**. If the assignment portal has closed the assignment is late and late penalties will be applied. The late penalties for GINS 1000 are -5%/day, weekends count as one day. Barring exceptional circumstances assignments will not be accepted more than three (3) days after the original deadline. **Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses. There is no excuse for not having copies of your work. You may be asked to resubmit term work.** Final Exams are intended solely for the purpose of evaluation and will not be returned as per Carleton University policy.

### **More information**

'24-hour rule' – grading inquiries will only be accepted 24 hours after the assignment was returned. All inquiries must first be directed to the grading TA. Rubrics are intended solely for the purpose of evaluation and will not be shared with students. There is no extra credit for this course, so plan your schedule carefully and ensure that you submit all of the required assignments.

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**Lecture and Reading Schedule**

The instructor may make changes to the readings. Please check Brightspace for updates, you will also find there the readings marked with [B] in the syllabus. The course consists of an asynchronous lecture video once a week, to be uploaded on Brightspace every Thursday. Seminars will take place after the lecture according to the seminar schedule, every Wednesday a summary video will be posted.

**Seminar schedule**

B1 Thursday, 15:35-16:25pm  
B2 Wednesday, 12:35-13:25pm

**To watch the course lectures:**

- Go to the Brightspace site for GINS 1000
- Scroll down to the appropriate week
- Look for the **lecture link**
- Watch! NB: Most lectures will be available for only 2-3 weeks so be sure to keep up
- Be sure to check the course website carefully for other resources

**To attend your seminar discussion groups:**

- Go to the Brightspace site for GINS 1000
- Scroll down to the appropriate week
- Look for the meeting link for your registered discussion group section
- Grab your notes and headphones and join in

**To submit your assignment:**

- Go to the Brightspace site for GINS 1000
- Scroll down to the appropriate week
- Look for the **assignment link**
- Follow the instructions to upload your completed assignment

**Week 1**

**Introduction – What is Global History?**

- Introduction to the course and the course material
- 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)) [B]
- Sebastian Conrad, “Introduction,” *What is Global History?* (Princeton: Princeton UP, 2016), 1-16 [B]
- Get a head start on readings and the video for next week!

## Part 1 — Connecting the World

### Week 2

#### 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”

**\*\*\* Tutorials begin this week, based on week 2 readings \*\*\***

### Week 3

#### Encounters and Exchanges

- WTWA Textbook Chapter 12 “Contact, Commerce, and Colonization, 1450-1600”
- 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) [B]

**\*\*\* January reading response due January 28, 2022, 5pm \*\*\***

### Week 4

#### Global Commerce and Interconnections

- WTWA Textbook Chapter 13 “Worlds Entangled, 1600-1750”
- 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) [B]

## Part 2 — An Emerging Modern World

### Week 5

#### Religion, Ideas, Communication

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

**\*\*\* Focus assignment #1 due February 11, 2022, 5pm \*\*\***

### Week 6

#### Colonialisms and Revolutions

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

**\*\*\* February reading response due February 18, 2022, 5pm \*\*\***

**Reading week – no classes or seminars**

## **Week 7**

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

- WTWA Textbook Chapter 16 “Alternative Visions of the Nineteenth Century”
- 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 [B]

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

## **Week 8**

### **Nationalism and Internationalism**

- WTWA Textbook Chapter 17 “Nations and Empires, 1850-1914”
- 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 [B]

**\*\*\* Focus assignment #2 due March 11, 2022, 5pm \*\*\***

## **Week 9**

### **Globalization and Imperialism**

- WTWA Textbook Chapter 18 “An Unsettled World, 1890-1914”
- 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 [B]

**\*\*\* March reading response March 18, 2022, 5pm \*\*\***

## **Week 10**

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

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

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

## **Week 11**

### **Cold War and Decolonization**

- WTWA Textbook Chapter 20 “The Three-World Order, 1940-1975”
- James Mark and Tobias Rupprecht, “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 [B]

## **Week 12**

### **Globalization and Human Rights**

- WTWA Textbook Chapter 21 “Globalization, 1970-2000” and Epilogue “2001-Present”
- Jeremy Adelman, What is Global History Now?, Aeon, 02.03.2017, <https://aeon.co/essays/is-global-history-still-possible-or-has-it-had-its-moment> [B]

**\*\*\* Research essay due April 8, 2022, 5pm \*\*\***

## **Week 13 Summary**

**\*\*\*Final Exam – to be scheduled by Scheduling and Examination Services in the final exam period TBA \*\*\***

**Academic Accommodation:** You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

**Academic Accommodations for Students with Disabilities:** 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).

**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. Arrangements for late submission of term work is to be determined by your instructor. 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	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.

**Carleton E-mail Accounts:** All email communication to students from BGINs 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.

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