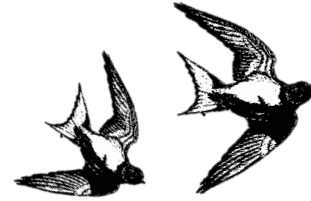


GINS 1000B

INTRODUCTION TO GLOBAL AND INTERNATIONAL HISTORY



WINTER TERM 2019

Prof. Andrew M. Johnston (Department of History)

Office ■ Department of History ■ Paterson 414

Office Hours ■ Tuesday 10.30-11.30 a.m., Thursday 1.30-2.30 p.m.

Lectures ■ Tory 360 ■ Fridays ■ 3.35-5.25 p.m.

BA in GLOBAL AND INTERNATIONAL STUDIES (BGInS)
Kroeger College of Public Affairs, Carleton University

WELCOME TO GINS 1000B

This is one of the core courses in the BGINS program, and an introduction to the historical development of the modern world system that you study—and perhaps take for granted—in all your other BGINS courses. It focuses on two key ideas: *globalization* (a term that refers to a process, or change over time) and the creation of the *international system of states* (that is, the relatively recent emergence of the nation-state as one of the defining actors in globalization). But it also tries to show what difference it makes to think *historically* about contemporary global issues.

The course starts in the fifteenth century, when the world consisted of a series of political and economic orders loosely connected by long distance trading roots, two of which—the Afro-Eurasian supercontinent and the entire western

hemisphere—had no knowledge of each other. When then look at the process by which this fragmented world gradually came together, 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 did the world become the way it is and what it means to live in a truly global world in which humans now have to find ways to live harmoniously with difference.

INSTRUCTOR

Prof. Andrew M. Johnston
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OFFICE HOURS

Tuesday 10.30-11.30 a.m. and Thursday 1.30-2.30 p.m., or by appointment.

TEACHING ASSISTANTS AND DISCUSSION GROUP SECTIONS

Lucas Donovan, Avery Koop, and Noah Schwartz

B1 Avery Koop

3:35 pm - 4:25 pm, Thursday,
Southam Hall 404

B2 Avery Koop

9:35 am - 10:25 am, Monday,
Southam Hall 311

B3 Lucas Donovan

12:35 pm - 1:25 pm, Wednesday,
Mackenzie Building 4332

B4 Noah Schwartz

8:35 am - 9:25 am, Thursday,
University Centre 280

B5 Noah Schwartz

1:35 pm - 2:25 pm, Friday,
Residence Commons 210

TEXTBOOKS

This course has two texts (plus a few additional readings posted on the course website from time to time). Please make sure you have the correct editions of the texts, both of which are available at the Carleton University Bookstore. You are welcome to purchase used books or e-editions if they're available, although the Sivers text we use this term is known as the "Brief" edition so the pages will not match other versions. That's why the chapter titles are included in the lecture schedule. The textbooks provide an indispensable introduction to global history and they will form the basis of the material upon which you will be evaluated in the final exam. The lectures will help provide the larger interpretive structure of the material, but you cannot understand one without the others.

1. Jay Carter and Richard Warren, *Forging the Modern World: A History* (Oxford University Press. First or Second Edition), hereafter referred to as Carter & Warren.
2. Peter Sivers et al., *Patterns of World History: Volume Two since 1400 with Sources, "Brief"* Third Edition, (Oxford University Press, 2018), hereafter referred to as Sivers et al.
* Note that this edition of Sivers is a "brief" edition, meaning it's a little shorter than the version used in this course in the past. If you have purchased an older edition, you might have to navigate the different pagination. Let me know and I can try to provide an alternative set of pages for the edition you have. They're all pretty similar.

ASSIGNMENTS

Students will submit **three written assignments** and write a **final examination** in the April exam period. Participation and attendance in tutorials also count toward your final grade. Tutorials are a great place to follow up on things from the lectures or the readings that might be unclear.

- ▶ Two (2) **Focus Assignments** worth 30% (15% each) are due **25 January** (end of 2nd week/3rd class) and **15 February** (5th week/6th class) respectively.
- ▶ One (1) **Research Essay** (8-10 pages) worth 30%, due **29 March**. Note that we ask you also submit a 150-word **Research Essay Proposal** (guidelines to follow) on **February 8** to your Tutorial leader for his/her approval.
- ▶ **Tutorial Participation** (which includes two (2) reading responses and regular attendance) worth 15%.
- ▶ One (1) Final **Exam** worth 25% in the April Exam Period.

Basic information on the assignments:

In the **2 (two) Focus Assignments** you will practice and perfect necessary historical research and writing skills;

In the **2 (two) Reading Responses** you will write a 1-2 page response to the assigned readings for that week. You must choose ONE Reading Response from anytime before February Break, and ONE Reading Response from anytime after February Break.

The **Research Essay** (8-10 pages) you will write an analytical essay that answers a specific research question rooted in the past.

For precise details and guidance on each of these assignments, see the **Assignment Guidelines** folder posted on the Course Website.



LECTURE AND READING SCHEDULE

WEEK 1 (J.11)

Introduction

Required reading (try to read some of these before the first lecture)

+ James Carter & Richard Warren, "Introduction: Forging the modern world," in *Forging the Modern World: a History* (2nd Edition, 2016), pp. 1-17.

Extra perspective:

Peter N. Stearns, "Why Study History?" (1998), *American Historical Association* online [CU]

PART I: CULTURES IN CONTACT

WEEK 2**Encounters**

Required:

- + Carter & Warren, chap. 1, "The Many Worlds of the 15th Century, 1405-1510," pp.19-45.
- + Sivers et al., chap. 15, "The rise of empires in America," pp. 337-55.

WEEK 3 (J.25)**Exchange**

Required:

- + Carter & Warren, chap. 2, "The New Global Interface: 1486-1639," pp. 47-67.
- + Sivers et al. chap. 16, "Western European Overseas Expansion and the Ottoman-Habsburg Struggle," pp. 356-79.

Extra perspective:

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 2 Document Reader [CU]

- ▶ Your First Focus Assignment due this week

WEEK 4 (F.1)**Globalization and Ideas**

Required:

- + Carter & Warren, chap. 3, "The Paradoxes of Early Modern Empire, 1501-1661," pp. 69-93, and chap. 4, "Production and Consumption in the First Global Economy, 1571-1701," pp.95-119.
- + Sivers et al., chap. 17, "The Renaissance, New Sciences, and Religious Wars in Europe," pp. 380-405, and chap. 18, "New Patterns in New Worlds: colonialism and indigenous responses in the Americas," pp. 406-431.

Extra perspective:

+ Sebastian Conrad, "Enlightenment in Global History: A Historiographical Critique," *The American Historical Review*, 117:4 (2012) [CU]

Required for tutorial:

Week 3 Document Reader [CU] and Week 4 Document Reader [CU]

PART II: THE RISE OF GLOBAL SYSTEMS**WEEK 5 (F.8)****Imperialism**

Required:

- + Carter & Warren, chap.5, "Global War and Imperial Reform, 1655-1765," pp.121-145,
- + Sivers et al, and ONE of the following: chap. 19, "African Kingdoms, the Atlantic Slave Trade, and the Origins of Black America," pp.432-455, chap. 20, "The Mughal Empire," pp. 456-475, or chap. 21, "Regulating the 'Inner' and 'Outer' Domains: China and Japan," pp. 476-499.

Extra perspective:

Jane Burbank and Frederick Cooper, "The Empire Effect," *Public Culture*, 24:2 (2012) [CU]

Required for tutorial:

Week 5 Document Reader [CU]

► Prepare a 150-word research essay proposal. Be prepared to discuss it in your tutorial section and get your TA's official approval.

WEEK 6 (F.15)

Colonialism

Required:

+ Carter & Warren, chap. 6, "A New Order for the Ages, 1755-1839," pp. 147-175.

Required for tutorial:

Week 6 Document Reader [CU]

► Your **Second Focus Assignment** due this week.

WINTER BREAK » FEB.18 - 22

WEEK 7 (M.1)

Industrialization

Required:

Carter & Warren, chap. 7, "The Engines of Industrialization, 1787-1868," pp.177-201.

Sivers et al., chap. 26, "Industrialization and its discontents," pp. 598-623.

Extra perspective:

Peter N. Stearns, "Introduction," *The Industrial Revolution in World History*, Boulder, CO: Westview Press, 1993. MacOdrum Library Course Reserves HD2321 .S74

WEEK 8 (M.8)

Nationalism

Required:

+ Carter & Warren, chap. 8, "Modernity Organized, 1840-1889," pp. 203-229.

+ Sivers et al. chap. 22, "Patterns of Nation-States and Culture in the Atlantic World," pp. 502-527.

Required for tutorial:

Week 8 Document Reader [CU]

Blog Post [CU]

PART III: THE MAKING OF THE MODERN WORLD

WEEK 9 (M.15)

Modernism

Required:

+ Carter & Warren, chap. 9, "Globalization and Its Discontents, 1878-1910," pp. 231-257, and chap. 10, "Total War and Mass Society, 1905-1928," pp. 259-287.

+ Sivers et al., chap. 27, "The New Imperialism of the Nineteenth Century," pp. 624-647, Ch. 28, "World Wars and Competing Visions of Modernity," pp. 648-664.

Extra perspective:

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 9 Document Reader [CU]

► Your Research Essay is due in two weeks

WEEK 10 (M.22)

Internationalism

Required:

+ Carter & Warren, chap. 11, "The Ongoing Crisis of Global Order, 1919-1948," pp. 289-315.

+ Sivers et al. Ch. 28, "World Wars and Competing Visions of Modernity," pp. 664-678.

Extra perspective:

Donald White, "The 'American Century' in World History," *Journal of World History*, 3:1 (Spring 1992) [CU]

Required for tutorial:

Week 10 Document Reader [CU]

► Your Research Essay is due next week

WEEK 11 (M.29)

Competition

Required:

+ Carter & Warren, chap. 12, "Hot Wars, Cold Wars, and Decolonization: 1942-1975," pp. 317-341.

+ Sivers et al. Ch. 29, "Reconstruction, Cold War, and Decolonization," pp. 679-706.

Required for tutorial:

Week 11 Document Reader [CU]

► **Your Research Essay is due TODAY.** Late papers receive a deduction of 5% per day. Papers will not be accepted after Monday, April 1 without prior written permission.

WEEK 12 (A.5)

Transnationalism

Required:

+ Carter & Warren, chap.13, "The Many Worlds of the 21st Century, 1972-2012," pp. 343-369.

+ Sivers et al., chap. 30, "The End of the Cold War, Western Social Transformation, and the Developing World," pp.707-731; and chap. 31, "A Fragile Capitalist-Democratic World Order," pp. 732-759.

Required for tutorial:
Week 12 Document Reader [CU]

► There will also be an exam review during this lecture.

OFFICIAL COURSE OUTLINE AND WEBSITE

The course outline posted to the BGIInS website is the official course outline. This course also has content on cuLearn (referred to as the "course website"). It is your responsibility to check this website regularly.

ASSIGNMENT REGULATIONS: or, HOW TO SUBMIT YOUR WORK

All assignments are to be submitted BOTH electronically and on paper. The electronic version is to be uploaded into the assignment folder on the course's cuLearn site. It will record the exact time of submission, and thus will notify you (and us) if the paper is late. The paper (hardcopy) version will be submitted to your Teaching Assistant either in the next lecture or tutorial, whichever is first; or can be delivered to the BGIInS Office in 2404R Richcraft Hall. The two versions must be the identical. The version submitted on cuLearn will be the one that counts.

LATE PENALTY

Papers will be docked **3% per day**, starting the minute the paper is officially late. In other words, the submission time on cuLearn is 11.55 p.m. of the due date. A paper submitted 10 minutes later, at 12.05 a.m. is technically a date late. So you might as well keep working on it until 11.55 the next day. But you don't want to be late because of a computer glitch or cuLearn being down for maintenance, so I strongly recommend you err on the side of getting your papers in early.

ACADEMIC ACCOMMODATION, GRADING, AND OTHER GENERAL REGULATORY INFORMATION

Need help? We're here to help you. If you're struggling with assignments, deadline pressures, anxiety, or are just feeling overwhelmed by university life, please don't hesitate to get in touch with us. Your professor and your teaching assistants are on your side—even if we are the ones assigning your work—and we can refer you to services on campus for counselling, or medical needs. It is also always best to talk to us first, before an assignment is due, to give us a head's up that you might need accommodation. If you have a genuine medical need, please make sure you get a Medical Certificate signed by a licenced physician.

Academic Accommodations for students with disabilities: The Paul Menton Centre for Students with Disabilities (PMC for short) 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 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.

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).

Equity and class conduct: The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that, “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

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* that cannot be resolved directly with the course's instructors or teaching assistants. 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 instructors according to the instructions above (i.e. to cuLearn and your TAs). 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	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

F Failure. No academic credit

WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see university regulations for "Petitions to Defer")

FND Failure with no deferred exam allowed, assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

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.

ADDRESSES (613-520-2600, phone ext.)

BGIInS Main Office (x7575) 2404R, Richcraft Hall

Registrar's Office (x3500) 300 Tory

Academic Advising Centre (x7850) 302 Tory

Paul Menton Centre (x6608) 500 Unicentre

Centre for Student Academic Support: Study Skills, Writing Tutorials, Bounce Back (x3822) 4th floor MacOdrum Library

Andrew M. Johnston

Department of History

December 2018