

GINS 1000 A ONLINE
Introduction to Global and International History
Fall 2020



Global and International Studies
Kroeger College of Public Affairs
Carleton University

Updated: August 2020

Welcome to GINS 1000

This is a core course in the 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 Bachelor of Global and International Studies (BGINs) degree. This is a core course.

Course Website

This course has content on CU Learn. **It is your responsibility to check the course website regularly.**


IMPORTANT INFORMATION for FALL 2020


- 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. Sobers as soon as possible.
- Only Carleton emails are acceptable for all communications. No personal accounts please.


	Instructor: Professor Candace Sobers Campus Office: 2115 Dunton Tower in Global and International Studies Online Office Hours: Tuesdays 11-12:30 or by appointment
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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 Assistants Alexander King – A1 & A3 - AlexKing3@cmail.carleton.ca Precious Oluwasanya – A4 & A5 - preciousoluwasanya@cmail.carleton.ca Jamie Buckingham – A2 - JAMIEBUCKINGHAM@cmail.carleton.ca Support TA Danett VanTassel – DaniVanTassel@cmail.carleton.ca
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	Special thanks to: Daniel Diamond, BGINs '24 Second Year Student Student Partner, Students as Partners Program (SaPP)
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	<p>Textbooks</p> <p>Textbooks are available as electronic books (eBooks) or in hardcopy. EBooks can be purchased from the Oxford University Press Canada 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. A limited number will be available at the Carleton University Bookstore.</p> <p>1) Jay Carter and Richard Warren, <u>Forging the Modern World: A History</u>, Oxford University Press, Second Edition (hereafter: Carter & Warren) + <u>Sourcebook</u> (hereafter: Sourcebook), Oxford University Press, 2019</p> <p style="text-align: center;">AND</p> <p>2) Mitchell L. Hammond, <u>Epidemics and the Modern World</u>, UToronto Press, 2020</p>
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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 listed under “required.” For the intellectually adventurous I will happily provide more challenging readings – just ask.

	<p>Assignments</p> <p>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.</p>
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	% of final grade	due date
Focus Assignment	15%	No later than Friday, October 9
Midterm Exam	15%	No later than Friday, October 23
Essay Proposal (1-2 pages)	5%	No later than Friday, November 6
Research Essay (8-10 pages)	30%	No later than Friday, December 4
Participation	10%	ongoing
Final Exam	25%	TBA Dec Exam Period

	<p>Evaluation</p> <p>Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is below.</p> <p>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.</p>
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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

	<p>Submitting Assignments</p> <p>Upload assignments to the CU Learn 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.</p> <p>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.</p> <p>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.</p> <p>Final Exams: are intended solely for the purpose of evaluation and <u>will not</u> be returned as per Carleton University policy.</p>
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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.

	<p>Academic Integrity</p> <p>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:</p> <ul style="list-style-type: none"> • 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.”
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More information:

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.



Requests for Academic Accommodation

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 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).

Illness or Injury: In the unfortunate case of illness or injury, students are advised to complete this [Self-Declaration](#) form to request deferrals for any missed coursework due to the COVID-19 situation. Requests dealing with midterm exams, assignments or other term work should be sent to your instructor. Requests dealing with final exams should be sent to the Registrar's Office with a deferral application (carleton.ca/registrar/specialrequests/deferral). Note that in signing the Self-Declaration form students "acknowledge that providing false or misleading information in order to avoid or delay the submission of work or to avoid an exam is a violation of section VI.4 of the Academic Integrity Policy and a formal Academic Integrity investigation will be launched," and that "deferring the course components listed above may result in a negative impact to my academic performance. I will consult with an academic advisor as needed and be sure that I am aware of the academic withdrawal deadline and, as always, assess my continuation in my courses before that deadline."

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.

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).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>



Intellectual Property

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.



Communications

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. Neither is: there was no electricity, my computer broke, the internet broke, etc.



Course Conduct and Equity

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.]

All who want to learn are welcome in GINS 1000. GINS 1000 is a mutually respectful environment. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not. Disrespectful conduct will not be tolerated, face to face or online.

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 – September 15

Introduction (NB: try to read some of these *before* the first lecture)

Required reading

- Peter N. Stearns, “Why Study History?” (1998), American Historical Association online [CU]
- Carter & Warren – Introduction: Forging the Modern World
- Hammond - Introduction

Recommended:

- Akira Iriye, excerpt from “Global and Transnational History: The Past, Present, and Future,” Journal of Transnational American Studies, 5:1 (September 2013) [CU]

To watch the course lectures:

- Go to the CU Learn site for GINS 1000 A
- Scroll down to the appropriate week (in this case, Week 1)
- 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

PART I: CULTURES IN CONTACT

Week 2 – September 22

ONLINE DISCUSSION GROUPS BEGIN

Encounters

Required reading:

- Carter & Warren – The Many Worlds of the 15th Century, 1405-1510
- Hammond – Bubonic Plague and the Modern State

Required for discussion groups

- Sourcebook - Introduction

To attend your discussion groups:

- Go to the CU Learn site for GINS 1000 A
- Scroll down to the appropriate week (in this case, Week 2)
- Look for the **BigBlueButton (BBB)** meeting link for your registered discussion group section
- Grab your notes and headphones and join in

Exchange

Main reading:

- Carter & Warren – The New Global Interface: 1486-1639
- Hammond – Smallpox and American Catastrophe
- 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 discussion group:

- Sourcebook – Documents 1.2, 1.4

Globalization

Main reading:

- Carter & Warren – Production and Consumption in the First Global Economy, 1571-1701
- 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 discussion group:

- Sourcebook – Documents 2.1, 2.2, 2.3. 2.6

To submit your assignment:

- Go to the CU Learn site for GINS 1000 A
- Scroll down to the appropriate week (in this case, Week 4)
- Look for the ‘Assignment’ link
- Follow the instructions to upload your completed assignment
- The assignment is due by Friday, October 9th at 5:00 pm

Ideas

Main reading:

- Carter & Warren – The Paradoxes of Early Modern Empire, 1501-1661
- Sebastian Conrad, “Enlightenment in Global History: A Historiographical Critique,” The American Historical Review, 117:4 (2012) [CU]

Required for discussion group:

- Sourcebook – Documents 4.2, 4.4, 4.6

PART II: THE RISE OF GLOBAL SYSTEMS

Week 6 – October 20

ONLINE MIDTERM EXAM THIS WEEK

Imperialism

Required for lecture:

- Carter & Warren – Global War and Imperial Reform, 1655-1765
- Jane Burbank and Frederick Cooper, “The Empire Effect,” Public Culture, 24:2 (2012) [CU]

Required for discussion group:

- Sourcebook – Documents 3.1, 3.2, 3.3, 3.5

To access the Midterm Exam:

- Go to the CU Learn site for GINS 1000 A
- Scroll down to the appropriate week (in this case, Week 6)
- Look for the ‘Midterm Exam’ link
- You can write the midterm at any point between Tuesday-Friday. When you are ready to answer the questions click to begin. Once you begin you will have 1.5 hours (90 minutes) to answer the questions.
- The midterm exam will cover lectures, readings, and discussion group readings for weeks 1-6, inclusive.

OCTOBER 26-30 – FALL BREAK – NO CLASSES OR DISCUSSION GROUPS

Week 7 – November 3

ESSAY PROPOSAL DUE BY FRIDAY @ 5:00 PM

Colonialism

Required for lecture:

- Carter & Warren – A New Order for the Ages, 1755-1839
- Hammond – Yellow Fever, Race, and the Era of Revolution

Recommended:

- Caroline Elkins and Susan Pedersen, “Introduction,” in Settler Colonialism in the Twentieth Century: Projects, Practices, Legacies, Routledge, 2005 [CU]

Required for discussion group:

- Sourcebook – Documents 5.1, 5.3, 5.6, 5.7
- Review essay proposals

PART III: THE MAKING OF THE MODERN WORLD

Week 8 – November 10

Industrialization

Required reading:

- Carter & Warren – The Engines of Industrialization, 1787-1868
- Hammond – Cholera and the Industrial City

Recommended:

- Laura L. Frader, “Global Repercussions,” in The Industrial Revolution: A History in Documents, Oxford University Press, 2006 [CU]

For discussion groups:

- Sourcebook – Documents 6.1, 6.3, 6.4

Week 9 – November 17

Research Essay due in two weeks

Nationalism

Required reading:

- Carter & Warren – Modernity Organized, 1840-1889
- Carter & Warren – Globalization and Its Discontents, 1878-1910

Recommended:

- Anthony D. Smith, “The genealogy of nations: An ethno-symbolic approach,” in When is the Nation? Towards an Understanding of Theories of Nationalism, Edited by Atsuko Ichijo, Gordana Uzelac, Routledge 2005 [CU]

Required for discussion group:

- Sourcebook – Documents 7.1, 7.2
- Adam Smith, excerpt from The Wealth of Nations (1776) [CU]

Week 10 – November 24

Research Essay due next week

Modernism

Required reading:

- Carter & Warren – Total War and Mass Society, 1905-1928
- Hammond – Influenza 1918 – One Pandemic, Many Experiences

Recommended:

- 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 discussion group:

- Sourcebook – Documents 9.1, 9.4, 9.7

Week 11 – December 1

RESEARCH ESSAY DUE BY FRIDAY @ 5:00 PM

Internationalism

Required reading:

- Carter & Warren – The Ongoing Crisis of Global Order, 1919-1948

Recommended:

- Margaret Macmillan, “Why the U.S. Has Spent 200 Years Flip-Flopping Between Isolationism and Engagement,” *History*, March 16, 2018 [CU]

Required for discussion group:

- Select documents from the Week 10 Document Reader [CU]

► **Your Research Essay is due no later than Friday, December 4th at 5:00 pm**

- Reminder: late papers receive a penalty of **5% per day**.
- The online submission portal will close *permanently* on Monday, December 7 at 5:00 pm. Assignments cannot be submitted after this date without express permission from Professor Sobers

Week 12 – December 8

FINAL CLASS

Competition

Required reading:

- Carter & Warren – Hot Wars, Cold Wars, and Decolonization: 1942-1975
- Carter & Warren – The Many Worlds of the 21st Century, 1972-2012

Required for discussion group:

- Atlantic Charter, UN Charter, NATO Charter [CU]
- Select documents from the Week 12 Document Reader [CU]



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.