

GINS 1000 B
Introduction to Global and International History
Winter 2018

Thursdays, 09:35-11:25, ME 4499



Global and International Studies
Kroeger College of Public Affairs
Carleton University

Welcome to GINS 1000 B

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 did the world become 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.

Course Website

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



Professor Candace Sobers



candace.sobers@carleton.ca

Office Hours

Thursdays, 11:30-12:30
or 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 Assistants

Julien Brisson


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B2, B3


Scott Aubrey

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B1, B4

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|  <p>TEXTBOOKS</p> | <p>This course requires the following texts. Please avoid purchasing the incorrect editions. Texts are available at the Carleton University Bookstore or can be purchased online at major retailers. You are welcome to purchase e-editions if available.</p> | |
| <p>1) Jay Carter and Richard Warren, <u>Forging the Modern World: A History</u>, Oxford University Press, 2015 (hereafter: Carter & Warren)</p> | <p>2) Peter Sivers et al., <u>Patterns of World History: Volume Two since 1400 with Sources</u>, Second Edition, Oxford University Press, 2015 (hereafter: Sivers et al.)</p> | |
| <p>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." Required readings are just that, required. For the intellectually adventurous I will happily provide more challenging readings – just ask. Occasionally I will post articles or links that are course-related and informative.</p> | | |

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| <p>ASSIGNMENTS </p> | <p>In GINS 1000 you will complete three written assignments plus a final examination. Participation and attendance count.</p> | |
| | <p>% of final grade</p> | <p>due date</p> |
| <p>Focus Assignments (x2)</p> | <p>30% (15% each)</p> | <p>due 1 Feb and 15 Feb</p> |
| <p>Research Essay (8-10 pages)</p> | <p>30%</p> | <p>due 29 Mar</p> |
| <p>Participation (incl. reading responses and attendance)</p> | <p>15%</p> | <p>due one in each Sep, Oct, Nov / ongoing</p> |
| <p>Final Exam</p> | <p>25%</p> | <p>TBA April Exam Period</p> |
| <p>More information:</p> <ul style="list-style-type: none"> • In the Focus Assignments you will practice and perfect necessary historical research and writing skills; • In the Reading Responses you will write a 1-2 page response to the assigned readings for that week; • In the Research Essay (8-10 pages) you will write an analytical essay that answers a specific research question rooted in the past. • Detailed assignment guidelines are posted on the Course Website under "Course Material." | | |

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| <p> GRADING</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> | |

| 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 |



BE ON TIME!

PENALTIES: 5% per day
(weekends count as one day).
This means if you submit on Monday = -15%

All assignments are due in **hardcopy** at the beginning of lecture unless otherwise specified. If so instructed, please submit an exact copy of your assignment to the Course Website (instructions will follow). No, I do not have a: stapler, paper clip, printer card, etc.

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.

Late assignments may be submitted to the **BGInS office in 2404R Richcraft Hall**. Barring exceptional circumstances assignments will not be accepted more than **three (3) days** after the original deadline.

'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.

More information:

- **Return of Term Work:** Assignments are returned in tutorials; you must regularly attend tutorials to receive your grades. For assignments 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 as per Carleton University policy.



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.



HELP!

Need accommodation? Please let Prof. Sobers or your know TA ASAP. Do NOT wait until you are overwhelmed or the assignment is due.

Learning difficulties and/or impairments: 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 the 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 Prof. Sobers 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, **only** a [Medical Certificate](#) signed by a licensed physician and indicating that treatment/counsel was sought **on the day** of the missed class, assignment or examination, will be accepted. Please note: "Doctors notes may not always be issued for the following reasons:

- Missed classes/labs except in extenuating circumstances.
- Minor illnesses (e.g. colds, flu).
- Past illnesses that have been resolved and that there is no documentation for.
- Obvious injuries (e.g. broken bone in a cast)."





EQUITY

All who want to learn are welcome in GINS 1000. GINS 1000 is a mutually respectful environment. Disrespectful conduct will not be tolerated.

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).

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|  IP | <p>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). I maintain the copyright to all course materials; they may not be posted, uploaded, transferred, or sold without my express written consent in advance.</p> |
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| <p>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.</p> |  <p>COMMUNICATIONS</p> |
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FINAL THOUGHTS...

University is largely what you make of it.

In this course informed and critical discussion of complex and contentious issues is the central component of the learning experience. Thus, all participants are expected to arrive on-time, prepared to conduct themselves with decorum and civility, and to actively contribute to an atmosphere of scholarly inquiry and mutual respect. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not.

Please refrain from conducting non-course-related activities during class time (i.e., social media, chats, games, constant texting, Netflix, YouTube, and the like). Electronic and/or digital devices (including mobile devices) which impede or hamper the class discussion will not be tolerated. Unacceptable conduct includes, but is not limited to, discrimination or harassment, threatening, stalking, and unwelcome communication either in person or through electronic or other means. I reserve the right to remove disruptive elements (including devices) and persons from the classroom.

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 – January 11

Introduction

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

- Carter & Warren – Introduction: Forging the Modern World
- Peter N. Stearns, “Why Study History?” (1998), American Historical Association online [CU]
- Akira Iriye, excerpt from “Global and Transnational History: The Past, Present, and Future,” Journal of Transnational American Studies, 5:1 (September 2013) [CU]

🌐 PART I: CULTURES IN CONTACT 🌐

Week 2 – January 18

TUTORIALS BEGIN THIS WEEK

Encounters

Required for lecture:

- Carter & Warren – Ch. 1: The Many Worlds of the 15th Century, 1405-1510
- Sivers et al. – Ch. 15, pp. 442-457

Week 3 – January 25

Exchange

Required for lecture:

- Carter & Warren – Ch. 2: The New Global Interface: 1486-1639
- Sivers et al. – Ch. 16, pp. 463-468, Ch. 17, pp. 530-540
- 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 next week**

Week 4 – February 1

FIRST FOCUS ASSIGNMENT DUE

Globalization

Required reading:

- Carter & Warren – Ch. 4: Production and Consumption in the First Global Economy, 1571-1701

- Sivers et al. – Ch. 18, pp. 547-551
- 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 tutorial:

- Week 3 Document Reader [CU]
- Blog Post [CU]

Week 5 – February 8

Ideas

Required reading:

- Sivers et al. – Ch. 17, pp. 494-527
- Sebastian Conrad, “Enlightenment in Global History: A Historiographical Critique,” The American Historical Review, 117:4 (2012) [CU]

Required for tutorial:

- Week 4 Document Reader [CU]
- ▶ **Your Second Focus Assignment due next week**

🌐 PART II: THE RISE OF GLOBAL SYSTEMS 🌐

Week 6 – February 15

SECOND FOCUS ASSIGNMENT DUE

Imperialism

Required for lecture:

- Carter & Warren – Ch. 5: Global War and Imperial Reform, 1655-1765
- Sivers et al. – Ch. 20, pp. 598-610, Ch. 21, pp. 626-638, 644-653
- Jane Burbank and Frederick Cooper, “The Empire Effect,” Public Culture, 24:2 (2012) [CU]

Required for tutorial:

- Week 5 Document Reader [CU]

FEBRUARY 19-23 – WINTER BREAK – NO CLASSES OR TUTORIALS

Week 7 – March 1

Colonialism

Required for lecture:

- Carter & Warren – Ch. 6: A New Order for the Ages, 1755-1839
- Sivers et al. – Ch. 27, pp. 822-851

Required for tutorial:

- Week 6 Document Reader [CU]

🌐 PART III: THE MAKING OF THE MODERN WORLD 🌐

Week 8 – March 8

Industrialization

Required reading:

- Carter & Warren – Ch.7: The Engines of Industrialization, 1787-1868
- Sivers et al. – Ch. 26, pp. 790-819
- Peter N. Stearns, “Introduction,” The Industrial Revolution in World History, Boulder, CO: Westview Press, 1993. MacOdrum Library Course Reserves - HD2321 .S74

Required for tutorial:

- ▶ **Prepare a 150-word research essay proposal. Be prepared to discuss it in your tutorial section and show it to your TA.**

Week 9 – March 15

Nationalism

Required reading:

- Carter & Warren – Ch. 8: Modernity Organized, 1840-1889
- Sivers et al. – Ch. 22, pp. 658-686

Required for tutorial:

- Week 8 Document Reader [CU]
- Blog Post [CU]
- ▶ **Your Research Essay is due in two weeks**

Week 10 – March 22

Modernism

Required reading:

- Carter & Warren – Ch. 9: Globalization and Its Discontents, 1878-1910
- Carter & Warren – Ch. 10: Total War and Mass Society, 1905-1928
- Sivers et al. – Ch. 22, pp. 687-689, Ch. 28, pp. 857-875
- 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 next week**

Internationalism

Required reading:

- Carter & Warren – Ch. 11: The Ongoing Crisis of Global Order, 1919-1948
- Sivers et al. – Ch. 28, pp. 875-891, Ch. 29, pp. 895-906
- 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 TODAY at the beginning of lecture.**
- Late papers receive a deduction of 5% per day. Papers will not be accepted after Monday, April 2nd


Competition & Transnationalism

Required reading:

- Carter & Warren – Ch. 12: Hot Wars, Cold Wars and Decolonization: 1942-1975
- Carter & Warren – Ch. 13: The Many Worlds of the 21st Century, 1972-2012
- Sivers et al. – Ch. 29, pp. 911-927, Ch. 30, pp. 930-943
- Sivers et al. – Ch. 30, pp. 944-961, Ch. 31, pp. 964-995

Required for tutorial

- Week 11 Document Reader [CU]
- Week 12 Document Reader [CU]

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|  OUTCOMES | <p align="center">How to tell if you have succeeded in this course?</p> <p align="center">By the end of this course students will be able to:</p> |
| <ul style="list-style-type: none"> • 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; • 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. | |