

History 11050: Modern World History

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Instructor: Jesse Sadler

email: jsadler@lmu.edu

Office: University Hall 3432

Office hours: Tuesday/Thursday 11:30–12:30 and by appointment

Spring 2020

History 1050-1: Tuesday and Thursday 9:40–11:10, University Hall 1404

History 1050-2: Tuesday and Thursday 2:40–4:10, St. Robert's Hall 248



History 1050 begins at the dawn of the truly global world. When Christopher Columbus reached the Americas in 1492 the world's cultures became connected in a way that changed the lives of people on all inhabited continents. Beginning in the sixteenth century, people in the Americas, Europe, Africa, Asia, and Oceania became increasingly interconnected and dependent upon each other. Through expanding empires and developing global trade networks, individuals across the world came into contact with new kinds of people, ideas, beliefs, animals, plants, food, and manufactured goods. This course will discuss these early interactions and the consequences of this interconnected world up to the early twenty-first century through a world historical lens that will focus on the experience of non-Western peoples. Through both secondary literature and primary sources, the course will investigate themes such as the development of capitalism, the process of industrialization, and the rise and decline of empires, while constantly examining cultural changes that affected the common woman and man as much as kings and queens. At all points emphasis will be placed on historical thinking and trying to better understand past cultures rather than memorization of facts, figures, and dates.

Learning Outcomes

Students will be able to identify and explain the key issues, events, and people in modern World History. More importantly, the course will challenge students to think historically and analyze the criteria by which we interpret the past. Students will read and analyze a variety of primary sources and be exposed to historical scholarship through readings and lectures, learning how to evaluate historical arguments. Students will be asked to effectively use those source materials in their writing and be challenged to improve their analytical writing. Finally, students will build research skills through a digital mapping project and an unessay project to conclude the course.

Required Reading

The required books for the course can be purchased at the bookstore. The main textbook for the course is *A History of World Societies* (11th Edition), which is packaged with *Sources of World Societies* (Third Edition). Weekly reading from *A History of World Societies* provides students with political, social, and cultural background to world history since 1500. Individual texts from *Sources of World Societies* are assigned for most class meetings, giving students a chance to dive deeper into the historical issues discussed in class. Students will also read Mohandas Gandhi's *Hind Swaraj*, which will be used for one of the analytical papers to be completed during the semester. This text is available at the bookstore and online through the Library. In addition, a few primary sources and historical articles will be made available as PDFs on the class website.

Students are expected to bring *Sources of World Societies* and any other relevant reading to each class meeting to foster discussion. Students are not expected to bring *A History of World Societies* to class unless explicitly asked to do so. Reading assignments are listed under the date on which they are due, while the assigned reading from *A History of World Societies* should be completed by class on Thursday.

Merry E. Wiesner-Hanks et al., *A History of World Societies, Volume 2: Since 1450*, 11th Edition (Boston: Bedford/St. Martin's, 2018)

Merry E. Wiesner-Hanks et al., *Sources of World Societies, Volume 2: Since 1450*, 3rd Edition (Boston: Bedford/St. Martin's, 2018)

Anthony J. Parel, ed., *Gandhi: 'Hind Swaraj' and Other Writings* (Cambridge: Cambridge University Press, 2009).

Assignments

Participation and weekly assignments: 15%

Attendance and careful reading are necessary for success in the course. Active participation in class discussions will make the class more enjoyable and beneficial for everyone. In addition, students are expected to write one-page, double-spaced analyses on the readings most weeks. The assignments provide students an opportunity to develop their skills in writing and historical analysis. See the schedule below and the course website for each assignment.

Midterm Exam (Week 7): 10%

Mapping Modern World History: 10%

Mapping Modern World History is a collaborative project that will involve research, writing, data entry, and visualization techniques. Students will research a commodity, cultural object, or movement of people from 1500 to 2000. Details on the project can be found on the course website.

4–5-page historical analysis paper on early modern world history (Week 6): 15%

5–6-page historical analysis paper on Gandhi, *Hind Swaraj* (Week 12): 15%

After the papers have been graded and returned, students will be able to revise and resubmit essays to receive a higher grade. Writing prompts and details will be provided during the semester.

Everything has a history unessay: 15%

Instead of a final essay, students will create an unessay, a demonstration of knowledge in a form other than a typical essay, investigating a topic they find of particular interest.

Projects will be developed in consultation with the instructor.

Final Exam (Final's Week): 20%

Course Expectations

- All assignments must be completed to receive a passing grade for the course.
- Come to class on time and ready to participate. Keep any in-class disruptions to a minimum.
- Be respectful of fellow students. Refer to fellow students by their name. Debate in class is encouraged, but it should always be done in a respectful manner.
- Complete reading when it is due and turn in assignments on time. Contact professor Sadler if you are not able to complete an assignment on time. I am here to help if you have any issues in the course.
- Academic integrity will be assumed and rigorously enforced. Students who hand in plagiarized material will automatically fail the class and be referred to the Department and Academic Dean for disciplinary measures.
- If you have questions regarding any aspect of the class, please contact and discuss the issue with Professor Sadler by email or in office hours.

The Writing Center at LMU

An important part of improving your writing is getting feedback and revision suggestions on your writing projects in progress. The Writing Center offers free tutoring sessions (online or face-to-face) in which you can get feedback from a peer writer on your digital and print texts for any class at any stage in your process. For more information, including hours of operation, check out the Writing Center's website: <https://academics.lmu.edu/arc/writingcenter/>. When you are ready to make an appointment with a writing tutor, just call or visit: 310.338.2847 | Daum Hall, 2nd floor.

Weekly Schedule

The syllabus is liable to change. Any changes will be made clear in class and on the website.

Week 1: The world in 1500

1. Tuesday, January 14: Introduction

2. Thursday, January 16: The world in 1500

Textbook reading: *A History of World Societies*, Ch 16. The Acceleration of Global Contact, 1450–1600

Week 2: Early modern empires

3. Tuesday, January 21: Empires and state building in the early modern world

Sources of World History

17-5: Nuruddin Salim Jahangir, From the *Memoirs of Jahangir* (ca. 1580–1600)

18-1: Jacques-Benigne Bossuet, *On Divine Right* (ca. 1675–1680)

18-4: Duc de Saint-Simon, From *Memoirs of Louis XIV: On the Early Life of Louis XIV* (ca. 1730–1755)

Assignment: Read *A History of World Societies*, Ch 16. *The Acceleration of Global Contact, 1450–1600* and look over the textbook to answer the following questions. How is Chapter 16 organized? What do you think are the most important points made in the chapter? Look at the textbook as a whole. How are the chapters organized? Are there any changes to the organization over the course of the book?

4. Thursday, January 23: Encounters in the Atlantic World

A History of World Societies

Analyzing the Evidence: Columbus Describes his First Voyage (466–467)

Sources of World History

16-4: Bernal Diaz del Castillo, From *The True History of the Conquest of New Spain* (1568)

Assignment: Write a one-page analysis of Columbus Describes his First Voyage from pages 466–467 of *A History of World Societies*. Choose one aspect of the text and discuss why you think it is significant.

Textbook reading: *A History of World Societies*, Ch 17. The Islamic World Powers, 1300–1800

Week 3: The Atlantic slave trade

5. Tuesday, January 28: Slavery and sugar in the Atlantic World

Reading: Clifford Geertz, “Thick Description, Toward an Interpretive Theory of Culture”

Sources of World History

20-3: Anna Maria Falconbridge, From *Narrative of Two Voyages to the River Sierra Leone* (1794)

20-4: Olaudah Equiano, From *The Interesting Narrative of Olaudah Equiano* (1789)

Assignment: Write a one-page analysis of Geertz's "Thick Description." What is Geertz's conception of culture, and how does it relate to thick description? How does the concept of "thick description" help to think about interpreting and analyzing historical sources such as Olaudah Equiano's *Interesting Narrative*?

Thursday, January 30: **NO CLASS**

Textbook reading: *A History of World Societies*, Ch 20. Africa and the World, 1400–1800

Week 4: Commerce and consumption in the early modern world

6. Tuesday, February 4: Cross-cultural trade in the Indian Ocean

Sources of World History

21-2: Engelbert Kaempfer, From *History of Japan* (1727): The Situation of the Dutch

Reading: Francesca Trivellato, *The Familiarity of Strangers: The Sephardic Diaspora, Livorno, and Cross-Cultural Trade in the Early Modern Period*, 177–84

Assignment: In one to three sentences describe Trivellato's argument in this chapter? Where does it occur in the text?

7. Thursday, February 6: The Industrious Revolution: Cultures of consumption

Sources of World History

21-4: Torii Kiyonaga, *Women of the Gay Quarters* (Late Eighteenth Century)

Reading: Katsuya Hirano, "Regulating Excess: The Cultural Politics of Consumption in Tokugawa Japan"

Assignment: Write a one-page analysis of Hirano's chapter. Why did the Tokugawa government believe that consumption disrupted the political and social order in Japan? What does consumption show about people's ability to challenge the government?

Assignment: Submit a topic for the Mapping Modern World History Project

Textbook reading: *A History of World Societies*, Ch 18. European Power and Expansion, 1500–1750

Week 5: Early modern culture and society

8. Tuesday, February 11: Religion in the early modern world

Sources of World History

17-2: Antonio Monserrate, From *The Commentary of Father Monserrate: On Mughal India* (ca. 1580)

19-4: Voltaire, From *Dictionnaire Philosophique*: "Theist" (1764)

21-2: Engelbert Kaempfer, From *History of Japan* (1727): Judō, the Teaching or the Ways of the Moralists and Philosophers

Assignment: Write a one-page analysis on the interaction between religions in the early modern period. Fully analyze one aspect from one or both of Monserrate and Kaempfer's texts.

9. Thursday, February 13: Family, gender, and sexuality in the early modern world

Sources of World History

21-3: Kaibara Ekiken and Kaibara Token, *Common Sense Teachings for Japanese Children and Greater Learning for Women* (ca. 1700)

21-5: Li Ruzhen (Li Ju-Chen), From *Flowers in the Mirror* (1827)

Assignment: Submit a 150–200 word description of the significance of your topic for the Mapping Modern World History Project along with the source or sources used for the research.

Textbook reading: *A History of World Societies*, Ch 21. Continuity and Change in East Asia, 1400–1800

Week 6: Intellectual and political revolutions in the Atlantic World

10. Tuesday, February 18: Investigations of nature and man in a global world

Sources of World History

19-5: Immanuel Kant, *What is Enlightenment?* (1784)

Assignment: **Early modern world history paper due**

11. Thursday, February 20: Rights and revolutions in the Atlantic World

Sources of World History

22-1: *The Declaration of the Rights of Man and of the Citizen* (1789)

22-2: Olympe de Gouges, From *The Declaration of the Rights of Woman* (1791)

22-4: François Dominique Toussaint L'ouverture, *Letter to the French National Assembly* (1797)

22-5: *The Haitian Declaration of Independence* (1804)

Assignment: Write a one-page analysis on the ways that a language of rights opened opportunities for various groups of people.

Textbook reading: *A History of World Societies*

Ch 19. New Worldviews and Ways of Life, 1540–1790

Ch 22. Revolutions in the Atlantic World, 1775–1825

Week 7: The Great Divergence

12. Tuesday, February 25: The Great Divergence: The beginnings of the modern world

Reading: Kenneth Pomeranz, "Ten Years After: Responses and Reconsiderations," *Historically Speaking* 12 (2011): 20–25

Students will be assigned one of the following to read:

Peter A. Coclanis, "Ten Years After: Reflections on Kenneth Pomeranz's *The Great Divergence*," 10–12

Jan de Vries, "After Ten Years: Justly Celebrated yet Hard to Believe," 13–15

Philip Hoffman, "Comment on Ken Pomeranz's *The Great Divergence*," 16–17

R. Bin Wong, "Economic History in the Decade after *The Great Divergence*," 17–19

Assignment: Write a one-page analysis of the arguments made in the text assigned to you compared with the response of Pomeranz. What are the primary differences in the perspectives of the authors? Whose ideas do you find more compelling and why?

Thursday, February 27: **Midterm**

Week 8: New worlds of the nineteenth century

13. Tuesday, March 3: Industrialization, cotton, and capitalism

Sources of World History

23-1: Thomas Robert Malthus, *From An Essay on the Principle of Population* (1798)

23-2: Robert Owen, *From Observations on the Effect of the Manufacturing System* (1815)

23-3: Sadler Committee and Ashley Commission, Testimonies Before Parliamentary Committees on Working Conditions in England (1832, 1842)

Assignment: Write a one-page analysis on the ways that industrialization changed the lives of the working class. Be specific.

Assignment: Enter data for the Mapping Modern World History Project in the shared spreadsheet

14. Thursday, March 5: Alternatives to liberalism: Nationalism and Socialism

Sources of World History

27-1: Simón Bolívar, *Jamaica Letter* (1815)

24-1: Karl Marx and Friedrich Engels, *From The Communist Manifesto* (1848)

24-2: Johann Gottlieb Fichte, *Address to the German Nation* (1808)

24-3: Max Nordau, *On Zionism* (1905)

Textbook reading: *A History of World Societies*

Ch 23. The Revolution in Energy and Industry, 1760–1850

Ch 24. Ideologies of Change in Europe, 1815–1914

Reading: Gandhi, *Hind Swaraj*, Ch 1–10

Spring Break, March 9–13

Week 9: Imperialism

15. Tuesday, March 17: Imperialism and the industrialization of travel and communication

Sources of World History

26-1: Lin Zexu, From a Letter to Queen Victoria (1839)

26-4: Sir Henry Montgomery Lawrence, *Letter to Lieutenant-Governor J. Colvin* (June 13, 1857)

27-5: Advertisement for Rail Travel to Canada (1900)

16. Thursday, March 19: Nationalism in the colonies: Gandhi's *Hind Swaraj*

Sources of World History

26-5: Sun Yatsen, *On the Three People's Principles and the Future of the Chinese People* (1906)

Assignment: Write a one-page analysis on Sun Yatsen's use of nationalism and examples from Europe and the United States to challenge Imperialism.

Textbook reading: *A History of World Societies*

Ch 26. Asia and the Pacific in the Era of Imperialism, 1800–1914

Ch 27. The Americas in the Age of Liberalism, 1810–1910

Reading: Gandhi, *Hind Swaraj*, Ch 11–20

Week 10: Africa and Africans in the nineteenth-century Atlantic

17. Tuesday, March 24: Abolition, racism, and the Scramble for Africa

Sources of World History

25-2: Cecil Rhodes, From *Confession of Faith* (ca. 1877)

25-3: Ndansi Kumalo, On the British Incursion in Zimbabwe (1932)

25-4: John Mensa Sarbah, *Fanti Customary Law* (1897)

27-3: Angelina Grimke, Letters to Catherine E. Beecher (1838)

Assignment: Write a one-page analysis comparing the rhetoric of Cecil Rhodes to the testimony presented by Ndansi Kumalo.

Thursday, March 26: Library research trip for Everything has a history unessay project

Assignment: Submit proposal for Everything has a history unessay project.

Textbook reading: *A History of World Societies*, Ch 25. Africa, the Ottoman Empire, and the New Imperialism, 1800–1914

Week 11: A loss of innocence

Tuesday, March 31: **Cesar Chavez Day**

18. Thursday, April 2: A halt to progress: The Great War

Sources of World History

28-1: Correspondence of Evelyn and Fred Albright (1917)

29-1: Mary L. Graffam, *An Account of Turkish Violence Against Armenians* (1915)

Assignment: Write a one-page analysis of the Correspondence of Evelyn and Fred Albright. What does this correspondence show about the realities of modern war?

Textbook reading: *A History of World Societies*, Ch 28. World War and Revolution, 1914–1929

Week 12: Unfulfilled promises and the rise of extremism

19. Tuesday, April 7: Disgruntled nationalism and the rise of Communism

Sources of World History

28-2: Vladimir Ilyich Lenin, *All Power to the Soviets!* (1917)

28-5: Konoe Fumimaro, *Against a Pacifism Centered on England and America* (1918)

29-3: Sarojini Naidu, *The Agony and Shame of the Punjab* (1920)

29-4: Jiang Jieshi, *The New Life Movement* (1934)

Assignment: **Gandhi, *Hind Swaraj* paper due**

Thursday, April 9: **Easter break**

Textbook reading: *A History of World Societies*, Ch 29. Nationalism in Asia, 1914–1939

Week 13: The specter of total destruction

20. Tuesday, April 14: The failures of liberalism: Totalitarianism and genocide in World War II

Sources of World History

30-2: The Nuremberg Laws: The Centerpiece of Nazi Racial Legislation (1935)

21. Thursday, April 16: National liberation in a divided world

Sources of World History

31-2: Pablo Neruda, From *Canto General*: “Standard Oil Co.” and “United Fruit Co.” (1950)

31-3: Harry S. Truman, *The Truman Doctrine* (March 12, 1947)

32-2: National Party of South Africa, *The National Party’s Color Policy* (March 29, 1948)

32-3: Nelson Mandela, The Rivonia Trial Speech to the Court (April 20, 1964)

Assignment: Write a one-page analysis comparing the arguments made by the National Party of South Africa and Mandela. How is the debate similar to that which occurred in 19th-century Africa? How is it different?

Textbook reading: *A History of World Societies*

Ch 30. The Great Depression and World War II, 1929–1945

Ch 31. Decolonization, Revolution, and the Cold War, 1945–1968

Week 14: Modern culture and society

22. Tuesday, April 21: Family, gender, and sexuality in the modern world

Sources of World History

- 30-3: Letters to Izvestiya: On the Issue of Abortion (1936)
- 32-5: Male Japanese Citizens, “*Ikigai*” (2003)
- 33-4: Betty Friedan, Statement of Purpose of the National Organization for Women (1966)

23. Thursday, April 23: Migration in the modern world

Sources of World History

33-2: Giacomo Maturi, *The Integration of the Southern Labor Force and its Specific Adaptation Problems* (1961)

33-3: *Heidelberg Manifesto* (1982)

Assignment: Write a one-page analysis on the debates over migration and culture in Post-War Germany. How do the authors think about difference and the possibilities of overcoming cultural differences?

Textbook reading: *A History of World Societies*

Ch 32. Liberalization, 1968–2000s (Skim this chapter)

Ch 33. The Contemporary World in Historical Perspective

Week 15: Globalization

24. Tuesday, April 28: Globalization: Early modern, modern, and post-modern

Thursday, April 30: **Everything has a history unessay presentations in class**

Finals week

Section 2: Tuesday, May 5: 2:00pm–4:00pm

Section 1: Thursday, May 7: 8:00am–10:00am