Intro to Global History: Antecedents of Contemporary Globalization

Today the world is increasingly shaped by global forces and trends, but how did we get to this point? Is our contemporary era of globalization something brand new, or merely a continuation and acceleration of something going on for centuries? Does a “new global era” require a “new global history”? What insights do we gain, and what do we lose when we look at history from the angle of globalization? These are a few of the many controversies we will grapple with as we move through the semester. We will trace the history of our present day era of globalism by focusing on key historical examples, starting with the economic growth of Ming dynasty China and new, global trading relationships and cultural exchanges that linked Afro-Eurasia and the Western Hemisphere from the fifteenth century onward. We will discuss cultural, technological, and economic exchanges, warfare, revolutions, the rise and fall of empires, and the rise of the modern nation state as a basic political unit. This course will assess your ability to write analytically and read critically, and assist you in developing skills and habits of mind crucial to success in the history profession. We will read, analyze, and discuss a variety of sources including primary sources, academic books and articles, and trade publications.

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REQUIRED COURSE BOOKS:


In addition to the above, students are responsible for reading chapters and articles available for download from the course homepage on D2L. Books may be purchased or rented from the CU Bookstore located in the University Memorial Center. Copies of books have been placed for three-day checkout on course reserve at Norlin Library. Please inform the course instructor if you believe you will have difficulty in accessing any of the assigned readings.
YOUR GRADE WILL BE CALCULATED AS FOLLOWS:

Two midterm examinations, 15% of course grade each, final examination, 25% of course grade. Two critical book reviews (Unconfessed and Train to Pakistan), 10% of course grade each. Two primary source assignments, 5% of course grade each. Panel discussion, 5% of course grade; weekly reaction papers and class participation (100 possible points worth 10% of course grade). The following grading scale will be used: A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 70-76%, D+ = 67-69%, D = 60-66%, F = 0-59%. Grades will be posted on the course homepage on D2L during the semester, and students are encouraged to check their grades and to notify the course instructor promptly in the event of a misunderstanding or discrepancy.

START OF SEMESTER CONFERENCE

All students are required to schedule and attend a brief, ten-minute private conference with the course instructor prior to the end of the fourth week of class (September 20). Conferences will be held in Hellem 225 (my office). The purpose of this conference is to get acquainted and to assist the course instructor in better fulfilling your needs and expectations regarding this course. In preparation for the conference, it is recommended that you fill out a brief survey (to be distributed during class) including a short paragraph outlining how you believe this course will help you meet your personal goals and/or career goals. A sign-up sheet for the start of semester conferences will be distributed during the first week of class. Completion of the conference requirement will count towards your class participation grade (twenty points).

CLASS DISCUSSIONS

All students are required to prepare for, attend, and participate in all panel discussions and general discussions as listed on the course schedule below. Materials for class discussion will include primary source documents, secondary source academic books and articles, and trade publications including novels and memoirs. Students will be assessed separately for performance in 1) panel discussions and 2) general discussions. Please note that general discussions typically follow a panel discussion, and may be based on the same reading material. Material from panel discussions and general discussions may (and probably will) appear on midterm and final exams.

Panel discussions (five percent of course grade). A sign-up sheet for panel discussions will be distributed during the first two weeks of class. Panels will consist of four to five students. Students on a panel will sit together in a special area at the front of the classroom and will be expected to respond to questions and dialogue with the course instructor regarding assigned readings for the week. Following this introduction, the discussion will expand to the larger class. The course instructor will circulate a list of general questions to the entire class via email by the start of the weekend prior to the discussion. Students on the panel may prepare their own notes and refer to them during the discussion, but may not refer directly to the assigned readings. Students may turn in their notes for credit at the end of the discussion. In addition, all students on the panel should prepare three questions of their own that reflect your engagement with the assigned material and which can be used as a lead-in to the general discussion following. All students will receive a written evaluation of their performance on a panel discussion at the start of the next class period.

General discussions (five class participation points per discussion). General discussions will involve the entire class and will be held following a panel discussion and at other points during the semester according to the schedule below (please note that if you are on the panel discussion for the week, you do not need to make a separate preparation for the general discussion). Students are expected to prepare for general discussions by carefully reading all assigned material and preparing a short, one-page reaction paper, and (in common with students on the panel), three questions that reflect your engagement with the material. Reaction papers and questions will be turned in prior to discussion at the start of class on the day the discussion is to be held. Points for general discussion may be awarded for frequency and
quality of oral participation as well as for reaction papers and written questions you have turned in. Reaction papers and written questions will be returned the following week. The course instructor will keep a participation record, and students who wish to find out their class participation scores may email the course instructor during the semester.

OUT-OF-CLASS WRITTEN ASSIGNMENTS

Students are expected to complete four typed, double-spaced, three to five page out-of-class written assignments. These consist of two types: two primary source exercises and two critical book reviews. Each written assignment is worth ten percent of course grade. Primary source exercises require you to provide a relevant thesis and to support that thesis with evidence from 1) a group of assigned primary sources, or 2) a single primary source, while also assessing the strengths and weaknesses of the primary source in question as a source of historical information. Individual study guides for each primary source assignment and critical book review will be distributed during class and/or posted on the course D2L home page. For further guidelines regarding expectations surrounding your written assignments, see history department guidelines at: http://history.colorado.edu/undergraduates/paper-guidelines.

MIDTERMS AND FINAL EXAM

You are expected to complete two in-class, blue book written midterm examinations (fifteen percent of course grade each) and one in-class final examination (twenty percent of course grade). These examinations will assess your ability to analyze primary source documents as well as material obtained from class discussions, course readings, and lecture. Please note that all examinations are cumulative, and that the final examination will include a mandatory cumulative question drawing on all portions of the class.

ACCOMODATION FOR DISABILITY

If you qualify for accommodations because of a disability, please submit a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at (303) 492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (http://disabilityservices.colorado.edu/) and discuss your needs with your professor.

ABSENCE DUE TO RELIGIOUS OBSERVANCES

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you are expected to consult with the course instructor at the start of the semester, no later than the end of the first week of class, if you believe you will need to be absent from a scheduled class at any time during the semester for the purpose of religious observance, or, if enrolled after the first week, by the end of the first week enrolled.

LEARNING ENVIRONMENT

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender
pronoun. Please advise me of this preference early in the semester (preferably during out beginning of semester conference) early in the semester so that I make appropriate changes to my records. See policies at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

**DISCRIMINATION AND HARASSMENT**

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, “Protected Classes” refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at (303) 492-2127 or the Office of Student Conduct (OSC) at (303) 492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at [http://hr.colorado.edu/dh/](http://hr.colorado.edu/dh/).

**HONOR CODE**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aiding academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension or expulsion). Other information on the Honor Code can be found at [http://www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html) and at [http://honorcode.colorado.edu](http://honorcode.colorado.edu).

**CLASS ATTENDANCE:**

Attendance is mandatory except in the case of university sponsored and approved activities, or in the case of a genuine emergency. Please note that class participation points missed due to absence cannot be made up.

**COURSE SCHEDULE:**

**WEEK ONE:** August 27 & 29.

Topics: Course Introduction; The Ming Economic and Population Boom; Confucianism and Daoism; the Aztec Empire and the Inca Empire; the Tokugawa Shogunate.

WEEK TWO: September 3 & 5.
Topics: the Portuguese Empire; Cristóbal Colón; Iberia: Reconquista and the New World; the Siege of Tenochtitlan; Potosi, “the Mountain that Eats Men;” Peso de Ocho and Global Commerce.

Panel discussion and general discussion Sept. 5 on readings by Karen Vieira Powers.

WEEK THREE: September 10 & 12.
Topics: Statecraft and Empire Building in Asia and Europe; the Arab Slave Trade and the Trans-Atlantic Slave Trade

Panel discussion and general discussion Sept. 12: Articles by Northrup, Ogot, and Hartman.

WEEK FOUR: September 17 - 19.
Topics: New Ways of Thinking Part 1: Religious and Philosophical Changes; New Ways of Thinking Part 2: Revolutions in Science and the European Enlightenment
READ: Strayer, chapter 16, documents by Emperor Kangxi, Jahangir, Ogier Ghiselin de Busbecq, Louis XIV (Strayer pp. 650-59).

Panel discussion and general discussion Sept. 19: Documents by Emperor Kangxi, Jahangir, Ogier Ghiselin de Busbecq, Louis XIV (Strayer pp. 650-59).

Primary source document assignment #1 due in class Thursday examining documents listed above (see assignment study guide for further information). NOTE: you do not need to turn in a weekly reaction paper for general discussion points this week.

WEEK FIVE: September 24 & 26.
Topics: Political Revolutions in France and Haiti; Wars for Independence in Latin America

Panel discussion and general discussion Sept. 26: readings by B.W. Higman, William Doyle, and Laurent Dubois.

WEEK SIX: October 1 & 3.
Topics: Industrialization and globalization.

Midterm #1: October 1. Please note that the midterm exam will consist of short essay answers, short identifications, and a primary document exercise similar to your primary source document assignment #1. A study guide for the midterm will be posted on D2L during week five.

Panel discussion and general discussion Oct. 3: Peter Stearns readings.

**WEEK SEVEN**: October 8 & 10.
Topics: Globalization of Commerce; Opium Wars and the Taiping Rebellion; Responses to Industrialization

Panel discussion and general discussion Oct. 10: Readings from *South Africa in World History*.

**WEEK EIGHT**: October 15 & 17.
Topics: Abolition of Slavery and Serfdom; Global Migrations

Panel discussion and general discussion, Oct. 18: Christianse, *Unconfessed* (reaction papers for general discussion are not required this week).

Critical review on *Unconfessed* due Oct. 18.

**WEEK NINE**: October 22 & 24.
Topics: Gender and Globalization; the “New Imperialism”


**WEEK TEN**: October 29 & 31.
Topics: Rebellions Against Empires: the Great Rebellion in India, the First Chimurenga in Zimbabwe, the Herero Revolt in Namibia

Panel discussion and general discussion Oct. 31: readings by Isabel Hull.

**WEEK ELEVEN**: November 5 & 7.
Topic: World War One, an Imperial War; Woodrow Wilson and the Paris Peace Conference

**Second midterm examination Tuesday November 5. Midterm will consist of short essay answers, short IDs, and primary source document analysis.**


Panel discussion and general discussion: Erez Manela Nov. 7.
WEEK TWELVE: November 14 & 16.
Topics: the Russian Revolution and the Baku Congress; Non-Cooperation and Nationalism in India, 1919-1939; the Women’s War of 1929 in Nigeria.

Panel discussion and general discussion Nov. 16: readings by Michael Richards and Marc Matera et al.

WEEK THIRTEEN: November 19 & 21.
Topics: World War II, a Global War.

Panel discussion and general discussion: Binh, The Red Earth.
Primary source assignment no. 2 due Nov. 21 (covering Binh, The Red Earth). Please note you do not need to turn in a reaction paper for general discussion points this week.

WEEK FOURTEEN: December 3 & 5.
READ: Khushwant Singh, Train to Pakistan

Panel discussion and general discussion Dec. 5: Train to Pakistan.
Critical review of Train to Pakistan due Dec. 5 (note: you do not need to turn in a reaction paper for general discussion points this week).

WEEK FIFTEEN: December 10 & 12.
Topics: Communism in China; the Collapse of Communism in Europe; the End of Apartheid in South Africa.

Panel discussion and general discussion: Bruce Mazlish, Yunxiang Yan, and Peter Stearns readings.