

History 1380 W
Introduction to Modern World History, 1800-present
Winter 2019

Professor Julie A. Gibbings
Office: 250 St. John's College
Email: julie.gibbings@umanitoba.ca
Class: 1:00-2:15pm Tuesdays and Thursdays
Office Hours: 2:30-3:30pm, Tuesdays

Course Description:

Over the period lasting from 1800 to the present profound transformations took place that connected disparate regions across the globe in new and often profoundly unequal ways. It was also a period that led to the development of what we now think of as the modern world – a world defined by secular reason and science, capitalism and ideas of citizenship and the nation-state. This semester, we will explore how people from different parts of the world engaged, resisted, and negotiated new global connections brought by capitalism, migration, and colonialism. We also examine how out of these ordinary interactions broader historical processes emerged that came to define global inequalities between the “North” and the “South.” Among these processes, we will examine how coerced labor, racism, patriarchy, intolerance, and colonialism were at the very foundations of modern society based on the seemingly opposite principals of capitalism, freedom, equality, and democracy.

Course Objectives:

This course has two primary and inter-related objectives. First, it will introduce you to the principal practices of the historian: interpretation of primary documents, research, and analysis of historiographical debates (debates among historians over the interpretation of the past). You will write three essays over the course of the semester, each progressively building your historical skills. The second objective is to introduce you to the major themes of modern world history including the rise of capitalism and democracy, nations and nationalism, racism and coerced labor, and imperialism and colonialism.

Course Assignments and Evaluation:

Weekly Reading Quizzes: 15%
Participation: 15%
Two papers:
 Unit I Essay (1200-1500 words): 15%
 Unit II Essay (1500 -2000 words): 20%
 Two Essay Drafts: 5% (2.5% each)
Comprehensive Final Exam: 30%

Papers: I will provide you with a more detailed rubric for your papers when the assignments are distributed and we will have several workshops leading up to your papers to help you prepare your thesis statement and cite sources.

Paper Drafts: We will engage in in-class peer-review of essay drafts. After the peer-review, you will have a week to polish and revise your essay. This is a crucial exercise in the development of writing skills. Please note that essay drafts are graded on a pass/fail basis and you must submit a complete draft of your paper to me *and* participate in the in-class peer-review exercise in order to receive a pass. Outlines of papers do not count as drafts. Please bring two hard copies of your paper to class.

Paper Submission: Please submit a copy of the paper electronically through UMLearn (as a word document). The file name for the document should be as follows: SURNAME Given name Assign # HIST 1380

*Please note this course fulfills the “Written English Requirement” in the University of Manitoba and essays must be expository and analytical in nature. You will receive feedback on both content and style. Also note the following:

“Since this is a course that meets the University Senate’s W requirement, students must complete all essay assignments with a passing grade to pass the course.”

*You will be provided with an evaluation of your course work to date on the Final Voluntary Withdrawal deadline of **March 20th, 2019**.

*Please approach me with any grade appeals or concerns as soon as possible. It is university policy that *“Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.”*

Grading Scale:

A+ 85-100%	C+ 65-69%
A 80-84%	C 60-64%
B+ 75-79%	D 50-59%
B 70-74%	F 0-49%

Course Policies

* I have a zero tolerance policy towards plagiarism and other forms of cheating. Section 8 of the General Academic Regulations in the online Academic Calendar and Catalog and the Faculty of Arts regulation (online at http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html) reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

*If you would like your course work from the end of the semester please collect it early in the following semester. *“Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.”*

*Email: Please reserve email for quick, one-word-answer type questions only. A face-to-face conversation is more productive for substantive questions about course content, deadlines, concerns, etc. In these cases, we can talk before or after class, during my regular office hours or by appointment.

Please also note: When you email a professor it is always a good idea to set the right tone. Writing “Hey” or “Yo” does not send the same message as writing, “Dear Professor Gibbings” or even “Hi Prof. Gibbings”. The body of your email can, of course, be witty or funny, but it should always maintain a professional tone.

*Office hours: I strongly encourage you to come by my office at least once during the semester. You do not necessarily need a reason to visit my office hours. If my regular office hours do not work for you, we can schedule another time to meet.

Technology offers us many exciting resources for learning. However, unless we use laptops in specific exercises, research suggests that we benefit more from using them outside than inside the classroom. A recent study from psychologists at York University concludes that students who use laptops in classrooms do “11% worse on comprehension tests” than those who did not, while those who could see a neighbor’s laptop screen fared 17% worse on tests than students who could not.* This disadvantage equals one to two whole letter grades. Yikes! The researchers concluded that we often overestimate our capacity to effectively multitask and laptops unintentionally distract those around us. Therefore, to promote a productive learning environment, laptops will not be allowed in lecture or discussion. Finally, all cell phones and other devices must be turned off or silenced and stored away for the duration of class.

Please Note: Requests for **exemptions to this policy**, for any reason, are dealt with on a case-by-case basis. Please talk to me if you would like an exemption.

*Faria Sana, Tina Weston, Nicholas J. Cepeda, “Laptop multitasking hinders classroom learning for both users and nearby peers,” *Computers & Education*, Volume 62, March 2013, Pages 24-31.

*Late Papers: Please contact me at least 48 hours in advance of the essay due date in order to receive an extension. All requests made before the 48-hour deadline are granted. Normally extensions are for one week. I will not grant extensions after the 48-hour deadline (except under the most exceptional circumstances). Late papers will receive a penalty of 2.5% each day they are overdue. For example, if the paper is due on Tuesday and you submit it on Friday, even if you wrote a paper that received 80% (an “A” paper), you would receive a grade of 72.5% (a “B” paper). All requests for extensions must be made via email before the 48-hour deadline, even if a previous verbal request was made.

*Rewrites: Everyone makes mistakes now and again, and everyone should be given the opportunity to correct those mistakes. In this spirit, I allow rewrites for all assignments that receive a failing grade (below 50%) and will consider requests for rewrites for those who received a lower-than-desired grade. Rewrites can be completed without penalty. Any late penalties on the original submission, however, apply to the rewrite. As a condition of any rewrite, I would like the opportunity to meet in person to discuss your essay.

* It is important for you to attend class. Beyond the obvious learning that occurs in the classroom, assignments as well as some other course materials are provided in class and will not be made available in electronic format or posted in UMLearn. Students are responsible for making up any missed classes.

*Copying course materials: Lectures in this course are copyright of the professor. Please do not record or distribute lecture materials to individuals not registered in this class without my consent. Sharing notes with another student in this class is not only allowed, but also encouraged.

*All course work must be submitted by the last day of classes.

Student resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/> The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/). The History department will also make a writing tutor available exclusively to History students in the department on two days of the week. More information about scheduling etc TBA.

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Cody Fullerton, tailored just for you! They are available on the Libraries page at this link:

<http://libguides.lib.umanitoba.ca/content.php?pid=219304>

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

<http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

<http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group <https://www.facebook.com/groups/422932261087799/> or emailing umhisau@gmail.com.

Required Readings

The following required books are available for purchase at the University of Manitoba Bookstore.

Robert Tignor, et al. *Worlds Together, Worlds Apart: A History of the world from the Beginnings of Humankind to the Present*, Volume C (Chapters 15-Epilogue). 5th Edition. New York and London: W.W. Norton & Company, 2018. ISBN 978-0-393-66339-6

****IMPORTANT**** Please note that you must purchase this edition of the textbook in order to complete the reading quizzes. Do not purchase a used copy or any other edition of the book or you will not have access to the quizzes.

These quizzes and other study tools can be accessed at:

<https://digital.wwnorton.com/worldstogether5c>

Kenneth L. Pomeranz, James B Given, Laura J. Mitchel, *Worlds Together, Worlds Apart: A Companion Reader*. 2nd edition New York and London: W.W. North & Company, 2016.

All other readings are available on UMLearn

*Readings are subject to change.

Foundations

Week 1: January 8th and 10th: Introduction to World History and the Problem of Modernity
Tuesday: Introduction to World History
Thursday: Modernity and Colonialism

Unit I: The Age of Revolutions, 1750-1850

Week 2: January 15th and 17th: Revolutionary Transformations and New Languages of Freedom
Readings: *Worlds Together, Worlds Apart*, 554-574.

Tuesday: No class, professor is giving a talk at the University of Edinburgh. Please read the textbook and complete the reading quiz for this week. Also read and write 1-page primary document analysis of the following primary document:
“Declaration of the Rights of Man (1789)” *Worlds Together, Worlds Apart: A Companion Reader*, edited by Kenneth L. Pomeranz, James B. Given, Laura J. Mitchell (New York and London: W.W. Norton & Co., 2016)168-171
This analysis is due in class on Thursday.

Thursday: The American and French Revolutions

“The Haitian Declaration of Independence, January 1, 1804” *Slave Revolution in the Caribbean, 1789-1804*, edited by Laurent Dubois (New York: Bedford/St. Martin’s, 2017), 188-190.

Week 3: January 22nd and 25th: The Industrial Revolutions

Readings: *Worlds Together, Worlds Apart*, 574-591

Tuesday: The Global Origins of Great Britain’s Industrial Revolution

“Testimony for the Factory Act (1833)” *Worlds Together, Worlds Apart: A Companion Reader*, 188-192.

Thursday: Slavery, Cotton, and the Industrial Revolution

“Charles Manigault Instructs his Overseer about ‘My Negroes’ (1848),” *Slavery and Emancipation*, edited by Rick Halpern and Enrico Dal Lago (New York: Blackwell, 2002), 212-213.

Week 4: January 29th and 31st: Alternative Visions of the Nineteenth Century

Readings: *Worlds Together, Worlds Apart*, Chapter 16

Tuesday: Europe’s 1848

Pierre-Joseph Proudhon, “What is Property? (1840),” *Worlds Together, Worlds Apart: A Companion Reader*, 214-218.

Thursday: The Forgotten 1848: Maya Rebels in the Yucatan and Black Settlers in Liberia

“The Caste War,” *Maya Wars: Ethnographic Accounts from Nineteenth-Century Yucatán*, edited by Terry Rugeley (Norman: University of Oklahoma Press, 2001) 49-55.

Unit II: The Age of Empire, 1850-1917

Week 5: February 5th and 7th: Nation Building and Global Expansions

Reading: *Worlds Together, Worlds Apart*, Chapter 17.

Tuesday: Russian and American Frontier Expansion

John O’ Sullivan “Manifest Destiny,” *Worlds Together, Worlds Apart, Worlds Apart (textbook)*, 632.

Prince Ukhtomskii “Russia’s Imperial Destiny (1891), *Worlds Together, Worlds Apart: A Companion Reader*, 233-239.

Thursday: European Colonial Expansion in Africa

Documentary Film: *King Leopold’s Ghost*

Sir Roger Casement “Report on the Administration of the Independent State of Congo

(1903)” *Africa and the West: A Documentary History: From Colonialism to*

Independence, 1875 to present, edited by William H. Worger, Nancy Clark, and Edward Alpers (New York: Oxford University Press, 2010), 13-18.

Week 6: February 12th and 14th: Science in Nation-Building and Imperialism

Reading: *No reading Quiz

Tuesday: Ordering, Displaying, and Knowing: Museums and Maps

Raymond Craib, “A National Metaphysics: State fixations, National Maps, and the Geo-Historical Imagination in Nineteenth-Century Mexico,” *Hispanic American Historical Review* 82, 1 (February 2002), 33-68.

Thursday: Writing Workshop

*Unit I Essay Draft due in Class February 14th

*Fall Break February 18th-22nd

Week 7: February 26th and 28th: Challenging Racial and Political Orders

Readings: *Worlds Together, Worlds Apart*, Chapter 18.

Tuesday: Pan-Africanism

W.E.B Du Bois, “The Negro Problems (1915)” *Worlds Together, Worlds Apart: A Companion Reader*, 258-263.

Thursday: The Mexican Revolution

“The Constitution of 1917: Articles 27 and 123” *The Mexico Reader: History, Culture, Politics*, edited by Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002), 398-402.

*Unit I Essay due February 28th

Unit III: The Making of a New World Order, 1914-1975

Week 8: March 5th and 7th: World War I and Mass Politics

Readings: *Worlds Together, Worlds Apart*, Chapter 19.

Tuesday: World War I: Europe and its Colonies

Wilfred Owen “Dulce et Decorum Est (1918)” *Worlds Together, Worlds Apart: A Companion Reader*, 287-288.

Thursday: Anti-Colonial Nationalisms

Mohandas K. Gandhi “Second Letter to Lord Irwin (1930)” *Worlds Together, Worlds Apart: A Companion Reader*, 295-299

Week 9: March 12th and 14th: World War II

Readings: *Worlds Together, Worlds Apart*, 743-751.

Tuesday: World War II

United Nations, “Universal Declaration of Human Rights” (1948), *And Justice for All: The Universal Declaration of Human Rights at 50* (New York: Foreign Policy Association, 1998), 23-30.

Thursday: Writing Workshop

*Unit II Essay Draft due in class March 14th

Week 10: March 19th and 21st: The Three World Order

Readings: *Worlds Together, Worlds Apart*, 751-781.

Tuesday: The Cold War and Decolonization

Frantz Fanon, “The Wretched of the Earth (1961)” *Worlds Together, Worlds Apart: A Companion Reader*, 350-353.

Thursday: The Promise and Dilemma of Development

W. W. Rostow, “The Stages of Economic Growth” and Andre Gunder Frank, “The Development of Underdevelopment,” in *Sociological Worlds: Comparative and Historical Readings on Society*, 130-141.

*Voluntary Withdrawal deadline March 20th

*Unit II Essay due in March 21st

Unit IV: Globalization, 1970-present

Week 11: March 26th and 28th: Neoliberalism, Political Violence, and Human Rights

Reading: *Worlds Together, Worlds Apart*, Chapter 21

Tuesday: Neoliberalism and the Arts of Dictatorship

“Shantytown Protest: Interviews with Pobladores.” *The Chile Reader: History*,

Culture, Politics, edited by Elizabeth Quay Hutchison, Thomas Miller Klubock, Nara B. Milanch, and Peter Winn (Durham: Duke University Press, 2014), 474-481.

Thursday: The Fourth World Rises Up
Zapatista Army of National Liberation “EZLN Demands at the Dialogue Table” *The Mexico Reader*, 638-645,

Week 12: April 2nd: Global Challenges

Reading: *Worlds Together, Worlds Apart*, Epilogue

Tuesday: Beyond Borders: The Anthropocene and Our Common Humanity
Pope Francis “Laudato Si’ — On Care for Our Common House (2015)” *Worlds Together, Worlds Apart: A Companion Reader*, 366-368.

*No class April 4th and 9th, Professor is an invited International Visiting Scholar at another institution.