

# HISTORY HIST 1370 W A01

## MODERN WORLD HISTORY: 1500-1800

Instructor: Henry Heller  
Office: 344 University College  
Office Phone: 474-9147, cell 583-5497  
E-mail: [Henry.Heller@umanitoba.ca](mailto:Henry.Heller@umanitoba.ca)  
Office hours: Wednesdays 10:30 – 12:00 or by appointment

Fall 2020  
M/W/F-12:30-1:20 pm

### Course Description

This course History 1370 surveys global history from the beginning of European expansion (1500) to the industrial revolution at the beginning of the nineteenth century. It is the first part of the history department's introductory global history offering. Its sequel is History 1380 which deals with the period from 1800 until the present. Using the expansion of the Europeans into the rest of the world as a connecting thread, the course analyzes the civilizations of Latin America, Africa, the Near East and Asia and the effects of European expansion on them.

### Course Format

The course will be based on synchronous online lectures on Webex, regular Friday discussion groups and film clips. Classes will not be recorded but will only be available live. Regular attendance is required and will be carefully monitored. Discussions will take place in break out groups during Friday class time.

### Textbooks – Available at the UM Bookstore

- Robert B. Marks, *The Origins of the Modern World: A Global and Ecological Narrative*, 4<sup>th</sup> edition (Rowman & Littlefield)
- Henry Heller, *The Birth of Capitalism* (Fernwood Pluto Press, 2010)
- Amiya Kumar Bagchi, *Perilous Passage: Mankind and the Global Ascendancy of Capital* (Lanham, MD: Rowman & Littlefield, 2005)

Note: *The Birth of Capitalism* and *Perilous Passage* are both available as e-texts through the UM Libraries.

### Grade Distribution

A+	(100-90)	C+	(66-60)
A	(89-80)	C	(59-51)
B+	(79-75)	D	(50-40)
B	(74-67)	F	(39-0)

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. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Evaluative feedback will be provided prior to the voluntary withdrawal date, **23 November 2020**.

### Term Work and Final Examination

There are four pieces of work in this class. These consist of a final examination (30%) scheduled by the Registrar's Office and essay assignments consisting of: **a preliminary set of questions (1500+ words) 15% - due 25 October; a first draft essay 20% (2000 words) - due 20 November; and a final essay 25% (2000+ words) - due 11 December**. There is **also a participation grade 10%** based on attendance, engagement during lectures and taking part in the discussion classes.

The final examination will be based on a set of review questions (see last page) which address the major themes of the lectures. There will be a choice of three of nine questions on the final examination. The review questions will be discussed in the course of the lectures.

The development of the term essay is the major intellectual assignment of the term. This is in three parts worth in total 60% of the grade. The first part consists of a set of questions the answers to each of which are to be found in the two assigned texts Heller, *Birth of Capitalism* and Kumar Bagchi, *Perilous Passages* as noted above. The second part involves bringing these answers together in the form of an essay.

#### **Part One**

Text Questions: 15% (assignment due 25 October)

1. What is capitalism? Heller, pp.76-77, value, p. 131. (See Marx's labour theory of value in Wikipedia.)
2. What is feudalism? p. 25
3. Why did capitalism develop in Western Europe and not in the rest of Eurasia? Heller pp. 21-22. Bagchi, pp.28-29.
4. Describe Adam Smith's approach to the development of capitalism? p.13-4, Bagchi, pp.40-42.
5. Outline Robert Brenner's view of why capitalism began? Heller, pp. 40-2.
6. Describe Chris Harman's critique of Brenner, Heller, pp.45-47.
7. Outline Immanuel Wallerstein's capitalist world system, Heller, pp.81-82.
8. What is eurocentrism? Heller, pp. 20, 216, 240, Bagchi, pp. xv, 20-24.
9. Capitalism and revolution are closely related. Explain. Heller, pp.104-105.
10. Discuss the emergence of Japanese capitalism. Heller, pp.149-152, Bagchi, pp.179-194.
11. Does capitalism lead to progressive human development? Heller, pp.240-242, Bagchi, pp. xiv, 173-174.

#### **Part Two** (assignment due 20 November) first draft

Using mainly your responses to questions 2, 7, 8, 10, do you think capitalism was unique to the West? Or was its emergence there just an accident? In beginning your essay be sure to explain

what capitalism is and why understanding its emergence is important to understanding modern world history.

**Part Three** (assignment due 11 December) rewrite of the first draft and answer the following additional questions:

Can productive forces develop under feudalism Heller pp. 129, 133 What finally limits them? Does feudalism disappear with the appearance of capitalism? What were the causes of the bourgeois revolutions? Heller, pp. 104-5.

### **Discussion:**

The class will be divided into three groups which will meet in breakout sessions during Friday classes. Discussion will focus on answering the essay questions and writing the essays. Other questions arising from the lectures will also be discussed.

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

Late class work can only be submitted with the consent of the instructor. No term work can be accepted after the last day of class, 11 December, 2020.

Students will submit their assignments electronically through UMLearn (as a word document). The file name for the document should be as follows: SURNAME Given name Assign # HIST 1370 A01.

Keep copies of all work.

### Late Work

Students who are unable to meet a course requirement due to medical circumstances are currently not required to submit medical notes. However, students are required to contact their instructor or academic advisor by email to inform of the missed work and to make arrangements for extensions, deferrals, or make-up assignments. Please follow these guidelines if you are unable to meet an academic requirement for your courses.

- Contact your instructor for term work such as a class, quiz, midterm/test, assignment, lab;
- Contact an advisor in your faculty/college/school of registration for a missed final exam (scheduled in the final examination period);
- Inform your instructor/advisor as soon as possible do not delay. Note for final exams, students must contact within 48 hours of the date of the final exam; and
- Email your instructor/advisor from a U of M email address, and include your full name, student number, course number, and academic work that was missed.

### Academic Dishonesty

Students should familiarize themselves with the University's regulations re plagiarism, cheating and impersonation found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation at:

[http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html) , which 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.

### **Student Resources**

**\*Student supports and resources are available throughout the Fall and Winter terms.**

**Please consult the appropriate webpages for information on virtual appointments or other modes of contact during this period of limited in-person services.**

### **Academic 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 History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

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/](http://umanitoba.ca/student/resource/student_advocacy/)).

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, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

### Student Counseling 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 twitter account @UMH\_Undergrad, our instagram account @UMHISA\_Undergrad, or emailing umhisau@gmail.com .

Fall 2020

HIST 1370 A01

### **Reading Schedule**

***The Origins of the Modern World* by Robert Marks**

September 9

Course Introduction

Week 1

September 11

Week 2

September 14-18

Read: pp. 1 – 10

Week 3        September 21-25

Read: pp. 11 – 20

Week 4        September 28 – October 2

Read: pp. 20 – 30

Week 5        October 5 – 9

Read: pp. 30 – 40

Week 6        October 12 – 16 (Oct. 12 is Thanksgiving, no classes, University closed)

Read: pp. 40 – 50

Week 7        October 19 – 23

Read: pp. 50 – 60

Week 8        October 26 – 30

Read: pp. 60 – 70

Week 9        November 2 – 6

Read: pp. 70 – 80

Week 10       November 9 – 13 (Fall Break, no classes; November 11 is Remembrance Day, university is closed)

Read: pp. 80 – 90

Week 11       November 16 – 20

Read: pp. 90 – 100

Week 12       November 23 – 27

Read: pp. 100 – 110

Week 13       November 30 – December 4

Read: pp. 110 – 125

Week 14       December 7 – 11 (last day of class)

No Readings

Two chapters of a book that Prof. Heller is in the process of writing have been posted to the course materials of the UM Learn page for students to read. They are in a folder called Heller Readings and the chapters are titled "Mode\_of\_Production\_text\_TRIBUTARY" and "Mode\_of\_Production\_text\_CAPITALISM"

Review Questions: HIST 1370

1. What are the characteristics of a civilization? Enumerate the civilizations flourishing in 1500.
2. Why was the fall of Constantinople in 1453 a significant event?
3. The Portuguese Empire was essentially a merchant enterprise, that of the Spaniards an affair of soldiers and priests. Explain the difference.
4. The Spaniards destroyed the Aztec and Inca Empires with surprising ease. How was this possible?
5. Charles V (1516-56) attempted to use the Spanish Empire to recreate the Roman Empire? Why did he fail?
6. By the end of the sixteenth century, Europe was made up of a set of rival territorial states on a more or less permanent war footing. Was this a good or bad thing?
7. "Luther hatched the egg laid by Erasmus." Explain.
8. The challenge of the Reformation was met by the Catholic Counter-Reformation. Discuss.
9. What were the reasons behind the Dutch Revolt?
10. Briefly outline the steps toward the emergence of a strong French monarchy in the early modern period.
11. 'Louis XIV, like the Spanish Hapsburgs, aspired to dominate all of Europe. The spoiler in each case was England.' Explain.
12. Explain the context of the English revolution and civil war of the seventeenth century.
13. Mehmed I was the true founder of the Ottoman Empire. Discuss.
14. Discuss the role of Jews and Greeks within the Ottoman Empire.
15. Explain the decay of the Ottoman Empire.
16. "The survival of ancient Hindu culture was above due to the localized nature of social organization in Indian life."
17. Why did social dissent almost always assume a religious form in Indian history?
18. Account for the decline of the Mughal Empire.
19. How were the English able to conquer India?
20. What were the consequences of the English conquest of India?
21. "In comparison to the bureaucracies of the Russian, Ottoman, Moghul and most European states, the Chinese bureaucracy was highly effective." Discuss.
22. Why did the Chinese elite distrust merchant activity? Explain and illustrate.
23. Explain the collapse of the Ming dynasty and its replacement by the Ching.
24. The Ching dynasty entered a crisis at the end of the eighteenth century. Explain the source of the difficulties.
25. "The economic expansion of Europe in the eighteenth century was based on African slavery." Discuss.
26. Discuss the growing economic and military superiority of the European powers over non-European states evident in the eighteenth century.
27. What were the effects of the slave trade on Africa? On Europe?
28. "The French Revolution followed from the ideas of the Enlightenment that preceded it." Discuss.
29. What were the causes of the French Revolution?
30. What were the causes of the Industrial Revolution?

31. “In certain respects, the revolution in Haiti was the most profound of the three great revolutions of the late eighteenth century.” Discuss.