**Introduction to Modern World History, 1500-1800**

**Professor Julie A. Gibbings**  
Contact: 409 Fletcher Argue Building, 474-8451  
Email: Julie.Gibbings@ad.umanitoba.ca  
Office Hours: Thursdays, 4:00-5:30pm, or by appointment  
Class: Tuesdays and Thursdays: 2:30-3:45pm  
Isbister Building, Room 235

**Course Description:** Over the period lasting from 1500 to 1800 profound transformations took place that connected disparate regions across the globe in new ways and led to 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. Often this story is told as the progressive rise and triumph of Europe and the “West.” This story is deeply ingrained in how we think about many important, contemporary issues ranging from the spread of democracy to the Middle East, the superiority of the capitalist model, to the liberating power of science and reason. It is a story centered on the history of European expansion and thus often begins in 1492 with the conquest of the Americas. This story however is profoundly misleading. It tends to erase the diverse historical experiences of the non-European world and makes Europe’s dominance seem inevitable, as if history could not have taken any other course. This semester, we will explore different stories that challenge these assumptions and asks us to grapple with the diversity of experiences as people from different parts of the world engaged, resisted, and negotiated new global connections brought by trade, migration, and empire. It will begin not in 1492 with the conquest of the Americas, but with the center of economic and imperial power in the 1400s – that is in Afro-Eurasia.

**Course Objectives:** This course has two primary and inter-related objectives. First, it will introduce you to the principal practices of the historian. I will ask you to use evidence drawn from readings and lectures in this course to make original, analytical arguments about the past. Second, we will explore what it means to think globally – that is to explore the interconnections and divergences of different peoples across time and space, to discover and interrogate the relationship between individual lives and global phenomena, and to investigate and assess when and why certain peoples and regions become more connected or separated.

**Course Assignments and Evaluation:**
- Three papers 3-5 pages (1000 – 1250 words) in length: 20% each
- Participation in Class Discussions (including short “think” pieces): 10%
- Comprehensive Final Exam: 30%

I will provide you with a more detailed rubric for your papers when the assignment is given and we will have at least one paper writing workshop in class. You will receive a question, scenario, or problem to answer and discuss in your paper the
week before the assignment is due. It is advisable to schedule time during that week to write your paper.

*Please note this fulfills the “Written English Requirement” in the Faculty of Arts and Sciences 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 November 14th, 2012.

*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+ 88-100%  C+ 65-59%
A  80-87%     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/student_responsibilities.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.

*Technology: Technology can be a powerful tool, but it can also be distracting. With
this in mind, I welcome the use of computers or tablets to take notes during class.
However, this is not licence to surf the web or facebook with your friends. I also
request that during class discussion computers and other devises be put away. All
cell phones, i-pods, and other devises must be turned off or silenced and stored
away for the duration of class.

*Late Papers: It is in your best interest to submit your paper on time. If you hand in
your paper late, the grader will not necessarily have scheduled time to grade it and
it may take me longer to get your paper back to you. With only a few weeks between
assignments, this may hinder your ability to improve your next paper. Nonetheless,
if you know you will not be able to get your paper in on time, please contact me at
least 48 hours in advance of the deadline in order to receive an extension. I will not
grant extensions after that time (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).

*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.

**Tips for Success**

**Succeeding in Class Discussion:** Discussions in class are designed with a
democratic principal in mind. This is YOUR time to raise questions, express your
opinions, and shape the course according to your interests. I do not grade on a curve
so you are not in competition with anyone else. In fact, the more each individual
contributes to the class, the richer the discussion, and the better everyone does.
There are also no dumb questions. If you are unclear on something, chances are at least a half dozen other students are unclear too. Be brave and bold enough to ask and everyone will benefit. Not everyone however feels comfortable in class discussions. If this is your case, please come to see me in the first two weeks of the semester so that we can work out fair alternatives and establish methods to help improve your class participation.

With this same democratic spirit, a crucial component of discussion is respect for fellow classmates. What do I mean by respect? Demonstrate consideration by allowing other classmates to speak, treat each individual as an equally important team member, and be open to cultural, gender, sexual and other differences. Neither I nor your fellow classmates will tolerate belittling or domineering behaviour and racist, sexist, homophobic or other inappropriate comments.

**Succeeding at Writing:** In order to improve your writing, you must actually write on a regular basis. Good writers put prose to paper everyday and often at the same time everyday. In order to prepare you for writing excellent assignments in both content and form, I ask you to write short “thinking pieces” that explore the readings including highlighting questions or issues you would like to raise in class. These brief writing exercises need only be about half a page long. Not only will this exercise improve your writing, but it will also improve your class participation and your comprehension of the materials. On occasion, I will ask you to submit these “thinking pieces” to me. They will not be graded, but receive simply a check, check plus, or check minus to indicate how you are progressing in the course. They will however count towards your overall participation grade.

**Succeeding at Mastering Course Material:** In order to succeed in this class, you will need to attend lectures AND do all of the readings. Lectures will not simply repeat what the textbook has said, but bring new materials that deepen our exploration of key problems and questions raised in the textbook. For that reason, I request that you have completed the reading BEFORE class.

Since your writing assignments will be based on bringing material from lectures, discussions, and readings together, there is a positive feedback loop between all of the components in this course. In other words, the more you invest in reading and preparing for lectures and class discussions, the better your understanding of the course materials, your class participation and your papers. The better your participation in discussion, the deeper your understanding of the readings and lectures, etc.

Last, but not least, remember to have fun.

**Required Books**


Other readings available on Desire2Learn

**Week 1:** September 6th Introduction: Why World History?

**Unit I: Contact, Commerce, and Colonization, 1450-1600**

**Week 2:** September 11&13: Decentering Europe, Recentering Afro-Eurasia in the Early Modern World
*D2L “The Fall of Constantinople to the Ottoman Turks” Sources of Crossroads and Cultures* (Boston and New York: Bedford St. Martin’s, 2012), 14-17.

**Week 3:** September 18& 20: Contact and Colonization in the Atlantic World
*D2L Bartolomé de Las Casas “From Brief Account of the Devastation of the Indies, 1542”

**Week 4:** September 25&27: Religious Conflict in Europe and Prosperity in Asia
Readings: *Worlds Together, Worlds Apart*: pgs.470-481
Martin Luther, *To the Christian Nobility of the German Nation* (1520), *Companion Reader*, 100-105.

**Unit II: Worlds of Trade and the Consolidation of Imperial Power, 1600-1750**

**Week 5:** October 2 & 4: Mercantilism and New Colonies in the Americas

*Paper Writing Workshop in class Tuesday

**Week 6:** October 9&11: The Worlds of the Slave Trade and Coerced Labor

**Week 7:** October 16& 18: Colonialism and Empire in Asia and Europe

**Unit III: Entangled Cultures of Splendor and Empire, 1500-1780**

**Week 8:** October 23& 25: Islamic Cultural Synthesis and the Challenge of Diversity in East Asia

**Week 9:** October 30 & November 1: The Worldliness of Enlightenment Europe and African Flourishing
Roger Cotes, Preface to Newton's Principia Mathematica (1713), Simon Schaffer, Information Sources for Principia Mathematica (2008), A Companion Reader, pgs. 152-57.
Documentary: The Lost Kingdoms of Africa

Unit II: Paper Due

**Week 10:** November 6& 8: America and Imperialism.
Worlds Together, Worlds Apart: pgs.550-559
*D2L “Becoming ‘legally white’ in Colonial Venezuela, City Council of Caracas,” Problems in Modern Latin American History: Sources and Interpretations, pgs.11-15.

**Unit IV: Revolution and a New World Order, 1750-1850**

**Week 11:** November 13& 15 The Atlantic Revolutions and the Promise of Freedom
Worlds Together, Worlds Apart, pgs. 561-578
*D2L “From the Declaration of Independence of the United States of America (1776)” and “The Haitian Declaration of Independence (1804)” in Sources of World Societies, pgs. 140-1,155-8.

**Week 12:** November 20 & 22: Africa, the Abolition of the Slave Trade and the Industrial Revolution
Worlds Together, Worlds Apart, pgs. 578-584

*Paper Unit III Due Tuesday November 22.*

**Week 13:** November 27 & 29: Persistence and Change in Afro-Eurasia
TBA

**Conclusions and Legacies**

**Week 14:** December 4th: The West and the Rest: Legacies and Controversies
No new readings.

Final Exam. Good luck!