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Fall 2015

HIST 1002

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University of New Orleans

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HIST 1002: World History Since 1500
Dr Candy Fall 2015

Class: MWF 10-10.50 LA 256
Office Hours: WF 11-12, LA 117
ccandy@uno.edu

Book Required, ordered at UNO bookstore or available online.

William J. Duiker and Jackson J. Spielvogel, *World History Since 1500*, Volume 2, Seventh Edition, Wadsworth Cengage Learning.
ISBN 10:1-111-83167-X.

Course Description

Beginning with the Atlantic slave trade, we course our way through a modern world largely structured by empire, industrial capitalism, revolution and decolonization. We try to pay attention to the agency of the ordinary people—that is, to our own ancestors' history---to the ways in which they tried to reshape their worlds which were not of their own making. We will try to highlight categories such as women, the working poor, colonial subjects – the “small stories” of history.

There are a number of topics: empire, slavery, science, religion, revolution, the making of modern gender, decolonization .

Format

Each topic will be introduced by lecture.

Written Assignments:

Students will then read a chapter in textbook on the topic, while writing answers for submission in class discussion.

Research Assignments:

Students will also have opportunities to do research using primary documents from online archival databases. You will be guided to locate two short primary documents on a particular theme, from particular online archival databases. You will write a brief analysis for presentation in class. Details forthcoming.

Each Friday the class will be divided in to two sections with my assistant guiding discussion in one section.

This course is reading intensive. It is also thought intensive. I have tried to cut down on the enormity of the reading in each chapter to focus more deeply on particular examples and on particular questions within each theme. Such an approach will throw you back to skimming the whole chapter but without becoming too overwhelmed by trying to digest it all in one go. This course is far more about analysis than memorization of facts. But dates are still crucially important and in any written assignment you should make sure to include many specific dates .

Course Goals

At the end of this course, the student will:

1. Have a secure grip on the structures which made up the modern world in the past five centuries.

2. Have an open-ended understanding of the ways in which global encounters, networks and exchanges structured world history.
3. Recognize the myriad ways in which gender, race, class, nation and empire have been historically and specifically co-constitutive.

GROUND RULES

Cell phones must be turned off during class. No Eating. No leaving class early. No arriving late.

Any behavior, however slight, which is deemed by the professor to interfere with class will be severely punished and/or excised, including immediate removal of student.

You are allowed five absences without penalty.

Grading

1. Written Answers and Discussion: 50%
2. Research Assignment: 20%
3. Exam I: 10%
4. Final Exam II: 20%

Written answers must be typed and submitted at end of the class in which it is due. No late submissions accepted. See questions listed below under particular dates.

You should have one page for each date, to combine all answers.

Exams: Essay only:

You will be assessed on the quality and length of your responses, your attention to the reading, your promptness, and your willingness to engage thoughtfully with other students in the class. You will be judged on the informed quality of your analysis and on your in depth response to the substance of the readings, not on your point of view.

Most problems are that answers are too short and vague and too simple; are not grounded enough in the detail of the reading, with facts, dates and detailed references to the readings.

You may be allowed one sheet of facts at the exam.

Guidelines and possible questions will be given in advance.

Assignment Schedule:

*Instructor reserves the right to make changes in the course of the semester.

W 8/19 Introduction

F 8/21 Lecture: When and what is the modern world/ modernity?

M 8/24

Watch the following YOU TUBE video for discussion in Monday's class.

If you have difficulty finding it, search on YOU TUBE for "Rediker slave ship"

www.youtube.com/watch?v=83V_JhINw5M.

"The Floating Dungeon: A History of the Slave Ship"



Vanderbilt University

Uploaded on Mar 12, 2008

Watch video of Marcus Rediker, professor of history at the University of Pittsburgh, speaking on "The Floating Dungeon: A History of the Slave Ship" at the Vanderbilt Law School March 10.

Note your reactions to the Rediker "you tube" video. Which part did you find the most interesting and why? Amongst other questions Rediker suggests that if slavery was a crime, then the criminals should be punished? What are your thoughts or questions on such a complex matter? Submit at least half a page in class.

W 8/26
Lecture: 1492

F 8/28
Textbook Chapter 14:

Why were the Spanish conquistadors able to complete their conquest of Latin America so quickly when their contemporaries failed to do so in Africa and Southeast Asia?
Make at least five points with specific facts to back up your argument.

W 8/30
Lecture: Imperial Modernity

M 8/31
Lecture: Why did European women and men burn so many women and some men to death in the early modern period?

W 9/2
Lecture: Ireland, empire and the world

F 9/4 Research Assignments

M 9/7 Labor Day Holiday

W 9/9 Textbook Chapter 15:

What was the relationship between European overseas expansion (as traced in chapter 14) and political, economic and social developments in Europe? In other words: what did changes on "the inside" of Europe have to do with the making of "the outside" of Europe? For instance how did the reformation interact with the age of exploration/ scientific exploration? Have one comment each on the reformation, absolutism, crisis of the monarchy in England.

F 9/11 research assignments

M 9/14 Lecture; French Revolution

W 9/16 Lecture: France and empire

F 9/18 research assignments

M 9/21 Textbook Chapter 16:

Muslim Empires: How were they distinct from their European counterparts? Or were they just the same? Select at least six specific points with facts and page numbers and comment on them. Make one point about gender roles (of the six points).

W 9/23 Lecture

F 9/25 research assignments

M 9/28 Lecture

W 9/30 Industrialization

F 10/2 research assignments

M 10/5 Lecture

W 10/7 Exam I

F 10/9 research assignments

M 10/12

PRIMARY DOCUMENT ANALYSIS

Read "The Classless society" p.558.

What point of view does the author have?

Who do you think is the author's intended audience?

How does the author try to convince the audience?

Identify at least one problem with the document.

Textbook Chapter 19:

Read "Attitude of the Industrial Middle Class in Britain and Japan" p. 550.

What point of view does the author have?

Who do you think is the author's intended audience?

How does the author try to convince the audience?

Identify at least one problem with the document.

W 10/14

Read "Child Labor: Discipline in the Textile Mills," p.552.

What does the history of child labor have to do with the history of class relations?

Based on this reading, what would Marx wish to do about problems in the contemporary world?

Who would support him, who would stop him, and why?

F 10/16 *Fall Break*

M 10/19 The Raj

W 10/21 Lecture

F 10/23 research assignments

M 10/26 Textbook Chapter 21:

What were some of the major consequences of British rule in India, and how did they affect the Indian people? How did various Indian people respond in various ways? Give at least three examples of how Indians effectively resisted British rule.

W 10/28 Masculinity and Women in Modernity

F 10/30 research assignments

M 11/2 Lecture

W 11/4 Textbook Chapter 24

During the early twentieth century did conditions for women change for the better or for the worse in the countries discussed in this chapter? Give six examples and say why.

F 11/6 research assignments

M 11/9 Textbook Chapter 29: pp. 856-873.

What factors can be advanced to explain the chronic instability and internal conflict of Africa since World War II?

Refer to at least five.

W 11/11 Lecture

F 11/13 research assignments

M 11/16 Textbook Chapter 29: Read pp. 873-889.

How have “outsiders” as well as “insiders” undermined peace in the Middle East? Give five historical examples.

W 11/18 Lecture

F 11/20 research assignments

M 11/23 TBA

W 11/25 TBA

F 11/27 *Thanksgiving Break*

M 11/30 TBA

W 12/2 TBA

F 12/4 research assignments

Dec 7-11 Exam Week

Dec 15 Grades posted to WebSTAR

Etiquette

Please minimize the temptation to use slang and abbreviations when typing as it can lead to confusion. Formal, old fashioned English is required.

Communications Policy

It is the student's responsibility to obtain access information (username and password) for your UNO email account.

Students with Disabilities

Students who qualify for services will receive the academic modifications for which they are legally entitled. It is the responsibility of the student to register with the Office of Disability Services each semester and follow their procedures for obtaining assistance.

Plagiarism policy: UNO standard plagiarism policy.