An introduction to the history of the modern world. Focusing on the political, economic, and cultural aspects of globalization, we will explore religious and scientific revolutions, industrialization, nationalism, decolonization, the changing environment, and the evolution of modernity.

The heart of the course is the weekly section meetings in which you will collaboratively use primary sources to pursue further the themes introduced in lectures. It will introduce issues of historical interpretation and research, and it will provide a foundation for further study in the arts and social sciences.

Texts


Tutorial Information

<table>
<thead>
<tr>
<th>Section</th>
<th>Days</th>
<th>Time</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>D101</td>
<td>M</td>
<td>10:30AM - 11:20AM</td>
<td>AQ5019</td>
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<tr>
<td>D102</td>
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<td>11:30AM - 12:20PM</td>
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<td>D103</td>
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<td>M</td>
<td>1:30PM - 2:20PM</td>
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<td>D105</td>
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<tr>
<td>D106</td>
<td>Tu</td>
<td>10:30AM - 11:20AM</td>
<td>BLU10921</td>
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Teaching Assistants: D. Boko (dboko@sfu.ca) & S. Larrabee (skl21@sfu.ca)
Schedule of Lectures & Readings

An outline will be available online 24 hours before each lecture. Readings should be completed before the first meeting of the week.

Unit I. Setting the Stage

1. (3 Sept) Origins of World History and of the Universe
2. (8 Sept) From African Hunters to Global Farmers

Begin next week's readings...

3. (10 Sept) Axial Religions and the Pax Han-Romana
4. (15 Sept) The Pax Tang-Islamica and the Pax Mongolica

Readings:

- *World*, chapter 13
- *Analects of Confucius*, book 15
- *Suttapitaka, Dhammapada*, chapters 1-7
  [http://eawc.evansville.edu/anthology/dhammapada.htm](http://eawc.evansville.edu/anthology/dhammapada.htm)
- The Gospel according to Matthew, chapters 5-7
- Sūrata’l-Baqarah (سورة البقرة "the Cow"), sura 2 of the Qu’ran
  [http://www.masjidtucson.org/quran/noframes/ch2.html](http://www.masjidtucson.org/quran/noframes/ch2.html)

Unit II. The Early-Modern World

5. (17 Sept) Birth, Sex, and Death [Quiz!]

- *World*, chapter 14
- 1427-29 Catasto Data File for Florence
  sample search: [http://tinyurl.com/2qajdw](http://tinyurl.com/2qajdw)
- U.S. Census questions

7. (24 Sept) The Beginning of Globalization
8. (29 Sept) The Division of Labour and Coercive Labour Systems

- *World*, chapters 15 and 17
- Palacios Rubios, “Requerimiento” (1510)
- Charter of the Dutch West India Company (1621)
  [http://www.yale.edu/lawweb/avalon/westind.htm](http://www.yale.edu/lawweb/avalon/westind.htm)
- Oladuah Equiano, selections from *The Life of Gustavus Vassa* (1789)
  [http://www.sfu.ca/~lclossey/equiano.rtf](http://www.sfu.ca/~lclossey/equiano.rtf)
9. (1 Oct)  **Renaissances and Reformations**
10. (6 Oct)  **Scientific and Military Revolutions**
   * * World, chapters 18 and 20
   * Twelve Articles of the Swabian Peasants (1525)
     http://www.leedstrinity.ac.uk/histcourse/reformat/germpeas/bay1018.htm
   * Muhammad ibn Abd al Wahhab, any chapter from *Kitab Al Tawhid* (1736)
     http://islamicweb.com/creed/abdulwahab/
   * Galileo Galilei, Letter to the Grand Duchess Christina of Tuscany (1615)
     http://www.fordham.edu/halsall/mod/galileo-tuscany.html

11. (8 Oct)  **Building States**
12. (13 Oct)  **Building Empires**
   * * World, chapters 16 and 19
   * Sidi Ali Reis, *Mirat ul Memalik* [The Mirror of Countries] (1557)
     http://www.fordham.edu/halsall/source/16CSidi1.html
   * Yermak Timofeyevich, selections from the *Stroganov Chronicle* (1582)
     http://www.sfu.ca/~lclossey/stroganov.rtf
   * “The Chinese Rites Controversy” (1715)
     http://www.fordham.edu/halsall/mod/1715chineserites.html

13. (15 Oct)  **Enlightenment**
14. (20 Oct)  **Revolution**
   * * World, chapters 21 and 22
   * Jonathan Swift, *A Modest Proposal* (1729)
     http://art-bin.com/art/omodest.html
   * Voltaire, “Treatise for Toleration” (1763)
     www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/voltaire.html
   * Hasan Al Kafrawi, Status of Jews and Christians in Muslim Lands, (1772)
     http://www.fordham.edu/halsall/jewish/1772-jewsinislam.html
   * Declaration of Independence (1776)
     http://www.law.indiana.edu/uslawdocs/declaration.html

**Unit III. The Late-Modern World**
15. (22 Oct)  **Industrialization**
16. (27 Oct)  **Nationalism**
   * * World, chapter 23 and 26
   * Leeds Woollen Workers Petition (1786)
     http://www.fordham.edu/halsall/mod/1786machines.html
   * Andrew Ure, selections from *The Philosophy of Manufactures* (1835)
     http://www.fordham.edu/halsall/mod/1835ure.html
   * Ernst Moritz Arndt, “The German Fatherland” (1813)
     http://www.fordham.edu/halsall/mod/arndt-vaterland.html
17. (29 Oct) Imperialism [Quiz!]

18. (3 Nov) Imperialism II
   * World, chapters 24 and 25
   * Moshweshewe, Letter to Sir George Grey (1858)
     http://www.fordham.edu/halsall/mod/1858basuto.html
   * Dadabhai Naoroji, “The Benefits of British Rule” (1871)
     http://www.fordham.edu/halsall/mod/1871britishrule.html
   * Rudyard Kipling, “The White Man’s Burden” (1899)
     http://www.fordham.edu/halsall/mod/Kipling.html
   * Harry Johnston, “The Backwards Peoples” (1920)
     www.sfu.ca/~lclossey/johnston.rtf

19. (5 Nov) Theories of Modernity

20. (10 Nov) World War I and Western Liberal Democracy
   * World, pp. 933-963
   * Lu Xun 鲁迅, “A Madman's Diary” (1914)
     http://www.coldbacon.com/writing/luxun-calltoarms.html#Madman
     http://www.firstworldwar.com/diaries/sapperinpalestine.htm
   * Woodrow Wilson, “The Fourteen Points” (1918)
     http://net.lib.byu.edu/~rdh7/wwi/1918/14points.html

21. (12 Nov) Communism, Fascism, Nationalism

22. (17 Nov) World War II
   * World, pp. 917-33, 963-70
   * K. Marx, Manifesto of the Communist Party (1848), chapters 1 and 2 (1848)
     www.marxists.org/archive/marx/works/1848/communist-manifesto/index.htm
   * Mao Zedong, Investigation of the Peasant Movement in Hunan (1927)
     http://www.fordham.edu/halsall/mod/1927mao.html
   * B. Mussolini, “Fascism,” from the Italian Encyclopedia (1939)
     http://www.fordham.edu/halsall/mod/mussolini-fascism.html
   * Juan Domingo Perón, “Justicialism” (1948)
     http://www.fordham.edu/halsall/mod/1950peronism2.html
23. (19 Nov) The Cold War and the Communist World [Quiz!]
24. (24 Nov) Decolonization and the Third World
   * World, pp. 970-80, 993-1011, 1025-38
   * U. S. First Army Headquarters, “How to Spot a Communist” (1955)
     http://www.sfu.ca/~lclossey/commie.rtf
   * Thich Nhat Nanh, "In Search of the Enemy of Man [addressed to Martin Luther King]" (1965)
     http://www.aavw.org/special_features/letters_thich_abstract02.html
   * Exchange of letters, Lyndon Johnson and Ho Chi Minh (1967)
   * Jawaharlal Nehru, selected speeches & writings (1941, 1947, 1955)
     http://www.fordham.edu/halsall/mod/1941nehru.html
     http://www.fordham.edu/halsall/mod/1947nehru1.html
     http://www.fordham.edu/halsall/mod/1955nehru-bandung2.html

25. (26 Nov) Globalization and McWorld
26. (1 Dec) The Twenty-first Century and Beyond
   * World, pp. 984-90, 1011-22, 1038-50
   * U.N. Universal Declaration of Human Rights (1946)
     http://www.un.org/Overview/rights.html
   * Manifesto of the 1996 Chinese Tongzhi Conference
   * Osama bin Laden, Declaration of War against the Americans… (1996)
     http://www.pbs.org/newshour/terrorism/international/fatwa_1996.html
*Schedule of Grades*

**Academic Policies**

Grades will be assigned based on the following schedule. Hard copies (not electronic) of papers are to be submitted by the beginning of class on the day they come due. The grade of a late paper is reduced one notch for every 24 hours, or portion thereof, of tardiness. Thus an A+ paper received one week late becomes a C, as does a B paper turned in 3 days late. A B+ paper received 0.583 seconds late becomes a B paper.

Information on plagiarism is available from the instructor and the SFU library website [http://www.lib.sfu.ca/researchhelp/writing/plagiarism.htm](http://www.lib.sfu.ca/researchhelp/writing/plagiarism.htm). Students who use *any* language or ideas from other people without proper citation will receive a *zero* on that assignment; pending review by the Department Chair, the student will receive a failing mark for the course. No excuses, including ignorance of what constitutes plagiarism, will be accepted. When in doubt, cite. You cannot submit a paper to more than one class without the consent of both instructors.

Distracting behaviour (including but not limited to eating, talking out of order, snoring, and throwing stones at the instructor) will result in the application of an *extreme* penalty to your semester participation mark.

Students adding the course late will not be able to make up missed meetings, but may turn in missed assignments within a week of adding without penalty.

Extensions or makeups will only be given on the occasion of a death in the family or a documented medical emergency, incarceration or trial dates, or in accordance with SFU policy on religious accommodation. **In the interest of fairness, exceptions will not be made.**

I will send all emails to your sfu account. If you do not check your sfu.ca account, please set up email forwarding at [https://my.sfu.ca/cgi-bin/WebObjects/manage](https://my.sfu.ca/cgi-bin/WebObjects/manage).

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Requirement 1: Quizes
There will be four fifteen-minute quizzes during the course of the semester. Each will include an identification question, a chronology question, a map question, and a short-answer question. Questions will range over the preceding three weeks’ lectures and readings.
**Requirement 2: Tutorial Participation**

Tutorials are an occasion to dig deeper into the assigned readings, discuss points from the lecture, and explore the links between the small and the big picture of world history in a pleasant and intellectually stimulating atmosphere.

This semester we’ll be using a blogging website to facilitate discussion. You should now go to http://www.blogger.com/signup.do to sign up (you can put anything down when “creating your blog”). Each tutorial is divided into three groups (Team One, Team Two, and Team Three). In our fourth week, each member of Team One will compose a thesis statement based on the assigned readings. He will then go to the tutorial blog website to post the thesis statement under the appropriate week by clicking on “COMMENTS.” The deadline for thesis statements is will be set by the teaching assistants. All tutorial members, including Team One, will then go to the tutorial blog website to prepare evidence in support of or in opposition to an answer to a thesis statement of their choice. Extraordinarily, the instructor may ask you to submit your responses, but they need not be prepared formally. Each week a new team posts thesis statements. Credit will not be given for late thesis statements. Contributing thesis statements is worth one third of your overall participation mark.

The tutorial blog websites is listed below, where X stands for your tutorial number: http://hist130tX.blogspot.com
Thus tutorial #1 (D101) would use http://hist130t1.blogspot.com

Tutorial is of little use if you don't come to class, armed with your readings and notes. Discussion is for active, vocal participation, between you and your peers. Discussion begins when the author of a posted thesis statement recapitulates it orally to the tutorial. If you wish to speak, raise your hand, and your name will be added to the list. If you wish to make an urgent comment (“two-handed emergency”), raise both hands, and your name will be added to the top of the list. Your instructor will merely facilitate discussion; you should direct your attention primarily to the other students in the class. If you are someone who finds it difficult or intimidating to speak in front of groups, please speak to the instructor about strategies on participating.

If you attend a tutorial meeting, you earn 25 points. If you are punctual, you earn 25 additional points. If you offer substantial verbal participation (beyond asking a question you have posted), you earn another 25 points. If you cite a specific passage in the readings you earn another 25 points. The grading system encourages regular attendance and participation. The final two thirds of your overall participation mark comes from thus from attendance, punctuality, and participation. If discussion falters, the instructor reserves the right to administer surprise quizzes, each worth half of that day's tutorial mark.

**N.B. YOUR TA MAY ANNOUNCE MODIFICATIONS OF THESE TUTORIAL GUIDELINES.**
**Requirement 3: Research Paper**

Please write an original research paper of eight double-spaced pages (i.e. 1750-2500 words) with footnotes and a bibliography, on one of the following topics:

1. Describe the process of industrialization in the country of your choice (not Britain!), from its beginning to the present day. You should address its pre-industrial economic circumstances, the factors contributing to the industrialization, responses to industrialization, and how its industries changed over time.

2. Describe an intercontinental migration of a people (after 1400!). You should address the causes, the logistics, and the resulting cultural changes of the move.

3. Describe the history of a para-state entity such as a terrorist organization (not al-Qaeda!), liberation movement, or narcotics cartel active before 1975. (It may be active today). You should address its origins, activities, finances, and ideology. A list of possible topics is available at [http://www.fas.org/irp/world/para/index.html](http://www.fas.org/irp/world/para/index.html).

You must use *at least* one primary and two secondary sources. Although the Internet is the 4th Greatest Invention of Western Civilization, its resources must be used with great caution. Only with your TA's permission can an online resource count towards the sources requirement.

Your thesis should be analytical and interpretive—not merely a summary. It should be interesting, and you should choose a topic that contributes to our understanding of history. Your argument should be persuasive, your writing crisp, your organization clear, and your evidence carefully documented. The resources of the SFU Library await you, and you are invited to consult with me, your tutor, and the library staff. Your tutor may have additional requirements or suggestions.

Each paper will be given two tentative marks, for substance and style, based on the rubric below. Because both substance and style are of such great importance for writing, the *lower* of the two marks is worth 2/3 of your final grade, and the higher mark is worth 1/3 of your final grade. Penalties will be applied to papers with word counts outside the range given. Your paper should be double spaced, stapled, with numbered pages, and a title page.

All papers should be written according to the instructor's *How to Write* (www.sfu.ca/~lclossey/howtowrite.doc) and the Chicago Manual of Style or Turabian's *A Manual for Writers of Term Papers*. 

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**Table:**

<table>
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<tr>
<th>Requirement</th>
<th>Description</th>
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<tr>
<td>1.</td>
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</table>
**Writing Strategies**

Your tutor and the course instructor invite you to meet with them to discuss your progress. You should begin thinking of possible topics for both assignments immediately.

### GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

<table>
<thead>
<tr>
<th>Substance</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
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<tr>
<td>Thesis is original and interesting. Paper recognizes the complexity of its thesis by acknowledging its contradictions or qualifications. Demonstrates a sophisticated understanding of sources. Copious, convincing evidence. The reader learns something new.</td>
<td>Immaculate, and a pleasure to read. Choose words for their precise meaning and uses an appropriate level of specificity. Sentences are varied, yet clearly structured and carefully focused. Contains few gratuitous elements. Gracefully guides the reader through a chain of reasoning or progression of ideas.</td>
</tr>
<tr>
<td><strong>B</strong></td>
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<tr>
<td>A solid paper, responding appropriately to assignment. Clearly states a thesis that makes an argument. Shows careful readings of sources. Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</td>
<td>Very few errors. No problems with sentence structure. Generally uses words accurately and effectively. Sentences generally clear and focused. Each sentence clearly relates to the paragraph's central idea, and each paragraph clearly relates to the paper's central idea. Effective organization.</td>
</tr>
<tr>
<td><strong>C</strong></td>
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<tr>
<td>Adequate but weaker and less effective. Presents thesis in general terms. Thesis and argument can be sensed but are not clear or not explicit. Evidence does not entirely convince.</td>
<td>Contains several mechanical errors, which temporarily confuse the reader but do not impede understanding. Paragraphs might have an extraneous sentence, or paper might have an extraneous paragraph. Bumpy transitions might disrupt the paper's flow.</td>
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<tr>
<td>May present a central idea rather than a thesis. Evidence is not convincing. Connection between evidence and central idea not always clear.</td>
<td>Contains either many mechanical errors or a few important errors that do impede understanding. May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs lack main ideas, are too general or too specific, or are irrelevant to the thesis.</td>
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<tr>
<td><strong>F</strong></td>
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<tr>
<td>Does not respond to the assignment, or lacks a thesis or central idea, and may neglect to use sources where necessary.</td>
<td>Contains many important errors, or critical organizational problems.</td>
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</table>
Requirement 4: Final Examination

Part I. Identifications
(35 points). Identify and elucidate the historical significance of seven of the following eight items. Dedicate no more than a short paragraph of four sentences to each item. Include appropriately precise chronological information.

[Items on the examination will not be announced in advance.]

Part II. Chronology
(10 points). Identify the century in which each of the five following events took place.
[Items on the examination will not be announced in advance.]

Part II. Primary-Source Analysis
(25 points). Write a short essay analyzing one of the two passages provided. The correct identification of the author, the work, and the historical context is not more important than the analytical comments you are able to make about the work.
[Passages on the examination will not be announced in advance.]

Part III. Prospectus
(30 points). Write a prospectus addressing one of the following two prompts.
Prompt A (geography). Congratulations! You have been appointed director of an Institute for Late Modern World History, and you must organize your administration based on geography. How would you effectively divide up the world in light of its history from ca. 1800 to 2005? Please draw in your regional borders on the blank map provided and write a prospectus justifying your arrangement. A strong answer will be geographically comprehensive and will convince the reader of the suitability of your plan. Use passages from the readings to illustrate the key themes for each region.

Prompt B (chronology). Congratulations! You have been asked to teach Hist 130 next year. Write a prospectus that introduces your goals for the class and describes in depth how you would divide up the course into units. Propose at least one key reading for each unit and cite passages from them demonstrating their appropriateness. A strong answer will be original, comprehensive, detailed, and persuasive.
[This question will appear on the examination exactly as it does here.]