SUMMARY: Welcome! This course is an introduction to world history since the dawn of the sixteenth century to the present day. It traces the development of the modern global order over the past five hundred years, examining the processes and patterns of exchange, conflict and interchange which have made today’s world. We will take a thematic approach to world history, stressing the continuities and discontinuities of change and connection. This course is neither simply a course about ‘European expansion since Columbus’, nor is it about the history of ‘everyone else’. Rather, it is an exploration of how the world we now live in has been shaped by a number of trends and actors over the past half millennium. I hope to introduce you to new cultures, exciting but unknown stories, and innovative ways to look at the past and relate it to the present. Accordingly, you will be exposed to different ways of ‘doing history’, as well as different types of historical analysis. Whether you are a die-hard history major or a pre-med wondering what on earth the Taiping was, I hope you come to this with an open mind. ENJOY!

AIM & OBJECTIVES:
1. To understand the basic facts and identify the central trends of the history of the world since 1500.
2. To interpret and approach world history in a way which recognizes the continuities and connections while also stressing the importance of historical disjuncture.
3. To understand different ways of ‘doing’ history, through exposure to a variety of primary and secondary sources.
4. To develop evaluative skills with which to critique historiography.
5. To demonstrate sophisticated historical analysis in both oral (discussion groups) and written form (essays and exams).

STRUCTURE: The course is taught through a combination of class lectures and individual readings. It is vital you both attend and participate in lectures. You will be responsible for the material covered in lectures as well the readings. These are interdependent, thus failure to fully participate in any of these elements will have a severely detrimental effect on your performance in this course. Like most humanities courses, this is a reading intensive course.

It is expected that you will show respect to your fellow students, your instructors and yourself through your behavior in lectures and discussion sections. These are neither restaurants nor social venues, so please do not bring food. Likewise, these are not appropriate places for reading newspapers, talking to neighbors, or catching up on your sleep. Caffeine, however, is welcome in a proper container and might become an object of scholarly exposition.
MOST IMPORTANTLY, THE LECTURES ARE A TECHNOLOGY FREE SPACE; THE USE OF COMPUTERS AND/OR CELL PHONES IS STRICTLY PROHIBITED, SAVE IN THE CASE OF MEDICAL NECESSCITY AS ATTESTED TO BY DSS.

Be sure to take notes on lectures, as well as discussion and about (if not actually in) your readings. The purpose of these notes should be to summarize the core content of the lecture/discussion/reading as well as to critically engage with it. This means if there is something which you disagree with, do not understand, totally love, etc. you should identify it and note why. These notes will form a part of your class participation grade.

ACADEMIC INTEGRITY:
It is expected that all your work will be completed in accordance with the University’s Code of Academic Integrity, which you should familiarize yourself with (http://www.gwu.edu/~ntegrity/code.html). Cheating and plagiarism, which is the unacknowledged use of another’s work, is not acceptable and will not be tolerated. All cases of suspected cheating or plagiarism will be reported to the Office of Academic Integrity and prosecuted vigorously. Any students proven to have cheated or plagiarized in violation of the Code will FAIL this course.

ASSESSMENT: This course will be assessed by a variety of means. The breakdown is given here:
- Two Term Papers – 20% each
- Two Reading Response Papers – 10% each
- Mid-term Exam – 20%
- Final Exam – 20%

One of your term papers will be based on a personal visit to the Library of Congress. The other will be based on your choice from a selection of essay questions. Further details, including a list of questions, will be provided over the course of the term. Your papers should be between 1500-2000 words. They are to be submitted electronically on Blackboard, followed by a hard copy in class. Late papers will be penalized one letter grade for every day they are overdue without a documented medical excuse or personal misfortune. The due dates for the two papers are TUESDAY SEPTEMBER 30 and TUESDAY NOVEMBER 11.

The response papers are two editorial responses to a selection from the Globalization in World History book and one of the films we watch. You have the option of choosing which essay and which film to respond to. The papers are due by our last meeting, THURSDAY DECEMBER 4. They may, however, be submitted at any point over the course of the semester.

The exams will be largely essay based. The mid-term will include a timed essay, and be taken during the normal lecture period. There will be no re-sits, save in cases of documented medical excuse or personal misfortune. The final exam may include a section on primary source materials.
I expect you to be an engaged participant in your own learning. Please note that by simply attending lectures, as well as completing your readings and assignments on time, you are only doing what is MINIMALLY expected of you and will be graded accordingly.

Any grade with a numerical value of .3 or below will receive a minus (i.e. 83 = B-); any grade with a numerical value of .7 or above will receive a plus (i.e. 87 = B+).
Office Hours & Communications: I will have weekly office hours. These are an invaluable opportunity for you to come chat with me on an individual basis. If you have any questions about the course, would like to comment on it, or just want to chat about world history, please come along!

My regular weekly office hours will be in my office, Room 330, Phillips Hall. If for any reason you cannot make those hours and would like to see me, please send an email and we can arrange another time. My office hours are:

- Tuesdays: 2.30-3.30
- Thursdays: 11.10-12.10

I also welcome email communication. Please note that I answer my emails according to regular business hours, Monday-Friday 9am to 6pm. If you email me outside of those times, do not expect a reply until they return. Believe it or not, I actually have a life.

Required Readings:
This course does not rely on one central textbook. Instead, we will use the secondary works listed below, as well as a primary documents reader to build a diverse picture of the history of the world over the past five hundred years. All the books are available at the GWU bookstore. In addition to these, there will be some readings electronically available on Blackboard for various topics. These are noted below, and are required readings.

Secondary Sources

Document Sources
- *Meridians Sources in World History: World History 1500 to Present*

Recommended Readings:
In addition to the required readings, I recommend you read as widely as possible on issues, historical and contemporary, we cover in this course. It is a good practice to get into the habit of reading a well-written newspaper, presumably online, everyday. For this course, I suggest you also look at a non-US news source at least once a week, if not daily (i.e. – The BBC, *Le Monde*, *El Pais*, *The Hindu*, *Der Spiegel*, *Al Jazeera*). Finally, a word about Wikipedia. It is fine to use it as an initial source of information, but by no means is it an acceptable source of scholarship.
CALENDAR

1. Introduction and Concepts
   • What are the different ways we can understand history?
   • Are some sources more 'useful' than others?
   Aug. 26: Introduction
   Aug. 28: Concepts and theory

2. The early modern world
   • Why was Asia wealthier and more powerful at the start of the early modern period?
   • What was the significance of European insignificance during this period?
   Sept. 2: The early modern world: Asia imperium
   Sept. 4: The early modern world: ‘Gunpowder empires’
   Readings: Darwin 73-99, 125-37; Bennison ‘Muslim Universalism and Western Globalization' in Globalization in world history 74-97; ‘Akbarnama’ in Meridians 61-9

3. European expansion
   • Why did Europe expand and why was that expansion successful?
   • Has European ‘success’ been over-emphasized?
   Sept. 9: European expansion: East towards the sun
   Sept. 11: European expansion: Westward ho!
   Readings: Darwin 50-65; ‘Journal of the first voyage of Vasco de Gama’ & ‘Journal of the first Voyage’ by Christopher Columbus in Meridians 1-22
   Film: Aguirre, Wrath of God

4. Ecological imperialism
   • What were the consequences of the ‘Columbian exchange’?
   • How important is ecology to our understandings of history?
   Sept. 16: The Columbian Exchange
   Sept. 18: The world economy c. 1600
   Readings: Crosby ‘The biological consequences of 1492’ (Blackboard); Mintz ‘A bittersweet tale’ (Blackboard); ‘The second letter’ by Hernan Cortes, ‘The broken spears’ and ‘The discovery and conquest of Mexico’ in Meridians 23-43

5. Commodities and trade
   • What were the bases of global economic exchange in the seventeenth century?
   • What responsibility did Africans hold for the success of the slave trade?
   Sept. 23: Sugar & Slaves
   Sept. 25: Global society in the early modern period
   Readings: A. G. Frank, ‘Introduction’ in ReOrient (Blackboard); Darwin, 104-18; ‘A Jesuit missionary gives his first impressions of Japan’, ‘Trying to change China’ and ‘A French physician describes the Mughal Empire’ in Meridians 53-60, 69-83; Drayton ‘The collaboration of labour’ in Globalization in World history 98-114; ‘Slave trade in the Kingdom of Loango in the Eighteenth Century’, “The Slaveship” in “Equiano’s travels” in Meridians 84-88, 100-08
   Film: Rough Crossings
6. Things fall apart
• Why was the eighteenth century see such massive shifts in global power structures?
• What was the ‘Great Divergence’ and what accounts of it?
Sept. 30*: The ‘Great Divergence’
Oct. 2: The fall of the ancien regime
Readings: Pomeranz ‘Political Economy and Ecology on the Eve of Industrialization’
American Historical Review 107:2 (2002), 425-46; Darwin 137-55, 186-98; ‘China rejects the West’ in Meridians 115-23
*NOTE: First essay due

7. New beginnings
• What do we mean by the ‘modern world’?
• Who were the most important players in shaping the birth of the modern world and why?
Oct. 7: The Birth of the Modern World
Oct. 9: The beginnings of European imperium – British India

8. East meets west
• What was ‘free trade imperialism’ and why was it successful?
• What was more effective – ‘formal’ or ‘informal’ empire?
Oct. 14: Free trade imperialism: The Opium Wars
Oct. 16: Mid-term
Readings: Darwin 222-56; Robinson & Gallagher ‘The imperialism of free trade’
Economic History Review 6:1 (1953) 1-15; ‘Commissioner Lin’s letter to the Queen’, ‘Minute on Indian education’ in Meridians 153-74

9. Big trouble
• What accounts for the massive upheavals of the mid-nineteenth century?
• Why were European powers able to handle these challenges to their authority while Asian ones were not?
Oct. 21: Social breakdown and rebellion Part I: Taiping
Oct. 23: Social breakdown and rebellion Part II: The Indian Mutiny
Readings: Darwin 256-76; van de Ven ‘The onrush of modern globalization in China’ in Globalization in world history 167-94; ‘Causes of the Indian Revolt’, ‘Voices from the Taiping Heavenly Kingdom’ in Meridians 175-99

10. Empires of the sun
• Which was more effective – formal or informal empire?
• How important is migration and movement to our understanding of world history?
Oct. 28: Imperialism gone wild
Oct. 30: A history of movement, migrations and their drivers
Readings: Harper, ‘Empire, diaspora and the languages of globalism’ in Globalization in world history 141-67; ‘The interest in sea power, present and future’ in Meridians 200-28
Film: Dersu Uzala

11. Indigenous reactions
- What was the ‘challenge of the West’?
- Did indigenous responses simply seek to mimic the West?

Nov. 4: Reactions Part I: Self-strengthening, Meiji and Muslim Modernities
Nov. 6: Reactions Part II: Nationalism and the ‘derivative discourse’
Readings: Darwin 276-94, 339-64; Lonsdale ‘Globalization, ethnicity and democracy’ in Globalization in world history 194-219; ‘An Islamic response to modernity’, ‘What is true civilization’ and ‘Sun Yatsen’s three principles of the people’ in Meridians 229-54

12. The Twenty-Year Crisis
- Was this truly a global crisis?
- What were the most important changes affecting the non-European world during this time?
- How did World War II reshape the global order?

Nov. 11*: The Great Cataclysm and its Aftermath
Nov. 13: Beyond ‘Private Ryan’: World War II and its global significance
Readings: Darwin 368-423, 428-41; ‘The Fourteen Points’ and ‘Mao on peasant movements’ in Meridians 255-64
*NOTE: Second essay due

13. The post-war world
- Why did European empires fall apart so quickly?
- Was decolonization a ‘good’ or a ‘bad’ thing? Did it change anything?

Nov. 18: Decolonization: The fall of empires
Nov. 20: The Global Cold War
Film: The fog of war

14. The New World Order and Beyond
Nov. 25: The New World Order
Nov. 27: Thanksgiving Break – No classes
Readings: Darwin 468-85; Hopkins ‘Globalization with and without Empires’ in Globalization in world history 220-42; Darwin 490-506

15. Make up & Review
Dec. 2: Make up day as required
Dec. 4: Review session*
*NOTE: Response papers due

Final Exam: Dec. 11/16 (TBC)