HIST 112-09: Origins of the Modern World Since 1500
Spring 2014
Time and Location: T/R 9:30-10:45, 2096 McDonnell Douglas Hall
Instructor: Dr. Luke Yarbrough (lyarbro5@slu.edu)
Office: 217 Adorjan Hall (office hours: Wednesday, 1-3pm and by appointment)

Description
In this section of History 112 we take a comprehensive, de-centered approach to the study of global history. While we will examine key developments in Europe and North America, especially as they facilitated the new global encounter of relatively isolated populations, our attention will also be directed to important historical events and trends in Asia (West and East), Africa, Central and South America, Australia, and Oceania. Our goal is to practice the craft of history. This means learning what happened in the past, of course, but it also means fine-tuning our questions, wrestling with documents, and considering the uses of history.

Required texts (available at SLU bookstore)

Additional texts may be assigned occasionally and posted on SLU Global or distributed in class.

Our objectives
Students who complete this course will be equipped to participate in the ongoing conversation about our shared human experience across time. They will be prepared to apply these new conversational skills in a variety of contexts. The skills include:
• familiarity with the main periods, turning points, geographical arenas of interaction, and trends of global history since 1500
• the ability to relate discrete pieces of evidence (documents) to large-scale historical developments
• an enhanced capacity to write clear and persuasive prose
• an understanding of the main mechanisms of historical change over time, the complexity of their interrelation, and the ways in which historians speak and write about them
• an appreciation of the variety and particularity that characterize historical change at all scales

Assignments: The means of attaining our objectives
Attendance
Students must attend all scheduled classes. Absences will be excused, at the discretion of the instructor, only in the case of documented, unavoidable medical and family emergencies and official University conflicts. A student who discovers that s/he will be absent must contact the instructor immediately if s/he believes that the absence may be excusable. The first two unexcused absences will be noted as warnings and will not affect the student’s grade. Each subsequent unexcused absence will result in the loss of one percentage point from the attendance grade (4%). More than four such absences will result in corresponding reductions
to the participation grade and may jeopardize the student’s ability to pass the course. Students are responsible for keeping themselves informed of their own attendance records and will not be notified of warnings or loss of credit caused by unexcused absences.

**Participation**

Students are encouraged to speak up in class by asking thoughtful questions, responding to those posed by the instructor, and engaging directly with one another on historical topics. Those who make a good-faith effort to contribute constructively to discussion will earn strong marks for participation.

The rhythm of each week is roughly as follows. We begin each Tuesday with a quiz on the readings (see below). The rest of class on Tuesday will be occupied chiefly with instructor-led learning; we will typically end class with a short discussion or alternative activity involving *narrative historical content*. On Thursdays we will invert this itinerary, using an activity (discussion, competition, etc.) that relates to *documents* as a prelude to lecture.

**A note on laptops and cell phones:** Laptops, cell phones, etc. must be switched off during class. If you must take your notes on a laptop (and do not have official accommodation to do so), please contact the instructor by e-mail to receive an agreement in which you pledge to turn off wireless functionality during class. Using the internet during class may cause you to forfeit your participation grade for the course (20%). Electronic disruptions (ringing cell phones, texting, etc.) will also affect that grade.

**Readings and quizzes**

Reading assignments are kept to a reasonable minimum so that students are able to read all assigned material thoroughly. *It is absolutely crucial to complete all the reading assignments in order to pass the course.* Your goal in reading is to be able to rearticulate the main themes of each passage, retaining enough factual information to make this task possible. There will be ten short reading quizzes, given on Tuesdays at the beginning of class. These quizzes cover the readings for the *whole* week. They are fact-based, pass/fail, and should present no difficulties to anyone who has completed the reading.

**Examinations**

The course has two examinations: a midterm and a final. These examinations are designed to test your knowledge of the material presented in class and in the assigned readings, as well as your ability to synthesize that knowledge and to produce original analyses of selected documents.

**Written Assignments**

There are two kinds of written assignments in this course. One is the “source analysis” (SA), of which there are four. Your starting point for the SA is a short document that is given to all students in the class. Your mission is *to make an original case* explaining what insight the document provides into a larger historical narrative. To do this you will need to explain how the document is evidence for (or against) a specific historical assertion that you have learned about in class or from the readings. You may need to inform your reader of some important but non-obvious features of the document that affect your argument.
For example, let’s say you are given the U.S. Declaration of Independence. You might choose to make a case for how it represents early modern liberal political thought, or relates to other independence movements in New World colonies, or to debates among different factions in British North America. To build your case you might need to point out that the document predated the French Revolution, or that its principal author was Thomas Jefferson (a slave owner). But you could omit mention of glaringly obvious facts (e.g., that it was composed in British North America, or that it is an important document for the subsequent history of the United States). Your case must be supported by specific evidence drawn from the primary and secondary sources available to you.

The SA must not exceed one page in length (1-inch margins, double-spaced, 12-point Times New Roman). It is submitted (and graded) on Google Drive (explained in class). Once during the semester you will present your SA in oral form, attempting to convince your skeptical (but supportive) audience of your insightful interpretation of the document. There will be a signup sheet for the presentation.

The second sort of written assignment is the final essay (four pages), which gives you an opportunity to draw together the skills and knowledge that you have gained during the semester. You are encouraged to begin early and to submit your drafts to the instructor for feedback. There are two options for the final essay:

1. Which major historical development of the last 500 years is it most crucial that we understand for the benefit of our collective future: exploration, (de)colonization, political liberalization, nationalism, or industrialization? Using at least ten documents, build an argument for your choice and defend it against foreseeable objections.

2. Make a case for how one of the novels we read (Things Fall Apart and The Bridge over the Drina) confirms AND/OR complicates aspects of the sweeping historical narrative given in the textbook and in class. Use at least five documents along with substantial and specific evidence from the novel to support your answer.

Grading: The means of measuring our attainment
These are the graded assignments and their relative weights:

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<thead>
<tr>
<th>Attendance</th>
<th>4%</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Reading Quizzes (10)</td>
<td>10%</td>
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<tr>
<td>Source analyses (4)</td>
<td>16%</td>
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<tr>
<td>Midterm examination</td>
<td>10%</td>
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<tr>
<td>Final examination</td>
<td>20%</td>
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<tr>
<td>Final paper</td>
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Grades are earned on a percentage basis as follows:

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<th>%</th>
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<tr>
<td>97-100</td>
<td>A+</td>
<td>80-82</td>
<td>B-</td>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
<td>77-79</td>
<td>C+</td>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>90-92</td>
<td>A-</td>
<td>73-76</td>
<td>C</td>
<td>below 60</td>
<td>F</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>83-86</td>
<td>B</td>
<td>67-69</td>
<td>D+</td>
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The general criteria for grading subjective assignments* (class participation, short-answer and essay exam questions, written assignments) are as follows:

**A-level work**
- shows a firm grasp of the material presented in the readings and classes
- synthesizes that material while asking insightful and original historical questions
- proposes compelling, lucid, and organized explanations of change over time
- shows a thorough awareness of the vastness and complexity of the topics under discussion and allows this awareness to lend nuance to its contributions

**B-level work**
- shows an adequate grasp of the material presented in the readings and classes
- uses that material to good effect while asking well chosen historical questions
- proposes plausible, insightful, and readily understood explanations of change over time
- shows a thorough awareness of the vastness and complexity of the topics under discussion

**C-level work**
- shows some grasp of the material presented in the readings and classes
- uses that material while asking appropriate historical questions
- proposes plausible and readily understood explanations of change over time
- shows some awareness of the vastness and complexity of the topics under discussion

**D-level work**
- shows evidence of exposure to the material presented in the readings and classes
- refers to that material while representing relevant historical questions
- makes a good-faith effort to explain change over time

Work that falls short of this description will receive an F.

* Detailed rubrics for written work and oral presentations will be distributed in class.

**Other matters**

**Late work**
Work submitted late will lose a third of a letter grade (e.g., B+ to B) for each day late. Due dates are firm and should be taken literally. Excuses for late assignments work the same way as excuses for absences (see Attendance, above), with the exception that there are no freebies for late assignments.

**Originality and honesty** (See further [http://www.slu.edu/x12657.xml](http://www.slu.edu/x12657.xml))
The unacknowledged use of others’ ideas will not be tolerated. If you use an idea that is not widely known and agreed upon among historians, to say nothing of a phrase or passage from a published source, you must specify what you are using and where you found it, i.e., you must cite the source from which you have taken it. Any form of plagiarism or cheating will result in failure of the assignment in question and (at the least) a warning. Further violations will result in severe penalties decided upon in consultation with the administration.
ADA Statement
“In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- In course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.”

Writing Services
“I encourage you to take advantage of the writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with any kind of writing project, multimedia project, and/or oral presentation. They offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 977-3484 or visit http://www.slu.edu/writingservices.xml.”
Course calendar

Week One: History, Documents, and the World in the Fifteenth Century

Class 1 (14 January): Introductions; Syllabus; What is history?; Reading documents
Read for class: -

Class 2 (16 January): Doing Global History; Features of the Pre-Industrial World in the Fifteenth Century
Read for class: Strayer, Ways, “Working with Primary Sources”; “Prologue”; Ch. 12 narrative, pp. 559-592.

Week Two: Early Modernity: State Actors

Class 1 (21 January): Quiz 1: Modes of Rule (or absence thereof)
Read for class: Strayer, Ways, part 4, ch. 13, pp. 610-649.

Class 2 (23 January): Expansion and Political Competition; Documenting Political Change; Source Analysis (“SA”) document 1 distributed
Read for class: Strayer, Ways, Ch. 13, pp. 650-667.

Week Three: Early Modernity: Non-State Actors and Networks

Class 1 (28 January): A Global Exchange?; Quiz 2

Class 2 (30 January): Trade in Human Beings; The Economic Factor in Early Modern Historical Change

Week Four: Early Modernity: Religion and Culture

Class 1 (4 February): Quiz 3; Reformations (SA 1 due before beginning of class)
Read for class: Strayer, Ways, Ch. 15, pp. 719-752.

Class 2 (6 February): Science and Enlightenment; SA 1 presentations
Read for class: Strayer, Ways, Ch. 15, pp. 753-771.

Week Five: Contesting Ascendant Orders

Class 1 (11 February): Quiz 4: Revolutions in the Americas
Read for class: Strayer, Ways, Part 5, Ch. 16, pp. 772-811.
Class 2 (13 February): Revolutions and Revolutionaries in the Old World; SA doc. 2 distributed
Read for class: Strayer, Ways, Ch. 16, pp. 812-825.

Week Six: Industry

Class 1 (18 February): Quiz 5: Why Europe?
Read for Class: Strayer, Ways, Ch. 17, pp. 826-861.

Class 2 (20 February): Industrialization and its Echoes
Read for Class: Strayer, Ways, Ch. 17, pp. 862-877.

Week Seven: European Colonialism in a New Mode

Class 1 (25 February): Quiz 6: The Push to Colonize; SA 2 due before beginning of class
Read for class: Strayer, Ways, Ch. 18, pp. 878-912.

Class 2 (27 February): Pushing Back; SA 2 Presentations
Read for class: Strayer, Ways, Ch. 18, pp. 913-929.

Week Eight: Considering Early Modernity

Class 1 (4 March): The Early Modern Moment in Europe
Read for class: Study for midterm

Class 2 (6 March): MIDTERM EXAMINATION (50 minutes); Literature and History (discussion);
Things Fall Apart questions distributed

Week Nine: Things Fall Apart

Class 1 (18 March): Quiz 7: Africa On the Eve of Colonialism

Class 2 (20 March): Europe Goes to Africa; SA document 3 distributed

Week Ten: The Twilight of Asian Empires

Class 1 (25 March): Quiz 8; China to the Republic; Japan to and From the Meiji Restoration
Read for class: Strayer, Ways, ch. 19, pp. 930-957.
Class 2 (27 March): Islamic Empires; Discussion
Read for class: Andrić, Bridge, chs. 1-5.

Week Eleven: The Early Twentieth Century: What Mattered Most in the West

Class 1 (1 April): Quiz 9: The First World War and its Aftermath; SA 3 due
Read for class: Strayer, Ways, part 6, ch. 20, pp. 972-1017.

Class 2 (3 April): The Second World War; SA 3 presentations; SA 4 document distributed
Read for class: Strayer, Ways, ch. 20, pp. 1018-1033.

Week Twelve: The Bridge on the Drina

Class 1 (8 April): A Changing World; Quiz 9
Read for class: Andrić, Bridge, chs. 6-15.

Class 2 (10 April): Unease
Read for class: Andrić, Bridge, chs. 15-24.

Week Thirteen: The Twentieth Century: Alternate Paths

Class 1 (15 April): The Communist Era; Cold War Frictions; SA 4 due
Read for class: Strayer, Ways, ch. 21, pp. 1034-1085.

Class 2 (17 April): NO CLASS (Holy Thursday)

Week Fourteen: Nationalisms and the End of Colonialism

Class 1 (22 April): Quiz 10: Nationalisms: A Retrospective; Colonial Flow and Ebb
Read for class: Strayer, Ways, Ch. 22, pp. 1086-1119.

Class 2 (24 April): The Re-emergence of the Global South; Islam, Islamism, and the Liberal Order
Read for class: Strayer, Ways, Ch. 22, pp. 1120-1125.

Week Fifteen: An Integrated World?

Class 1 (29 April): Bonus Quiz?; Globalization: Contentment and Otherwise
Read for class: Strayer, Ways, Ch. 23, pp. 1136-1172.

Class 2 (1 May): The Futures of Feminism in Documents; Quo vadis?
Read for class: Strayer, Ways, Ch. 24, pp. 1173-1187.
Final Exam: Thursday, 8 May, 8:00-9:50am (2096 McDonnell-Douglas Hall)

Final Essay due on Friday, 9 May by 4:00 pm in the instructor’s box in the History Department office (137 Adorjan Hall). Please include page numbers and staple your essay.