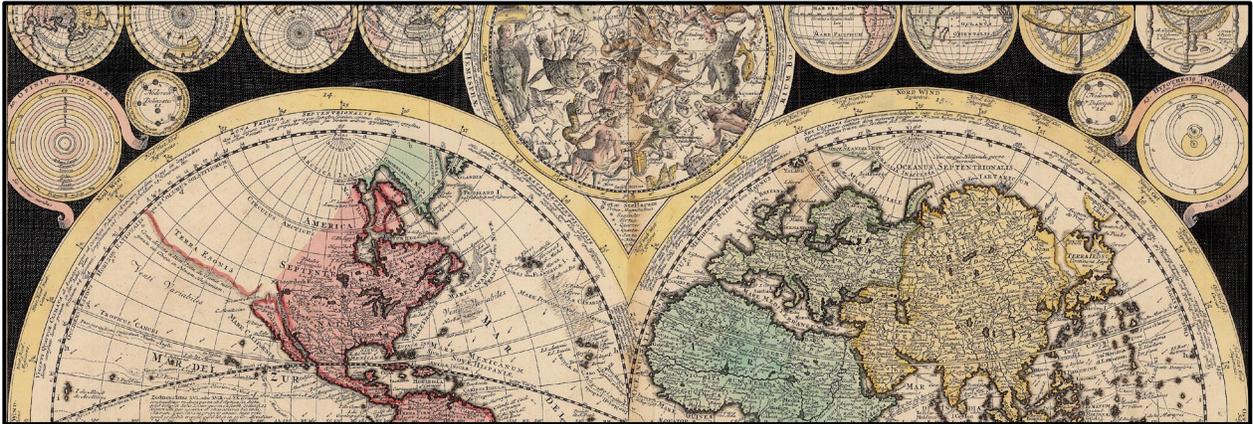


HISTORY 272-A: Global Perspectives: Europe and the World



[A.F. Zürne Planisphaerium terrestre cum utroque coelesti hemisphaerio, sive diversa orbis terraquei, 1700](#)

Spring 2019

Time/Day: 8am - 9:15am MW

Room: DHHC 215

INSTRUCTOR: Dr. Adam Sundberg

OFFICE: DH 220

OFFICE HOURS: 2pm – 4pm MW

EMAIL: adamsundberg@creighton.edu

***This syllabus is subject to revision at the instructor's discretion. ***

COURSE DESCRIPTION:

Why does much of the world appear European? How have ideas about nationhood, democracy, economy, and environment helped shape the modern world? Scholars refer to the global diffusion of these and other European concepts as the “Rise of the West.” This course will introduce students to the broad contours of this historical phenomenon beginning with the expansion of Europe into the Western Hemisphere and continuing to present. We will explore issues of progress, globalization, race, imperialism, and the environmental underpinnings of geopolitical changes over time. Using contemporary documents and discussion, we will evaluate the development of European ideas about themselves and the world.

COURSE GOALS:

By the end of the course, students should be able to:

- Identify important events, places, people, ideas, and historical debates concerning the development of the modern world
- Analyze competing historical perspectives
- Read, analyze, and understand a variety of primary source materials
- Analyze and understand peer-reviewed scholarly work
- Construct a clear, thesis-driven historical argument based on scholarly evidence

COURSE TOPICS:

This course is divided into four parts, each dealing with a dominant theme.

Part One (The Prelude to Modernity) establishes the dominant economic, political, environmental, and cultural relationships that developed at the beginning of the 16th century during the first wave of globalization.

Part Two (Revolutions) focuses on the seventeenth- and eighteenth-century upending of long-standing social, environmental, and economic relationships largely due to trade and industrialization.

Part Three (Empires) presents the development of European power abroad, as well as its limitations and consequences in the nineteenth century.

Part Four (Globalized Modernity) considers the late-nineteenth and twentieth-century outcomes of the breakup of empire, the rise of liberal democracy, and the increasing scope and influence of the global economy.

FIT TO CORE & MISSION:

The Creighton mission statement asks us to prepare our students to think about and perhaps even begin to act upon the problems of our modern world with compassion and a sense of social justice. *Global Perspectives in History* is a wonderful way to engage our students in some of the deeply entrenched systems of power, privilege, and inequality that continue to mark our world. By asking students to think about longer patterns of contact and cooperation, *Global Perspectives in History* helps them to interrogate questions of race, gender, and class in historically specific contexts using established methods of analysis and close readings of some of the world's most famous documents. This *Global Perspectives in History* ("Europe and the World") focuses on developments beginning with the Atlantic System of exchange of goods and ideas, which touched off the Enlightenment, and ending with the challenges to global security exemplified by 9/11. This kind of long view is especially suited to getting students to think about change over time and the shifting realities that effect how they themselves will interact with the world.

REQUIRED TEXTS:

Bulliet et al. *The Earth and Its Peoples*, Volume II: Since 1500: A Global History, 6th Edition.

You will likely wish to buy one monograph-length work of history for the final project (this work will be selected 4 weeks into class).

To save money, all other readings will be available via BlueLine, either as a pdf and/or hyperlinked via this syllabus. I also highly advise either renting or obtaining an ebook of this textbook. You can rent it a discounted rate at <https://www.cengage.com/c/the-earth-and-its-peoples-a-global-history-6e-bulliet/9781285436968/> For all other (non-primary source) readings, I will include the complete citation in case you would like to purchase the entire book.

GRADING/ASSIGNMENTS:

Your grade will be determined based on your performance during in-class participation as well as on exams and papers. A total of 1100 points are possible in this course, distributed as follows:

Project - 235 pts

(100 for presentation/100 for interactive component/10 for book choice/25 for outline/15 for prep meeting)

Quizzes - 100 pts

Midterm - 250 pts

2 Response Papers - 200 pts

Participation - 250 pts

Quizzes –Students will takes weekly quizzes that cover the reading material. Quizzes will be administered at the beginning of discussion-oriented classes (usually, the second class meeting of the week). They will cover material from the course textbook (Bulliet et al.) as well as the weekly discussion material. They are intended to monitor your reading comprehension of key concepts.

Response Papers – The student will complete two response papers, one per half of the semester. These take-home assignments will test the students’ comprehension of key concepts from the course. They must be well-written and adhere to the style and formatting guidelines below. Response papers are due *before class* on the date they are assigned in the syllabus. You must turn in a copy on BlueLine and present a paper copy on the day of class.

Midterm – The midterm will consist of multiple choice questions and two short (1-2 page) essays to be written in class. You will be provided a set of 4 potential essay prompts ahead of time, from which you will be expected to write two responses during class.

Final Project - The final group project will consist a group presentation and an interactive component that engages the class in the themes or subject material of your group’s book. The final project is a significant portion of your course grade and should be taken seriously. The presentation visual aids (powerpoint/prezi/etc) must be submitted **one day before** your presentation. The interactive component must be discussed with the instructor **at least 2 weeks prior** to your presentation date. All assignments will be held to the highest standards of academic honesty and integrity (see below for policy on plagiarism and academic dishonesty). 100 points for the presentation, 100 points for the interactive component, 15 pts for the meeting to discuss your topic, and 25 for an outline.

Style and Formatting: All papers should clear, convincing, and following the assigned style guidelines. They should have a well-defined thesis, intro, and conclusion backed up with substantive and well-documented citations. Citations are required (Chicago Style with footnotes suggested). The papers should follow the following format: **Times New Roman font; 12 point; double spacing; 1” margins; use page numbers. Print double-sided if possible.** The title should clearly and creatively evoke the topic and argument of your paper.

Grading Scale:

A: 94-100
A-: 90-93
B+: 87-89
B: 84-86
B-: 80-83
C+: 77-79
C: 74-76
C-: 70-73
D: 69-60
F: 59 and below

LATE PENALTIES:

Assignments will be deducted 1/2 of a letter grade for each 24-hour period they are late. Late arrivals in class will be offered no chance to make up the weekly quiz.

PARTICIPATION AND ATTENDANCE:

Participation: Education demands your active involvement; therefore participation is a requirement in this course. A sizeable percentage of the final grade depends on the frequency and *quality* of your comments. This requires reading the material and formulating ideas and opinions before your arrive at class.

Attendance: Daily attendance is required. One absence will be excused per student, regardless of reason. For every subsequent absence, students will have 22 points (out of 1,100 = 2%) deducted from their **final grade** in addition to the loss of the points for the daily quiz. There are no make up quizzes available for

absences (excused or otherwise). Exceptions to this rule will be very limited and only granted in circumstances left up to the discretion of the instructor.

PLAGIARISM & ACADEMIC MISCONDUCT:

Academic misconduct will not be tolerated. This includes plagiarism. Do not attempt to use others works without proper citation. Acknowledge source material for all of your work. For more information on what constitutes academic dishonesty, see:

https://www.creighton.edu/fileadmin/user/CCAS/curriculum/CCAS_Academic_Honesty_Policy_.pdf

In the event of plagiarism, the student will receive zero points for the assignment.

WEATHER CANCELLATION:

In the event that inclement weather forces the university to close, the course schedule will be adapted at the discretion of the instructor. All changes to the syllabus (and notice of class cancellations) will come via BlueLine.

DISABILITIES:

If you have a disability for which you need an accommodation, you are encouraged to contact both your instructor and the Office of Disability Accommodations located in the Old Gym, Room 408 (402-280-2166) as early as possible in the semester.

WRITING HELP:

Good writing is a skill that requires practice, but also guidance. A significant part of this class will focus on the writing process. Peer-review is encouraged as long as the authors create products that are demonstrably their own work. (see plagiarism and academic misconduct above). Also, feel free to stop by my office hours if you would like help. The Creighton Writing Center is the best option and an underutilized resource. See: <https://www.creighton.edu/ccas/english/writingcenter/> You can schedule appointments at the Writing Center in Creighton Hall 136.

CALENDAR:

All readings must be completed *before* arriving to class the day they are assigned

Week 1 – European History as Global History

Wed (Jan 15)

Syllabus and Introduction:

PART I – PRELUDE TO MODERNITY

Week 2 – 1492 and the Columbian Exchange

Mon (Jan 20) – Maritime Power, Columbian Exchange, Global Comparisons
Readings – Bulliet- Chap. 16; Chap 18 “Columbian Exchange”, pgs. 446-448.

Wed (Jan 22) – Discussion -

Christopher Columbus (1451-1506): Selections from Journal, 1492

Vasco da Gama (1460-1524): Round Africa to India, 1497-1498

Bartolomé de Las Casas, History of the Indies, selections

Toribio Motolinía, History of the Indians of New Spain, selections

Week 3 – The Opening of the Atlantic World

Mon (Jan 27) – Sugar and Slavery
Bulliet – Chap 18. (pgs. 448-452; 455-459); Chap. 19 (470- 497)

Wed (Jan 29) – Marcy Norton, “Tasting Empire: Chocolate and the European Internalization of Mesoamerican Readings - Aesthetics,” American Historical Review, 111 (June 2006)

Week 4 –The Birth of the World System

Mon (Feb 3) – Silver and States
Readings – Bulliet - Chap 18 (452-455); Chap 20 (512-514); Chap. 21 (524-529) Chap. 21; 532 (Env. & Tech.); 534- 537

Wed (Feb 5) – In-class Activity -
Identifying the World System using Dutch Art at the Rijksmuseum

PART II Revolutions

Week 5 –Political Revolutions

Mon (Feb 10) – The Atlantic Revolutions
Readings – Bulliet – Chap. 18 (459-469); Chap. 23 pgs. (574-596); Chap. 25 (624-630)

Wed (Feb 12) – Discussion -
Rousseau, *The Social Contract* Excerpts, “Subject of the First Book,” “Slavery,” and from “That Sovereignty is Inalienable” through the “Limits of Sovereign Power”
Abbé Sieyès: What is the Third Estate?
A pamphlet on the importance of the African trade, 1745
Debates in the House of Commons on the slave trade, 12 and 21 May 1789

Response Paper I Due

Week 6 – Industrial Revolutions

Mon (Feb 17) – England, China, Coal, and Colonies
Readings – Bulliet – Chap 22 (pgs. 548-562; 570-573)

Wed (Feb 19) - Discussion – Industrialization
Adam Smith, *An Inquiry Into the Nature and Causes of the Wealth of Nations*, Volume 1, “Of the Division of Labour” “on colonies” (pg. 4-8)
Thomas Robert Malthus, *On Population*, 1798

Final project – Stage 1 – select book

Week 7 – Social Revolutions

Mon (Feb 24) – The Industrial Revolution, Capitalism, and its Discontents
Bulliet – Chap. 22 pgs. 562-570

Wed (Feb 26) – Midterm

PART III - EMPIRES

Week 8 – Empire, “The Gap”, and Disorder

Mon (Mar 2) – Encounters with the West and the Birth of the Developing World
Bulliet – Chap. 21 (537-544); Chap. 24 (613-23); Chap 26 (666-670)

Wed (Mar 4) - Discussion –
China-

The Reception of the First English Ambassador to China, 1792
Emperor Qian Long [Ch'ien Lung] (b.1711-1799, r.1736-1796): Letter to George III, 1793
Lin Zexu (Lin Tse-Hsu), Letter of Advice to Queen Victoria (1839)

India-

Queen Victoria's Proclamation to the Princes, Chiefs and the People of India (1858)

Mar 9-13 – NO CLASS - SPRING BREAK

Week 9 – Nationalism and Empire

Mon (Mar 16) - Nation-building, the New Imperialism, Science & Technology
Readings – Bulliet – Chap. 26 (658-666); Chap 27 (pgs. 686-690; 698-711)

Wed (Mar 18) – Discussion –

Readings - Jules Ferry (1832-1893): On French Colonial Expansion.
Heinrich von Treitschke, extracts from "German history of the Nineteenth Century" and
"Political Writings"
Charles Darwin (1809-1882): The Descent of Man, 1871, excerpts.
Rudyard Kipling, The White Man's Burden, 1899

Week 10 – Ecological Imperialism

Mon (Mar 23) – Neo-European expansion, El Nino, and the Third World
Bulliet, Chap. 26 (678-683)

Wed (Mar 25) – Instructor at conference – NO CLASS

Final Project – Stage II – Submit Outline for Book Review

PART IV – GLOBALIZED MODERNITY

Week 11 – Warfare and Peace

Mon (Mar 30) – Discussion –
Readings - Alfred Crosby, Ecological Imperialism (selections)
JR McNeill, Mosquito Empires – Chap 1 (pgs 1-11) and Chap 8 (pgs. 304-314)

Wed (Apr 1) – The World at War and the End of Optimism

Readings – Bulliet, Chap. 28; Chap. 29 (748-754; 757-761); Chap. 30 (764-775)

Apr 3 – – last day to withdraw with a “W”

Week 12 – World Wars and their Aftermath

Mon (Apr 6) – Nationalism and Decolonization
Readings – Bulliet Chap. 30 (pgs. 775-787); Chap. 31 (802-815)

Wed (Apr 8) – Battle of Algiers Discussion

Response Paper II Due

Week 13 – Europe, Asia, and the Cold War

Mon (Apr 13) – NO CLASS - EASTER BREAK

Wed (Apr 15) – Asia and Europe in the Cold War
Readings – Bulliet Chap. 31 (pgs. 794-802; 815-816; 839-847)

Fri (Apr 17) Final Project - Stage 3 – Deadline to meet with instructor about interactive component of project

Week 14 – Globalization

Mon (Apr 20) – The Great Acceleration
Readings – Bulliet, Chap. 33

Wed (Apr 22) – work on projects in class

Week 15 – Final Paper Presentations

Mon (Apr 27) – Groups 1, 2

Wed (Apr 29) – Groups 3, 4

Week 16 – Finals Week

(See finals schedule for date and time of meeting) - Groups 5, 6, 7

PARTICIPATION RUBRIC

Participation is graded according to frequency and *quality*. It accounts for 25% (or 300 points) of your final grade. The following rubric is a guide that lays out how you will be graded. The corresponding point values will be multiplied by 8 to determine your score out of the total 300 points available.

Engagement in Discussion (250 available):

Excellent (250-225 points): Comments and questions are insightful and further the discussion. They frequently require a mastery of the reading and/or lecture material. These students do not dominate the discussion and show an active interest and respect for others opinions and their contributions to the discussion. They do not repeat previously asked questions.

Above Average (224-200 points): Discussion contributions are generally good, but there are sometimes instances where the student shows a lack of mastery of the material. These students may also tend to dominate the discussions to the exclusion of others opinions and contributions.

Average (199-175 points): Comments are sometimes insightful, though not frequent. The students will generally listen more than they will contribute to classes. Their comments will occasion seem off base because of their lack of preparation.

Below Average (174-150 points): These students rarely attend class and/or rarely offer substantive contributions to class. They are occasionally interested and sometimes come prepared, though this is infrequent.

Poor (149-0 points): Almost never attends class; lack of substantive contribution; lack of preparedness.

RUBRIC FOR PAPERS

Your scores will be multiplied as follows to determine your grade for each given assignment:

A

Has a clear thesis that is substantively supported throughout the work.
Citations are clear, accurate, and according to the style guidelines and page limits.
Arguments display insightful use of class lecture material and readings.
Makes multiple clear connections between the book and class material
The writing is clear and engaging. It is well-organized with topic sentences.

B

Has a thesis, though it is not consistently or effectively supported throughout the text.
Coherent citation style is used, though inaccurately or incompletely.
Information is used from class lectures and readings, though it often lacks insight.
Makes one clear connection between book and class material
Mostly clear prose, though with some awkward sentences and unclear ideas; more frequent errors of grammar and spelling—room for improvement in overall presentation.

C

No thesis or the thesis is unclear. Largely a descriptive, rather than an analytical work.
Few, if any citations are used. Does not follow any style guidelines
Work lacks substantive use of class lectures and readings.
Makes connections between book and class material, though they lack clarity or display factual inaccuracies
Prose is unclear with multiple grammatical and spelling errors. Structure lacks cohesion.

D

No thesis. Mostly a descriptive work, though the amount of information meets the required page length.
Little attempt made to connect this paper to information from readings or lectures.
Citations absent or near absent.
Makes few connections between book and class material
Significant stylistic, grammar, and/or spelling issues.

F

No thesis and an entirely descriptive work.
Does not meet minimum page limit.
Makes no connections between book and class material
No citations; Severe issues with structure, style, or content of paper.
Plagiarism

LEARNING OBJECTIVES

Learning Outcome 4C, Introductory learning objective 2: Students will identify key historical developments that have significantly shaped human societies and cultures.

Learning Outcome 4C, Reinforcement learning objective 2: Students will analyze and explain how key historical developments have significantly shaped human societies and cultures.

Learning Outcome 4C, Proficiency learning objective 2: Students will evaluate the relative significance of a variety of historical developments in shaping human societies and cultures.

CLASS CONDUCT/ AV RECORDING

Audio and/or video recordings of lectures and discussion are prohibited without express consent of the instructor.