

**HST 104: World History since 1500**  
College of Charleston, Fall Semester 2008

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Office Hours: MW 10-12; F 10-10:30; or by appt.

**About the Course**

This course covers Modern World History, the period from approximately 1500 to the present. We will investigate major historical issues, events and developments, such as European exploration of the New World(s), trade between India and China, the early modern Islamic empires, the Atlantic Slave Trade, WWI, fascism, decolonization in Africa, and Latin America's relationships with the US in recent decades. These events and others will be linked together by a framework that views World History over the last 500 years as a series of processes that led to increasingly integrated global economic, political, and social networks. Within this framework, we will place occasional emphasis on the theme of psychoactive substances and the various ways they have shaped the development of the modern world.

We will see that over the course of Modern World History, through time and regardless of location—or whether we concentrate on politics, economy, society, culture or religion—one shared characteristic has been the presence, and often the *central* presence, of psychoactives. Historical explorations of this topic require delving into many closely related issues, including labor, technology, economy, politics (and political ideas), law, society, military, gender relations, and religion, among others. No matter how World History is approached as a field of study, it is full of peasants, farmers, traders, clergy, soldiers, officers, administrators, lords, ministers, kings, animal trainers, business people, teachers, students, men, women, children, and many others. In the past and even in the present, members of all of these social categories have produced, packaged, traded, consumed, taxed, or regulated psychoactives, and history was often changed as a result.

In addition to completing the required Reading before attending each class session, you will participate in class discussions and convey what you are learning through presentations, quizzes, exams, and a research paper. If you apply yourself sufficiently, over the course of this semester you will:

- Increase your knowledge of the 'facts' of major events in modern World History, and thereby expand your understanding of how the world came to be what it is today.
- Develop a greater appreciation for different types of historical evidence and their strengths and weaknesses and how they shape our views of history.
- Learn more about the roles and relevance of argumentation in the study of History.
- Sharpen your analytical and argumentation skills by personally engaging in critical ways with the relationship(s) between evidence and argument.

In short, you will improve your understanding and command of the 'building blocks' that make up the disciplinary study of History (facts, evidence), and the re-construction processes by which historians place those blocks together in presumably meaningful ways (methodology, theory, argument). If you work sufficiently you will find that all the skills that you can develop

or improve in this class are potentially useful not just in other college courses, but also in a wide variety of professions, such as law, management, foreign relations, and policy analysis.

### Required texts

Bulliet, Richard et al. *The Earth and Its Peoples: A Global History*, Brief Edition, Third Edition. Boston: Houghton Mifflin Company, 2006.

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing About History*, Sixth Edition. New York: Longman, 2007.

Schivelbusch, Wolfgang. *Tastes of Paradise: A Social History of Spices, Stimulants, and Intoxicants*, trans. David Jacobson. New York: Vintage Books, 1992.

### Grading (the assignments are explained in greater detail at the end of the syllabus)

20%	Group Presentations: <ul style="list-style-type: none"> <li>• Special Collections</li> <li>• George Washington Papers</li> <li>• Newspapers</li> </ul>
20%	Quizzes
20%	Research Paper
20%	Midterm
20%	Final

### Extra Credit:

There is no extra-credit in this class, though some assignment grades may be improved after the fact by your attending a pre-approved scholarly event on campus and writing a critical 2pp. analysis of it and how it is relevant to what we are studying in this class.

Grading Scale:	A	96-100	4.0
	A-	90-95	3.7
	B+	87-89	3.3
	B	84-86	3.0
	B-	80-83	2.7
	C+	77-79	2.3
	C	74-76	2.0
	C-	70-73	1.7
	D+	67-69	1.3
	D	64-66	1.0
	D-	60-63	0.7
	F	59 or below	0.0
	WA	0	0.0
	XF	0	0.0

At no point during or after the semester will the professor discuss grades with students by e-mail. E-mail requests for grades or grade information will not receive responses. Similarly, e-mails from parents about grade or any other information will be ignored. Even if I were willing

to discuss your grades or your performance with your parents, I am prohibited by law from doing so. Therefore, if your parents have any issues with the grade you are earning, they should speak with you or the Associate Dean of Students.

## Class Schedule

### Key to Readings

EIP: Bulliet et al., *The Earth and Its Peoples*  
 SGH: Marius and Page, *A Short Guide to Writing About History*, Sixth Edition  
 TP: Schivelbusch, *Tastes of Paradise*

W 27 <b>August</b>	First Day of Class: Introduction to Course
F 29	Writing and History Reading: SGH: Ch. 1
M 1 <b>September</b>	Thinking about History Reading: SGH: Chs. 2-3
W 3	Gathering Information; Discussion of Class Assignments & Projects Reading: SGH: Ch. 4
F 5	Library Resources Session; meet at Addlestone Library, Rm. 227
M 8	Transformations in Europe, 1500s-1700s (I) Reading: EIP: Ch. 15
W 10	Transformations in Europe, 1500s-1700s (II) Reading: TP: Chs. 1-3
F 12	Special Collections Session; meet at Addlestone Library, Special Collections (3 <sup>rd</sup> floor)
M 15	The Americas, the Atlantic and Africa, 1500s-1700s Reading: EIP: Ch. 16
W 17	Southwest Asia and the Indian Ocean, 1500s-1700s Reading: EIP: Ch. 17
F 19	Northern Eurasia (Russia, China, Japan), 1500s-1700s Reading: EIP: Ch. 18
M 22	Revolutions in the Atlantic World, 1750-1850 Reading: EIP: Ch. 19
W 24	<b>Group Presentations on George Washington's Personal Letters</b>
F 26	Industrial Revolution (I) Reading: EIP: Ch. 20
M 29	Industrial Revolution (II) Reading: TP: Chs. 4-7
W 1 <b>October</b>	<b>Group Presentations on Special Collections</b>
F 3	Africa, India and the New British Empire, 1750-1870 Reading: EIP: Ch. 21

- M 6 Land Empires in the Age of Imperialism, 1800-1870  
Reading: EIP: Ch. 22  
Reading: TP: Ch. 8
- W 8 **MID-TERM EXAM**
- F 10 Discussions of Exams
- M 13 NO CLASS: FALL BREAK (STUDY HARD)
- W 15 Documentary: TBA
- F 17 The New Power Balance, 1850-1900  
Reading: EIP: Ch. 23
- M 20 The New Imperialism  
Reading: EIP: Ch. 24
- W 22 The Non-Conquered 'Exceptions' to Imperialist Rule
- F 24 **Research Paper Due**
- M 27 World War I  
Reading: EIP: Ch. 25
- W 29 World War I  
Finish, Reading: EIP: Ch. 25
- F 31 Stalinist Russia  
Reading: EIP: Ch. 26 (pp. 619-26)
- M 3 **November** European Fascism  
Reading: EIP: Ch. 26 (pp. 626-29)
- W 5 East Asia; World War II  
Reading: EIP: Ch. 26 (pp. 629-39)
- F 7 Documentary: TBA
- M 10 Striving for Independence: Africa  
Reading: EIP: Ch. 27 (pp. 641-46)
- W 12 Striving for Independence: India  
Reading: EIP: Ch. 27 (pp. 646-52)
- F 14 Striving for Independence: Latin and South America  
Reading: EIP: Ch. 27 (pp. 652-61)
- M 17 **Group Presentations on Newspaper Research**
- W 19 The Cold War  
Reading: EIP: Ch. 28 (pp. 668-74)
- F 21 Decolonization  
Reading: EIP: Ch. 28 (675-84)
- M 24 Decolonization and Algerian Independence  
Reading: EIP: Ch. 28 (pp. 684-87); and Fanon excerpt (to be e-mailed to students)



Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at htReading:

TP://www.cofc.edu/studentaffairs/general\_info/studenthandbook.html.”<sup>2</sup>

### **Various Etiquette Issues Statement**

**Cell phones** are to be turned off (i.e., not set to vibrate) *before* entering the classroom. **Text messaging** is forbidden at all times (and if done during an exam will comprise an Honor Code violation).

In sending me **e-mail** you must use your C of C account. *I will not respond to personal email accounts.* Also, please clearly indicate the reason for your e-mail in the subject heading. I will assume that e-mails with blank subject lines are spam, and I will delete them. E-mail is an appropriate medium for posing specific questions about course material or setting up an appointment for consultation outside of my regular office hours. E-mail is not an appropriate medium to explain a class absence or to ask what you missed in class. E-mails doing so will not receive responses. No assignments may be submitted by e-mail without my explicit, prior permission for that specific assignment.

Attendance is not required, since you are adults and capable of making your own decisions, but you are responsible for the material in every class session and I will not provide you with materials that you miss as a result of non-attendance. When you come to class you are expected to remain in the classroom for the entire class period. In terms of absences on days when assignments are due: to qualify as “excused,” absences must be approved (and not just reported) by the Office of Undergraduate Studies *as well as by me.* A message from Undergraduate Studies will not necessarily be considered as legitimate by me, especially if the cause of absence is listed as “undocumented” or “self-reported.”

I sympathize with the need for many students to work to help cover their living and education expenses, however your priority in this class should be this class. If there is a conflict between this class and your place of employment, I suggest that you 1) inform your employer that you cannot work a certain schedule because of your class requirements, or 2) sign up for

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<sup>2</sup> Jeri O. Cabot [Dean of Students], <CabotJ@COFC.EDU> “Academic Integrity and our Honor Code,” in [College of Charleston] Faculty and Staff Announcements Listserv, <FACULTYANDSTAFF@LISTSERV.COFC.EDU>, 16 August 2007.

another class rather than this one. Under no circumstances should you take up my time complaining about a class-work conflict.

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### **Elaboration about the Required Assignments for this Course**

20%	Group Presentations: <ul style="list-style-type: none"> <li>• Special Collections</li> <li>• George Washington Papers</li> <li>• Newspapers</li> </ul>
20%	Quizzes
20%	Research Paper
20%	Midterm
20%	Final

### **Quizzes, Midterm Exam, and Final Exam**

Quizzes are unannounced and will be given regularly. At the end of the term your two lowest quiz scores will be dropped. Make-up quizzes will not be given for days on which absences are unexcused. Only *documented* excuses will be considered as possibly valid. (Self-reported ones will not be considered valid, so do not bother to ask).

The Midterm and Final will include identifications (identify the term *and* explain its significance to World History), short answers, and longer answers. The longer answer sections may include excerpts from primary sources that must be incorporated into your answer. There will be no review sessions for either exam, and the content of the exams may consist of any of the material that has been covered in any class meeting or any assigned Reading to that point in time.

### **Research Paper**

On your own or in consultation with the instructor, you will come up with a topic for a 5pp. research paper. You will be required to consult a variety of sources including encyclopedia articles, peer-reviewed journal articles, scholarly monographs, and primary sources. Writing conventions will be discussed in class and in advance of the due date you will be given a rubric that emphasizes essential points, such as the need for a clear thesis statement.

### **Group Presentations**

#### 1). Special Collections

In consultation with the instructor, your group needs to locate a psychoactives-related Primary Source in the college library's Special Collections section and give a presentation on the nature of the source (author, date, region, type of document, contents) and how it might (or might not) be useful to the study of History. Because world coverage of the Special Collections resources is not evenly balanced, for this assignment it is okay to draw on documents related to

American History, though you are of course strongly encouraged to focus on or link to World History.

For this assignment you are advised to carefully consider what constitutes a Primary Source and what does not. You may find guidance in Marius and Page's *A Short Guide To Writing About History*, Sixth Edition, especially pp. 98-105.

Similarly, this project is tricky, since it probably requires your group to get together to discuss possible sources on which to focus, and then for y'all to investigate the source(s) separately or in pairs. Keep the inherent challenges of this project in mind as you schedule your and your group's time in the coming weeks. The class session at the Special Collections is on Friday 12 September, and your group presentation will take place on Wednesday 1 October.

## 2). George Washington Papers

Your group needs to research the *Writings of George Washington* (Call #: E 312.7; or available online at the University of Virginia) and give a presentation on what he had to say about a certain psychoactive substance:

Group 1: Madeira wine

Group 2: Beer/ale/stout

Group 3: Hemp

Group 4: Tobacco

Group 5: Coffee

Group 6: Tea

If there is another substance covered in the letters that your group is strongly interested in researching, feel free to speak with the instructor about switching topics, but only to one that is not listed above.

You may break the content of your presentation down anyway you deem appropriate, directed as you think the material should be explained most meaningfully and as determined by the nature of your sources. But at the beginning of your research you should keep a wide variety of issues in mind, such as economics, society, politics, race, religion, international relations, military, and culture. What do these terms really mean? And are any of the analytical categories created by these terms relevant to the documents on your substance? How so?

Note that Volumes 38 and 39 of the *Writings of George Washington* are indexes, and you will find them indispensable for this project. Note also that if you are a civilized person you will not check out any of these volumes, since doing so could make life unnecessarily difficult for your peers and thus would be a seriously jerk thing to do.

## 3). Newspapers

Groups 1, 2 and 3 will focus on the *New York Times* and Groups 4, 5 and 6 will focus on the *London Times*. These are two newspapers for which our library subscribes to databases that include pre-20<sup>th</sup> century archival copies. Your group should locate an article (or a related series of more than one) about a psychoactive substance in some part of the world sometime before 1900. Make enough copies of the article to hand out in class (35 or so) and on the scheduled day your group will share your thinking about how to read the article(s) as an Historian.