

## History 104-012: World History II

Spring 2003 TR 2:00–3:15  
Professor Gerald Figal ([figal@udel.edu](mailto:figal@udel.edu))

Gore 304  
Munroe 122, hours: TR 11:00–12:00

### Course manifesto

This course is a survey of the global economic, political, social, and intellectual trends from the fifteenth century to the twentieth century, focusing especially on the shift of wealth and power from Asia to Europe during that period. As such, comprehensive coverage of specific areas of the world is secondary to the development of global interrelationships that gave rise to the modern world. The overarching theme of our inquiry will be the idea of modernity, and closely attached to it will be the topics of global economic integration; colonialism and imperialism; cultural identities and nationalisms; intellectual, political, and industrial revolutions; hot and cold world wars; decolonization; and processes of globalization.

### Course materials (all required and available at UD bookstore or [Amazon.com](http://Amazon.com))

Marks, *The Origins of the Modern World: A Global and Ecological Narrative*

Brower, *The World in the Twentieth Century: From Empires to Nations*

Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*

Conrad, *Heart of Darkness*

Achebe, *Girls at War and Other Stories*

Electronic Readings of primary documents and other materials available as Word and PDF files or as outside web links on course web site located at:

<http://www.udel.edu/History/figal/Hist104>

### Course work

Your course grade will be determined out of a possible 200 points accumulated by:

- 2 Map Quizzes, 20 points each.
- 1 Midterm Exam, 40 points.
- 1 Endterm Exam, 60 points.
- 1 Think Piece (approx. 1000 words) based on readings, 40 points.
- Punctual attendance and class participation, while counting only 20 points, is crucial for success in this course because exams will include material available only from lectures. There will be an attendance sheet and you will receive credit for putting your name on it (if you forget to do so or miss the sheet because of tardiness, that is equivalent to not attending). If you have 5 or more unexcused absences you will receive a "0" for attendance. I look unkindly upon tardiness and will do my best to embarrass you into punctuality. I reserve the right to administer unannounced diagnostic tests if it becomes apparent that course material preparation is lacking.

## **Great course expectations (the meaning of life as far as this course is concerned)**

First and foremost, I believe in enjoying the pursuit of knowledge, in having fun with thoughts, in being interested in learning about something for its own sake and not for the sake of a grade. (For better or for worse, however, we live in a world of measured performance and not one of pure joy and knowledge so I am ultimately compelled to give you grades.) Whether or not you share my belief in joy through knowledge, I do expect everybody to put out their best effort. If you are not motivated and serious about reading, writing, and talking about world history, then sayonara!; if you are motivated and serious, then hang around and we'll have some fun as we work. I would much rather conduct the class in a spirit of intellectual camaraderie and with a mutual commitment to excellence rather than through unilateral threats of failure. You and I will get as much out of this course as we put in to it; no more no less. I pledge my full effort; it's up to you to pledge yours. It is my sincere hope that you all will get a lot more from this course than you expected when you signed up for it.

In addition to essay exams, this course requires the composition of a thoughtful analysis of readings. Grades (or points) earned are measures of the depths you plumb and the care you take in these forms of inquiry and learning. Accordingly, the meaning of grades/points on exams and writings is as follows:

- “A” applies to work judged to be plumb impressive in demonstrating command of the material (including accuracy and thoroughness in representing the readings), active engagement and original thinking in working with relevant ideas, and superlative presentation (from the nuts and bolts of spelling and grammar to the 2x4s of well-turned phrases to the window-dressing of polished proofreading). “A” work rocks my world.

- “B” applies to work judged to be of distinctive quality, widely responsible to the readings, well-organized (Well, organized. . .), and possessing a thoughtful point of view. “B” work tugs at me with interest, like a new local band that has potential as long as they don't sell out to commercial mediocrity.

- “C” applies to work judged to be of sound (albeit monotonic) quality, basically responsible to the readings and organized according to a fairly standard beat. “C” work barely stirs me, like bland Top 40 stuff.

- Work below a “C” is deficient of content and presentation, suggestive of inadequate attention to readings, class sessions, and personal intellectual hygiene. Hurts my ears.

“The Bell Curve” doesn't exist in this course so anyone could earn any grade: A, B, C, or...

Some other things that generally do not exist in this course are “deadline extensions” and “make-up exams.” Exceptions to this policy for valid reasons can only be made on a case-by-case basis, but you must plead your case well before the fact and I will determine what is valid and what is not as well as what grade-lowering such an exception will cost you. I will tell you right now that such cases as “the computer ate my file” or “I lost my disk” or “the printers were jammed” or “my best friend is in town” or “I just fell in love and can't think straight” or “I just broke up with my boy/girlfriend and I can't think straight” or “I have to party until 3AM, puke my guts out, and stay in bed all day with a hangover” are not considered valid. Be sure to examine the syllabus for the schedule of work and make your semester plans accordingly. For example, the midterm will be on the Thursday right before Spring Break so DO NOT plan on leaving for break before break begins! There will be no make-up exams. Always bring the syllabus to class; it is your Global Positioning Satellite to my world.

Finally, I expect you all to do your own best work, not that which is kidnapped from others. This means zero tolerance for plagiarism and academic dishonesty of any sort—at minimum you will fail that exam or assignment if not the entire course. If you are not sure what constitutes plagiarism or how to cite sources properly, consult me. I would also strongly recommend that you invest in a writing style guide such as *A Pocket Manual of Style* by Diana Hacker. It or something similar will serve you well throughout your college career.

## **Modern World History Trajectory (subject to deviations)**

### **Part 1: The Origins of the Modern World, 1400-1900**

#### **week 1 (2/11–13)**

- |           |     |   |
|-----------|-----|---|
| topics:   | Tu. | Introduction: Orient-ations and Key Concepts  |
|           | Th. | The Asia-centered World Economy to the 16 <sup>th</sup> Century   |
| readings: | Tu. | The Origins of the Modern World (OMW): Intro. (pp. 1-19)  |
|           | Th. | OMW: chapter 1 (pp. 21-42)  |
| tasks:    |     | Be able to identify “eurocentrism” and elements of a non-eurocentric approach to world history; understand the concept of a “polycentric world system.” |

#### **week 2 (2/18–20)**

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|-----------|-----|--|
| topics:   | Tu. | Why Columbus Wasn't Chinese  |
|           | Th. | The Riches of Asia and “The Abode of Islam”                                    |
| readings: |     | OMW: pp. 43-57   |
|           |     | Electronic Readings (ER):  |
|           |     | <a href="#">The Voyages of Zheng He</a> (web link)                             |
|           |     | <a href="#">The Travels of Ibn Battuta</a> (web link)                          |
| tasks:    |     | Know the “ <a href="#">Five Pillars of Islam</a> ” and Islamic world, c. 1400. |

#### **week 3 (2/25–27)**

- |           |     |   |
|-----------|-----|---|
| topics:   | Tu. | European Intruders in Asia  |
|           | Th. | Islamic Empires: Ottoman, Safavid, Mughal                                       |
| readings: | Tu. | OMW: pp. 57-66  |
|           |     | ER: <a href="#">Vasco da Gama: Round Africa to India, 1497-1498</a>             |
|           | Th. | OMW: pp. 67-71  |
|           |     | ER: <a href="#">The Rise of the Great Islamic Empires</a> (web link)            |
|           |     | ER: <a href="#">Letters of Ottoman Sultan Selim I &amp; Safavid Shah Ismail</a> |

#### **week 4 (3/4–6)**

- |           |     |   |
|-----------|-----|---|
| topics:   | Tu. | Eurasian Empire: Russia   |
|           | Th. | Celestial Empire: The Qing  |
| readings: |     | OMW: pp. 67-71  |
|           |     | ER: <a href="#">Peter the Great and the Rise of Russia, 1682-1725</a> |
|           |     | ER: <a href="#">The Sacred Edict of the Kangxi Emperor, 1670</a>      |
|           |     | ER: <a href="#">Kangxi's Valedictory Edict, 1717</a>                  |
|           |     | ER: <a href="#">Macartney Mission to China, 1792-93</a>               |
| task:     | Tu. | <a href="#">Map Quiz 1</a> (Study Map in OMW, pp. 90-91)              |

week 5 (3/11–13)

topics:

Tu. New World Empires  
Th. New World Economies

readings:

Tu. OMW: pp. 71-82; *Lieutenant Nun* (all)  
ER: [The Conquest of Mexico](#) (web link)  
Th. OMW: pp. 82-92; ER: [Definition of Mercantilism](#)  
ER: [African Slave Trade & the Middle Passage](#) (web link)  
ER: [The Interesting Narrative of the Life of Olaudah Equiano](#)

week 6 (3/18–20)

topics:

Tu. Intellectual and Industrial Revolutions  
Th. Industrialization and Its Discontents

readings:

OMW: chapter 4 (pp. 95-121)  
ER (web links): [The 17<sup>th</sup>- Century Enlightenment](#), [The Scientific Revolution](#), [The 18<sup>th</sup> Century](#), [The Industrial Revolution of the 18<sup>th</sup> Century](#), [Definition of Capitalism](#)  
ER: [Of Colonies](#) (from *Wealth of Nations*)  
ER: [Commissioner Lin's Letter to Queen Victoria](#)

week 7 (3/25–27)

topics:

Tu. Fall into the Gap  
Th. **MIDTERM**

readings:

OMW: chapter 5 (pp. 123-153)

task:

Study for Midterm

### **SPRING BREAK**

## **Part 2: The Modern World in the Twentieth Century**

week 8 (4/8–10)

topics:

Tu. Appetite & Force: The Growth of Global Empires  
Th. Civilization & Barbarism: The Dark Side of Modernity

readings:

Tu. The World in the Twentieth Century (WTC): chapter 1  
ER: ["Division of the World Among the Great Powers"](#) (web)  
ER: ["The White Man's Burden"](#) & ["The Black Man's Burden"](#)  
ER: ["The White Man's Burden" and Its Critics](#) (web)

film:

Th. Heart of Darkness (all)  
Mister Johnson (Th, 3:30 in Media Viewing Room in Library)

task:

Interpret this comment in light of this week's readings:  
"My idea of our civilization is that it is a shabby poor thing  
and full of cruelties, vanities, arrogancies, meannesses,  
and hypocrisies. As for the word, I hate the sound of it, for  
it conveys a lie; and as for the thing itself, I wish it was in  
hell, where it belongs."

(Mark Twain, Letter to Joseph H. Twichell, 27 Jan. 1900)

week 9 (4/15–17)		
topics:	Tu.	Modern World War
	Th.	Modernity, Shaken and Stirred
readings:		WTC: chapter 2; ER: <a href="#">WWI Statistics</a> (web)
		ER: <a href="#">The War Poems of Wilfred Owen</a> (web; at least 10)
		ER: <a href="#">McMahon-Hussein Correspondence</a> ; <a href="#">Balfour Declaration</a>
		ER: <a href="#">Geneva Protocol, Chemical and Bacteriological Warfare</a>
task:		Analyze this: In what ways was WWI a product of modernity?
week 10 (4/22–24)		
topics:	Tu.	Asian Nationalist Movements
	Th.	Empires Come Lately: Germany and Japan
readings:	Tu.	WTC: chapter 3
		ER: Mustafa Kemal, <a href="#">Speech to the Congress</a>
		ER: Gandhi, <a href="#">Hind Swaraj, or Indian Home Rule</a>
		ER: Sun Yat-sen, <a href="#">Fundamentals of National Reconstruction</a>
	Th.	WTC: chapter 4
		ER: Hilter, <a href="#">Mein Kampf</a> (web link); <a href="#">Japan at War</a> (excerpt)
week 11 (4/29–5/1)		
topics:	Tu.	The Making of Total War
	Th.	Cold War & Decolonization: Remapping the World
readings:	Tu.	WTC: chapter 5
	Th.	WTC: chapter 6;
task:		Peruse <a href="#">UN Charter</a> & <a href="#">Universal Declaration of Human Rights</a>
week 12 (5/6–5/8)		
topics:	Tu.	Cold and Hot War in East Asia
	Th.	Post-Colonial South Asia
readings:	Tu.	WTC: chapter 7; ER: Mao, <a href="#">Paper Tigers</a> (web link)
		ER: Ho Chi Minh, <a href="#">Address, 12/21/1946</a> ;
		<a href="#">The Wars for Viet Nam, 1945 to 1975</a> (web link)
	Th.	WTC: chapter 8
week 13 (5/13–15)		
topics:	Tu.	Third World Struggles in Africa and Latin America
	Th.	War and Nationalism in the Middle East
readings:	Tu.	WTC: chapter 9;
		ER: Neruda, <a href="#">“United Fruit Co.”</a> ; Girls at War (all)
	Th.	WTC: chapter 10
task:	Th.	<a href="#">Map Quiz 2</a> (Study Map on WTC, p. 332)
week 14 (5/20)		
topic:	Tu.	The World in Review
readings:		The Origins of the Modern World: Conclusion (pp. 155-62)
task:		Think Piece due on Tues.; Study for Endterm! (Time: TBA)

## Think Piece Guidelines

For your Think Piece I would like you to consider the issues of social positions and relations of power which are depicted in *Lieutenant Nun*, *Heart of Darkness*, or *Girls at War*. I have come up with a couple specific questions for each work which relate to this general issue. Choose **one** question for **one** of these works and compose a well-written and well-argued response to it. Your response should be about 1000 words, double-spaced, and properly documented (with footnotes or in-text citations) with references to the work. You may refer to other material assigned in the course to support your argument, but do NOT use any other outside sources. I would prefer that you email your finished paper to [me](#) as an attached MS Word or RTF file (no Word Perfect!). If attachments absolutely boggle you, you may send it directly in an email, but make certain in all cases that your work is proofread and well-organized. Your Think Piece is **due on Tuesday, May 20** in class!

### Work 1: *Lieutenant Nun*

Choice A: During her adventures from the Old World to the New World and back, Catalina de Erauso occupies many different statuses and social positions. Identify those different statuses and positions and explain why she occupies them. What does her decisions and actions reveal about relations of power in the New World?

Choice B: Based on Catalina de Erauso's memoir, what was social order in the Spanish Americas like? What were its basic assumptions and "rules of the game"? How could one accrue social power there?

### Work 2: *Heart of Darkness*

Choice A: Use your reading of *Heart of Darkness* and any other appropriate assigned reading to interpret this statement: "Every act of civilization entails an act of barbarism."

Choice B: If you were to retell *Heart of Darkness* in another setting covered in this course, where and when would you set it and why? (You can't pick Vietnam because Francis Ford Coppola already did.)

### Work 3: *Girls at War*

Choice A: Drawing on at least three of the stories from *Girls at War*, select three characters and describe how they represent different social positions and statuses in pre- and/or post-colonial Nigeria. What ways could one rise in status?

Choice B: Drawing on at least three of the stories from *Girls at War*, discuss the ways in which Western (European) civilization manifested itself in Nigeria and assess its positive and negative impact.