



## Shanghai Jiao Tong University

### HI926 Introduction to World History

<b>Instructor Information</b>	Henry Maar Home Institution: UC Santa Barbara Email: hrmaar@gmail.com Office Hours: Determined by Instructor		
<b>Term:</b>	June 29, 2020 - July 24, 2020	<b>Credits:</b>	4 units
<b>Class Hours:</b>	Monday through Friday, 120 mins per teaching day		
<b>Discussion Sessions:</b>	2 hours each week, conducted by teaching assistant(s)		
<b>Total Contact Hours:</b>	66 contact hours (1 contact hour = 45 mins, 3000 mins in total)		
<b>Required Texts (with ISBN):</b>	William J. Duiker and Jackson J. Spielvogel, <i>World History, Volume II: Since 1500</i> 9th Edition ISBN: 1337401064  Note: it is perfectly fine to use an older addition of this text (older additions may have different page numbers, but will also be less expensive); additional readings will come from the internet or will be made available as a PDF.		
<b>Prerequisite:</b>	N/A		



## Course Overview

This course explores the development of the modern world since 1500, a time span of over 500 years. Students will encounter major world events, revolutions, and people and ideas from the east and the west. We will explore, compare, and contrast religious, political, economic, social, and cultural shifts, as well as how ideologies such as nationalism, liberalism, communism, and fascism have shaped our modern world.

## Course Goals

The course has three main purposes. The first is to present students with information about and interpretations of modern world history since approximately 1500. The course will emphasize the diversity of those experiences even as it seeks to discover common themes. The second purpose is to introduce students to (or deepen their familiarity with) the discipline of history. By reading works of historical scholarship as well as original historical documents, students will see for themselves how historians ply their craft—what kinds of evidence they use and how they interpret that evidence to illuminate the past. The third purpose of the course, closely related to the second, is to challenge students to think critically about the development of the modern world. Students will learn how to identify and critique scholarly arguments in the work of professional historians, and how to construct historical arguments of their own. This course will routinely explore sensitive and controversial topics. Your teaching assistant and I will not guide you to one single “right” answer—for there is no such thing. Instead, we will help you to develop your critical thinking skills through historical investigation. Although names, dates, and events are important, the learning emphasis will be on applying those methods in the construction of historical arguments using both primary and secondary sources.

## Grading Policy

Class Attendance	10%
Weekly Assignments (x4)	20%
Midterm	35%
Final exam	35%

**Note: All aspects of the course must be completed to pass the class.**



## Grading Scale

Number grade	Letter grade	GPA
90-100	A	4
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3
70-74	B-	2.7
67-69	C+	2.3
65-66	C	2
62-64	C-	1.7
60-61	D	1
≤59	F (Failure)	0



**Class Schedule**

<b>Day</b>	<b>Lecture</b>	<b>Readings</b>
Day 1	Intro/Portugal, Spain, and the Conquest of the New World; The Atlantic Slave Trade	Duiker and Spielvogel, 390-419; De Las Casas, A Short Account of the Destruction of the Indies (excerpt); Equiano, The Interesting Narrative, Chapter 2; Christopher Columbus, diary entries
Day 2	European Renaissance and the Reformation, European Wars of Religion	Duiker and Spielvogel, 422-437; Erasmus, In Praise of Folly (excerpts); Martin Luther, 95 Theses; Witchcraft Trial of Suzanne Guadry (excerpt); Elizabeth Reis, “Confess or Deny? What’s A Witch to Do?” OAH Magazine of History, Vol. 17, No. 4 (July, 2003), pp. 11–15.
Day 3	The Ottomans and the Expansion of Islam	Duiker and Spielvogel, 450-477; Busbeq, “The Turkish Letters” (excerpts); Met Museum, The Art of the Safavids before 1600, <a href="https://www.metmuseum.org/toah/hd/safa/hd_safa.htm">https://www.metmuseum.org/toah/hd/safa/hd_safa.htm</a> (browse)
Day 4	The East Asian World	Duiker and Spielvogel, 479-506; Sixteen Confucian Commandments; Diary of Matthew Ricci (excerpts); Yang Jisheng, “Final Instructions”
Day 5	The Scientific Revolution and the Enlightenment	Duiker and Spielvogel, 508-520; Rene Descartes, Discourse on the Method (excerpts); Jean Jacques Rousseau, The Social Contract (excerpt); John Locke, Two Treatise of Government (excerpt)
Day 6	Revolutions in America and France, the Napoleonic Wars	Duiker and Spielvogel, 520-537; American Declaration of Independence; Tom Paine, Common Sense (excerpt); Arthur Young Reports on Paris and Versailles (travel letter); Paris newspaper report on bread shortages; George Washington, letter on the French Revolution; La Marseillaise (French National Anthem)



Day 7	Latin America in the 19 <sup>th</sup> Century, the United States as a World Power	Duiker and Spielvogel, 576-589; Simon Bolivar, Letter to the Governor of Jamaica (“The Jamaica Letter”); Mark Twain, “The War Prayer”
Day 8	The Industrial Revolution, Marx, and the Revolutions of 1848	Duiker and Spielvogel, 542-568; Karl Marx and Frederick Engels, The Communist Manifesto, 1-34; Emma Griffith, “Manchester in the 19 <sup>th</sup> Century,” British Library
Day 9	NO CLASS, PREPARE FOR YOUR MIDTERM EXAM	
Day 10	MIDTERM EXAM	
Day 11	The British Empire and the Scramble for Africa	Duiker and Spielvogel, 608-635; Bruce Robinson, “The Gun Powder Plot,” BBC History, <a href="http://www.bbc.co.uk/history/british/civil_war_revolution/gunpowder_robinson_01.shtml">http://www.bbc.co.uk/history/british/civil_war_revolution/gunpowder_robinson_01.shtml</a> ; Joseph Conrad, Heart of Darkness (excerpt); Rudyard Kipling, “The White Man’s Burden”; Tim Stanley, “Belgium’s Heart of Darkness,” History Today, Volume 62 Issue 10 October 2012; George Orwell, “Shooting an Elephant”
Day 12	The Decline of the Qing Dynasty and the Rise of Modern Japan	Duiker and Spielvogel, 637-663; Lin Zexu, “Letter of Advice to Queen Victoria”; Sheldon H. Lu, “Waking to Modernity: The Classical Tale in Late-Qing China,” <i>New Literary History</i> , Vol. 34, No. 4, (Autumn, 2003), pp. 745-760; Letters, President Millard Fillmore and Commodore Perry to the Emperor of Japan (1852-1853); Formal declarations of war in the first Sino-Japanese War



Day 13	World War I and the Russian Revolution	Duiker and Spielvogel, 568-573, 665-686; A Serbian account of the assassination of Franz Ferdinand (1914); Letter, British Foreign Secretary Sir Edward Grey explains London's position on the eve of war; The Zimmerman telegram (January 1917); Wilfred Owen, Ducle et Decorum est; Woodrow Wilson and the 14 Points; The Treaty of Versailles; Bloody Sunday Worker's Petition to Tsar Nicholas II; Vladimir Lenin, "What is to be done?" (excerpt); Lenin's views of World War I (letters); A Short Account of the February Revolution (official Soviet account from 1938)
Day 14	The Rise of Fascism and World War II	Duiker and Spielvogel, 725-757; Excerpts from the Weimar Constitution; Goebbels on the November 1932 Reichstag elections; Hitler's political agenda (Reichstag speech); 25 Points of the Nazi Party; US News Report on the Reich Stagg Fire; Harry Truman, Diary Entries (July/August 1945); Truman announces atomic bombing of Japan
Day 15	The Early Cold War in Asia and Europe	Duiker and Spielvogel, 761-773; Winston Churchill, Iron Curtain speech; George Kennan, "The Sources of Soviet Conduct" (excerpt); NSC 68 (excerpts); Mao Zedong declares a new nation (October 1949)
Day 16	Latin America in the Cold War and the Cuban Missile Crisis	Duiker and Spielvogel, 777-778, 833-839; Fidel Castro, "History Will Absolve Me" (excerpt); James A. Nathan, "The Cuban Missile Crisis Revisited: Why It Matters Who Blinkered," <i>Foreign Affairs</i> Vol. 91, No. 6 (NOVEMBER/DECEMBER 2012), pp. 163-166; Peter Kornbluh, "Kissinger and Pinochet," <i>The Nation</i> , March 11, 1999, <a href="https://www.thenation.com/article/kissinger-and-pinochet/">https://www.thenation.com/article/kissinger-and-pinochet/</a>
Day 17	The Vietnam War; Nixon in the World	Duiker and Spielvogel, 780-785; Christian Appy, "What was the Vietnam War about?" <i>New York Times</i> , March 26, 2018, <a href="https://www.nytimes.com/2018/03/26/opinion/what-was-the-vietnam-war-about.html">https://www.nytimes.com/2018/03/26/opinion/what-was-the-vietnam-war-about.html</a> ; Ho Chi Minh declares Vietnamese Independence (September 1945); Gulf of Tonkin resolution; Martin Luther King Jr, "Beyond Vietnam," (excerpt); Office of the Historian, US State Department, "The Soviet Invasion of Afghanistan and the U.S. Response, 1978-1980," <a href="https://history.state.gov/milestones/1977-1980/soviet-invasion-afghanistan">https://history.state.gov/milestones/1977-1980/soviet-invasion-afghanistan</a> ;



Day 18	Reagan and Gorbachev, the Collapse of the Soviet Union; the Modern World	Duiker and Spielvogel, 785-787, 799-803; Lawrence Wittner, “The Nuclear Freeze and Its Impact,” Arms Control Today, December 2010, <a href="https://www.armscontrol.org/act/2010_12/Looking_Back">https://www.armscontrol.org/act/2010_12/Looking Back</a> ; Ronald Reagan, “Evil Empire speech,” March 8, 1983, <a href="https://millercenter.org/the-presidency/presidential-speeches/march-8-1983-evil-empire-speech">https://millercenter.org/the-presidency/presidential-speeches/march-8-1983-evil-empire-speech</a> ; Jacob Weisberg, “Ronald Reagan’s Disarmament Dream,” The Atlantic, January 1, 2016, <a href="https://www.theatlantic.com/politics/archive/2016/01/ronald-reagans-disarmament-dream/422244/">https://www.theatlantic.com/politics/archive/2016/01/ronald-reagans-disarmament-dream/422244/</a> ; Office of the Historian, US State Department, “The Berlin Wall Falls and the USSR Dissolves,” <a href="https://history.state.gov/departmenthistory/short-history/berlinwall">https://history.state.gov/departmenthistory/short-history/berlinwall</a>
Day 19	No Class Study for the final	
Day 20	<b>Final Exam</b>	