



Shanghai Jiao Tong University

HI926 Introduction to World History (Online)

<b>Instructor Information</b>	Henry Maar Home Institution: UC Santa Barbara Email: hrmaar@gmail.com		
<b>Term</b>	June 28, 2021 - July 23, 2021	<b>Credits</b>	4 units
<b>Course Delivery</b>	The class will be delivered in the format of online. Other than recorded lecture videos, the instructor will arrange 2-6 hours' real-time interactions with students per week (via discussion forum, zoom meeting, and WeChat). The workload students are expected to complete to properly pass this course is about 15-20 hours per week.		
<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.

## Online Teaching Arrangements

Each day will usually have two pre-recorded lectures lasting approximately 50 minutes (simulating the in-class experience where we have a ten-minute break between lectures). Some days will only have one lecture as the topic is large and the lecture will go longer than usual. In conjunction with the class TA, students will meet with the instructor approximately 1 hour each week for a Zoom meeting. All slides will be available both as PowerPoint and as smaller PDFs.

Note: I strive to get back to students via email very quickly! However, due to time zone differences, you may not receive a response right away. If at any point in the class you have a question about lecture, homework, or the exams, please email me or send me a message on WeChat. I love the material very much and am happy to explain things or help out if you are feeling behind.

## 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%

### Grading Scale is as follows

Number grade	Letter grade	GPA
90-100	A	4.0
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3.0
70-74	B-	2.7
67-69	C+	2.3
65-66	C	2.0
62-64	C-	1.7
60-61	D	1.0
≤59	F (Failure)	0

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



**Class Schedule**

Date	Lecture	Readings	Online Teaching Arrangement
Day 1	Lecture 1: Intro/Portugal, Spain, and the Conquest of the New World Lecture 2: 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	Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.
Day 2	Lecture 3: European Renaissance and the Reformation Lecture 4: England, Colonization, Witchcraft	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.	Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.
Day 3	Lecture 5: The Ottomans and the expansion of Islam Lecture 6: The Safavids, Mughals, and the Gunpowder Empires	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)	Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.
Day 4	Lecture 7: China, from Ming to Qing Lecture 8: Tokugawa Japan	Duiker and Spielvogel, 479-506; Sixteen Confucian Commandments; Diary of Matthew Ricci (excerpts); Yang Jisheng, “Final Instructions”	Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.



Day 5	Lecture 9: The Scientific Revolution and the Enlightenment Lecture 10: The American Revolution	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)	Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.
Day 6	Lecture 11: The French Revolution Lecture 12: 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)	Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.
Day 7	Lecture 13: The American Civil War	Duiker and Spielvogel, 576-589	Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.
Day 8	Lecture 14: The Industrial Revolution Lecture 15: 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	Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.
Day 9	NO CLASS, PREPARE FOR YOUR MIDTERM EXAM		
Day 10	MIDTERM EXAM		



<p>Day 11</p>	<p>Lecture 16: The British Empire and the Scramble for Africa Lecture 17: Imperialism and the American Empire</p>	<p>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”</p>	<p>Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.</p>
<p>Day 12</p>	<p>Lecture 18: China and the Opium Wars Lecture 19: Opening of Japan and the Meiji Restoration</p>	<p>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</p>	<p>Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.</p>
<p>Day 13</p>	<p>Lecture 20: World War I and the Russian Revolution</p>	<p>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, Duple 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)</p>	<p>Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.</p>



<p>Day 14</p>	<p>Lecture 21: The Rise of Fascism and World War II</p>	<p>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</p>	<p>Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.</p>
<p>Day 15</p>	<p>Lecture 22: The Origins of the Cold War Lecture 23: The Early Cold War in Asia</p>	<p>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)</p>	<p>Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.</p>
<p>Day 16</p>	<p>Lecture 24: Duck and Cover (The Cold War in the 1950s) Lecture 25: Crises Abroad, From Berlin to Cuba</p>	<p>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 Blinked," <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></p>	<p>Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.</p>



<p>Day 17</p>	<p>Lecture 26: France, America, and the Vietnam War Lecture 27: Nixon and the Vietnam War</p>	<p>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></p>	<p>Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.</p>
<p>Day 18</p>	<p>Lecture 28: The Rise and Fall of Détente Lecture 29: Reagan and Gorbachev, the Collapse of the Soviet Union</p>	<p>Duiker and Spielvogel, 785-787, 799-803; Lawrence Wittner, “The Nuclear Freeze and Its Impact,” <i>Arms Control Today</i>, 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,” <i>The Atlantic</i>, 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></p>	<p>Approximately 50 minutes for lectures; Zoom once a week, approximately 50 minutes.</p>





Day 19	No Class Study for the final		
Day 20	<b>Final Exam</b>		