

History 152. World History, since 1500
Summer 2013, Session 1 (May 28 – July 5)
General Education Foundation GMP-B
Prof. Peter H. Hoffenberg
Office: Sakamaki Hall B410 and Office Phone: 956-8497
Email: peterh@hawaii.edu

Lectures: Monday through Friday from 9:00 to 10:15 a.m. in

Consultation Hours: Tuesday, Wednesday and Thursday, 12 until 2 in Sakamaki B410

Labs:

601 on Tuesday from 10:30 to 11:45 a.m. in

602 on Wednesday from 10:30 to 11:45 a.m. in

603 on Thursday from 10:30 to 11:45 a.m. in

Introduction and Overview

History 152 explores the dynamic relationships within and between representative modern societies, nations, states and cultures—with an emphasis on societies. We focus on three historical periods since around 1450, or so – (1) “The Early-Modern World,” or circa 1450 to 1750; (2) “The Long Nineteenth Century,” or “An Age of Revolution, Industry, and Empire, 1750-1914” and (3) “The Twentieth-Century World,” or “Contemporary Global Realignments, 1914 to the Present” – and the ways in which those periods were marked by contact and collision between, among, and within societies to help explain the modern human condition.

Additionally, we explore “regional history” by considering the comparative histories of “The Americas” and “Asia” during what is often called “the long nineteenth century.” We will ask if we can write the histories of those regions during the ‘modern’ era and what difference that might make to our understanding of the past and present.

The lectures, labs, readings and assignments are generally organized according to those three epochs and those two regions.

We will begin, though, with a very brief introduction to what it means to study modern world history and, in particular, contemporary global questions. How might we go about doing so? What difference does an understanding of the global past make in understanding such current world issues, and vice versa?

We then study the development of representative major societies in Western and Eastern Europe, South and East Asia, sub-Saharan Africa, North and Latin America, and the Islamic world. We will also chart the many ways those societies interacted, since no society is truly an island unto itself. As we know, societies develop internal and external political, economic, cultural and other contacts and connections. Ideas cross borders, as do economic goods and people themselves. We will discuss how what we have come to

call “the modern world” was created by such interactions and the responses to them.

Readings, lectures, quizzes, labs, essays and the final examination consider political, economic, intellectual, cultural, and social changes and continuities as each society confronted internal and external challenges since around 1450. Among those challenges were trade and industry, capitalism, revolution, war, nationalism, migration, colonialism, religious revivals, and the rise of secular thought and action. Our study balances historical changes within these societies and the various dynamic connections across the frontiers seemingly linking, identifying, organizing, separating and isolating them.

The textbooks use cultural encounters as a focal point to consider societies and their connections. We will complement that cultural understanding and focus with a social one, known as “the social question,” and the political problems of authority and war. How did men and women around the world in specific contexts of time and place articulate, ask and answer fundamental social questions about the relations between the rich and poor, men and women, the powerful and weak? How did men and women respond to questions about political authority, who was and was not a citizen, and war & peace?

Students are encouraged to use a variety of historical sources, including literature, painting, poetry, speeches and documentary film, as well as more traditional historical writing. For example, we will screen several documentaries, each of which will be accompanied by introductory readings. The diversity of our historical sources challenges us to think about the unique nature of each one, what they share, how to properly use them, as well as how they reveal the various ways by which the past is understood, represented, and continues to shape the present and future; that is, the development of “a sense of the past” in the modern world and our engagement with it. What roles did that sense of the past in history and memory play in asking and answering key social and political questions? How is “the past” used today to explain and justify policies and identities?

Please note, I: Labs begin the first week of instruction and are mandatory. Please ensure that you are enrolled in and regularly attend one of the scheduled lab meetings.

Please note, II: There will be no lectures, office hours or labs on official U. H. holidays, as noted below.

Disabled Student Policy

If you need accommodations because of a disability, please do not hesitate to contact the KOKUA Program (V/T) at 956-7511 or 956-7612 and in Room 013 in the QLCSS and/or speak with the instructor regarding special needs. The instructor and graduate assistant(s) will work with you and KOKUA to meet access, classroom and exam needs related to the disability and to ensure without violating confidentiality and privacy a meaningful and full learning experience.

Student Learning Outcomes

Students can identify and engage with the major historical and historiographical issues concerning modern World History.

Students can use both primary and secondary historical sources.

Students can explain and discuss historical changes and continuities within historical context and across time & space.

Students can confidently and competently express their positions in expository prose and oral argument.

Students can develop such clear arguments using recognized historical sources and methods.

Students will develop a deeper appreciation for the complexities of the past, and how that past is both similar to and different from the present, and, in doing so, be capable of determining which references to and uses of the past make good historical sense and which do not—and why!

Required Course Readings

The following 4 required books are available for purchase at the U.H. bookstore and have been placed on ‘Reserve’ for borrowing from Sinclair Library. There are several copies on reserve of most of the books. Please request Sinclair reserve materials by the PC call number.

(1) Bentley and Ziegler, *Traditions & Encounters, Volume II, From 1500 to the Present* (PC #s 236, 316, 321, and 322)

(2) Marx and Engels, *The Communist Manifesto* (PC#s)

(3) Ninh, *The Sorrow of War: A Novel of North Vietnam* (PC#s)

(4) Davidann and Gilbert, *Cross-Cultural Encounters in Modern World History* (PC#s)

Additional required readings and lecture outlines will be provided by the Department of History, distributed in lecture and lab, and/or uploaded on our Laulima site. That includes, but is not limited to, introductory materials for essays and documentary films, as well as the readings necessary for your assignment on “Women, Politics and Society.” Extra and unclaimed copies will be available in the History 152 box outside of the instructor’s office at Sakamaki Hall B410. Please do not hesitate to come by and claim those.

Course Requirements

Lecture and lab attendance and participation.

No midterm examination.

Open-note final examination, scheduled for Friday, July 5 during class time. Format will be provided beforehand as part of a study sheet, and the exam will include, but not be limited to, the newspaper or periodical article assignment described belowe, an open-book essay on *The Sorrow of War* and a comparative essay including *Cross-Cultural Encounters*, chapter 5. (100 points)

Lab assignments, to be determined by the lab instructor(s), including one on “Women, Politics and Society.” The materials necessary for that assignment will be provided. (200 points).

“Historical Definitions” due in lecture on Wednesday, May 29. This assignment is attached to the syllabus. (25 points)

One 2 pp newspaper or periodical article essay due in lecture no later than Friday, July 5. This is part of the final examination. Select an article from one of the publications in the History 152 box outside of Sakamaki Hall B410. You can keep the magazine. Describe what the article is about and consider what it says about world history since 1450, drawing connections between the past and present, the article and our course. Ensure that you cite your source(s). Please hand in the article with your essay to the professor, not the lab instructor. (25 points)

One 2 pp essay on *The Communist Manifesto*, due no later than Monday, June 24. Please discuss how the book helps you better understand in its historical context one of the following: (1) the idea of revolution and why, when and where revolutions should, could, or might occur; (2) one understanding of the nature of industrial and capitalist society and its particular characteristics; (3) one view of human history; and (4) the relationships between ideas and the material world. (30 points)

Open-book, open-note short answer blue book quizzes, usually one, or two paragraphs in length. These are connected to our lectures and readings. They substitute for a mid-term examination. The dates of such quizzes will be announced ahead of time, so that you can bring your books and notes, or they can be completed at home. At least two will refer to primary documents, including those distributed in class and those available free online at Yale University’s “Avalon Project.” Please refer to the primary source guidelines provided with the syllabus for those primary source quizzes. (20, or 25 points each, for around 100 points total)

Please type all of the essays not completed in blue books. They will be evaluated for content and writing. Pay attention to spelling, grammar, clarity and citations. Points will be deducted for incorrect spelling, for example, as well as for incorrect sentence structures. Please refer to the attached writing guidelines, which will answer the most commonly asked questions about writing essays, including the appropriate foot- or endnote form.

If you have further questions about writing, please consult the instructor, or make an appointment with the Writing Center on the 4th floor of Kuykendall Hall. Please contact the tutors ahead of time and make an appointment.

You can also consult one of the many popular writing books. Those include *English Simplified*, *The Chicago Manual of Style*, and *A Manual for Writers of Term Papers, Theses and Dissertations*, written by Kate Turabian. A more comprehensive and very helpful writing guidebook written specifically for History college students is Richard Marius and Melvin E. Page, *A Short Guide to Writing about History*. Copies of those and other writing books are available at most local bookstores. Please keep a *Thesaurus* and *Dictionary* by your side when you write. Do not rely on your computer's spelling check program.

Lectures, Textbook Chapters (Bentley/Ziegler and Davidann/Gilbert #s), Other Required Readings, and Due Dates for Assignments

May 27. Memorial Day. No U H classes.

May 28. Introduction and Thinking Historically ("Preface" and "Part A")

May 29. The Contemporary World and the Global Past (40 and 10)

May 29. **Historical Definitions assignment due in lecture**

May 30. Historical Periods, or What was "The Early-Modern World?" (23/24)

May 31. The Conquest of the Americas (25 and 1 & 4)

June 3. Africa and the Atlantic World (26)

June 4. China and Japan (27 and 2)

June 5. Islamic Empires and Societies (28 and 3)

June 6. Russian and Eastern Europe, before 1800 (29 and 6)

June 7. The Four Atlantic Revolutions (30)

June 10. "What is a Nation?" Nationalism, Nationalists and Nation-States (30)

June 11. King Kamehameha Day. No U H classes.

June 11. Start reading *The Communist Manifesto*.

June 12. Industrialization in World History (31)

June 13. Marx, Marxism and "The Communist Manifesto"

June 14. Can We Write Regional Histories, or Thinking about the Americas? (32)

June 17. Latin America and Canada in Regional and World Histories (32)

June 18. The American Civil War (32)

June 19. Introducing "The East" and "Eastern" Crises, 1830s-1914 (33 and 8)

June 20. The Ottoman, Chinese and Russian Empires (33)

June 21. The "New" Imperialism: Europe and Africa (34 and 7 & 9)

June 24. Africa and the World: “The Africans: Tools of Exploitation”

June 24. *Communist Manifesto* essay due.

June 25. The Great War, 1914-1918 (35)

June 26. Two Russian Revolutions: 1905 and 1917 (35 and 36)

June 27. The Global Age of Anxiety, the 1920s and 1930s (36)

June 28. Colonial Nationalism and Gandhi’s India (36 and 39)

July 1. Fighting the Second World War, or Why the Allies Won? (37)

July 2. The *Shoah* and “Night and Fog” (37)

July 2. Start reading *The Sorrow of War* (38 and 39)

July 3. 20th-Century Mexico: “The Frescoes of Diego Rivera” (38)

July 4. U H Holiday. No classes.

July 5. In-class, open-note final examination.