

Making of the Modern World

HIST 0001

Instructor: Drew Starling

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Student Hours: Timing TBD based on poll and by appointment

Class Time: Mondays and Wednesdays, 12pm-1:29pm

Location: TBD

Course Description: How did the world we now live in come to be? Is globalization a recent development or does it have a history of its own? At what point can we say that a world economy emerged and what sort of relations of production and distribution linked it together? When did people start thinking and acting as citizens of nations rather than as subjects of rulers or members of religious or ethnic communities, and what were the consequences? How should we conceptualize the great revolutions (French, American, Russian, Chinese) that would determine the landscapes of modern global politics? This course is designed to help us think about the "making of the modern," not by means of an exhaustive survey but by exploring a range of topics from unusual perspectives. The history of communication and of technologies that brought the world together for better and for worse will be emphasized throughout.

Procedures: Each week, you will see reading assigned for Monday and Wednesday. For Monday, you will typically be asked to read a section of our textbook (Merry E. Wiesner-Hanks, *A Concise History of the World*, 2015) and a chapter, article, or two on the weekly theme. For Wednesday, you will typically be asked to read some primary source documents. I will provide a set of discussion questions to help to guide your reading. Please come to class having done all the reading for each session.

While this course is a lecture course, I will frequently ask questions about the secondary source readings on Mondays, and most of Wednesdays' class sessions will be devoted to discussion of the primary source materials in context.

Readings:

1. Textbook: Mary E. Wiesner-Hanks, *A Concise History of the World* (Cambridge, 2015). - Available at Penn Bookstore and on Amazon
2. Additional Secondary Source Readings (readings that interpret the past through the analysis of primary source documents) - Available on Canvas
3. Primary Source Readings (first-hand accounts written by participants in the events they describe): Available on Canvas and in Peter N. Stearns, editor. *World History in Documents: A Comparative Reading*, 2nd ed (New York, 2008). - Available at Penn Bookstore and on Amazon

Assignments: You will have four assignments in this course:

1. A **midterm (25%)** that covers all material up to March 1. It will consist of three parts:
 - a. Multiple choice questions that test your basic knowledge of events and that assess your understanding of historical arguments we have encountered.

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- b. Sight readings that present you with an unidentified excerpt from a primary source we have encountered and ask you 1. to identify the author, 2. to explain the general context in which it was written, and 3. to briefly analyze the significance of the text (what it can or cannot tell us about the moment in which it was produced).
 - c. An essay that asks you to explain change or continuity over time with regards to one theme we have discussed or to engage in comparative analysis of one issue across multiple different locations at the same time. You will have several choices, and you will be notified about them beforehand.
- 2. A **1000 to 1500-word essay (25%)** that:
 - a. Explains the global historical backdrop of a recent news story.
 - b. Analyzes the global history of an object you own or that you have seen in a local museum or library.
 - c. Dives more deeply into the analysis of one or more of our primary source texts from class.
- 3. A **final exam (40%)** that covers material from the entire semester but especially material from after spring break. It will consist of three parts:
 - a. Multiple choice questions that test your basic knowledge of events and that assess your understanding of historical arguments we have encountered. These will focus only on materials from after the midterm.
 - b. Sight readings that present you with an unidentified excerpt from a primary source we have encountered and ask you 1. to identify the author, 2. to explain the general context in which it was written, and 3. to briefly analyze the significance of the text (what it can or cannot tell us about the moment in which it was produced). These will focus only on materials from after the midterm.
 - c. An essay that asks you to explain change or continuity over time with regards to a theme we have discussed. You will have several choices, and you will be notified about them beforehand. This essay will ask you to consider materials from before and after the midterm.
- 4. **Participation (10%)**: You need to come to class, engage with interactive lectures, respond to questions, and discuss your classmates' ideas.

Some useful resources:

The Weingarten Center (220 South 40th St., suite 260) - provides academic support and disability services. Website: <https://weingartencenter.universitylife.upenn.edu/>

The Marks Family Writing Center (McNeil Building, Suite 110) - provides writing support by appointment for all Penn students. Website: <https://upenn.mywconline.com/>

The Franklin Catalog - the library's catalog that can help you identify books and articles that may be of interest to you when researching and writing your papers. Through the Franklin website, you can also get access to a number of databases, including JSTOR. Website: <https://franklin.library.upenn.edu/>

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Wellness at Penn - provides counseling and other forms of mental health support. Website: <https://wellness.upenn.edu/>

Semester Schedule and Readings:

Week 1: Introduction: What is World History and Why Should We Study It?

Day 1: Wednesday, January 11:

NO READING

Week 2: Most of Human History in a Day

Monday, January 16: MLK, Jr. Day

Day 2: Wednesday, January 18:

1. Wiesner-Hanks, *Concise History of the World*, 1-44.
2. Second Reading TBD

Week 3: Sedentism, Agriculture, Domestication, and Urbanization

Day 3: Monday, January 23:

1. Wiesner-Hanks, *Concise History of the World*, 44-79.
2. Second Reading TBD

Day 4: Wednesday, January 25:

1. "A Babylonian Story," in Stearns, *World History in Documents*, 17-20.
2. "An Egyptian Story," in Stearns, *World History in Documents*, 20-21.
3. "The Mayan Story, From Popol Vuh," in Stearns, *World History in Documents*, 21-24.

Week 4: Writing

Day 5: Monday, January 30:

1. Wiesner-Hanks, *Concise History of the World*, 79-86.
2. Ong, "Writing Restructures Consciousness," in *Orality and Literacy*, on 77-114 (on Canvas).

Day 6: Wednesday, February 1:

1. Plato, "The Myth of Theuth, God of Writing, in *Phaedrus* (on Canvas).
2. Hammurabi's Code, in Stearns, *World History in Documents*, 26-31.
3. Genesis 11:1-9 (On Canvas)
4. *Epic of Gilgamesh* (On Canvas)

Week 5: States and Empires in the Ancient and Classical Worlds

Day 7: Monday, February 6:

1. Wiesner-Hanks, *Concise History of the World*, 86-115.
2. Second Reading TBD

Day 8: Wednesday, February 8:

1. Confucius, "The Great Learning," in Stearns, *World History in Documents*, 36-38.
2. "Pericles' Funeral Oration" in Stearns, *World History in Documents*, 38-40.
3. *The Laws of Manu*, in Stearns, *World History in Documents*, 43-44.

4. Strabo, "All Roads Lead to Rome!" (on Canvas)

Week 6: Missionary Religions

Day 9: Monday, February 13:

1. Wiesner-Hanks, *Concise History of the World*, 115-146, 190-198.
2. Second Reading TBD

Day 10: Wednesday, February 15:

1. "The Four Noble Truths," in Stearns, *World History in Documents*, 70-73.
2. "Letter from Paul to the Romans," in Stearns, *World History in Documents*, 74-78.
3. "Vincent de Lerins," in Stearns, *World History in Documents*, 78.
4. Mohammed, *The Qur'an*, Sura 14: Abraham (on Canvas)

Week 7: The Beginnings of World Trade and World Conflict:

Day 11: Monday, February 20 (Drop Period Ends):

1. Wiesner-Hanks, *Concise History of the World*, 146-190, 198-209.
2. Second Reading TBD

Day 12: Wednesday, February 22:

1. Ibn Khaldun, "Characteristics of Traders," in Stearns, *World History in Documents*, 123-125.
2. Chang Han, "Essay on Merchants," in Stearns, *World History in Documents*, 128-130.
3. An excerpt from Marco Polo, in Stearns, *World History in Documents*, 139-141.
4. An excerpt from Antonius Malfante, in Stearns, *World History in Documents*, 150-153.

Week 8: Sea Voyages and Midterm Review

Day 13: Monday, February 27:

1. Ma Huan, "The Poem" and "The Overall Survey of the Ocean's Shores," in Stearns, *World History in Documents*, 155-157.
 2. Vasco de Gama, "Round Africa to India, 1497-1498 C.E." in Stearns, *World History in Documents*, 155-157.
- Come prepared with questions for the midterm

Day 14: Wednesday, March 1: Midterm

No Reading

Monday, March 6: Spring Break

Wednesday, March 8: Spring Break

Week 9: Empire, Disease, and Slavery

Day 15: Monday, March 13:

1. Wiesner-Hanks, *Concise History of the World*, 210-255, 268-275.
2. Second Reading TBD

Day 16: Wednesday, March 15:

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1. Hernando Cortés, excerpt from "Five Letters of Cortés to the Emperor," in Stearns, *World History in Documents*, 166-170.
2. "The Broken Spears," in Stearns, *World History in Documents*, 174-176.
3. Excerpt from *The Life and Letters of Ogier Chiselin de Busbecq*, in Stearns, *World History in Documents*, 203-205.
4. Excerpts from Monserate and Bernier on the Mughal Empire, in Stearns, *World History in Documents*, 205-207.
5. Excerpt from Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, in Stearns, *World History in Documents*, 184-189.

Week 10: Printing and Revolutions

Day 17: Monday, March 20:

1. Wiesner-Hanks, *Concise History of the World*, 254-268, 275-285.
2. Second Reading TBD

Day 18: Wednesday, March 22:

1. Pope Leo X, "On printing books," in "Fifth Lateran Council, Session 10, 4 May 1515" + Matteo Ricci, "The Art of Printing" (on Canvas)
2. An Excerpt from Lady Mary Wortley Montagu, in Stearns, *World History in Documents*, 199-200.
3. Voltaire, "Letter 11: On Smallpox Inoculation," in *Philosophical Letters* (on Canvas).
4. "Declaration of the Rights of Man," in Stearns, *World History in Documents*, 225-227.
5. Haitian Declaration of Independence, 1804 (on Canvas).

Week 11: Industrialization, Nationalism, and Imperialism

Day 19: Monday, March 27:

1. Wiesner-Hanks, *Concise History of the World*, 286-331.
2. Second Reading TBD

Day 20: Wednesday, March 29:

1. Excerpt from Johann Gottlieb Fichte, *Addresses to the German Nation*, in Stearns, *World History in Documents*, 235.
2. Excerpt from J. Elliot Bingham, *Narrative of the Expedition to China from the Commencement of the War to Its Termination in 1842*, in Stearns, *World History in Documents*, 248-250.
3. Excerpt from Joachim Nabuco, *Abolitionism: The Brazilian Antislavery Struggle*, in Stearns, *World History in Documents*, 257-259.
4. Excerpt from Yukichi Fukuzawa, *Autobiography*, in Stearns, *World History in Documents*, 286-288.
5. Excerpt from Shibuzawa Eiichi, *Autobriography*, in Stearns, *World History in Documents*, 288-290.

Week 12: Modern Technology, World War I, and Revolution

Day 21: Monday, April 3:

1. Wiesner-Hanks, *Concise History of the World*, 331-339.

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2. Second Reading TBD

Day 22: Wednesday, April 5:

1. Sun Yat-Sen, Excerpt from *Fundamentals of National Reconstruction*, in Stearns *World History in Documents*, 312-314.
2. V.I. Lenin, excerpts from *Imperialism: The Highest Form of Capitalism* (on Canvas)
3. Wilfred Owen, "Dulce Et Decorum Est" (on Canvas)
4. Selection of World War I propaganda posters (on Canvas)

Week 13: Alienation and World War II

Day 23: Monday, April 10:

1. First Reading TBD
2. Second Reading TBD

Day 24: Wednesday, April 12:

1. Selection of World War II propaganda posters (on Canvas)
2. Documents on "Dropping the Bomb: Truman, Tibbets, and Akizuki," in Stearns, *World History in Documents*, 335-346.

Week 14: The Cold War and Decolonialization

Day 25: Monday, April 17:

1. Wiesner-Hanks, *Concise History of the World*, 339-366.

Day 26: Wednesday, April 19:

1. George Kennan, "Long Telegram (1946)," (on Canvas)
2. "Declaration of Independence of Vietnam (1945)" (on Canvas)
3. "Manifesto of the Vietnam Lao Dong Party (1951)" (on Canvas)
4. "Manifesto of the South Vietnam National Liberation Front (1961)" (on Canvas)
5. Jawaharlal Nehru, "We Lead Ourselves (1948)," (on Canvas)

Week 15: The Internet Age

Day 27: Monday, April 24:

1. Wiesner-Hanks, *Concise History of the World*, 366-376.

Day 28: Wednesday, April 26:

No reading

Paper due

Final exam date TBD