

FALL 2014

SYLLABUS FOR:

HISTORY 1130-103 and 104:

Themes in Global History: *Trade, Economy, and Empires*



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Assistants:

-1130-102 (10 o'clock class): Anthony Sadler (sadlerad@email.appstate.edu)

-1130-101 (11 o'clock class): Anthony Sadler (sadlerad@email.appstate.edu)

Course Description:

In a world that is constantly growing smaller due to advances in communication and globalization, where misunderstandings between different cultures can too easily lead to violent conflict, it is essential that we are able to compare various societies and cultures. In my courses the focus will be on the rise and fall of empires, starting with ancient Egypt, progressing through time with analysis of more recent empires, and finally the decline of empires in the 19th and 20th centuries. Moreover, trade and economic developments, including the development of new technologies and knowledge, will be reviewed from a historical, macro perspective. In addition, we will analyze the role of conflicts in disrupting trade and economic development, as well potential catalyst for fiscal changes in history. We will look at such issues as the economic strengths of various civilizations, trade patterns and customs, costs of conflicts, industrial revolutions, and the impact of new technologies. The main focus will be on the last two millennia, although we will sometimes cover topics that have their origins in earlier times.

Course Objectives:

It is the goal of the course to introduce students to the basic theoretical tools in order to understand macro developments in history as well as discuss the essential historical developments from the ancient Egypt to the beginning of the 21st century. In the process, students will learn some of the basic skills of a professional (economic) historian: appreciation of primary sources and critical thinking and analysis, construction of argumentative essays, and how to combine empirical and theoretical facets of history.

Schedule:

HIS 1130-102: MWF 10.00-10.50 AM (Room 005, Belk Hall)

HIS 1130-101: MWF 11.00-11.50 AM (Room 005, Belk Hall)

Readings:

-Bulliet, Crossley, et al. (2011), *The Earth and Its Peoples: A Global History*. Boston: Houghton Mifflin. **(Rental textbook, older or newer versions will also do)**

-Landes, D., *The Wealth and Poverty of Nations*, London: Little, Brown 1998 (on economic and social history) **(to be purchased by the students)**

-Cameron, R. and Neal, L. (2004), *A Concise Economic History of the World: From Paleolithic Times to the Present*, (4th edition). New York. **(to be purchased by the students)**

-Pomeranz, K. and Topik, S. (2006), *The World that Trade Created. Society, Culture, and the World Economy, 1400 to the Present* (2nd edition). London and New York. **(to be purchased by the students)**

Other books and articles will be used via the electronic reserve. You will also be expected to retrieve materials via the various electronic databases offered by the Appstate library.

Grade:

Grades for this course will be based on:

Midterm exam	25 %
Presentation in class (as a group)	20 %
One fully-referenced essay	25 %
Final exam	30 %

I or my TA will take attendance at the end of each class meeting by asking you to respond to questions pertaining to the readings and lectures in writing. If you are not present by the first 10 minutes of the class, then that class will count as an absence in your record – even if you show up at some later point in the class period. More than 4 absences will start to hurt your grade (note: I use letter grades from A to F – **note that one absence too many will result in one letter grade reduction in the class average, two absences over the limit will result in a two letter grade reduction and so forth**), and **7 or more absences will result in an automatic failing grade for the course**. My grading scale is as follows: 96-100 is an A, 95-90 A-, 89-87 B+, 86-84 B, 83-80 B-, and so on. Anything under 60 (out of 100) equals an F. The specific requirements for the exams, presentations, and essays will be specified separately. Missing assignments will

also additionally hurt your grade (two letter grades deduction from the final average). You can also earn extra credit by being active in class. *Discovery of plagiarism will automatically land you a failing grade and visit to the academic integrity workshop (no exceptions!) – so please don't even try.* For further details on ASU's academic integrity policy, disability services, attendance policies, and student workload, see: <http://academicaffairs.appstate.edu/syllabi>.

Readings:

I would recommend that you focus on the key readings listed above, when they are indicated to be read by a particular date. The rest (such as articles and websites) are by and large optional, yet it will be difficult for you to participate in the class discussions without having read them. If **questions** are listed for particular articles and materials, they you are required to read the extra materials as well (and answer them in class if asked, not to be turned in writing). Some of the materials will be placed on **electronic reserve** (which you can access in Appstate library under this course title), some you have to **find and download** yourself (utilizing various electronic collections, explained separately for each item below). In addition, you are expected to take **notes** in class, since readings alone will not help you pass the course. Notes will also be available (as PDF printouts) from my website (listed above).

Outline:

-August 20: Lecture 1: **Introduction to the Class**

-August 22: Lecture 2: **History as a Science; World History**

-August 25: Lecture 3: **Using Sources and Other Materials; Writing Essays**

Readings:

*Using sources: <http://www.educationforum.co.uk/Page4.htm>;

<http://www.library.appstate.edu/gethelp/tutorials/evaluating-resources>

-**Question:** *What are primary sources?*

*Be careful if you have to use electronic sources (rule of thumb: don't use them!):

<http://www.lib.washington.edu/subject/History/RUSA/>

*Visit the following databanks and glance around:

<http://www.ggdc.net/Maddison/>; <http://www.nber.org/data/>;

<http://www.paulhensel.org/data.html>; answer the following **question**:

What is the typical time frame that these data cover?

*General advice on essay writing: <http://www.utoronto.ca/writing/advise.html>;

*On referencing, see:

<http://www.library.appstate.edu/reference/howTo/cite/index.html>.

-August 27: Lecture 4: **Introduction 2: Theories, Sources and Other Problems in**

Comparisons

Readings:

*Samuel Huntington, *Clash of Civilizations*, Chapter 12 (on reserves, under Eloranta, 1130)

*Landes 1998, Chapter 1

*Information on Charles Tilly: <http://essays.ssrc.org/tilly/resources>

*Douglass North:

http://nobelprize.org/nobel_prizes/economics/laureates/1993/north-lecture.html

- *See Angus Maddison's website for data tables HS-7 and HS-8:
<http://www.ggd.net/Maddison/>. Maddison 2003 is also available in its entirety from Appstate library if necessary.
- August 29: **Video: *Engineering an Empire: Egypt***
 *Bulliet 2008, Chapters 2 and 4 (some of it is background for this video)
 *Cameron-Neal 2004, Chapters 1 and 2
 *Answer the following **questions**: 1) Why were the Egyptians able to create such a military strong empire? 2) How were the pyramids built? **HINT!** You need to use the readings and your own research to fully answer these questions.
- September 3: **Lecture 5: Long Run Trends in Population and Per Capita Income**
Readings:
 *Maddison 2001, pp. 27-48 (Chapter 1, available from:
<http://www.ggd.net/Maddison/>); for data, see Maddison 2001, Appendix B and data tables listed above for the Sept 4 class.
- September 5: **Lecture 6: Alexander the Great and Hellenistic Expansion**
Readings:
 *Bulliet et al. 2008, Chapter 5
 * http://en.wikipedia.org/wiki/Alexander_the_Great
- September 8: **Video: *Engineering an Empire: Greece***
 *Answer the following **questions**: 1) What kind of democratic structures and practices did Athens have? 2) What kinds of building techniques did the Greeks employ that made a lasting impression over thousands of years?
- September 10: **Library Orientation 1: Introduction Orientation** (by Betsy Williams).
NOTE! Regular class location (**Anne Belk 005**). TA will be present to answer questions.
- September 12: **Library Orientation 2: Collections** (by Betsy Williams).
NOTE! Location: Rooms 024 and 026 in **ASU Library**. TA will be present to answer questions.
- September 15: **Lecture 7: Rome I: Early Origins and the Republic**
Readings:
 *Bulliet et al. 2008, Chapter 6 (pp. 162-170)
 * <http://www.roman-empire.net/>
 ***EXTRA CREDIT**: Find a primary source document relating to this lecture topic in one of the Appstate Library digital collections (http://www.library.appstate.edu/vdb/by_subject/subject_g?search_subject=History&mf=All), especially *Making of the Modern World* (<http://infotrac.galegroup.com/itweb/boon41269?db=MOME>), or elsewhere. Print the bibliographic info on the document and provide a one paragraph description of the source. Turn in at the end of the class. This will add **half a point** toward your final average.
- September 17: **Lecture 8: Rome II: Empire, Warfare, and the Decline**
Readings:
 *Bulliet et al. 2008, Chapter 6 (pp. 171-177)
- September 19: **Lecture 9: China I: Early Origins and the Silk Road**
 *Bulliet et al. 2008, Chapters 3 and 8
 *Cameron-Neal 2003, Chapter 3

- ***EXTRA CREDIT** (Half a point of extra credit for one-page written assignment):
 Sun Tzu, background (<http://www.sonshi.com/why.html>)
 -Answer the following questions on Sun Tzu: 1) Why is The Art of War considered to be one of the greatest treatises on military strategy ever written? 2) What was the period like when this book was supposedly written (The Warring States period)? 3) Pick an example from the text that might be relevant for today's business or military strategy. (IN WRITING, TO BE TURNED IN AFTER CLASS): <http://www.sonshi.com/learn.html>
- September 22: Video: *Engineering an Empire: China*
 * Answer the following **questions**: 1) How and when was the Great Wall built? 2) What was the most frequent cause of the decline of the dynasties? 3) What projects specifically advanced trade?
- September 24: Lecture 10: **China II: Consolidation, Expansion, and Decline?**
Readings:
 *Bulliet et al. 2008, Chapters 6, 11, and 13
 *Angus Maddison: http://www.ggd.net/Maddison/China_book/Chapter_1.pdf
- September 26: Essay Writing Workshop, conducted by the class TAs.
- September 29: Video: *Engineering an Empire: The Byzantines*
Readings:
 *Bulliet et al. 2008, Chapter 10
 *Answer the following **questions**: 1) What were the most prominent technological innovations of the Byzantine Empire? 2) What about military innovations?
- October 1: Lecture 11: **Byzantium and the Successors of Rome**
Readings:
 *Bulliet et al. 2008, Chapter 10
 *Cameron-Neal 2004, Chapter 3
- October 3: Lecture 12: **Foundations of the "European Miracle": North Italian City States, Institutions, and Gunpowder**
Readings:
 *Cameron-Neal 2004, Chapters 2-4
 *Bulliet et al. 2008, Chapter 15
 ***EXTRA CREDIT**: Find a primary source document relating to this lecture topic in one of the Appstate Library digital collections (http://www.library.appstate.edu/vdb/by_subject/subject_g?search_subject=History&mf=All), especially *Making of the Modern World* (<http://infotrac.galegroup.com/itweb/boon41269?db=MOME>), or elsewhere. Print the bibliographic info on the document and provide a one paragraph description of the source. Turn in at the end of the class. This will add **half a point** toward your final average.
- October 6: Video: *Engineering an Empire: Da Vinci's World*
Readings:
 *Bulliet et al. 2008, Chapter 15
 * <http://inventors.about.com/od/dstartinventors/ig/Inventions-of-Leonardo-DaVinci/>

- * Answer the following **questions**: 1) What was so revolutionary about Renaissance? 2) How did art, money, and technology come together with the Renaissance artists? 3) What were the most important inventions by Da Vinci and why? **HINT!** Some of the answers are found in the readings.
- October 8: Lecture 13: The Spanish Empire: Beginnings and the Dynamics of World Conquest
Readings:
 * Bulliet et al. 2008, Chapters 15-16
 * Landes 1998, Chapters 5-8
 * Pomeranz-Topik 2006, Chapter 2.2
Optional Readings:
 * Diamond, Jared, *Guns, Germs, and Steel. The Fates of Human Societies*. New York: W.W. Norton & Company 1999, Chapter 4
- October 10: Midterm exam, during regular class time!
- October 13: Video: Great Inca Rebellion
 * Answer the following **questions**: 1) What caused the downfall of the Central American civilizations against the Europeans? 2) How have resources and diseases influenced the development of human civilizations?
 * See also: <http://www.pbs.org/gunsgermsteel/resources/index.html> - how did GUNS, GERMS, and STEEL influence the downfall of these civilizations?
- October 15: Lecture 14: The British Empire: The “British Model”, Warfare, and the East India Company (THE ESSAY IS DUE!) Here’s a link to the grading rubric.
Readings:
 * Landes 1998, Chapter 15
 * Bulliet et. Al 2008, Chapters 17-19
 * **EXTRA CREDIT**: Primary Sources (pick and choose one, do a one-page analysis of the source, worth half a point):
 -English conquest of India:
<http://www.fordham.edu/halsall/india/indiasbook.html#The%20Western%20Intrusion>
 -Dutch East India Company:
http://en.wikipedia.org/wiki/Dutch_East_India_Company
 -1748: *The case of the Hudson's-Bay Company*. URL :
<http://www.canadiana.org/ECO/mtq?id=7a8668f9e0&doc=16621>
- October 20: *Presentations*
- October 22: *Presentations*
- October 24: *Presentations*
- October 27: *Presentations*
- October 29: *Presentations*
- October 31: *Presentations*
- November 3: Returning of essays. Feedback from TAs. NOTE! You need to discuss your grade first with the TA. Please also consult the grading rubric. If you are still dissatisfied with the essay grade, the professor is available (make an appointment!) to review it again. **But remember that the grade can stay the same, go up, or go down during the review.**
- November 5: Video: The Columbian Exchange

- * Answer the following **questions**: 1) Define the Columbian Exchange? 2) Provide examples of why it was a significant event in world history.
 * Landes 1998, Chapter 12.
- November 7: Lecture 15: The French Revolution and Napoleon
Readings:
 * Bulliet et al. 2008, Chapter 22
- November 10: Lecture 16: Industrial Revolutions: UK and the Rest
Readings:
 * Bulliet et al. 2008, Chapters 23, 27
 * Landes 1998, Chapters 13-14
 * Pomeranz-Topic 2006, Chapter 7
- November 12: Lecture 17: The Long 19th Century: The Western Hegemony and Imperialism
Readings:
 * Bulliet et al. 2008, Chapter 27-28
- November 14: Lecture 18: Globalization and the International Trading System, 1850-1913
Readings:
 * Pomeranz and Topik 2006, Chapters 1-6
 * O'Rourke, Kevin H. & Jeffrey G. Williamson, 'When did globalisation begin?'. *European Review of Economic History*, 6, pp. 23-50, 2002 (**electronic reserve**)
 * **EXTRA CREDIT**: Find a primary source document relating to one of the lecture topics in one of the Appstate Library digital collections (http://www.library.appstate.edu/vdb/by_subject/subject_g?search_subject=History&mf=All), especially *Making of the Modern World* (<http://infotrac.galegroup.com/itweb/boon41269?db=MOME>), or elsewhere. Print the bibliographic info on the document and provide a one paragraph description of the source. Turn in at the end of the class. This will add **half a point** toward your final average.
- November 17: Video: Engineering Empire: Britain: Blood and Steel
 * Answer the following **questions**: 1) What made the British navy so efficient and feared around the world? 2) Why did Britain industrialize early? 3) How did the steam engine change the British transportation system?
- November 19: Lecture 19: The International Monetary and Political System, 1850-1913
Readings:
 * Cameron-Neal 2004, Chapters 6-12
 * Pomeranz-Topic 2006, Chapter 6 (review!)
- November 21: Lecture 20: The Breakdown of the Liberal World Order, 1913-1950
1: World War I
Readings:
 * Cameron-Neal 2004, Chapter 14
 * Bulliet et al. 2008, Chapter 29
Lecture 21: The Interwar Period: The Great Depression, Revolutions, and Rearmament (COVER ON YOUR OWN!)
Readings:

*Bulliet et al. 2008, Chapter 30

*<http://eh.net/encyclopedia/article/parker.depression>

-November 24: Video: *Engineering Empire: Napoleon: Steel Monster*

*Answer the following **questions**: 1) What kinds of military and technological innovations came during Louis XIV's reign? 2) How does the Eiffel Tower symbolize the onset of the industrial age?

*Cameron-Neal 2004, Chapter 14

-December 1: Lecture 22: **The Breakdown of the Liberal World Order, 1913-1950
2: World War II**

Readings:

*Cameron-Neal 2004, Chapter 14

*Bulliet et al. 2008, Chapter 30

*<http://eh.net/encyclopedia/article/tassava.WWII>

-December 3: Lecture 23: **The Cold War: Political Developments; Economics and Business; End of Cold War; Decolonization**

Readings:

*Bulliet et al. 2008, Chapters 31-33

*Cameron-Neal 2004, Chapters 15-16

*Kegley, Charles W. Jr, 'How Did the Cold War Die? Principles for an Autopsy'. *Mershon International Studies Review*, Vol. 38, No. 1 (Apr. 1994), pp. 11-41 (available from: www.jstor.org, do a search with (e.g.) the author's name)

***EXTRA CREDIT**: Find a primary source document relating to one of the lecture topics in one of the Appstate Library digital collections

(http://www.library.appstate.edu/vdb/by_subject/subject_g?search_subject=History&mf=All). Print the bibliographic info on the document and provide a one

paragraph description of the source. Turn in at the end of the class. This will add **half a point** toward your final average.

-December 5: **Preparation for the Test**: Groups announced on ASULearn. Conducted by the TAs and the professor. More details on this later.

-**Final Test** (location is the regular classroom, bring a pencil, no notes):

10:00 MWF Wednesday, December 10, 2014 from 3:00 PM - 5:30 PM

11:00 MWF Thursday, December 11, 2014 from 3:00 PM - 5:30 PM