

History 3005: Shaping of the Modern World

CUNY-Brooklyn College Study in Nanjing China Program

Instructor: Professor Andrew Meyer

REQUIRED READINGS:

1) Strayer, Robert. *Ways of the World: A Brief Global History With Sources, Volume 2 (Since 1500)*. Boston: Bedford/St. Martin's, 2011.

2) Core Reader, *Shaping of the Modern World*.

COURSE DESCRIPTION: In this course we will explore the recent origins of the world we live in today. Beginning in about 1400 C.E., when developments on several continents began trending toward an increasingly “globalized” world, we will work our way toward the present day, investigating how and why new technologies, new ideas, and new forms of organization developed, and how human communities in different parts of the globe changed as they interacted with one another. Our reading will be supplemented by field trips to historic sites in an around Nanjing that will provide further opportunities to explore the historical forces we will be studying in class.

GOALS AND OUTCOMES:

By the end of the class students should have:

1. Developed a basic familiarity with the figures and events of recent history and the different theories of their interpretation.
2. Acquired a general knowledge of world geography and its changing shape over time.
3. Learned how to distinguish between and use the basic primary and secondary sources of historical scholarship.
4. Demonstrated critical thinking skills in the interpretation of lectures, readings, and historical documents.
5. Learned how to discuss human communities in terms of structures such as culture, society, economics and politics.
6. Learned how to think historically about events and people of the past.

ASSESSMENT:

- 1) 2 Interpretive Essays (25% of final grade each)
- 2) Final Exam (35% of final grade)
- 3) Class Participation (15% of final grade)

Exams, papers, and class participation will be awarded a numerical grade on a scale of 1-100. Those grades convert to letter grades on the following scale: 97-100=A+, 93-96=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+.....60-62=D-, >60=F.

At the end of the term, a numerical grade will be computed (using the above percentages) from the grades for your written work and class participation and converted to a letter grade.

EXPECTATIONS:

This course emphasizes learning about the past through reading, writing, and discussion. There are two types of reading for the course: secondary readings (written after the fact, by scholars looking back at the past) and primary sources (texts written during the past under study- the evidence that historians use to reconstruct and interpret past events). Students are expected to do both types of readings and to incorporate them into class discussions and written assignments.

Students will meet for lectures. Before the lecture, students should be sure to read the material in the textbook *Ways of the World* by Robert Strayer (herein referred to as “Strayer”). Lectures will reinforce ideas and themes described in the textbook, and will give students suggestions and questions for use in reading and interpreting the primary sources that will be discussed at the next meeting.

It is especially important that students do both types of reading and attend both lecture and discussion sections. Without such preparation, students will not understand what is expected of them on papers and exams. Check the schedule of readings and assignments (below) to be sure of which readings must be completed for each class meeting.

All work must be your own. Plagiarism (copying someone else’s words without attribution) will result in a failing grade and may result in disciplinary action. All work must be handed in on time. Late work may be penalized, and will not be returned in time to be of help in preparing for future assignments.

SCHEDULE OF MEETINGS AND READINGS

Unit 1: Basic Questions: History, Modernity and “Globalization”

Unit 2: The Worlds of the Fifteenth Century

Strayer, Chapter 12, Documents 13.1-13.2: “Laws Ordinances and Regulations (King Moctezuma I),” “Book of the Gods and Rites (Diego Duran),” “Chronicle of the Incas (De León).”

Reader: “A Conquistador Describes the Capital of Mexico (Cortes).”

On Blackboard: “Inscription to the Goddess (Zheng He; from: Kevin Reilly, ed., *Worlds of History: A Comparative Reader, Volume Two*. Boston: Bedford/St. Martin’s, 2007, pp. 8-10).

Field Trip: Nanjing Treasure Shipyard Relic Site Park

This field trip would take the students to a museum dedicated to the flotilla of Zheng He, the “Chinese Columbus.”

Unit 3: Empires and Encounters 1450-1750

Strayer, Chapter 13, Documents 14.1-14.5: “Reflections (Emperor Kangxi),” “Memoirs (Jahangir),” “The Turkish Letters (De Busbecq),” “Memoirs (Louis XIV),” “Instructions for Intendants (Colbert).”

Reader: “A Jesuit Missionary Gives His First Impressions of Japan (Xavier),” “The Moghul Empire of India (Babur),” “Social Order and Absolute Monarchy (Domat).”

Field Trip: Temple of Confucius, Ming Tombs

This field trip would teach students about the government of imperial China by exposure to the examination halls where candidates competed to enter the imperial bureaucracy and the iconography of the tomb of Zhu Yuanzhang, founding emperor of the Ming Dynasty.

Unit 4: Global Commerce 1450-1750

Strayer, Chapter 14, Documents 15.1-15.4: “The Interesting Narrative of the Life of Olaudah Equiano (Equiano),” “A Journal Made in the Hannibal of London (Phillips),” “Letters to King Jao of Portugal (King Alfonso I),” “Conversation with Joseph Dupuis (Bonsu).”

Reader: “The Horrors of Slavery (Mary Prince),” “The Wealth of Nations (Smith),” “Edict from the Emperor Ch’ien Lung to King George III of England (Qianlong).”

Unit 5: Religion and Science, 1450-1750

Strayer, Chapter 15, Documents 16.1-16.5: “Table Talk (Martin Luther),” “Sketch of the Progress of the Human Mind (De Condorcet),” “Conversations (Wang Yangming),” “History and Doctrines of the Wahhabis (Abdullah Wahhab),” “Poetry (Kabir).”

Reader: “Science and Scripture (Gallileo),” “Smallpox Vaccination in Turkey (Lady Montagu),” “Balloons (Franklin).”

Field Trip: Jiming Temple and Jingjue Mosque

This field trip would familiarize students with the long history of religious diversity in Nanjing by exposing them to two historic houses of worship, one Buddhist and one Muslim.

Unit 6: Atlantic Revolutions, 1750-1914

Strayer, Chapter 16, Documents 17.1-17.5: “Declaration of the Rights of Man And Citizen,” “A Vindication of the Rights of Women (Wollstonecraft),” “The Jamaica Letter (Bolivar),” “What to the Slave is the Fourth of July (Douglass),” “Letter to a Friend (Kartini).”

Reader: “Common Sense (Paine),” “Reflections on the Revolution in France (Burke),” “Nationalism: To the German Nation (Fichte),” “The American Civil War: Special Session, 1861; Gettysburg Address, 1863 (Lincoln),” “A’n’t I A Woman (Sojourner Truth).”

Field Trip: Taiping Museum, Tomb of Dr. Sun Yat-sen

This field trip would tie in to the study of political revolutions happening in the Atlantic world. The Taiping Rebellion was a different kind of revolution, but was roughly contemporary with the Revolution of 1848 and the American Civil War, and entailed the transmission of Christian ideas to China. Dr. Sun Yat-sen was a legate of the same Enlightenment ideas propounded by figures like Voltaire and Jefferson, and students can see in the iconography associated with his tomb the resonance of revolutionary ideologies throughout the globe.

Unit 7: Revolutions of Industrialization, 1750-1914

Strayer, Chapter 17, Documents 18.1-18.5: “The Communist Manifesto (Marx and Engels),” “Evolutionary Socialism (Bernstein),” “The German Socialist Women’s Movement (Zetkin),” “The Internationale (Pottier),” “What is to Be Done (Lenin).”

Reader: “The British Parliament Investigates Conditions of Labor,” “Recollections of the Lowell Mill Girls (Robinson),” “The Gospel of Wealth (Carnegie),” “Rerum Novarum (Pope Leo XIII).”

Field Trip: Factory in Nanjing

By visiting an industrial site in Nanjing, students can better understand how dramatically industrialization has changed modern life.

Unit 8: Colonial Encounters 1750-1914

Strayer, Chapter 18, Documents 20.1-20.5.

Reader: “On Native American Life (Chief Black Hawk),” “French Colonial Expansion (Ferry).”

Unit 9: China, the Ottoman Empire, and Japan 1800-1914

Strayer, Chapter 19, Documents 19.2-19.5, “Letter to Queen Victoria (Lin Zexu),” “Debating the Opium Problem,” “A Moral Appeal to Queen Victoria,” “The Treaty of Nanjing.”

Reader: “First Impressions of the United States (Fukuzawa Yukichi).”

Field Trip: Nanjing Treaty Historical Exhibition Museum

This field trip will bring students to the site of the treaty that ended the Opium War.

Unit 10: The Collapse and Recovery of Europe, 1914-1970s

Strayer, Chapter 20 Strayer: Documents 21.1-21.3 “The Political and Social Doctrine of Fascism (Mussolini),” “Mein Kampf (Hitler),” “Cardinal Principles of the National Entity of Japan.”

Reader: “Facts of Life (Brittain),” “The Fourteen Points (Wilson),” “Testimony (Hoess),” “Letters from Hiroshima (Ogura).”

Field Trip: Nanjing Massacre Memorial

This field trip will familiarize students with one of the great tragedies of World War II.

Unit 11: The Rise and Fall of World Communism

Strayer, Chapter 21, Documents 22.1-22.4: “Results of the First Five-year Plan (Stalin),” “Red Bread (Hindus),” “Personal Accounts of Soviet Industrialization,” “Personal Accounts of the Terror.”

Reader: “Report on an Investigation of the Peasant Movement in Hunan, 1927 (Mao),” “Secret Speech to the Twentieth Party Congress (Krushchev),” “Remembering China’s Cultural Revolution.”

Field Trip: Presidential Palace

This field trip will familiarize students with history of the Communist takeover of China, and given them a chance to view how the PRC government commemorates its pre-Communist past.

Unit 12: Independence and Development in the Global South, 1914-Present

Strayer, Chapter 22, Documents 23.1-23.5: “African Perspectives on Colonialism (Boahen),” “Africa Must Unite (Nkrumah),” “The Arusha Declaration (Nyerere),” “Women: Critical to African Development (Tau),” “Africa Betrayed (Ayittey).”

Reader: “The United Fruit Company (Neruda),” “A Woman’s Life in Twentieth-Century Brazil (Teresa),” “Congo, My Country (Lumumba),” “To the Pretoria Supreme Court (Mandela).”

Unit 13: Accelerating Global Interaction Since 1945

Strayer, Chapter 23, Documents 24.1-24.5 “Speech to the General Congress of the Republican Party (Atatürk),” “Toward the Light (al-Banna),” “Sayings of the Ayatollah Khomeini (Khomeini),” “Politics and Muslim Women (Bhutto),” “Islam and Human Values (Helminski).”

Reader: “Truth and Civil Disobedience (Ghandi),” “Massacre at Srebrenica (Honig and Both),” “What al-Qa’eda Wants from America (bin Ladin),” “A World Not Neatly Divided (Sen).”

Unit 14: Review and Concluding Questions: Can we see a “shape” of the “modern” world?