

History 113—Introduction to Modern World History, MWF 11:30-12:20, Fall 2209

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Office Hours: Thursdays, 1:30-3:30, and by appointment, Mather
House 204.

Teaching Assistants:

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Course Objectives:

1. To develop critical skills for reading and analysis that will provide students with a foundation for further learning about history, politics, society, and culture.
2. To develop basic cultural and political literacy about the societies of the world, their interactions, and the dramatic changes that contributed to the formation of modernity.
3. To develop skills in expository writing and oral expression.

Requirements:

- 1) **Attendance** in class. There is no “textbook” in this class, and the basic factual and chronological background will be provided in lectures. Lectures are designed to complement, not duplicate, the assigned readings; students who miss lecture therefore miss much of the course’s content. Attendance in section is vital, and absences from section will influence the calculation of participation grades.
- 2) **Prepared participation** in discussion sections. Attendance and participation will count for 25% of the final grade. Meaningful participation in section should show evidence of having read, and thought critically about, the assigned readings. All students will receive a tentative participation grade mid semester.
- 3) **6 short papers** (about 4 pages, or about 1,000 words). There are 12 assigned topics for short papers, so students may skip 6 of them. The short papers will count for 60% of the final grade, or 10% each.
- 4) **An unspecified number of unannounced quizzes**, based on material from lectures and readings. The quizzes will count for 15% of the final grade.

Please note: all students will submit the first short paper.

There is no final exam, term paper, or any other work due after classes end.

Books Ordered for purchase at the bookstore:

Adam Hochschild, *King Leopold's Ghost*

Feng Jicai, *Ten Years of Madness: Oral Histories of China's Cultural Revolution*

Steven Kinzer, *All the Shah's Men: An American Coup and the Roots of Middle East Terror*

Sidney Mintz, *Sweetness and Power*

Lydia Chukovskaya, *Sofia Petrovna*

Samuel Huntington, *The Clash of Civilizations? The Debate*

Some additional required materials will be posted at the course's blackboard site.

Schedule of Classes, Readings, and Assignments

Week One

No reading unless you want to get a start on next week's...

Aug. 24—Introduction to the Course

Aug. 26—Dynastic China

Aug. 28—West Asia to the Rise of Islam

Week Two

Reading: Huntington, *The Clash Of Civilizations?*, essays by Huntington, Ajami, and Kirkpatrick, and rebuttal by Huntington

Aug. 31—Native American Societies

Sept. 2—India until the *Raj*

Sept. 4—Political Variation in Africa

Week Three

Reading: From Donald Stevens, ed. *Based on a True Story: Latin American History at the Movies*: ch. 1, "Never Read History Again?" by Donald Stevens and ch. 5, "The Mission and Historical Missions," by James Schofield Saeger. **THIS BOOK IS AVAILABLE AS AN E-BOOK THROUGH THE UNIVERSITY LIBRARY.**

Film: "The Mission." **Open viewing of "The Mission" at a time and place to be announced. The film will be on reserve in Kelvin Smith after that.**

Sept. 7—**No class: Labor Day**

Sept. 9—**Discussion of Huntington: 1st short paper assignment due.**

Sept. 11—European Expansion

Week Four

Reading: Mintz, *Sweetness and Power*.

Sept. 14—**Discussion of The Mission; 2nd short paper assignment**

Sept. 16—The Colonization of Latin America

Sept. 18—The Atlantic Slave Trade

Week Five

Reading: Galileo, “Letter to the Grand Duchess Christina”; Jean-Jacques Rousseau “The Social Contract”; Keith Baker, “Constitution”; Arthur Jay, “The Old French Social Order”

Sept. 21—**Discussion of Mintz; 3rd short paper assignment**

Sept. 23—Scientific and Industrial Revolutions

Sept. 25—The Enlightenment and the French Revolution

Week Six

Reading: Nehru, “British Rule in India,” “The Letter of Commissioner Lin to Queen Victoria”

Sept. 28—**Discussion of industrialization and revolution; 4th short paper assignment**

Sept. 30—19th Century Imperialism

Oct. 2—China and the West in the 19th Century

Week Seven

Reading: Hochschild, *King Leopold’s Ghost*.

October 5—**Discussion of 19th Century Imperialism; 4th short paper assignment**

October 7—Partition and Colonialism in Africa

October 9—The Congo, from Leopold to Kabila

Week Eight

Reading: Marx, "The Communist Manifesto,"
(<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>); Lydia Chukovskaya, *Sofia Petrovna*

Oct. 12—**Discussion of *King Leopold's Ghost*; 5th short paper assignment**

Oct. 14—The Rise of Feminism

Oct. 16—The Critique of Capitalism and the Russian Revolution

Week Nine

Reading: Robert Rosenstone, *Visions of the Past: The Challenge of Film to Our Idea of History*, pp. 19-79.

Geoffrey C. Ward, "Gandhi," in Mark C. Carnes, ed., *Past Imperfect: History According to the Movies*.

Film: "Gandhi."

Open viewing of "Gandhi" time and place tba. The film will be on reserve in Kelvin Smith after that.

Oct. 19— **Fall Break—No Class**

Oct. 21—**Discussion of *Sofia Petrovna*, 6th short paper assignment**

Oct. 23—The Colonial Experience in India

Week Ten

Reading: Himmler, Verwoerd

Oct. 26—**Discussion of "Gandhi"; 7th short paper assignment**

Oct. 28—The Holocaust

Oct. 30—South Africa—The Rise and Demise of Apartheid

Week Eleven

Reading: Excerpts from Peter Kornbluh, *The Pinochet File* (Excerpts to be announced).

Nov. 2—**Discussion of Himmler and Verwoerd; 8th Short Paper assignment due**

Nov. 4— Post-colonial Latin America

Nov. 6—Our Man in Santiago: The US and Chile

Week Twelve

Reading: *Ten Years of Madness*.

Nov. 9— **Discussion of Kornbluh documents, 9th short paper assignment**

Nov. 11— The Chinese Revolution

Nov. 13— The People's Republic of China

Week Thirteen

Reading: Kinzer, *All the King's Men*; Paul Berman, "Terror and Liberalism," *The American Prospect*, October 22, 2001.

Nov. 16—**Discussion of *Ten Years of Madness*; 10th short paper assignment**

Nov. 18—The Making of the Modern Middle East

Nov. 20— Our Man in Teheran: The US and Iran

Week Fourteen

Readings on Globalization and Neo-Liberalism, to be announced.

Nov. 23— **Discussion of Kinzer; 11th short paper assignment**

Nov. 25—The Fall of Communism

Nov. 27—**No Class—Thanksgiving Holiday**

Week Fifteen

Nov. 30—The Neo-Liberal Era, Part 1

Dec. 2— The Neo-Liberal Era, Part 2

Dec. 4—**Final Section...12th short paper assignment**

Class Policies:

1. Professor Sadowsky is the principal lecturer and the instructor of record. However, the teaching assistants for this course are experienced and highly qualified instructors, and the conduct of the course is a collaborative effort among the entire teaching staff. Section leaders have full authority over their sections, and the assignment of grades for their sections.

2. Grading. This course does not use a grading curve. A's will be awarded to excellent work, B's to good work, and so forth. We stress that a "B" means that the work is good; A's will be reserved for work that rises to the level of excellence. In written work, "excellent" means a paper with a clear and well-defended argument, originality, and a minimum of stylistic, grammatical, and typographical flaws. Students who believe a grade on written work is unfair have the right to submit the assignment for re-grading. Re-submissions, however, will only be considered if accompanied by a written statement (in hard copy, not e-mail) from the student to the original grader explaining why he or she regards the grade as unfair. After the re-grading, if the student still believes the grade is unfair, she or he may ask to have the work re-considered by the Professor, but only after they have gone through the above process with the original grader. In section, participation is expected from ALL students, and students who do not participate in section can expect a grade significantly lower than what the grades on their written work would suggest. Participation in section will rise to the level of excellence if it is regular, and if it demonstrates both strong knowledge of the assigned reading, as well as thoughtful evaluation of the reading.

3. Late papers. Late papers are unfair to students who complete work on time, they undermine the sense of a shared learning project in the class, and they create chaos for the instructors, especially in a large class such as this. Students in this class also have a choice of which weeks they do writing assignments, so students with conflicts in some weeks may simply choose those weeks as their weeks to skip the writing assignment. For all of these reasons, papers are due—in hard copy, not by e-mail—at the beginning of class on the due date, and late papers will not be graded or awarded credit. E-mailed papers will not be accepted. The instructors reserve the right to grant extensions in extraordinary circumstances, such as serious illness or family emergencies, but these decisions will be made on a case-by-case basis. Circumstances for which extensions will **not** be granted include, but are not limited to: computer problems, such as hard drive crashes or broken printers; work load due to other classes; and conflicts arising from jobs, or participation in extracurricular activities such as theater or athletics.

4. Incompletes. Incompletes will only be given in truly extenuating circumstances, and will not be given without a written request from the student explaining why the incomplete is necessary, and specifying a schedule for the completion of the work.

5. In-Class Behavior. Students are expected to be present, attentive, and prepared at all lectures and sections, unless excused by an appropriate note from the University Health Service or the Dean of Undergraduate Studies. In class, students engaging in activities

unrelated to class may be asked to leave. Instructors will make every effort start classes on time, and finish on time. They will expect students to be just as courteous. Also, please turn off cell phones (and other objects that ring or beep) during class times.

6. **Plagiarism.** Plagiarism, whether from printed, unprinted, or digital sources, is a serious ethical violation, and will be dealt with severely. If you are uncertain what constitutes plagiarism, please speak with the teaching staff; ignorance of the meaning of the term is no defense. For a quick review, visit www.plagiarism.org.

Paper Writing Tips

Argument. A good history paper combines clarity, logic, and evidence. It should make an argument which the reader can identify easily, and defend that argument with examples. If you cannot state your central argument in one sentence, you may need to work on it more. You should consider possible objections to your argument, but in the end explain why you think your point of view is more convincing. No history paper will get an "A" if it lacks an argument, even if it is a model of stylistic elegance and factual accuracy. In advancing your argument, you should always strive to be *specific*. A vague paper is a bad paper.

Structure. There is no single formula for the structure of a successful history paper, but the following is often a good one: 1) Start with an introductory paragraph that states the problem and your proposed solution. 2) Use the middle paragraphs to give the evidence that supports your view, explaining each time how the evidence does support you. 3) Conclude with a final paragraph that re-states your argument in decisive language.

You should strive for leanness in every aspect of your paper. A good sentence lacks unnecessary words, a good paragraph lacks unnecessary sentences, and a good paper lacks unnecessary paragraphs. Adjectives and adverbs can often be cut; their use is often a sign that the writer has used an imprecise noun or verb.

Paragraphs need to be coherent. Each one needs a theme that separates it from the other paragraphs, and everything in the paragraph should relate to that theme.

Style and Grammar. Style and grammar count in this course. The number of possible stylistic and grammatical problems is large, but here we present fair warning on some common problems we do not want to see.

The passive voice: Very accomplished writers can use the passive voice effectively, but in most cases it weakens the clarity and force of an argument. This is especially true in history papers, where you should identify the agent making the action. "The peasants were oppressed" is not a strong sentence, because the oppressor is not identified: is it the central state, the landlord class, their own local leaders, the weather? If it is all of these things, that is all the more reason to identify them: "The weather, the state, the landlord class, and even the local chiefs conspired to oppress the peasants."

"Its" versus "it's." The most common grammatical error this instructor has encountered at CWRU is the confusion between the words "its" and "it's." "Its" is a possessive form, as in "Every government finds its own rationale for governing." "It's" is the contraction of "it is" as in "It's doubtful that a government can rule for long without a clear rationale." Since you should avoid contractions in formal writing, we should only see the possessive form in this class.

Lack of agreement. Be alert to the need for agreement of number between subject and verb: "A king taxes the people," and "Kings tax the people." Also keep tense consistent. Do not write, for example, "China was the dominant world power at the time. Its technology is the most advanced, and its people were prosperous."

Ornate words. In most cases, for example, "use" is better than "utilize." If you really believe "persiflage" captures your meaning perfectly, then utilize it. If not, use the simple word: "banter."

Spelling and typographical errors: By all means run your paper through a Spell-check program, but do not think you are done proofreading then; if you type "Excessive taxation lead the pheasants to revolt," your computer won't notice either of the errors in this sentence. An occasional typographical error is not a problem, but if your paper has many of them, it will influence your grade.

Presentation. Papers must be typed and double-spaced, with one-inch margins. Do not justify the right-handed margin. Pages must be numbered. Title pages, folders, and binders are not necessary.

Need more help?

Two excellent books on writing are Strunk and White, *The Elements of Style* and Schirtzer, *The Elements of Grammar*. Good writers read and re-read these books.