

Blood, Sweat, and Gold Controversies in Global History

HIST 1801E – 2019-2020 – Huron University College

Lectures: Monday and Wednesday at 9:30-10:30 in room W12

Tutorials:

- 551: Thursday 10:30-11:30 (Peace)
- 552: Thursday 3:30-4:30 (Compeau)
- 553: Monday 1:30-2:30 (Compeau)
- 554: Thursday 12:30-1:30 (Peace)

Dr. Tom Peace

Email: tpeace@huron.uwo.ca

Office Hours: Mondays and Wednesday at 10:30 or by appointment

Office: V127

Telephone: 519-438-7224 ext 227

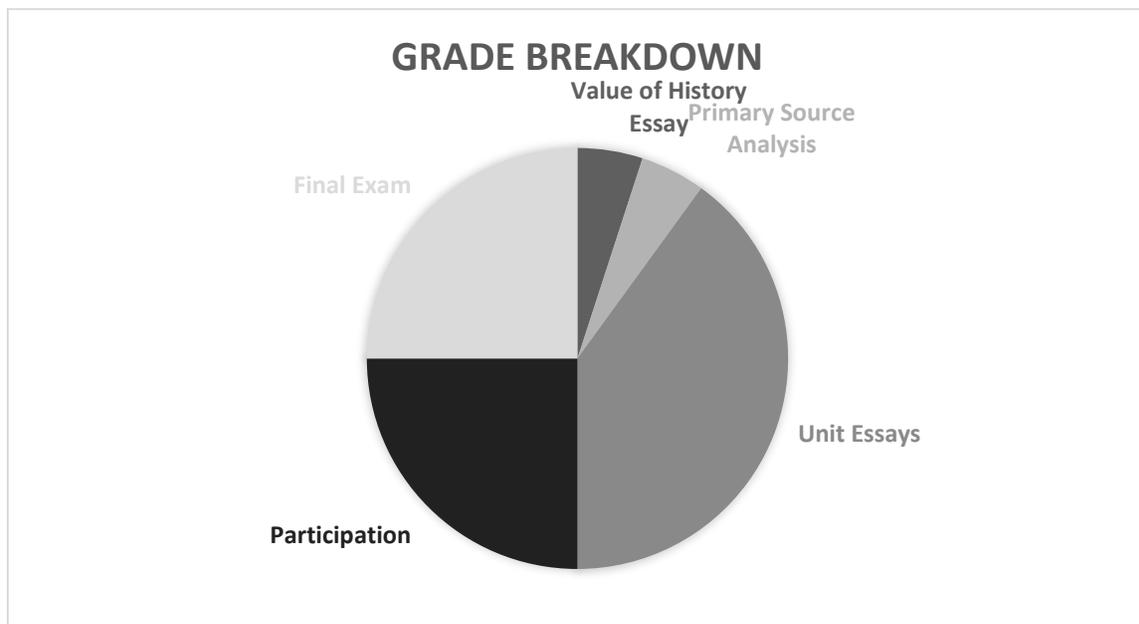
Dr. Tim Compeau

Email: tcompea@uwo.ca

Office Hours: Mondays 10:30-12:30; Tuesdays 2:30-3:30

Office: A15

Contact policy: For messages left by phone or email expect at least a twenty-four-hour response time. Please be courteous and respectful: use a proper salutation, and formal language and punctuation in your emails. *It is recommended that you contact your professors by email rather than phone.*



Course Outline

This three-hour lecture/tutorial course gives first-year students an overview of major themes in global history, dividing the course into five thematic units covering the Atlantic World, Slavery, Revolutions, Nations and Empire. In addressing these five broad concepts, students explore specific subjects such as global trade and industrialization as well the diverse ways that historians have sought to understand them. Most of the material considered comes from the past 500 years of human experience. The accompanying text helps students understand the chronology of the events that we consider, and the tutorials give students a chance to discuss the themes, ideas and events presented in the course material in more detail.

The unifying theme in the course is historiography, looking at what constitutes history and why historians have taken different approaches to its study. The course opens with a discussion of the concepts and theories of historiography and then integrates these themes into the subsequent units. In tutorials we will use conflicting historiographical interpretations to better understand the subject at hand and the nature of historical interpretation.

Statement of Learning Objectives

The course will help students hone their writing, critical thinking, and analytical skills as they examine the evolution of different historical interpretations and explanations. The course will also give students an understanding of issues that have been and continue to be of fundamental importance to human societies around the world.

COURSE REQUIREMENTS

Weight given to assignments

Value of History Essay	5%	
Primary Source Assignments	5%	
Unit Essays	40%	(10% each)
Participation	25%	
Final Exam	25%	

Required Texts

- 1) Robert Marks, *The Origins of the Modern World*

* Please note that the tutorial readings are available through the OWL site, either as links to online content or as PDFs.

Classroom Conduct

Professional behavior is asked of students and professors at all times in the classroom. Questions and discussions are welcomed, but interruptions, sleeping, talking, surfing the internet, watching movies, updating Facebook, reading the newspaper and eating are not (for example).

Essays

The essays in this course are designed to build the skills necessary for historical analysis. The first assignment aims to evaluate your writing skills and provide useful feedback for your subsequent work. The unit essays focus on your understanding of the course and are designed to gradually build your research skills. Brief instructions on essays follow below.

Papers submitted by email will not be accepted. Each paper must be submitted via OWL on the due date, or late penalties will apply. *Students should also retain their research notes as the professors may ask them to provide them.* Students who fail to produce their research notes when asked for them risk being assigned a grade of zero on the assignment.

Footnotes or endnotes must always be used in a history paper. Consult the syllabus below for guidance. The reference librarian, Rachel Melis, can also help you. Essays will normally have between three to five notes per page. Notes are used for several reasons: most commonly, to document little-known facts, to provide references for quotations, and to acknowledge the borrowing of ideas. Occasionally, they are used to provide important material that cannot neatly or logically be inserted into the text.

IMPORTANT NOTE: We've included basic stylistic instructions in this syllabus. **Failure to follow these guidelines will result in the paper being returned to you unmarked.** An automatic 5% deduction will also be made from your assignment's final mark. Upon notification that you submitted an incomplete assignment, you will have one week to make the necessary corrections before late penalties will again be applied.

Assignment 1: One Read and the Value of History:

This 750-word assignment focuses on your writing skills. There is no requirement for further research, but we would like you to include material from the lectures and readings covered before the due date (16 October). Otherwise, all we ask is that your essay respond to the following prompt:

*In what ways might a historian approach the historical context depicted in the book, *Our Homesick Song*?*

We expect that this essay will have *more than* five paragraphs.

Unit Essays

You will be required to write a 1,250-word essay at the end of each unit tying the lectures and assigned readings together. It is expected that you will draw on, and explicitly cite, *at least 75%* of lectures and readings. Lectures may be cited as follows (all other citation formats can be found in the *Chicago Manual of Style*):

Tim Compeau, “What is Global History,” HIS 1801E: Blood, Sweat, and Gold
(class lecture, Huron University College, London, ON, 25 Sept 2019)

In addition to our drawing upon our course material, the assignments are scaffolded for you to learn from your earlier work. In the first assignment, you will write a critical reflection of **one of the assigned readings** in the unit. In the second assignment, you will write a historiographical analysis of the assigned unit using **all of the material provided to you**. In the third assignment you will be required to **find two relevant journal articles** that helps you better understand the topic at hand and write a historiographical review. In the final essay, you will write a critical analysis of **a monograph related to the unit topic**. It is expected that you will bring this reading into conversation with the other historiographical ideas we have explored in the course.

These essays will be evaluated using the following criteria:

- Quality of the journal article or book you found (for essays 3 and 4).
- Quality of the thesis statement and structure of the argument.
- Synthesis and integration of the course material.

It is assumed that your essay will be free of errors and follow the stylistic guidelines outlined in the History Department Rules and Regulations (below).

Primary Source Assignment

Students will select three transcripts from the WPA Slave Narratives database (<https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/>) and provide analysis. Students should consider what the sources add to the historical record and the potential problems these sources present to historians. Papers should be structured as a formal essay following Chicago Manual of Style and be 750-words (3-pages) in length. More information will be provided in tutorial the week of Nov. 25.

Final Exam

The final exam will consist of essay questions drawn from broad themes emerging from the course as a whole. Students are also expected to be familiar with the major debates about world history and the arguments made by different historians, as well as material from **all lectures, tutorials and readings**. Students will design the exam in the final week of tutorials.

Participation during Lecture

Engaging with this course during each of our meetings is important for learning the course content and skills. During lecture it can be hard for us to engage with each of you individually. As such, we have created a tool to quickly check-in and evaluate your engagement with our course content. After each lecture, you will have time at the end of class to complete a simple multiple-choice question about the lecture as well as provide us with feedback about the session. These quizzes will *only* be available for 15 minutes after our lecture. **Five percent** of your participation grade will be determined by the percentage of questions you answered correctly.

Tutorials

Each tutorial will have common readings for students to do. Attendance at, and participation in, tutorials will account for 20% of the final mark. Participation marks are pro-rated; for example, if you attend only 80% of the tutorials, you will be eligible for a maximum of 80% of the mark. **Students who attend fewer than 50% of the tutorials will be given zeroes for their tutorial marks.** You will receive 10% of this grade in the first semester and the other 10% in the second semester.

Bonus marks will be awards for contributing 200 words to the OWL forums built around Huron's Truth and Reconciliation Programming. For each entry you will receive 10/10 to replace your lowest weekly participation grade.

Appeals

Should you wish to discuss a mark on an assignment with the professor, you must wait a day after receipt of the assignment so that you can digest the comments on the assignment properly. Should you wish to appeal a mark in the course, first, prepare a written rationale for your appeal, and then consult your professor. Most often, we will have the other professor re-grade your paper. If you wish to appeal further, consult Professor Nina Reid-Maroney, Chair of the History Department.

LECTURE SCHEDULE

Date: Lecture Topic & Background Reading

9 Sept: Introduction (Dr. Peace)
11 Sept: What is History? (Dr. Compeau)

16 Sept: Approaches to the Past (Dr. Peace)
18 Sept: Pseudohistory (Dr. Compeau)

UNIT 1: The World in 1492

23 Sept: What is Global History? (Dr. Compeau)
25 Sept: The Indian Ocean World before 1492 (Dr. Peace)

30 Sept: Strategies for Good Writing (Guest lecture: Mandy Penney)
2 Oct: Africa before 1492 (Dr. Compeau)

7 Oct: The Americas before 1492 (Dr. Peace)
9 Oct: The Mediterranean in 1492 (Dr. Compeau)

14 Oct: Thanksgiving – No class
16 Oct: The Atlantic World in 1492 (Dr. Peace)
• **Value of History Assignment Due**

21 Oct: Early European Empires (Dr. Compeau)
23 Oct: The Columbian Exchange (Dr. Peace)

Unit 2: Contextualizing Slavery

28 Oct: Introduction to Slavery (Dr. Compeau)
30 Oct: Slavery in the Mediterranean World (Dr. Peace)

4 Nov: No Class – Reading Week
6 Nov: No Class – Reading Week

11 Nov: Slavery in Africa (Dr. Compeau)
13 Nov: Slavery in North America (Dr. Peace)
• **The World in 1492 essay due**

18 Nov: The Trans-Atlantic Slave Trade (Dr. Peace)
20 Nov: The Historiography of American Slavery (Dr. Compeau)

25 Nov: Twelve Years a Slave

27 Nov: Twelve Years a Slave

2 Dec: Resistance to Slavery in the Atlantic World (Dr. Compeau)

4 Dec: Complicated Histories of Enslavement (Dr. Peace)

Unit 3: The Seven Years' War and Revolution

6 Jan: The Seven Years' War and the Atlantic World (Dr. Peace)

- **Contextualizing Slavery Essay due**

8 Jan: The Seven Years' War and India (Dr. Compeau)

13 Jan: Empire and Revolution: The United States (Dr. Compeau)

15 Jan: Empire and Revolution: France (Guest Lecture Dr. Read)

20 Jan: Empire and Revolution: Haiti (Dr. Peace)

22 Jan: Empire and Revolution: Britain (Dr. Compeau)

27 Jan: Theories and Concepts: Revolution (Dr. Peace)

29 Jan: British Imperialism in India (Dr. Compeau)

3 Feb: Imperialism and Industry (Dr. Peace)

Unit 4: The Long Nineteenth Century

5 Feb: Social Darwinism (Dr. Compeau)

10 Feb: The Great Land Rush (Dr. Peace)

12 Feb: Ecological Imperialism (Dr. Peace)

17 Feb: No Class – Reading Week

19 Feb: No Class – Reading Week

24 Feb: European Imperialism in Africa (Dr. Compeau)

- **Seven Years' War and Revolution Essay due**

26 Feb: European Imperialism in China (Dr. Compeau)

2 Mar: Theories and Concepts: Imperialism (Dr. Compeau)

4 Mar: Theories and Concepts: Nationalism and Decolonization (Dr. Peace)

Unit 5: Resistance

9 Mar: Nationalism and Decolonization: India (Dr. Bell)

11 Mar: States and Revolution: Russia (Guest Lecture Dr. Hope)

16 Mar: States and Revolution: China (Guest Lecture: Dr. Fang)

18 Mar: States and Revolution: Civil Rights in America (Dr. Reid- Maroney)

23 Mar: Nationalism and Decolonization: Turtle Island (Dr. Peace)

25 Mar: History Wars: Nationalism and historiography (Dr. Compeau)

30 Mar: The Anthropocene and Environmentalism (Dr. Peace)

1 Apr: Exam Review

- **The Long Nineteenth Century and Resistance due**

TUTORIAL SCHEDULE

All the tutorial readings are available on the OWL course website in the “resources” section, subfolder “readings”. Search for the reading by the author’s last name.

9 Sept: No Tutorials

16 Sept: What is History?

- Marks, introduction

UNIT 1: The World in 1492

23 Sept: What is Global History?

- Marks, chap. 1

30 Sept: The World in 1492 (Monday tutorial: Research with Rachel!)

- Marks, chap. 2

7 Oct: Research with Rachel! (Monday Tutorial: The World in 1492)

14 Oct: Thanksgiving – No Tutorials

21 Oct: No tutorials

- **Value of History Assignment Due**

Unit 2: Contextualizing Slavery

28 Oct: Race and Slavery

Winthrop Jordan, *The Whiteman’s Burden*

4 Nov: No Class – Reading Week

6 Nov: No Class – Reading Week

11 Nov: Continental Systems of Slavery

- Patterson, “The Ultimate Slave”
- **The World in 1492 essay due**

18 Nov: The Black Atlantic

- Evans, “The Black Atlantic”

25 Nov: Slavery in the Old South

- Amrita Chakrabati Myers, “Sisters in Arms: Slave Women’s Resistance to Slavery in the United States” *Past Imperfect*, Vol. 5. (1996): 141-175.

- Slave Narratives from the Federal Writers' Project, 1936-1938
<https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/>

2 Dec: Complicated Histories of Enslavement

- Harvey Amani Whitfield, "Black Loyalists and Black Slaves in Maritime Canada," *History Compass* 5.6 (Nov 2007) <https://doi.org/10.1111/j.1478-0542.2007.00479.x>
- Primary Source Essay Due

Unit 3: The Seven Years' War and Revolution

6 Jan: Research with Rachel!

13 Jan: The American Revolution

- Gordon Wood, *The Radicalism of the American Revolution*, (1992). Introduction and Chapter 15
- Gary Nash, *The Unknown American Revolution*, "Epilogue, Sparks from the Altar of '76", 423-455. (2006).

20 Jan: Haitian Revolution

- Vivian May, "It is never a question of the slaves: Anna Julia Cooper's Challenge to History's Silences in her 1925 Sorbonne Dissertation," *Callaloo* 31.1 (Summer 2008): 903-918. <https://www.jstor.org/stable/27654930>

27 Jan: The Age of Revolutions

- Marks, chap. 3

Unit 4: The Long Nineteenth Century

3 Feb: The Industrial Revolution and its Consequences

- Marks, chap. 4

10 Feb: Empire and the Environment

- Eric Tagliacozzo, "Ambiguous Commodities, Unstable Frontiers: The Case of Burma, Siam, and Imperial Britain, 1800-1900" *Comparative Studies in Society and History* (April 2004): 354-377. DOI: <https://doi.org/10.1017/S0010417504000179>

17 Feb: No Class – Reading Week

19 Feb: No Class – Reading Week

24 Feb: The Age of Empire

- Bonny Ibhawoh, "Stronger than the Maxim Gun Law, Human Rights and British Colonial Hegemony in Nigeria" *Africa* vol. 72, no. 1 (Feb 2002): 55-83. DOI: <https://doi.org/10.3366/afr.2002.72.1.55>

2 Mar: Decolonization

- Linda Tabar and Chandni Desai, “Decolonization is a global project: From Palestine to the Americas,” *Decolonization: Indigeneity, Education & Society* 6.1 (2017): i-xix.
<https://jps.library.utoronto.ca/index.php/des/article/view/28899/21542>

Unit 5: Resistance

9 Mar: The Gap

- Marks, chap. 5

16 Mar: Revolution in the 20th Century

- Janet Salaff and Judith Merkle, “Women in Revolution: The Lessons of the Soviet Union and China,” *Berkeley Journal of Sociology* vol 15 (1970): 166-191.
<https://www.jstor.org/stable/41035173>

23 Mar: The Great Departure

- Marks, chap. 6

30 Mar: The Anthropocene

- Marks, conclusion

HISTORY DEPARTMENT RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counselling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

¹ They should be in Arabic, not Roman numerals or letters.

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - o The title of a book is underlined or written in *italics*.
 - o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - o Place and date of publication in parentheses (),
 - o A fuller reference will include the publisher after the place of publication.
 - o Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West*

Germany, 1949-1968, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



The Appendix to Course Outlines is posted on the OWL course site.