



History 101: Global History
Dan Gorman
Winter 2023
Tuesday & Thursday, 11:30 - 12:50
AL 211



Office: Hagey Hall 115A

Office Hours: Tuesday 2-4 pm

I can also meet at other times – just ask. I am also happy to meet with you via video anytime (with your camera on or off, however you are most comfortable).

Email: dpgorman@uwaterloo.ca

- If you need any accommodations throughout the term please don't hesitate to ask.

Course Description

The course will focus on the history of global connections such as migration, war, trade, cultural interactions, international organizations and activism, human rights, technological innovation, environmentalism, and imperialism. What insights do we gain by taking a “bird’s eye” view of history? Our timeframe is the modern era of global history from the 18th to the 21st century. Our geographical focus is on global connections between the histories of Asia, Europe, Africa, and the Americas.

Learning Outcomes

Readings and Course Material

All course material can be accessed through hyperlinks in the syllabus, or in the “Readings” tab on our LEARN page.

Online Course Book: Dan Allosso and Tom Williford, [Modern World History](#)

Assignments

Assignment	Due Date	Instructions	Grade
Map Quiz	January 26	In class	5%
Article analysis	February 16	upload to LEARN dropbox by 11:59pm	20%
Essay Outline	March 7	upload to LEARN dropbox by 11:59pm	5%
Essay	March 21	upload to LEARN dropbox by 11:59pm	30%
Take-home exam	April 14	upload to LEARN dropbox by 11:59pm	40%

Assignment Instructions

Map quiz (in class)

I will post on LEARN a week before the quiz a list of places / geographical items of significance to our course. You can study with our class notes, course readings, and any other sources you find helpful.

In class on the quiz day you'll get a blank map and a list of some of the items on the "study list". You will indicate where on the map they are located. I'll grade the quizzes on a "close enough" principle – i.e. you just have to demonstrate that you know where the item is located, not be exact on the map.

Article Analysis (500 words)

Choose **one** of the four articles listed below. You can find the articles in the "Article Analysis Reading Choices" tab on our LEARN page.

Write a short (c. 500 words) article analysis that answers the following questions in essay form. You do not need to use any other sources besides your chosen article.

- What is the article's subject and thesis (main argument)?
- What types of sources does the author use to make their argument?
- In what way(s) is the article an example of global history?
- What do you see to be the article's strengths and/or weaknesses and why?

Article choices:

- 1) Andrade, Tonio, "A Chinese Farmer, Two African Boys, and a Warlord: Toward a Global Microhistory," *Journal of World History* 21, no. 4 (2010): 573-91.
- 2) Blackburn, Robin, "Haiti, Slavery, and the Age of the Democratic Revolution," *The William and Mary Quarterly* 63, no. 4 (2006): 643-74.
- 3) Bush, Barbara, "African Caribbean Slave Mothers and Children: Traumas of Dislocation and Enslavement Across the Atlantic World," *Caribbean Quarterly* 56, no. 1/2 (2010): 69-94.
- 4) Engineer, Urmi, "Sugar Revisited: Sweetness and the Environment in the Early Modern World," in *The Global Lives of Things: The Material Culture of Connections in the Early Modern World*, eds. Anne Gerritsen and Giorgio Riello (London, 2016), 198-220.

Essay (1250 - 1500 words)

Write an essay (1250-1500 words) in answer to **one** of the questions listed below.

Your essay must draw on at least: 1 primary source; 1 scholarly book; 1 scholarly journal article; and 1 online source (not counting an e-book or journal article).

You may use more sources than this minimum if you wish. Your essay should have citations (we use footnotes or endnotes and a bibliography in history, generally formatted in [Chicago Style](#)). We'll talk about citations – don't stress about format – the important thing is to know why we use citations and what we should cite.

- 1) Why was imperialism such an important global phenomenon in the 19th century?
- 2) Choose a global commodity. How did the global spread of your chosen commodity shape individuals' lives in different parts of the world?
- 3) In what ways were revolutions in the Atlantic world in the late 18th century and early 19th century interconnected?
- 4) The Taiping Rebellion was one of the most devastating events of the 19th century. How did it change Chinese society?
- 5) Many global historians have identified technology as an important factor in explaining the rise of globalization since the late 19th century. In what ways might this have been true? Your answer should draw on a number of different examples.
- 6) In what ways were aspects of women's lives in the 19th century the same and/or different in two different societies of your choosing?
- 7) In what ways was the First World War a global event?
- 8) How and why did power relations between colonized and colonizers change after World War II? Your answer can focus on one case study, or take a broader approach.
- 9) Explain how sport, music, or another cultural activity was shaped by globalization since the 1970s.

Take-home Exam (1250 - 1500 words)

I will post the take-home exam on our LEARN page the last day of class. The exam will ask you to critically reflect on the course material as a whole. There will be lots of choice in terms of questions that you answer – as historians we are interested in developing general interpretations of the past and specific examples to support those interpretations. That's what the exam will ask you to do – not to memorize endless dates and names!

Course Schedule

Class	Topic	Readings to do before class & Assignment Due Dates
Jan 10	Intro Class – Earthrise: Studying “Spaceship Earth”	
Jan 12	What is Global History Anyway!?	Giorgio Riello, Adam Clulow, & Anne Gerritsen, “What is Global History?” - the reading is in the “reading pdf” tab on our LEARN page
Jan 17	Place & Space: Big History to the globe in a teacup	
Jan 19	Timelines of Global History	
The Global Web: The globe becomes linked (c. 1500 – 1800)		
Jan 24	Biological globalization: Columbian exchange	Allosso & Williford, The Americas and Columbus
Jan 26	Religious & Cultural upheavals in Asia & Europe	Map Quiz in class
Jan 31	A Global Economy Emerges	Allosso & Williford, Europe and Africa
Feb 2	War and Empires in the Pacific & Atlantic Worlds	
Feb 7	Stuff!: Material Culture around the world	
Global Revolutions: 1700 – 1920		
Feb 9	Slavery, Serfdom, & Abolition	Slave Voyages: Trans-Atlantic Slave Trade - read the links from “Introduction” – “Eventual Abolition” (they are each a few paragraphs) Article Analysis Due on Learn
Feb 14	Atlantic Revolutions: France, US, Haiti	Allosso & Williford, Early Globalization & Revolutions
Feb 16	Cities, Towns, and Villages: everyday life in different parts of the world	
Feb 21	Reading Week	
Feb 23	Reading Week	
Feb 28	Essay Planning Class	Mike Chee, History Liaison Librarian, will conduct a workshop on Library resources for your essay

March 2	Global Empires: Asia, Africa, and the Americas	Nick Pullen, " Colonialism is Fun? Sid Meier’s Civilization and the Gamification of Imperialism " Allosso & Williford, Imperialism
March 7	Energy, Upheaval, & Industrialization in the 19 th c	Allosso & Williford, Troubled Nineteenth Century Essay Outline Due on LEARN
Essay Classes		
March 9	Essay Workshop	
March 14	Essay Workshop	
Modern Globalization: 1870s – today		
March 16	International Cooperation: late 19 th c – 1920s	
March 21	World Wars and global legacies	Allosso & Williford, The Great War
March 23	20 th c. Global Cultural Connections (food, clothing, pop culture)	
March 28	Asia, Africa, & the Caribbean: Decolonization	Allosso & Williford, Decolonization
March 30	Globalization since the 1970s	Allosso & Williford, Neoliberal Globalization
Course Conclusion		
April 4	The origins of today’s world – the long-view	
April 6	Take-Home exam prep	

Mental Health: Your mental health is important – please take care of yourself. There are many people and resources on campus if you need some help, or someone to talk to: <https://uwaterloo.ca/campus-wellness/counselling-services>

Late Assignments: Late final essays will be penalized 3% per day, including weekends. Extensions will be granted in extenuating circumstances.

Electronic Devices: You can use any devices in class that you wish. Please be considerate of those sitting around you.

Privacy: Videoconferences are not to be recorded without the consent of the whole class.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an

offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.