

WORLD CIVILIZATIONS, 1500-PRESENT: CAPITALISM, COLONIALISM, AND THE MAKING OF OUR TIMES

HIST 262

Teaching Team

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Office Hours

Tues/Wed 2:30-4:00 (Sign-up on Canvas), SMC 639

Wed 11:00-1:00, SMC 624

Thurs 11:30-1:30, SMC 602

Fri, 9:00-11:00, SMC602

Lectures:

Tuesday and Thursday

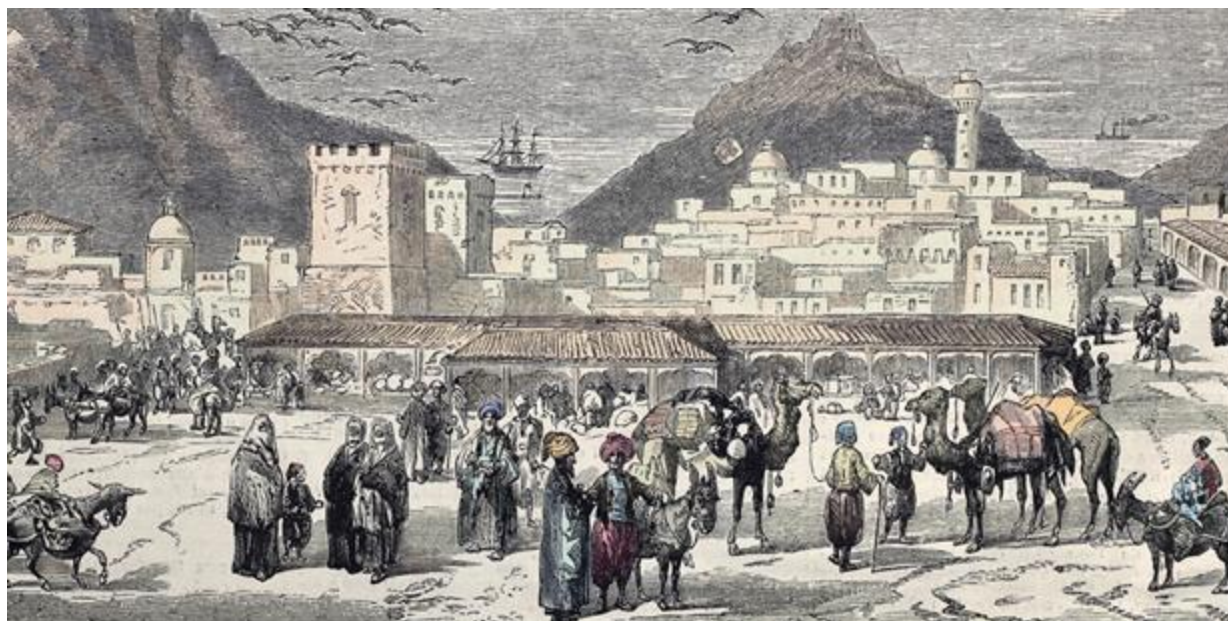
MCM-63

9:45-10:35

Discussion Sections:

Friday

For room assignments and times, see Canvas



Course Description

This course satisfies the VolCore Global Citizenship – International Focus (GCI) requirement. Courses in the International Focus area of the Global Citizenship category develop students' knowledge of international cultures. This category aims to help students develop an understanding of historical influences and contemporary dynamics that shape the experiences of those living outside the United States. The idea here is for students to learn about and critically reflect on unfamiliar social, political, and cultural perspectives.

To that end, this course emphasizes the necessity of inquiring about the historical origins of the world as we know it today. This is a monumental task and not one easily accomplished in only a semester. This course thus aims to tackle one aspect of this mission by asking a central question: how have economic developments, trade, and exploitation shaped our world? Focusing on the development of capitalism, colonization, and the interplay between political, social, and economic

change, this course will give students the tools they need to gradually answer that question and trace out the ways in which the past has helped to shape our collective present.

Course Format

The class will meet three times a week – two 50 minute lectures on Tuesday and Thursday, followed by a 50-minute discussion section on Friday. You are highly encouraged to attend the lectures, the material from which will be important for doing well on the midterm and final; there will also be four quizzes based on that same material. Discussion sections are mandatory and participation and attendance in those sections make up the largest proportion of your grade. From Week 2 onwards, the discussion section will kick off with a brief multiple-choice quiz based on the readings, followed by a student-led discussion on the readings and the questions of the week.

Learning Goals and Outcomes

By the end of this course, students will have learned the following:

- what a primary source (a document or other artifact from the historical period in question) can tell us about historical change and thinking
- how historians interpret of events, processes, and changes and how to assess and reflect on them
- how to write about and respond to historical narratives and arguments
- methods for thinking about the relationship between political, social, and economic changes
- what the relevance historical developments have to the world we live in today

Assessments and Evaluation

- Participation and Attendance (40%): As noted above, attending discussion sections is mandatory. Quality participation is necessary in order to make these sections productive for all students: that means avoiding excessive laptop use, asking questions, and participating in discussions. Missing more than two classes without an excused absence will result in your participation grade dropping by 1/3 (i.e. an A- will become a B+) for every resulting absence. Excused absences include those for illnesses, emergencies, etc. Please let your teaching assistant know about any issues as soon as you can.
- Discussion Section Quizzes (10%): Every discussion section following Week 1 will begin with a brief multiple-choice quiz on that week's readings. Your teaching assistant will print these out beforehand, hand them out to you at the beginning of the session, and then collect them before beginning the regular discussion. You may either miss two quizzes (in the case of an absence) or drop your worst two results; no makeup quizzes will be provided unless you have an extenuating circumstance.
- Lecture Quizzes (10%): As noted in the class schedule below, there will be four quizzes handed out during specific lecture days (Thursdays in Week 3, Week 6, Week 11, and Week 14). These quizzes will only focus on the content we have covered during our lectures and will, along with the reflections, help to prepare you for the midterm and the final. You may miss one of these quizzes or drop your worst result; no makeup quizzes will be provided unless you have an extenuating circumstance.
- Reflections (10%): You will be asked to write brief (400-500 words) reflections four times this semester (Week 2, Week 4, Week 12, and Week 15). These will be due on Canvas at the end of the stated week and will be graded for completion (i.e. pass/fail). No late submissions

will be allowed unless you have an extenuating circumstance. You will still be given substantive feedback on them and you are expected to take them seriously. Each reflection will have a specific prompt for you to respond to and will serve as practice for the short-answer questions that will be included in your midterm and final exams.

- **Midterm (15%)** and **Final (15%)**: These two in-class examinations will largely focus on the content that we cover during the lectures. They will have three sections: multiple-choice, short answers, and short essays. Your teaching assistants will hold group revision sessions in Weeks 6 and 15 in lieu of their regular office hours to go through relevant material and questions.

Course Readings

All readings will be made available as PDFs on Canvas. Students are not expected to purchase any texts. We will be covering a wide range of academic secondary sources as well as primary sources and original documents. You are expected to complete all your reading prior to the discussion sections on Friday.

Lecture Availability

You are highly encouraged and expected to attend the lectures, the content of which will be the basis for the two exams and the lecture quizzes. Lectures will be recorded; the recordings for the lectures will be provided one week prior to every quiz.

Basic Questions to Guide Your Reading

1. Who is the author: origin, education, field of research, other publication(s)?
2. When was the article or book published and where? Are there different editions?
3. What is the topic of the article/chapter?
4. What is the question that the author is trying to answer about this topic?
5. What is the main thesis or claim of the author about the topic (the answer to the question)?
6. What is the structure of the discussion and how does it add/detract from the author's work?
7. What are the author's sources?
8. Is the author obviously engaged in a discussion with any previous scholarship on the subject?
9. How does the author use footnotes/references in this article?
10. What kinds of rhetorical devices does the author use to persuade you, the reader, that they are correct?

Classroom Etiquette

As we are sometimes expected to discuss controversial topics, please be respectful to your peers when presenting ideas, arguments, and interpretations, no matter the disagreements. Do not surf the web with your cell phone or laptop during class; it is *very* obvious when you do so and will hurt your participation grade!

Academic Integrity

Each student is responsible for their personal integrity in academic life and for adhering to UT's Honor Statement. The Honor Statement reads: "An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any

inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Accessibility Policy

The University of Tennessee, Knoxville, provides reasonable accommodations for individual students with disabilities through its office of [Student Disability Services](#). The university is also committed to making information and materials accessible, when possible. Resources and assistance to support these efforts can be found at <http://accessibility.utk.edu/>

AI Policy

This course explicitly forbids the use of any generative AI tool as part of your submitted work. Writing and reflecting about history is a skill worth learning on its own terms; the skills you learn in this course will go on to be useful in other parts of your life. Using AI to skip the steps necessary to develop those skills is thus contrary to the aims of this course and any use of generative AI for any part of your work will be treated as plagiarism.

Class Schedule

The following schedule is subject to change as per the teaching team’s discretion. Please treat as tentative and make sure to check Canvas regularly to see any changes.

Week 1: Introduction

Tuesday (Jan 21)

- Introductions

Thursday (Jan 23)

- Which World?

To read for Friday (Jan 24)

- Joyce Appleby, *The Relentless Revolution: A History of Capitalism* (W.W. Norton, 2010), 13-14
- Jürgen Kocka, *Capitalism: A Short History* (Princeton University Press, 2016), 1-7; 21-23
- Edward Said, “The Myth of “The Clash of Civilizations”” (1998)

Week 2: Early Modern Commerce Across the World

Tuesday (Jan 28)

- How Did Early Modern Trade Function?

Thursday (Jan 30)

- Who Were Merchants and What Did They Do?

To read for Friday (Jan 31)

- Kenneth Pomeranz and Steven Topik, *The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present* (Routledge, 2015), 18-23
- Prasannan Parthasarathi and Giorgio Riello, “The Indian Ocean in the Long Eighteenth Century”, *Eighteenth-Century Studies* (vol. 48.1): 4-7; 11-12

—[Primary Source]: Ibn Khaldun, *The Muqaddimah*, 309-316

Reflection 1 Due

Week 3: European Commercial Expansion

Tuesday (Feb 4)

- Why Did Europeans Want to Trade with Asia?

Thursday (Feb 6)

- Why Did Europeans Turn to the Americas? **[in-class quiz]**

To read for Friday (Feb 7)

- Jeremy Adelman et. al., *Worlds Together, Worlds Apart: A History of the World* (W.W. Norton, 2011), 447-459
- [Primary Source]: Ronald Latham (trans. and ed.), *The Travels of Marco Polo from Peking to Amoy* (Penguin, 1958), 208-213
- —[Primary Source]: “Reports from Christopher Columbus on his first voyage”, 1493

Week 4: Commerce and Early Colonialism

Tuesday (Feb 11)

- Why Did East Indian Companies Emerge and Why Were They Important?

Thursday (Feb 13)

- What Was the Early Colonial Presence in Asia Like?

To read for Friday (Feb 14)

- Kocka, *Capitalism*, 54-65
- “The Factory System”
- [Primary Source]: “Excerpts from the Charter granted by Queen Elizabeth to the East India Company”
- [Primary Source]: The EIC and Jahangir

Reflection 2 Due

Week 5: Silver and Growth

Tuesday (Feb 18)

- How Did Trade Work in the Americas After Columbus and What Role Did Silver Play in the Global Economy?

Thursday (Feb 20)

- What Were Malthusian Pressures and How Did Asian Societies Adapt to Them?

To read for Friday (Feb 21)

- Dennis O. Flynn and Arturo Giráldez, “Born with a ‘Silver Spoon’: The Origin of World Trade in 1571,” *Journal of World History* 6, no. 2 (1995): 201–14.

- [Primary Source]: Two accounts on the Mines of Potosí (1550 + 1553)
- [Primary Source]: *Sources of Chinese Tradition Volume II: From 1600 Through the Twentieth Century*, ed. Theodore de Bary and Richard Lufrano, (New York: Columbia University Press, 2000) [hereafter referred to as SCT], 172-179

Week 6: Domination Across the Oceans

Tuesday (Feb 25)

- What Role did Slavery and Plantations Play for Economic Growth?

Thursday (Feb 27)

- How Did the Colonial Powers Expand Their Presence in Asia and Why? (**In-class quiz**)

To read for Friday (Feb 28)

- Kocka, *Capitalism*, 65-70
- Pomeranz and Topik, *The World That Trade Created*, 157-163
- [Primary Source]: *Treaties and Grants from the Country Powers to the East-India Company* (1756-1772) 3-4, 19-26
- [Primary Source]: “Slavery in the Caribbean”

Week 7: The Great Divergence

Tuesday (March 4)

- What Was the Industrial Revolution?

Thursday (March 6)

- **Midterm, no normal class**

To read for Friday (March 7)

- Prasannan Parthasarathi, “Review of *The Great Divergence*, by Kenneth Pomeranz”, *Past & Present*, no. 176 (2002): 276-278, 286-293
- [Primary Source]: Adam Smith’s “The Pin Factory” exercises:
https://www.adamsmithworks.org/pin_factory.html

Week 8

As the instructor will be attending a conference this week, there will be no normal lectures or discussion sections scheduled

Week 9

Spring Break

Week 10: Breaking the Old Order

Tuesday (March 25)

- What Were the Opium Wars?

Thursday (March 27)

- What Infrastructure and Technology Fueled Imperial Expansion?

To read for Friday (March 28)

- Adelman et. al., *Worlds Together, Worlds Apart*, 646-656
- Paul Josephson, "The History of World Technology, 1750-Present", in J.R. McNeill and Kenneth Pomeranz (eds), *Cambridge World History vol 7: Production, Destruction, and Connection, 1750-Present* (Cambridge University Press, 2015): 137-140
- [Primary Source]: Karl Marx, "Trade or Opium?" and "Free Trade and Monopoly"
- [Primary Source]: Karl Marx, *Capital* vol. 2, Chapter 14

Week 11: Inter-imperial Competition

Tuesday (April 1)

- How Did Old Empires Interact with New Ones? (**in-class quiz**)

Thursday (April 3)

- Why Did People Begin to Critique Colonialism and Capitalism?

To read for Friday (April 4)

- Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton University Press, 2010), 287-301
- [Primary Source]: Jules Ferry, "Colonialism and the Preservation of Capitalism" (1890)
- [Primary Source]: Dadabhai Naoroji, "The Pros and Cons of British Rule" (1871)

Week 12: The Age of Extremes

Tuesday (April 8)

- What Caused World War I?

Thursday (April 10)

- Why and How did Revolutions Succeed After the Great War?

To read for Friday (April 11)

- Burbank and Cooper, *Empires in World History*, 380-393
- [Primary Source]: William G. McAdoo and Robert Lansing, "The American Decision to Make Loans to the Allied Powers" [1915]
- [Primary Source]: John A. Hobson, "The Economic Taproot of Imperialism" [1902]
- [Primary Source]: Lenin, "The Bolsheviks Must Assume Power" [1917]

Reflection 3 Due

Week 13: Capitalist Growing Pains

To read for the week:

- Adelman et. al., *Worlds Together, Worlds Apart*, 717-721

Tuesday (April 15)

- What Were the Roaring '20s?

Thursday (April 17)

No class (Spring recess)

No discussion section

Week 14: World War II

Tuesday (April 22)

- Fascism or Socialism?

Thursday (April 24)

- World War 2 as the End of Empire? (**in-class quiz**)

To read for Friday (April 25)

- Appleby, *The Relentless Revolution*, 273-284
- [Primary Source]: John Maynard Keynes, "Economic Possibilities for Our Grandchildren" (1930)
- [Primary Source] Mao Zedong, "On New Democracy" [1940]

Week 15: The Post-War Order

Tuesday (April 29)

- What Was the Cold War?

Thursday (May 1)

- How Did the Cold War Really End?

To read for Friday (May 2)

- Hajimu Masuda, *Cold War Crucible: The Korean Conflict and the Postwar World* (Harvard University Press, 2015), 57-69
- [Primary Source]: Nehru at the UN
- [Primary Source] Jimmy Carter, "Crisis of Confidence" (1979)

Reflection 4

Week 16: Finals

Tuesday (May 6)

FINAL EXAM