



Making of the Modern World 14: *Revolution, Industry, Empire*

Winter quarter 2016

Class meets on Tuesdays and Thursdays 2–3:20 in Solis Hall 107

Professor Deborah Hertz

HSS 6024

Office hours: After class and Tuesdays and Thursdays 10-11

Please send all electronic mail regarding the course to me using the mail function on the TritonED web site for the course. Feel free to call me in my office during my office hours at 534 5501.

Podcasts available at <http://podcast.ucsd.edu>. Look for the link on the web site.

Class web site: <http://TritonEd.ucsd.edu>.

Teaching Assistants: Mr. James Stout and Ms. Vanessa Bateman [vbateman@ucsd.edu]

TA sections meet: All section meetings take place in Asante 123B. Mr. Stout's sections are Tuesdays from 4-4:50 and 5-5:50; Ms Bateman's sections are Thursdays 4-4:50 and 5-5:50. Beginning on the second day of lecture, please sit with your section group.

Course Description. In this course we survey global history from the middle of the eighteenth century until World War One. We explore how Europe became capitalist and how the exploitation of other regions made that capitalism possible. We explore how women and men, people of different races and ethnicities, the landed and the landless, the urban and the rural, the powerful and the victims shaped this exciting, dramatic, and fateful era of the global past.

Clickers: You are required to purchase or borrow an i-clicker for this class. In addition to the new clickers available for sale in the bookstore, you can buy a used clicker on e-bay and later sell it back to the bookstore. Please register your clicker for this class at the class web site. For resources to aid your use of the clickers, see <http://acms.ucsd.edu/units/mediaservices/clickers.html>.

Class texts:

The texts are available for purchase at the Bookstore and on reserve at the Library. You may purchase any version of the texts. Two of the assigned books are available on the website as PDF files, and the single article due for March 8 can also be found on the class web site.

J. H. Bentley and H.F. Ziegler, *Traditions and Encounters: A Global Perspective on the Past*. Fifth Edition (New York: McGraw Hill, 2011). This is the same text used for the entire MMW program.

Diane Hacker and Nancy Sommers, *A Writer's Reference*. Eighth edition (New York: Bedford Press, 2011).

Claire de Duras, *Ourika: An English Translation* (New York: Modern Language Association, 1994).

Olauda Equiano, *The Interesting Narrative of the Life of Olauda Equiano* (n.p.: Create Space Independent Publishing, 2014). Full text of the memoir is available online at <https://www.gutenberg.org/files/15399/15399-h/15399-h.htm>

Walter Rodney, *How Europe Underdeveloped Africa* (Baltimore: Black Classic Press, 2011). Full text is available online at <http://abahlali.org/files/3295358-walter-rodney.pdf>

Films:

We will be discussing three films, and you are expected to watch each film [streaming], post a comment on the web site, and be prepared to discuss the films in section and in lecture. Concentrate on how the film stimulated your interest in the period, what you learned from the film, and possible historical errors in the film. For help in streaming the films to your computer, see the following guide: <http://libraries.ucsd.edu/resources/course-reserves/course-reserves-for-digital-and-streaming/digital-audio-reserves-faqs-tips.html>.

Amisdad [1997 by Steven Spielberg, based on a slave ship revolt in 1839], for **February 4**.

Les Miserables [2012 with Russell Crowe and Ann Hathaway, based on the novel by Victor Hugo], for **February 16**.

Tess [1979 by Roman Polanski, based on the novel *Tess of the D'Urbervilles* by Thomas Hardy], for **February 25**.

Requirements

Final examination 30%. No adjustments to the Final Schedule. Ours will take place on Friday March 17th, 3-6 pm. Ten questions will be distributed two weeks before the final, and five of the ten questions will appear on the exam. You will be writing on two questions worth 10 points each. There will also be five matching questions, worth one point each.

Section performance and class participation 10%. Any extra credit museum visits will be included in this proportion of your grade.

Points involved in the **Writing Assignment:** 5% Research Question; 10% Prospectus; 5% Rough Draft; Final Essay 15%, totaling **35%**. You are expected to submit your essays to <http://Turnitin.com>. Your teaching assistant will be supervising the writing of your essay and grading the various stages of your creative process.

Academic integrity statement on web site: required by not graded.

Participation in **Discussion Forums:** 15 one-paragraph posts required, worth 1 point each, worth **15%**. The film posts must be submitted before the class session when the film will be discussed. Posts on the books, lecture topics, and museum visits may be written at any point up until the final. Please submit your postings as a reply to the first post so that the stream of comments is consolidated.

In-class clicker **red pop quizzes**, 12 during the quarter, beginning on January 19, worth **10%**. The quizzes will often be based on the list of *Biographies and Institutions* noted for each class session. (Those same lists may be useful for choosing your essay topics.) Two of the quizzes will be dropped, which means that if you miss class or do not have your clicker with you the day of that quiz you can still obtain the 10% if you are present for 10 of the quizzes and answer the question correctly. The **green clicker questions** monitor your attendance but do not require knowledge of the assigned material and do not count for credit. Beware that some of the green questions will come toward the end of the lecture. Students discovered to be monitoring clickers for absent students will be penalized.

Extra Credit:

Visits to local San Diego museums relevant to our topics will be counted as extra credit toward the **Section Performance** grade. Take a *selfie* of yourself in front of entrance to get the points. Share your reaction to the local site on the **Discussion Forum**.

CAPE evaluation points: if at least 85% of the class has filled in the evaluation form online by March 15, three extra credit identification questions will be added to the final exam.

San Diego Museums to visit:

Please take a “selfie” of yourself at the entrance to the museum, and show it to your TA section instructor. There will be a sign-up thread on the web site to coordinate riding together in personal cars or taking public transportation together.

Cabrillo National Monument in Point Loma: <http://www.nps.gov/cabr/index.htm>

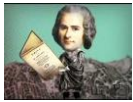
San Diego History Center at Balboa Park: <http://www.sandiegohistory.org/>

Maritime Museum, Harbor Drive, downtown San Diego: <http://sdmaritime.org/>

Mission San Diego de Alcalá: <http://www.missionsandiego.org/>

Office for Students with Disabilities: Students requesting accommodations and services due to a disability need to provide a current Authorization for Accommodation [AFA] letter issued by the OSD. Please do so in a timely manner to arrange alternative testing. Call 858 534 4382 or 858 534 9709 or use osd@ucsd.edu; website <http://disabilities.ucsd.edu>.

We will examine four themes for the four time eras:



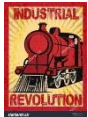
Revolution on their Minds [intellectual history]



War and Revolution in the Streets [political event history]



Domestic Revolutions [family history, population trends, women's history]



Revolutions in Trade and Production [history of technology, trade, organization of production, and also the history of objects]

SCHEDULE

Unless otherwise noted, all Chapter and page number assignments are from the *Traditions and Encounters* textbook.

January 5: *Introduction to the course*

Era One: 1750–1776 WHEN KINGS RULED

January 7: 1A. *Revolution on their Minds: The Enlightenment*

Chapter 23 pages 512-519

Primary Sources in textbook: Adam Smith on “The Capitalist Market,” at 513 and John Locke on “People the Products of their Environment,” at 516.

Biographies and Institutions: Ptolemaic Universe; Galileo Galilei; Johannes Kepler; Nicolaus Copernicus, Isaac Newton, Adam Smith, John Locke; William Harvey; Emilie du Chatelet; Francois-Marie Voltaire; *philosophes*; salons

Micro-history Focus : Francois-Marie Voltaire and Emilie du Chatelet

January 12: IB: *War and Revolution in the Streets: Dynasties and Autocrats*

Chapter 23 498-507

Primary Sources in textbook: Map 23.1 at 499

Biographies and Institutions: Holy Roman Empire; Charles V; Spanish and Austrian Habsburgs; “new monarchs;” Spanish Inquisition; Henry VIII of England, Ferdinand and Isabella of Spain, Louis XI and Francis I of France; Oliver Cromwell, Louis XIV of France, Peter I of Russia

Micro-history Focus: Beheading the English King in 1649

January 14: IC: *Domestic Revolutions: Varieties of Colonial Families in the New World*

Chapter 24 523-534

Primary Sources in Textbook: Bernadino de Sahagun, “First Impressions of Spanish Forces,” at 526; Map 24.1 at 530.

Biographies and Institutions: Christopher Columbus; Motecusoma; Atahualpa; Dona Marina; Hernan Cortes; Aztec Empire; mestizo population; depopulation from diseases; *encomienda*; Taino people; Treaty of Tordesillas; Jamestown 1609

Micro-history Focus: Dona Marina and Hernan Cortes in 1519

January 19: ID: *Revolutions in Trade and Production: The Economics of the Spanish and English Empires*

Chapter 23 508-512; Chapter 24 534-538; Olaudah Equiano memoir, Chapters Four and Six; Rodney, 75-90.

Biographies and Institutions: English East India Company (VOC); Romanov czars; *quinto*; *Hacienda*; *encomienda system*; Pueblo revolt; King Philip II of Spain; Felipe Guaman Poma de Ayala; *engenbo economy*; John Nico.

Micro-history Focus: Comparing Commodities: Cotton, Silver, Sugar, Furs and Tobacco

Era Two: 1776-1815 THE AGE OF DEMOCRATIC REVOLUTIONS

January 21: IIA: *Revolution on their Minds: Islam and Christianity Seek Converts Across the Globe*

Chapter 24 539-540 [Christianity in the Americas]; Chapter 25 556-557 [Islam and Christianity in Africa]; Chapter 27 608-613 [Islam and science]; Chapter 26, 583-585 [Christianity in China].

Biographies and Institutions: Virgin of Guadalupe; Fulani; King of Afonso I of Kongo; King Garcia II; Antonian movement; Dona Beatriz; St Anthony of Padua; Safavid empire; Mughal dynasty; Ibrahim the Crazy; Aurangzeb, Shah Jahan; Mehmed the Conqueror; William Bedwell; Piri Reis; Confucianism and neo-Confucianism; Matteo Ricci and Xu Quangui; Nestorian Christians; Jesuit Catholics.

Micro-history Focus: Dona Beatriz and the Black Jesus

January 26: IIB: *War and Revolution in the Streets: The American Colonies, Paris and Haiti*

Chapter 28 621–638.

Primary Sources in the Textbook: Map 28.1 at 626.

Biographies: John Locke; Jean-Jacques Rousseau; George Washington; imaginary Molly Pitcher; Tom Paine; King Luis XVI; Napoleon Bonaparte; Maximilien Robespierre; Toussaint Louverture; Simon Bolivar; John Stuart Mill.

Micro-history Focus: The Outstanding Life of Toussaint Louverture

January 28: IIC: *Domestic Revolutions: Learning from the Life of an African Woman in Revolutionary Europe*

Chapter 28: 638-640; *Ourika*, entire novel.

Primary Sources in the Textbook: Olympe de Gouges, “Declaration of the Rights of Women and the Female Citizen,” at 640

Biographies and Institutions: Mary Wollstonecraft; Mary Astell; Olympe de Gouges; Paris women march to Versailles, Claire de Duras.

Micro-history Focus: The True Story and the Fictional Account of Ourika

February 2: IID: *Revolutions in Trade and Production: The Slave Trade*

Walter Rodney, 33-48; 68-70; 95-115, and Equiano memoir, Chapters II and II

Primary sources in text: Map 25.2 on page 560-561.

Biographies and Institutions: slaves for Portuguese sugar plantations; triangular trade; the Middle Passage; Thomas Peters; maroons; slave revolt in St. Dominigue; Stono rebellion 1739; Olaudah Equiano; Walter Rodney as historian.

Micro-history focus: How Unique was Equiano?

February 4: *History from Film*

Amisdad

Era Three: 1816-1871 BUILDING STRONG STATE ECONOMIES

February 9: IIIA: *Revolution on their Minds: Imagining Peoples and Nation States*

Chapter 28: 640-644

Primary Sources in the Textbook: Map 28.4, page 644.

Biographies and Institutions: Giuseppe Mazzini; Johann von Herder; *Volk*; Theodor Herzl; Alfred Dreyfus; tricolored flag; Prince Klemens von Metternich; Congress of Vienna; Lord Byron; King Charles X of France; 1830 revolutions; Holy Roman Empire; Otto von Bismarck; Second German Empire;

Micro-history Focus: Keeping Europe Peaceful for a Century: The Wisdom of the Vienna Congress in 1815

February 11: IIIB: *Revolution in the Streets: Conflicts between Leftists and Liberals*

Chapter 29: 668-673 [on Marxism]; Chapter 30: 678-683 [American Civil War] and in the same chapter, 687-688 [Mexican history].

Primary Sources in Textbook: Marx and Engels on “Bourgeoisie and Proletarians,” 670.

Biographies and Institutions: Karl Marx; Friedrich Engels; *Communist Manifesto*; women in unions; Crystal Palace Exhibition in London; Manifest Destiny; Sitting Bull; Trail of Tears; Battle of Little Bull Horn; Mexican-American War; Abraham Lincoln; Emancipation Proclamation.

Micro-history Focus: How Marx and Engels Viewed the Bourgeoisie

February 16: *History from Film*

Les Miserables

February 18: IIIC: *Domestic Revolutions: The Contrast between Working Class and Middle Class Families*

Chapter 29: 660-668.

Primary Sources in Textbook: Thomas Malthus on Population, 664

Biographies and Institutions: Thomas Malthus; Crystal Palace exhibitions; Edward Jenner and inoculation; demographic transition; methods birth control; putting-out system of production; spinning jenny; John Sandford; regulation of child labor.

Micro-history Focus: How Did Europe Break Out of the Malthusian Dilemma?

February 23: IIID: *Revolutions in Trade and Production: Did the European Industrial Revolution Require Colonialism?*

Chapter 26: 578-583 [China]; Chapter 26: 587-589 [Japan]; Chapter 29: 651-659.

Primary Sources in Textbook: Eyewitness Betty Harris, at 651-2; Map 29.1 at 658; Qianlong on “Chinese Trade with England,” at 581

Biographies and Institutions: coal in the Yangzi Delta in China; plantation economies in Caribbean; calicoes from India; flying shuttle; “mule” and steam power; Edmund Cartwright’s loom; James Watt’s steam engine; Bessemer blast furnace; North Star Engine of 1837; Luddites; Malthusian crunch in China; silk industry in China; courtesan sexuality in Japan; floating worlds of pleasure

Micro-history Focus: Why the Luddites Rebelled Against Industrialization

February 25: *History from Film*

Tess

1872-1914 RACE FOR IMPERIAL SPACES

March 1: IVA: *Revolution on their Minds: Social Darwinism, Intellectual Foundation for Colonialism*

Chapter 32: 731-736

Primary Sources in Textbook: Rudyard Kipling on “The White Man’s Burden,” at 735.

Biographies and Institutions: Cecil John Rhodes; Cape Colony; Botswana; Rhodesia; imperialism; modern colonialism; economic motives imperialism; Suez Canal; Panama Canal; Rudyard Kipling

Micro-history Focus: The Life of Cecil Rhodes and his Legacy in Africa

March 3: IVB: ***Revolution in the Streets: Bold Revolutions and Repressive Empires***

Chapter 30: 688-689 [Mexico]; Chapter 31: 707-717 [Ottoman Empire and Russia]

Primary Sources in Textbook: Ponciano Arriaga “Calls for Land Reform,” at 689; Map 31.1 at 708; “Proclamation of the Young Turks,” at 711

Biographies and Institutions: Ponciano Arriaga; Emiliano Zapata; Benito Juarez; Mexican Revolution; Porfirio Diaz; Francisco Pancho Villa; Muhammad Ali of Egypt; Sultan Abdul Hamid II; capitulations; Mahmud II; Tanzimat era; Young Turks; Crimean War; Count Sergei Witte; Czar Alexander II; anarchists

Micro-history Focus: Why Jewish Women Became Terrorists in Czarist Russia

March 8: ***Domestic Revolutions: The Economics of Polygamy in Africa***

Ester Boserup, *Women’s Role in Economic Development*, 15-52, PDF on the web site

Biographies and Institutions: traditional and modern farming; plough cultivation; polygamous and monogamous marriage; colonial rule and marriage patterns; legal ban on slavery; dowry and bride price; infanticide of daughters

Micro-history Focus: Did African Men’s Leisure Patterns Retard Development?

March 11: IVD: ***Revolutions in Trade and Production: European Powers Compete for Power Abroad***

Chapter 32: 736-746

Primary Sources in Textbook: Map 32.1 at 738 and Map 32.2 at 742; “Royal Niger Company,” at 744

Biographies and Institutions: Mughal state in India; Sepoy rebellion in 1857; abolition of East India Company; Dutch East Indies; French Indochina; Henry Morton Stanley and Kalulu; Belgian Congo; Afrikaners; Berlin Conference; Captain James Cook

Micro-history Focus: Henry Morton Stanley and His Servant Kalulu

Final Examination on March 17, 3-6 pm, place to be determined.