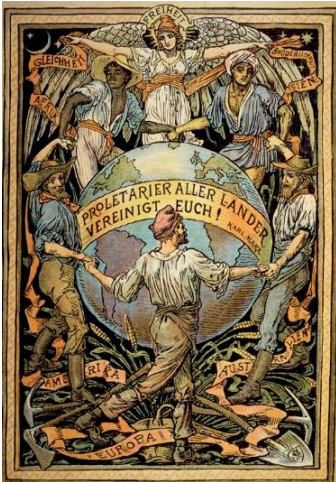


**History 2C:  
World History, 1700-Present  
Summer, 2018  
MTWR, 11-12:15**



Instructor: Cody Stephens

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Office Hours: TW 12:30-1:30

HSSB 3236

Nora Kassner

M 1-1:50 Ellsn 2816

M 2-2:50 HSSB 2202

M 3-3:50 HSSB 2202

Sean Gilleran

W 1-1:50 HSSB 2202

W 2-2:50 HSSB 2202

W 3-3:50 HSSB 2202

### *Course Description*

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This class covers world history from roughly the beginning of the 18<sup>th</sup> century to the present. Obviously, adequately treating such a vast topic in six weeks poses tremendous challenges. We cannot even begin to think about comprehensively covering all events of historical significance that occurred everywhere in the globe over the last three hundred years, nor even devoting adequate attention to all the themes that concern the contemporary history profession. But that's ok. We won't try. Rather, we will try to think through what kinds of *systemic historic processes* inhere at the level of the *world system*, standing above and interacting with various national, regional, and local histories. We will explore economic, political, and cultural interactions among nation-states and among social groups cutting across national boundaries. Within this approach, major topics include the labor systems behind the globalized production and circulation of commodities, patterns of migration and exchange, diplomatic and political relations among nation-states (including war and its consequences), and intercultural encounters.

Even so narrowed, the scope of the subject is still daunting. We will thus further limit our field of vision by dividing the class into chronological and thematic units. Chronologically, our first unit looks at the solidification of the modern capitalist world system, with thematic attention to the way commodity production transformed labor processes in different parts of the world. We will look at the free and unfree labor that became wrapped up in the capitalist system and unleashed the enormous productivity increases that separates the modern era from the rest of human history. We will also explore the ideological contradictions of modernity (liberty versus slavery, legal equality versus racial and gender exclusion from public life, etc.). The next unit covers the period of the spread of industrial capitalism throughout the world, and the various forms of antagonism and social struggle it engendered. We end with the period of "globalization," in which the overwhelming majority of the world's people came to live within a single integrated economic system.

## *Course Expectations and Goals*

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This is a lower division history survey course that satisfies general education requirements in writing and Area E, “Culture and Thought.” As such, its aims are multifold. I want to introduce you to major themes of world history and the conventions and practices of the professional historian, while also helping you draw parallels between the content and methods of my course and your other general education courses.

*By the end of the quarter, I hope you will have:*

- Assimilated major moments and processes in the narrative of world history from 1700 to the present, as presented by me in lectures and through required readings
- Demonstrated understanding of the methods, goals, and literary practices of the academic discipline of history, especially the ability to contextualize and analyze primary sources
- Developed your perspective on world cultures through the study of human history and thought
- Honed your academic writing skills through writing, revision, and reflection

*To help you achieve these goals, I and your TAs will:*

- provide clear guidelines on all assignments and assessment criteria
- coach you in your reading, note-taking, and writing practices
- closely read and provide feedback on your written work
- make ourselves available for consultation or guidance outside class, in normally scheduled office hours or by appointment as necessary

*To succeed, you will need to:*

- Attend and be intellectually engaged in all class meetings
- Read all assigned readings closely, informed by the reading guidelines I provide
- Actively participate in all discussions
- Complete all writing assignments on time, read feedback on your writing, and take revisions seriously

*Required Materials:*

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

Sidney Mintz, *Sweetness and Power*

V.I. Lenin, “Imperialism: The Highest Stage of Capitalism”

Frantz Fanon, *The Wretched of the Earth*

## Assignments

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**Critical Reactions:** Each week you will write a short (2ish double-spaced page) response to the readings. These will be graded on a check, check plus, check minus basis, and should be completed prior to section based on the readings you will be discussing for the week. A check plus will demonstrate close reading, put readings in conversation with one another, and provide some thoughtful, critical response. A check will clearly demonstrate you have read and understood the readings, but perhaps be less critical in your response. A check minus may demonstrate some confusion as to the substantive content of the reading. More significant confusion or failure to turn in a reaction paper will result in a zero. Grade distributions are as follows:

Check plus=4; Check=3.4; Check minus=2.6

This means consistent checks will earn you a B on this portion of the grade, consistent check minuses will earn you a solid D, consistent check pluses will earn you an A+. **Note:** Unless explicitly *prearranged* with myself or your TAs, you absolutely cannot make up a reaction paper. The purpose is to keep up on the reading in real time and stimulate thoughtful comments in section. Those two goals simply do not lend themselves to being “made up” in any meaningful sense.

**Rhetorical Narrative and Reflection Essay:** Here you will employ a historical narrative for rhetorical purposes with respect to a specific intended audience. You can rely on lectures and readings from the course to construct the narrative but may also want to bring in additional reading as necessary. In addition to the narrative, you will write a brief essay explaining: your rhetorical strategies; your assumptions about your intended audience; why you think the narrative you constructed effectively achieves your rhetorical goals; and any revelations about history and/or persuasion you may have arrived at in the process. See assignment document for further instructions.

**Section Participation:** This component of your grade is determined by your TA based on their assessment of your level of engagement with the readings as demonstrated through your active participation in discussion section.

**Final Exam:** The final exam will be on the last day of class. It will be a combination of IDs and multiple choice and will cover all material from the course. It is designed to test your knowledge and understanding of primary sources and major world historic events and themes covered in lectures.

## Assessment and Grading

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### Grade Distribution:

Critical Reactions x5	25% of total grade
Rhetorical Narrative Essay 9/3	30% of total grade
Final Exam 9/13	25% of total grade
Section	20% of total grade

Grading Scale: **A**=90-100% **B**=80-89% **C**=70-79% **D**=60-69% **F**= $\geq$ 59%

***Attendance and Participation:*** Because of the brevity of this class, any absences in discussion section will be detrimental to your ability to adequately grasp the material. **Two missed discussion sections will result in an F for the course.**

Attendance in lecture is also crucial. I am not assigning a textbook, so all information to contextualize primary sources for your papers will come from lectures. The final exam will also draw heavily from lectures. You are responsible for all material covered in every lecture. Though I will not take attendance in lecture, it will be very difficult for you to do well in the course if you do not attend regularly.

***Special Note:*** You must complete all assignments to pass the course.

### *Course Policies*

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***Plagiarism:*** Plagiarism occurs when a writer deliberately passes off another's words or ideas without acknowledging their source. For example, turning another's work as your own is plagiarism. If you plagiarize in this class, you will likely fail the assignment on which you are working and your case may be passed to the university for additional disciplinary action. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class. Furthermore, that your work is not your own will be noticed almost immediately; as above, the consequences will be dire. Don't do it. It's not worth it.

Plagiarism is different from **misuse of sources**, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar *unintentional* violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some audiences/instructors will consider misuse of sources to be plagiarism; for this reason, it is *extreme* important for you to identify the conventions associated with source use and citations in any class (or writing situation).

### ***Respect:***

This is a class where we're going to be working a lot with one another on ideas, language, thinking. This will happen more happily if we treat one another with respect. This includes making sure that your full attention is devoted *to class*. Please **turn off all cell phones during class**. No texting, no talking, no reading... think of it as a period of contemplation with others.

TAs will determine their policies for discussion section.

### ***Students with Disabilities:***

Students who require special needs or assistance should contact the **Disabled Students Program** located in the **Student Resources Building, SRB 2120** or by calling 805.893.2668 or emailing [dsphelp@sa.ucsb.edu](mailto:dsphelp@sa.ucsb.edu). Please do not hesitate to discuss with me any accommodations you need regarding test taking, note taking or other assignments.

## Class Schedule

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A detailed schedule including assignments and daily readings is available on Gauchospace. What follows is a brief list of topics with deadlines. This schedule is subject to change, so please monitor Gauchospace and regularly check your email for instructor announcements.

	Date	Topic	Readings
<b>Week 1: Unfree Labor and Liberal Ideology</b>	M 8/6	Course introduction Origins of Capitalism	<b>Week one readings:</b> Mintz (Introduction; 32-73); Equiano (1-42; 80-105)
	T 8/7	Labor Systems: Slavery in the Expansion of Capitalism	
	W 8/8	Global Enlightenment and Scientific Revolution	
	R 8/9	Political Revolutions and the Abolition of the Slave trade	
<b>Week 2: Wage Labor, Capital, and the System of Nation-States</b>	M 8/13	Enlightenment's Challengers	<b>Week two readings:</b> Equiano (183- 254); Mintz (108-150)
	T 8/14	Environmental and Labor History of Oil and Coal [Sean]	
	W 8/15	The system of nation-states	
	R 8/16	International Socialism	

	Date	Topic	Readings
<b>Week 3: Socialism, Imperialism, and Anticolonialism</b>	M 8/20	Imperialism; Colonizing Sexuality [Nora]	<b>Week Three Readings:</b> Lenin (7-98); Mintz, 151-186
	T 8/21	WWI: Cause, Conduct, Consequence	
	W 8/22	The Russian Revolution; Socialization of Reproductive Labor [Nora]	
	R 8/23	Corporatism and Nationalism: Germany, Japan, Italy	
<b>Week 4: Nationalism and World War Two</b>	M 8/27	Communism and Anticolonialism	<b>Week four readings:</b> Lenin (99-128); Mintz (187-214)
	T 8/28	The Global Great Depression	
	W 8/29	WWII: Causes and Consequences	
	R		

	8/30		
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	Date	Topic	Readings
<b>Week 5</b>	M 9/3	<i>National Holiday, no class</i>	<b><i>Week five readings:</i></b> Fanon (vii- xli; 1-62; 185-239)
	T 9/4	The Cold War	
	W 9/5	Decolonization and Third World Nationalism	
	R 9/6	The Global New Left	
<b>Week 6</b>	M 9/10	Neoliberalism	
	9/11	Neocons and the Unipolar Moment	
	9/12		
	9/13		