

HISTORY 1130-103/104:

Themes in Global History: Trade, Economy, and Empires

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Introduction

Colbert clip

1. Who Am I?

- I'm a Finn (from Finland, dude, where's my cellphone...)
- I've worked at various European universities
- Areas of expertise: comparative economic and business history, e.g. history of military spending, government debts
- I'm fairly laid back, informal, but also demanding

2. Basic Starting Points for This Course

- This is NOT high school: Be prepared to work hard, keep up with readings
- Familiarize yourself with your ASU email account quickly, check it regularly (=every day)
- Follow the "rules of the game" (see: classroom rules)
- Don't wait to get overwhelmed, come and talk to me
- Again, I'm fairly laid back, so don't feel afraid to come and talk to me
- Participation (and attendance) in class is VERY IMPORTANT!

CLASSROOM ETIQUETTE

- Respect goes both ways!
- Be on time!
- Eat meals outside of lecture!
- Refrain from chewing and spitting tobacco products in class!
- Respect the instructor (or presenters) by not talking when he (they) is lecturing!
- Sleeping or reading are best done at home!
- Cell phones should be turned off during class!

ALSO:

- End of class
- Leaving early
- Paper day



GOALS:

Course Description:

In a world that is constantly growing smaller due to advances in communication and globalization, where misunderstandings between different cultures can too easily lead to violent conflict, it is essential that we are able to compare various societies and cultures. In my courses the focus will be on the rise and fall of empires, starting with ancient Egypt, progressing through time with analysis of more recent empires, and finally the decline of empires in the 19th and 20th centuries. Moreover, trade and economic developments, including the development of new technologies and knowledge, will be reviewed from a historical, macro perspective. In addition, we will analyze the role of conflicts in disrupting trade and economic development, as well potential catalyst for fiscal changes in history. We will look at such issues as the economic strengths of various civilizations, trade patterns and customs, costs of conflicts, industrial revolutions, and the impact of new technologies. The main focus will be on the last two millennia, although we will sometimes cover topics that have their origins in earlier times.

Course Objectives:

It is the goal of the course to introduce students to the basic theoretical tools in order to understand macro developments in history as well as discuss the essential historical developments from the ancient Egypt to the beginning of the 21st century. In the process, students will learn some of the basic skills of a professional (economic) historian: appreciation of primary sources and critical thinking and analysis, construction of argumentative essays, and how to combine empirical and theoretical facets of history.

READINGS:

Readings (Specific sections, available via electronic reserve, will be connected to specific lectures; those that are to be purchased by students are clearly indicated):

-Bulliet, Crossley, et al. (2008 or 2010), *The Earth and Its Peoples: A Global History*. Boston: Houghton Mifflin. **(Rental textbook, older versions will also do)**

-Landes, D., *The Wealth and Poverty of Nations*, London: Little, Brown 1998 (on economic and social history) **(to be purchased by the students)**

-Cameron, R. and Neal, L. (2003), *A Concise Economic History of the World: From Paleolithic Times to the Present*, (4th edition). New York. **(to be purchased by the students)**

-Pomeranz, K. and Topik, S. (2006), *The World that Trade Created. Society, Culture, and the World Economy, 1400 to the Present* (2nd edition). London and New York. **(to be purchased by the students)**

Other books and articles will be used via the electronic reserve. You will also be expected to retrieve materials via the various electronic databases offered by the Appstate library.

WORKLOAD (TIPS):

Readings and Workload:

I would recommend that you focus on the key readings listed above, when they are indicated to be read by a particular date.

The rest (such as articles and websites) are by and large **optional**, yet it will be difficult for you to participate in the class discussions without having read them. If **questions** are listed for particular articles and materials, they you are required to read the extra materials as well (and answer them in class if asked, not to be turned in writing). Some of the materials will be placed on **electronic reserve** (which you can access in Appstate library under this course title), some you have to **find and download** yourself (utilizing various electronic collections, explained separately for each item below). In addition, you are expected to take **notes** in class, since readings alone will not help you pass the course.



EVALUATION:

Grade:

Grades for this course will be based on:

One extra absence = one letter grade reduction in final class average

Midterm exam	25 %
Presentation in class	20 %
One referenced essay	25 %
Final exam	30 %

I or my TA will take attendance at the end of each class meeting by asking you to respond to questions pertaining to the readings and lecture in writing. If you are not present by the first 10 minutes of the class, then that class will count as an absence in your record – even if you show up at some later point in the class period. **More than 4 absences will start to hurt your grade** (note: I use letter grades from A to F), and 7 or more absences will result in an automatic failing grade for the course. The specific requirements for the exams, presentations, and essays will be specified separately. Missing assignments will also additionally hurt your grade (two letter grades deduction from the final average). You can also earn extra credit by being active in class. *Discovery of plagiarism will automatically land you a failing grade and visit to the academic integrity workshop (no exceptions!) – so please don't even try.*

SYLLABUS:

Some Pointers about the Course Outline:

EXAMPLE 1:

➤ Using Sources and Other Materials; Writing Essays

Readings:

*Using sources:

<http://www.northpark.edu/history/Classes/Basics/UsingSources.html>

*Visit the following databanks and glance around:

<http://www.eco.rug.nl/~Maddison/>; <http://www.nber.org/data/>;

<http://garnet.acns.fsu.edu/~phensel/data.html>; answer the following

question:

1) What is the typical time frame that these data cover?

*General advice on essay writing:

<http://www.utoronto.ca/writing/advise.html>;

<http://webster.comnet.edu/mla/index.shtml>. On referencing, see

<http://www.library.appstate.edu/tutorial/citing/citing.html>.

UNLESS OTHERWISE INDICATED, NO NEED TO TURN IN WRITTEN ANSWERS TO THESE QUESTIONS, BE PREPARED TO DISCUSS IN CLASS!

SYLLABUS:

Some Pointers about the Course Outline:

EXAMPLE 2:

YOU NEED TO BE ABLE TO DO WORK INDEPENDENTLY AS WELL! DO NOT NEGLECT TO TAKE ADVANTAGE OF THESE DAYS TO WORK ON YOUR ESSAYS AND READINGS. YOU HAVE NO EXCUSES (EXCEPT MEDICAL OR FAMILY EMERGENCIES) TO BE LATE WITH YOUR WORK.

EXAMPLE 3:

-Partially same readings (Cameron-Neal 2004, Chapter 5)

YOU CAN CHOOSE WHETHER TO READ THE CHAPTERS AS A WHOLE OR FOR THE APPROPRIATE PARTS. IT IS UP TO YOU, AS LONG AS YOU KEEP UP WITH THE GENERAL READINGS!

ANY QUESTIONS ON THE SYLLABUS (NEXT WE'LL DISCUSS ESSAYS, PRESENTATIONS, TESTS, AND PLAGIARISM)?

question, question, question...

ESSAYS AND PRESENTATIONS:

PRESENTATIONS:

Students in the class, in groups, are expected to deliver **one 10-15 minute presentation** on a given topic (see below for a list of topics). They are expected to do this in front of the class **orally**, plus deliver a **written** version (with a title, name of the presenter, **printed versions preferred** instead of handwritten versions, plus three sources to be listed at the end of the paper) of the presentation, and the PowerPoint to the moderator. The presentation will then be followed by a brief **discussion**, moderated by the lecturer. The **grade for the presentation (20 % of the overall grade)** will be comprised of: ability to be clear and stick to the time limit; clarity of the arguments; presentation style (e.g. use of overheads); written style. **A total of 3 presentations can be fitted for each of the dates, so choose quickly to get preferred date and topic!** *You can also suggest your own topic.*

LOOK OVER THE LIST AND WE WILL CIRCULATE A LIST SOON SO YOU CAN CHOOSE A TOPIC AND A PARTNER. (WE'LL FORM THE GROUPS NEXT WEEK!)

LET'S LOOK AT SOME EXAMPLES!

ESSAYS AND PRESENTATIONS:

2. Defend the view that the prosperity of the west is due largely to the exploitation of other countries
3. Technology and tactics of sea transportation from Columbus to the 19th century
3. How damaging was imperialism for Brazilian economic development
5. What are the main arguments by Jared Diamond and do they apply to history?
Examples!
 1. The decline of the British empire after World War II
5. How did the East India Company influence British imperialism?
 1. Causes of Roman Empire's collapse
 2. Most important innovations by the Byzantine Empire, also militarily

ESSAYS AND PRESENTATIONS:

Essays:

Essays (one required in this class!) are to be **fully-referenced** academic essays, featuring a title, name of the writer, contents that conform to academic (see workshop for details) standards, a bibliography (at least 1 primary source, 5 different secondary sources, you can use works outlined in the lectures).

Recommended font is Times New Roman, 12pt., with 1.5 inch margins. Use subtitles to punctuate the essay. The length of the essay should be **2500 words** (the word count should be indicated in the essay). You will be punished in term of your grade for going more than 10 per cent over or under the word target. The essay is due April 6. The essays are to be turned in to the box next to my office (OLB, 1076) by 2 pm on the said day or in class (or to class TA). If you are late, you will be penalized by one full letter grade per day, unless you can present a compelling reason, such as a medical or family emergency. **SO DO NOT BE LATE!**

The essay will be graded based on the following characteristics: academic style; strength of the arguments; contents and structure; use of sources and bibliography.

You can also suggest your own topic (to be approved by yours truly).

LOOK AT THE LIST FOR THE TOPIC YOU WANT TO TAKE UP. I WILL GIVE YOU ADVICE ON WHAT SOURCES TO USE IF NEEDED (EMAIL ME, OR COME SEE ME IN PERSON).



YOU WILL HAVE TWO TEST (MIDTERM AND FINAL), WHICH WILL COUNT 55 PER CENT TOWARDS YOUR FINAL GRADE!

THE MIDTERM WILL CONSIST OF 50 MULTIPLE CHOICE QUESTIONS (AND A LIST OF 100 POSSIBLE QUESTIONS WILL BE CIRCULATED IN ADVANCE).

THE FINAL WILL CONSIST OF 100 MULTIPLE CHOICE QUESTIONS (AND A LIST OF 200 POSSIBLE QUESTIONS WILL BE CIRCULATED IN ADVANCE).

NOTE! We will prepare for the final test during the last session.

ACADEMIC INTEGRITY:

PLAGIARISM:

- plagiarism will not be tolerated at this institution!
- if you think you won't get caught, in this class you will!
- *Academic Integrity Code:* <http://www.academicaffairs.appstate.edu/>

Choosing When to Give Credit

Need to Document	No Need to Document
<ul style="list-style-type: none"> •When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium •When you use information gained through interviewing another person •When you copy the exact words or a "unique phrase" from somewhere •When you reprint any diagrams, illustrations, charts, and pictures •When you use ideas that others have given you in conversations or over email 	<ul style="list-style-type: none"> •When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject •When you are using "common knowledge" — folklore, common sense observations, shared information within your field of study or cultural group •When you are compiling generally accepted facts •When you are writing up your own experimental results

ACADEMIC INTEGRITY:

Making Sure You Are Safe

	Action during the writing process	Appearance on the finished product
When researching, note-taking, and interviewing	<ul style="list-style-type: none"> •Mark <i>everything</i> that is someone else's words with a big Q (for quote) or with big quotation marks •Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME) •Record all of the relevant documentation information in your notes 	Proofread and check with your notes (or photocopies of sources) to make sure that <i>anything</i> taken from your notes is acknowledged in some combination of the ways listed below: <ul style="list-style-type: none"> •<i>In-text citation</i> •<i>Footnotes</i> •<i>Bibliography</i> •<i>Quotation marks</i> •<i>Indirect quotations</i>
When paraphrasing and summarizing	<ul style="list-style-type: none"> •First, write your paraphrase and summary without looking at the original text, so you rely only on your memory. •Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases 	<ul style="list-style-type: none"> •Begin your summary with a statement giving credit to the source: <i>According to Jonathan Kozol, ...</i> •Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: ... "<i>savage inequalities</i>" exist throughout our educational system (Kozol).

ACADEMIC INTEGRITY:

Making Sure You Are Safe

When quoting directly	<ul style="list-style-type: none">•Keep the person's name near the quote in your notes, and in your paper•Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style	<ul style="list-style-type: none">•Mention the person's name either at the beginning of the quote, in the middle, or at the end•Put quotation marks around the text that you are quoting•Indicate added phrases in brackets ([]) and omitted text with ellipses (...)
When quoting indirectly	<ul style="list-style-type: none">•Keep the person's name near the text in your notes, and in your paper•Rewrite the key ideas using different words and sentence structures than the original text	<ul style="list-style-type: none">•Mention the person's name either at the beginning of the information, or in the middle, or at that end•Double check to make sure that your words and sentence structures are different than the original text

Deciding if something is "Common Knowledge"

Material is probably common knowledge if . . .

- You find the same information undocumented in at least five other sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources

ACADEMIC INTEGRITY:

ANY QUESTIONS ON ACADEMIC INTEGRITY ISSUES? ANYTHING ELSE?



A QUESTION:

**WHY DO YOU THINK WE STUDY
WORLD HISTORY AT THE UNIVERSITY
LEVEL, NAMELY YOU HAVE TO TAKE
SUCH A COURSE? WHY DID YOU
CHOOSE AN '1130'?**

**THINK ABOUT THIS FOR A MINUTE, TALK TO THE
PERSON NEXT TO YOU (INTRODUCE YOURSELF),
AND THEN WE'LL DISCUSS IT. NO ANSWERS LIKE
"BECAUSE WE HAVE TO". ANYTHING ELSE GOES.
(TO WORLD HISTORY AND ECONOMY).**