**HIST 125: Introduction to World History**

Autumn 2022—Syllabus

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| This introductory course surveys major historical events and processes since the late 14th century to the late 18th century from the perspective of the spread of commodities, disease, and war. We will observe a global history of civilization through social, economic, and political exchanges across the world. We will examine the rise and expansion of the Mongolian Empire, the Bubonic Plague, the Renaissance and the Reformation in Europe, the history of the silver trade, and the Great East Asian War between Japan and the Korean-Chinese alliance. We will also examine a major shift in the balance of power in the global maritime trading network as the English and the Dutch East Indian Companies came to prominence during the 17th and 18th centuries. Finally, we will consider two of the most definitive Human Rights revolutions of the 18th century which, in part, arose out of indignation against unjust and corrupt taxation—the American and French Revolutions and explore how rationalism, liberty, and individualism influenced political and social upheavals which respectively produced a new and an independent nation in North America and a non-monarchical republican government in Western Europe. In short, we will try to contextualize these events in a chronological and logical fashion by organizing them around the theme of "exchange"; we will observe the flow of world history through the flow of commodities, trade, disease, ideas which ultimately served as causes and consequences of the formation of a world market economy.  This course will attempt to approximate the definition of "global" by engaging in comparative analyses of political, economic, and social developments across the world from the 14th century to the 18th century—five centuries which can collectively be called an Era of Turbulent Exchanges. It was an era of immense turbulence, marked by the rise of a global epidemic which claimed almost 2/3 of a continent's population. It was also an era which saw active monetary exchanges and trade in Europe and East Asia, thanks to the rise of a Silver Triangle and the introduction of the first concept of a global world economy. Simultaneously, the era also saw a terrible outburst of violence and uncertainty through the outbreak of religious wars in Europe and a seven-year war between Korea and Japan that would not only disrupt the flow of the global silver trade but also decide East Asia's balance of power for two centuries until the rise of a global fever for industrialization and imperialism across the 19th and 20th centuries. Yet, the era was also one filled with hope and promise for the realization and preservation of human dignity and rationality. It was a promise explored through art and through vigorous demands for a reform in the relationship between the individual, the church, and God throughout the 15th and 16th century. The promise would live on to the 18th century through an exchange of ideas across the Atlantic about human dignity and inalienable rights, which saw the birth of a nation and a new government rising from the ashes of a corrupt and decadent monarchical order.  Overall, in addition to learning about the different forms of global exchange that shaped the rise of a global market economy and its consequences from the 14th to the 18th century, students will learn how to analyze and critique historical arguments and account for contextual and chronological continuity as a matter of logic. This course will emphasize the importance of these skills to thoroughly and consistently display analytical rigor and clarity in writing and logic, which, in turn, will maximize the quality of delivery and persuasion in historical argumentation.  **Professor Kyu-hyun Jo's Contact Information** |
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| Instructor: **Kyu-hyun Jo**  E-mail: khjo2014@gmail.com.  Office hours: By Appointment  .  **Some Guidelines** |
| Please make sure to attend **all** lectures and discussions; unexcused absences will be noticed and will negatively affect participation grades.  **Weekly readings** must be completed before each class and must be done thoroughly as possible to complete writing assignments. Monographs, articles, and documents form the core of the reading done for this class; textbook chapters serve both to keep a general chronological and causal flow of History in mind and to allow for comparative analysis. Recommended course materials and short practice quizzes will be available on Blackboard and help you organize basic textbook information selected for this course. Maps, images, and documents found in the textbook are important as the written information and must be contextually connected with historical facts in the textbook for a holistic comprehension of the course. Some weeks will feature heavier amounts of reading than others; please plan and maintain an active and a consistent reading schedule.  **Mid-term and final exams** will be non-accumulative and both exams will feature identification questions. You will be asked to choose 4 out of 6 terms for identification questions worth 15 points each and two identification questions worth 20 points each will be mandatory. Your task will be to define each term and explain its significance.  **Cell phone use** during class or exams is prohibited.  Books Required for This Course  Merry E. Wiesner-Hanks and Patricia Buckley Ebrey et. al eds., *A History of World Societies, Combined Volume* (New York: Bedford and St. Martin's, 2017)  Edward Hallett Carr, *What is History?* (New York: Pantheon Books, 1961)  Arturo Giraldez*, The Age of Trade: The Manila Galleons and the Dawn of the Global Economy* (Lanham, Maryland, and London, England: Rowman and Littlefield, 2015)  Jack Weatherford, *Genghis Khan and the Making of the Modern World* (New York: Three Rivers Press, 2003)  Norman F. Cantor, *In the Wake of the Plague: The Black Death and the World It Made* (New York: Simon and Schuster, 2015)  James B. Lewis ed., *The Great East Asian War, 1592-1598: International Relations, Violence, and Memory* (Routledge, 2014).  **Grading**  Participation: 20% (Students who show consistent and active participation will receive an increment on the final grade)  Mid-term Exam: 40%  Final Exam: 40% |

**Schedule**

\* Ideally, try to read ahead for weeks which have a heavier load of reading to leave some time to reflect on the lectures, to organize your thoughts systematically, and to save some time towards completing the writing assignments.

**Week 1 Introduction and Lecture**

Introduction

History as a Dialogic and Liberal Science

Reading: *A History of World Societies*, preface; E. H. Carr, *What is History?*; Carl L. Becker, "Everyman His Own Historian," *The American Historical Review*, Vol. 37, No. 2 (January, 1932), 221-237.

Part I: The Mongolian Empire, the Bubonic Plague, and the Opening of the "Modern" World (14th Century)

**Week 2 Lectures**

The Eurasian Connection, Part 1: The Mongolian Empire

The Eurasian Connection, Part 2: The Formation of East-West Trading Networks

Readings: Weatherford, *Genghis Khan and the Making of the Modern World*, Parts II and III. Focus primarily on Part II.

Recommended: "Central Asian Nomads," "Chinggis Khan and the Mongol Empire," and "East-West Communication During the Mongol Era" from Chapter 12 of *A History of World Societies*; David O. Morgan and David Morgan, "The Decline and Fall of the Mongol Empire," *Journal of the Royal Asiatic Society*, Third Series, Vol. 19, No. 4 (October, 2009), 427-437.

**Week 3 Lectures**

East Asia During and After Pax Mongolica, Part 1: Life in East Asia During and After the Pax Mongolica

East Asia During and After Pax Mongolica, Part 2: Pax Mongolica as a Phenomenon and a Concept

Readings: *A History of World Societies*, Chapter 13; D. O. Morgan, "Who Ran the Mongolian Empire?" *The Royal Asiatic Society of Great Britain and Ireland*, Vol. 1 (1982), 124-136; Nicola Di Cosmo, "Black Sea Emporia and the Mongol Empire: A Reassessment of the Pax Mongolica," *Journal of the Economic and Social History of the Orient*, Vol. 53, No. 1/2 (2010), 83-108.

Part II: Consequences of the Eurasian Imagination of Modernity (Late 14th Century-16th Century)

**Week 4 Lectures**

The Black Death as a Societal Phenomenon, Part 1: Europe Before the Bubonic Plague

The Black Death as a Societal Phenomenon, Part 2: The Bubonic Plague and Its Impact on Europe and the African Connection

Readings: *A History of World Societies*, Chapter 14; Norman F. Cantor, *In the Wake of the Plague: The Black Death and the World It Made* (New York: Simon and Schuster, 2015), Chapters 4 and 9.

Recommended: Faye Marie Getz, "Black Death and the Silver Lining: Meaning, Continuity, and Revolutionary Change in the Histories of the Medieval Plague," *Journal of the History of Biology*, Vol. 24, No. 2 (Summer, 1991), 265-289.

**Week 5 Lectures**

The Renaissance and the Cultural Rebirth of Europe

The Protestant Reformation and the Religious Wars in Europe

Readings: *A History of World Societies*, Chapter 15; Robert Glenn Howard, "The Double Bind of the Reformation: The Birth of Fundamentalism and the Necessity of Pluralism," *Journal of Church and State*, Vol. 47, No. 1 (Winter, 2005), 91-108.

Recommended: Paul Strathern, *The Medici: Power, Money, and Ambition in the Italian Renaissance* (New York: Pegasus Books, 2017)

**Week 6**

The Age of Navigation and the First Buds of a Global Market Economy, Part 1: Navigation, Conquest, and Settlement: The Means of Expansion Towards a Global Market Economy

The Age of Navigation and the First Buds of a Global Market Economy, Part 2: The Age of Trade

Readings: *A History of World Societies*, Chapter 16; Giraldez, *The Age of Trade*, Chapters 2 and 3.

Part III: The Age of Navigation and the Origination of a Global Market Economy

(Late 15th century-Mid-17th century)

**Week 7 Lectures**

Global Trade as a Tale of Two Empires, Part 1: The Spanish Imperial Connection

Global Trade as a Tale of Two Empires, Part 2: The Chinese Connection

Readings: *A History of World Societies*, Chapter 16; Giraldez, *The Age of Trade*, Chapter 6; Dennis O. Flynn and Arturo Giraldez, "Arbitrage, China, and World Trade in the Early Modern Period," *Journal of the Economic and Social History of the Orient*, Vol. 38, No. 4 (1995), 429-448.

Recommended: Richard von Glahn, "[Comment on "Arbitrage, China, and World Trade in the Early Modern Period" [JESHO 38.4 (November, 1995): 429-448]](https://www.jstor.org/stable/3632650?Search=yes&resultItemClick=true&searchText=Arbitrage&searchText=China&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DArbitrage%2BChina%26amp%3Bfilter%3D&ab_segments=0%2Fbasic_SYC-5055%2Fcontrol&refreqid=search%3Aa999734e5bcfc307483acc7c9c791bbe) Journal of the Economic and Social History of the Orient, Vol. 39, No. 3, Money in the Orient (1996), 365-367.

**Week 8 Lectures**

**Midterm Exam**

Part IV: The Emergence of a Global World Economy (17th Century)

**Week 9 Lectures**

Opium, Tea, and the Formation of Multi-National Trade, Part 1: The Origins of the Silver Triangle

Opium, Tea, and the Formation of Multi-National Trade, Part 2: The Silver Triangle and the Formation of Multi-National Trade

Readings: Giraldez, *The Age of Trade*, Chapter 7 and read any **two** of the following three articles: Dennis O. Flynn and Arturo Giraldez, "Silk for Silver: Manila-Macau Trade in the 17th Century," *Philippine Studies*, Vol. 44, No. 1 (First Quarter, 1996), 52-68; William S. Atwell, "Another Look at Silver Imports to China, ca 1635-1644," *Journal of World History*, Vol. 16, No. 4 (December, 2005), 467-489; Katharine Bjork, "The Link that Kept the Philippines Spanish: Mexican Merchant Interests and the Manila Trade," *Journal of World History*, Vol. 9, No. 1 (Spring, 1998), 25-50.

Part V: The Great East Asian War (1592-1598)

**Week 10 Lectures**

Feudalism in Japan, Part 1: A Theoretical Consideration

Feudalism in Japan, Part 2: The Origins of the Great East Asian War

Readings: J. Whitney Hall, "Feudalism in Japan: A Reassessment," *Comparative Studies in Society and History*, Vol. 5, No. 1 (October, 1962), 15-51; James B. Lewis ed., *The East Asian War, 1592-1598: International Relations, Violence, and Memory* (Routledge, 2014), Part 1.

Recommended: Carmi Schooler, "The Individual in Japanese History: Parallels to and Divergences from the European Experience," *Sociological Forum*, Vol. 5, No. 4 (December, 1990), 569-594; Takeshi Toyoda, "The Character of the Feudal Society in Japan," *The Annals of the Hitotsubashi Academy,* Vol. 8, No. 1 (October, 1957), 29-35.

**Week 11 Lectures**

Korea—A Hermit Kingdom?

The Ming Empire's Decision to Intervene in Korea during the Great East Asian War

Readings: Kitajima Manji, "The Imjin Waeran: Contrasting the First and Second Invasions," Yi Min-ung, "The Role of the Choson Navy and Major Naval Battles during the Imjin Waeran," and Kenneth N. Swope, "Ming Grand Strategy and the Intervention in Korea," from James B. Lewis ed., *The East Asian War, 1592-1598: International Relations, Violence, and Memory* (Routledge, 2014)

Recommended: Ja-hyun Haboush Kim ed., *The Great East Asian War and the Birth of the Modern Korean Nation* (New York: Columbia University Press, 2016)

Part VI: Between European Expansionism and the Enlightenment—The British and Dutch East India Companies (1600-1787, 1602-1799) and the Enlightenment in America and France (1776 and 1789)

**Week 12 Lectures**

Part 1: Shifting Trade Routes and the First Multi-National Companies in Europe's Age of Absolutism

Part 2: The Rise and Development of the British and Dutch East India Companies

Readings: *A History of World Societies*, Chapter 17 (Shifting Trade Routes section) and Chapter 18; L. S. Sutherland, "The East India Company in Eighteenth Century Politics," *The Economic History Review*, Vol. 17, No. 1 (1947), 15-26; Jan Lucassen, "A Multinational and Its Labor Force: The Dutch East India Company, 1602-1795," *International Labor and Working-Class History*, No. 66 (Fall, 2004), 12-39.

**Week 13 Lectures**

Part 1: Self-Evident Liberty and Fraternity—The Enlightenment and Debates on Human Rights

Part 2: The Creation of Self-Evident Liberty, Fraternity, and the Birth of a New Nation and a Republic

# Readings: *A History of World Societies*, Chapter 19; *Declaration of the Rights of Man and the Citizen*; Allan Potofsky, "French "Lumières" and American Enlightenment during the Atlantic Revolution," Revue française d'études américaines, No. 92, Les Lumières américaines (MAI 2002), pp. 47-67.

# Recommended: *The American Declaration of Independence* ; Andrew J. Reck, "The Enlightenment in American Law I: The Declaration of Independence," *The Review of Metaphysics*, Vol. 44, No. 3 (March, 1991), 549-573. For a good general overview of the literature on the French revolution, see Michael Sonenscher, "Enlightenment and Revolution," *The Journal of Modern History*, Vol. 77, No. 2 (June, 1998), 371-388. For a classic history of the American republic, see Gordon S. Wood, *The Creation of the American Republic, 1776-1787* (Chapel Hill, North Carolina, and London, England: University of North Carolina Press, 1998) and for a general critique of the late 18th to 19th century, see Eric Hobsbawm, *The Age of Revolution, 1789-1848* (New York: Vintage Books, 1996).

# Week 14 Lecture

Mongolian Cavalrymen, Silver, the Great East Asian War, the East India Company, and the Enlightenment—Towards a Trans-national and a Global Imagination of Modernity

Concluding Reflections

Dennis C. Pirages, "Nature, Disease, and Globalization: An Evolutionary Perspective," *International Studies Review*, Vol. 9, No. 4 (Winter, 2007), 616-628; Nathan Nunn and Nancy Qian, "The Columbian Exchange: A History of Disease, Food, and Ideas," *The Journal of Economic Perspectives*, Vol. 24, No. 2 (Spring, 2010), 163-188; Michael Geyer and Charles Bright, "World History in a Global Age," *The American Historical Review*, Vol. 100, No. 4 (October, 1995), 1034-1060.

**Week 15**

**Final Exam**