

**SYLLABUS
GEORGETOWN UNIVERSITY
SUMMER 2020**

HIST 008-10: Introduction to Late History: World History II

Approaching Modern World History

Instructor: Önder Eren Akgül (oea5@georgetown.edu)

Office: TBA

Office Hours: TBA

Class Meetings: M-T-W-R, 8:30am – 10:30am

Classroom: ICC 102

COURSE DESCRIPTION and GOALS: We have been witnessing immense social, economic, ecological and political crises and dislocations in all over the world in the last decade. This class reads these crises as the outcomes of modern world history. Given the condensed nature of the summer session, we will not try to comprehensively survey of all the events and patterns – social, environmental, political, cultural, economic – of human history all over the globe in the last five hundred years. Instead, we will ask how we can build a critical understanding of modern world history towards an analysis of the present and of the future. Through lectures, primary and secondary sources, films, and discussions, we will focus on how the expansion of capitalism, different forms of colonialism and imperialism, and the formation of modern states in the last five centuries shaped and continue to shape the world we live in today. While the lectures and discussions aim at looking into the role of big themes in the making and remaking of the modern world, the research workshops will help students to explore a topic of their choosing in more depth.

The intellectual goals of the course are as follows:

- To help students reflect on how the world got to be the way it is, and to put the present and future and their own lives into a global historical perspective.
- To help students learn to think historically, to identify patterns and particularities over time and to pay attention to context, scale, cause and effect, and point of view.
- To expose students to some of the different ways in which historians "do" history, particularly world history.
- To help students develop skills as critical readers, fluent analytical writers, collaborative workers, and public speakers.
- To encourage students to value the study of history and to pursue it further.

COURSE READINGS:

Students should purchase copies of these two books or use the copies placed on library reserve:

Raj Patel and Jason W. Moore, *A History of the World in Seven Cheap Things: A Guide To Capitalism, Nature, and the Future of the Planet* (Oakland: University of California Press, 2017)

John R. McNeill and Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945* (Cambridge: Belknap Press, 2016)

We will also read chapters from the following which will be available via Canvas:

Silvia Federici, *Caliban and the Witch: Women, the Body and Primitive Accumulation*, (New York, Autonomedia, 2004)

Sven Beckert, *Empire of Cotton: A Global History*, (New York: Vintage Books: 2015)

Mike Davis, *Late Victorian Holocausts: El-Nino Famines and the Making of the Third World*, (London: Verso, 2002)

COURSE POLICIES

Assignments: Students should plan to submit assignments by the specified due date. Late work will be penalized by one letter grade per day.

Absences: Each student has one unexcused absence. There is no need to justify the absence to me in any manner. I will also excuse absences for health, family emergencies and the like with proper documentation from the dean's office. Please let me know in advance about necessary planned absences in the first week of the classes so that we may discuss suitable arrangements. Students with documented absences for the celebration of religious holidays and related travel will not be penalized for missing class and will be given the opportunity to make up missed work. Tardiness is disruptive to the learning environment so I ask that you do their best to arrive on time. Students arriving more than 10 minutes late will be counted as absent for the day. Three or more unexcused absences during the summer course will result in a failing grade for attendance and participation and possibly for the course.

Technology: Laptops use are intended to facilitate access to readings and other materials being used in class, but students are asked to use them in class for purposes directly related to discussion. The use of laptops for non-class related purposes will result in a lower participation grade for the day. Phones should be stowed away completely for the entire duration of class.

UNIVERSITY POLICIES & RESOURCES

Honor System: I strongly believe in adherence to the Georgetown honor system and expect that you do so as well. I comply with reporting requirements. I encourage you to collaborate with your classmates in study or conversation groups, to give credit to your fellow students when appropriate, and to read the honor system policy.

Instructional Continuity: In the event that the university is closed unexpectedly the instructor will communicate an instructional continuity plan to students.

Special Accommodations: If you believe that you have a disability that will affect your performance in this class, please contact the Academic Resource Center (arc@georgetown.edu) for further information. The ARC is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Title IX Sexual Misconduct Statement: Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. More information about campus resources and reporting sexual misconduct can be found at <http://sexualassault.georgetown.edu>.

ASSIGNMENTS

Attendance and Class Participation: 30%

Weekly Short-Posts (200 words) on Canvas about the readings: 10%

Final Project: 60%

- Research paper proposal (200 words): 5%
- Annotated Bibliography: 10 %
- Paper outline (1 page, single-spaced): 5 %
- Paper draft (4-5 pages): 10 %
- Paper presentation: 10 %
- Final paper (10-12 pages): 20 %

COURSE SCHEDULE

Note: The instructor may modify this schedule to better suit student needs as we progress through the course.

Week 1: The Birth and Expansion of Global Capitalism

M June 1:

Introduction to the Class

T June 2:

Movie: *There Will Be Blood*, 2007, dir. Paul Thomas Anderson

W June 3:

Discussion on *A History of the World in Seven Cheap Things*

Th June 4:

Primary source exercise

Introduction to the research process: come with idea(s) about your research projects to our class meeting

*** Due Sunday, June 7 by 5 pm via email: Project proposal (200 words)

Week 2: Gender and Labor in the History of the Modern World

M June 8:

Lecture

Primary Source Exercise

T June 9:

Movie: *Soylent Green*, 1973, dir. Richard Fleischer

W June 10:

Discussion on *Caliban and the Witch*, chapters TBA

Th June 11:

Library Session: Research, and topic conferences in person

***Due Sunday, June 14 by 5 pm via email: Annotated Bibliography

Week 3: The Making of Global Economy and Uneven Geographies

M June 15

Lecture

Primary Source Exercise

T June 16

Movie: *Even the Rain*, 2010, dir. Icíar Bollaín

W June 17

Discussion on *Empire of Cotton*, chapters TBA

Th June 18

Paper outlines workshop (bring a copy of your research paper outline, 1 page, single-spaced)

Week 4: Colonialism and Imperialism

M June 22

Lecture

Primary source exercise

T June 23

Movie: *The Battle of Algiers*, 1966, dir. Gillo Pontecorvo

W June 24

Discussion on *Late Victorian Holocausts*, chapters TBA

Th June 25

Library Session: more research, and one to one meetings as needed

*** Due Friday, June 26 by 5 pm via email: draft of (4-5 pages) of the research paper

Week 5: Alternative Pasts, (Im)Possible Futures

M June 29

Lecture

Discussion on *The Great Acceleration*

T June 30

Movie: *Snowpiercer*, 2013, Bong Joon Ho

W July 1

Research Paper Presentations

Th July 2

In class work session: Writing and one to one meetings as needed

*** Friday, July 3 by 8 pm via email: Final Paper