Autumn 2009
SIS 200 States and Capitalism: The Origins of the Modern Global System
http://courses.washington.edu/sis200_09

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Writing Course Instructor: John O'Neill

Be sure to visit the **web site for this course (http://courses.washington.edu/sis200_09)** regularly. The site will have up-to-date announcements, links to resource readings, a link to a tutorial designed to help you with your papers, a place to post questions, and a link to e-submit for posting the first draft of your papers (see below).

DESCRIPTION

SIS 200 addresses three questions that are related to the contemporary structure of the global system: What are the historical processes that have created a world economy with integrated systems of production and trade that now cover the entire globe? How is it that this economically united world has been repeatedly challenged and undermined by movements that emphasize ethnic, national, political, and cultural divisions? Through what mechanisms have Europeans and European culture come to maintain a dominant role through various conflicts and crises ever since the sixteenth century? This course examines these questions from a historical perspective by focusing on selected times, places, and events.

Prior to the sixteenth century, an economic system that was centered in Asia and covered a large part of the globe was formed in the thirteenth century. In the first part of SIS 200, we will study the rise and the fall of this early world system and explain why it was eclipsed in the sixteenth century by a new system that was centered in Europe. The rest of the course is devoted to the study of the growth, expansion, and various economic and political setbacks in the modern world system between the fifteenth and the early twentieth centuries. Through our readings we will also compare the different explanations scholars have advanced to account for the rise and persistence of European domination.

This course uses history to explain economic, political, sociological, and cultural realities of the modern world but it is not a history course. Particular events, dates, and places will enter into our discussions only to the extent that they have had lasting impact on the structure and the subsequent development of the global system.

CLASS FORMAT

SIS 200 will have two major components: **lectures**, which will be held three times a week (M, W, F), and **discussion sections**, which will be led by Teaching Assistants on Tuesdays and Thursdays. My lectures will provide an outline of world history in 1250-1914 and focus on distinct periods of intense economic integration that were followed by political fragmentation and clashes. I will also touch on the readings and provide background and clarification of difficult points. In the discussion sections, the TAs will review material from the lectures and the readings and provide the direction you will need to complete the written assignments. In addition, the TAs will be available during their office hours to respond to your questions. I am also available to discuss the course material during my office hours. Our

office hours will be posted on the web. You will also be able to use the class website to post questions to your section or to the whole class.

READINGS

The reading assignments come from the following six books and some material that is on reserve:

- Robert Tignor et. al., *Worlds Together Worlds Apart*, Second Edition, Vol II.
- Janet Abu-Lughod, *Before European Hegemony*
- Ronald Findlay and Kevin O'Rourke, *Power and Plenty*
- Timothy Brook, *Vermeer's Hat*
- Stephanie Smallwood, *Saltwater Slavery*
- Clare Pettitt, *Dr. Livingstone, I presume?*

These books are available for purchase at the University Bookstore and are on reserve at the Odegaard Undergraduate Library. All the readings that are assigned for this class are considered to be outstanding analyses of the modern world. *Worlds Together Worlds Apart* contains information about some of the key events and developments in world history between the thirteenth and the twentieth centuries. The other five books present different arguments about why certain changes took place in world history and what their implications and consequences were. As you will realize, not all of these scholars agree with each other, and I will be disagreeing with some of the arguments raised in their books. You are expected to acquire a **general knowledge of world history** and **understand**, **compare and evaluate the arguments and analyses** presented by these authors and in my lectures.

REQUIREMENTS

Reading, Attendance, Participation, Study Groups, Study Questions, *The New York Times*:

You must keep up with the weekly reading assignments that are listed at the end of this syllabus. This is important because the course's aim of learning how to present a persuasive explanation and analysis can be achieved only if you are developing some **historical awareness and encountering alternative explanations.** My lectures will parallel the readings, and the readings will also be discussed specifically in discussion sections. You will not be able to understand the lectures or participate in the discussions in sections without doing the readings.

Everyone is expected to attend lectures and discussion sections regularly and be prepared to ask questions and participate in discussions in class and in sections. Attendance will be taken regularly in discussion sections and through **pop quizzes** in lectures.

Each of you will **participate in a Study Group** of 4-6 students, **all attending the same section**. You may form these groups on your own or be assigned to them by your TA. In either case, your TA should have a complete list of all the study groups **by the time you meet with your sections during the second week of classes (Oct. 5)**. Participation in a study group is mandatory. These groups will play an important role in the completion of your research paper (see below). The Study Groups should also meet outside the class, at CLUE sessions and elsewhere, to discuss and analyze readings and other course-related issues.

I will post **study questions** on the class web site every other week. These will help you in reviewing the readings and the lectures in preparation for the final examination.

You are required to read the print version of the newspaper ***The New York Times*** daily. You can subscribe to this newspaper at a special student rate at the HUB. There will e a representative from the New York Times in class on October 2 to explain how this works. The daily contents of the paper will be discussed in quiz sections and will be included in your quizzes.

Written Assignments:

1. Weekly papers: Each student must write **four weekly essays** of about **three double-spaced typewritten pages** each (**12 pt type, one-inch margins**). These papers will be based on the weekly reading assignments You may choose the four weeks in which you will write assignments, but **you must make sure you complete all four**. At the top of each weekly paper you turn in, in addition to your name

and section, indicate the readings on which the report is based and provide the date on which you are turning in the assignment.

In the weekly papers you will identify a **common theme/question** that is covered by the readings of the week. You will **compare** how this theme is addressed by different authors of the week. You will summarize and evaluate the explanations advanced and evidence used by different authors. You will conclude by presenting your own **evaluation** and **assessment** of the relative merits of the readings assigned during the week. Whenever relevant, papers should refer to readings from previous weeks. **Papers that are simple summaries of the week's readings will be returned to you without a grade.**

The weekly essays are to be handed in at the beginning of the section meetings on Thursdays. No papers may be turned in during the first or the last week (Oct 1, Dec 10); you will be receiving instructions from your TAs about the short papers in your sections. **No late papers will be accepted and no papers will be accepted from students who do not attend the full section**.

These papers will be graded on the following scale**: +,** √+**,** √, √-, **-,** 0. These correspond **roughly** to the following numerical grades: **4 (+), 3.5 (√+), 3.0 (√), 2.0 (√-), 1.8 (-), 0.**

2. Term Paper: Each student will write a research paper of about 7-8 pages. In this paper you will choose a **geographical area** (not necessarily a country) and **identify a puzzle** or an anomaly that can be resolved by referring to this region's interaction with the broader world sometime between 1250 and 1914. You will need to state the puzzle or the anomaly you are focusing on in terms of a **"why" question**.

The puzzle you choose needs to involve a process that unfolds over time, and not focus on a single event. You should not simply attach a "why" to an historical event and write a paper about that. For example, "why did World War One take place?" would not be a valid question because it does not include a puzzle. On the other hand, "Why did World War One start even though the economies of major powers appeared to be doing well?" or, "why two regions of a country or two countries that look alike were affected differently by the war?" would be appropriate as a research question (although they may be too big to handle in a short paper.) Since the question you are dealing with will not be familiar to your readers, your papers will have to start with your **explanation** of why the question you are dealing with is in fact a puzzle. **You should not write papers about negative why questions (such as, "why something did not happen?")**.

After stating and explaining your central question, you will cover the following points in your paper:

- Develop a possible explanation (hypothesis) of your puzzle or anomaly by reading about your period, region, and problem.
- Collect and present data and information to support your hypothesis.
- Show how your data support your hypothesis and, together, they provide an explanation for the puzzle you are trying to solve in the paper.

You will submit a paper topic proposal, write and be evaluated on two drafts of this research paper. The due dates and requirements for these drafts are listed below. Late drafts will not be accepted without a valid excuse.

2.a: Paper Topics: You will turn in a paragraph to your TA on **October 15** describing the topic of your paper. You will need to get your TA's approval before researching and writing your paper. The selection of the geographical area, time interval, and the problem to be explained are very important for this assignment. Keep in mind that some of the countries that exist today did not exist in earlier times, and some that existed earlier have changed or disappeared since then. You will be choosing a paper topic early in the quarter but the course covers the entire world between 1250 and 1914. You can choose any region in the world and any interval that falls between these dates. In the spirit of the course, your paper should go beyond a simple description of events and **explain** things. The topic of your paper should be **narrowly conceived and well-focused**. Big topics such as the rise of the west, the rise and fall of China, American, French, Russian Revolutions, the U.S. Civil War, Opium War, Meiji Restoration, causes and consequences of World War One are not appropriate for this assignment.

2.b: First draft. You will post the first draft of your paper electronically for the review and comments of the members of your study group. **The due date for posting of these papers is 11:59 PM on November 14.** The first draft of your paper should be about 2-3 pages. It should include an introduction where you state your analytical ("why") question (that is, your puzzle); the thesis you are planning to use (your tentative answer to your "why" question); the beginnings of an argument where you provide evidence in support of your argument; and a preliminary bibliography of sources you plan to use. The members of your study group will read your draft and enter their comments and suggestions **by 11:59 PM on Nov. 18**. After receiving comments from your study group, you should consult with your TA about ways to improve your draft and complete the assignment.

You will not be graded on the first draft of your paper but submitting the topic proposal and the first draft and reading and commenting on your friends' drafts by the due dates are mandatory. The TA's will monitor the posting of the drafts and the comments you write. The quality of your paper topic proposal, the first draft of your paper, and your comments on others' papers will be evaluated as part of the attendance and participation portion of your grade and the overall grade you will receive from your paper. **We will not accept term papers from students who have not submitted a proposal, posted a first draft, or commented on others' drafts.** You can check with your TA in the course of the quarter to find out how you are doing with respect to these requirements.

2.c: Final draft: You will revise your first draft and fill in the missing parts on the basis of the suggestions and criticisms of your study group and your TA as well as additional research. The final draft of your paper will be approximately 7-8 pages and is **due in sections on Dec 1**. You will submit this in **hard copy** clearly marked "final draft." **We will not accept papers that are submitted electronically. To the final draft, you will attach the paper topic statement that includes your TA's approval, a printed copy of the first draft, and the comments by your study group**. **We will not accept papers that don't include these attachments**.

Please note that your term paper will be based on **library research**. In writing this paper you will be expected to use at least four sources, which you will locate in the library. These sources should be a combination of scholarly books and articles. Websites, newspapers and magazines can be used as sources but only **in addition to the four main sources.**

Everything you turn in should be typed (**double-spaced, 12 pt type, with one-inch margins**). **Hand-written paper topic proposals, drafts, or papers will not be accepted**. Please keep extra copies of all the written assignments you turn in for grading. In case of loss or other similar problems, it is your responsibility to provide us with additional copies of your work. In terms of format and presentation, your paper should comply with academic conventions as described in Strunk and White's Elements of Style, which is on the website for this course. You also may consult Kate Turabian's Manual for Writers or another similar guide available from the University Libraries' web site. If you have any doubts about these, your TA, the **JSIS Writing Center** (see below), reference librarians at Odegaard Undergraduate Library, or I can help you.

3. Final Examination The final examination is scheduled for **Wed. December 16, 2:30-4:20 p.m. Kane 130** The exam will cover the entire course material and will be a combination of essay, short-answer, and map questions. You should use the study questions that will be posted on the course web page as guides in keeping up with your reading and preparing for the exam.

Other:

1. I will give you **pop quizzes**, which I will use to gauge your reading, including the New York Times. These quizzes will also be used to monitor your attendance.
2.
3. During autumn quarter there will some important **public lectures**. The details of these presentations will be announced when they become available. You are strongly encouraged to attend these. There will be a sign-up sheet at these events, and you will receive extra credit for attending them.
4. SIS 200 will have a **CLUE** (Center for Learning and Undergraduate Education) session that will meet every Wednesday, 6:30 PM -8:00 PM in Mary Gates Hall. This will give you an opportunity to delve more deeply into the course material by studying, reviewing, and discussing actively with your classmates, under the guidance of an experienced supervisor.
5. You should consult with tutors in the **Jackson School/Political Science Writing Center** in preparing your written assignments. The Center is located in Gowen 105. Their hours are, M-Th: 10:00am-3:00pm, F: 10:00am-1:00pm (phone 616-3354). Please note that the tutors in the Writing Center can help you with problems of composition and grammar only; they are not equipped to comment on the contents of your paper.
6. **You must learn the basic map of the world** (the geographic location of major states, cities, waterways, oceans, and mountain ranges) during each of the major historical periods we will be covering in class. You should pay attention to the maps that are included in your readings consult sources on the web and historical atlases regularly as you read about different places and hear about them in the sections. There will be a map question in the final exam.

SUMMARY OF IMPORTANT DATES

Study Groups	**October 5**
Paper Topics	**October 15**
First Draft	**November 18**
Final Draft	**December 1**
Final exam	**December 16 (2:30-4:20PM)**

DISTRIBUTION OF GRADE

Four weekly papers	25%
Research paper	30%
Final exam	30%
Participation*	15%

**(Participation includes attendance, paper topic proposals, peer review, participation, pop quizzes)*

READING SCHEDULE

PART I: Introduction, The Rise and Fall of the Pre-Modern World System		
WEEK ONE September 30- October 2	• Janet Abu-Lughod, *Before European Hegemony*, pp. 3-40 • Robert Tignor et.al. *Worlds Together Worlds Apart,* pp. xxix-xxxvi • Roger Findlay and Kevin O'Rourke, *Power and Plenty,* pp. xvi-xxvi • Timothy Brook, *Vermeer's Hat,* pp. 1-25 • Stephanie Smallwood *Saltwater Slavery*, pp. 1-8. • Clare Pettitt, *Dr. Livingstone, I presume?* pp. 1-12	**Topics:** Introduction to the course and to the books.
WEEK TWO October 5- October 9	• Janet Abu-Lughod, *Before European Hegemony*, pp. 43-49, 135-151, 251-260, 316-351 • Robert Tignor et.al. *Worlds Together, Worlds Apart*, pp. 429-454, 467-468. • Skim: Janet Abu-Lughod, *Before European Hegemony*, pp. 50-134, 153-247, 261-315	**Topics:** Three major zones of the pre-modern world and their integration
PART II: Crisis and Transformation : The Development of the Modern World		
WEEK THREE October 12- October 16	• Janet Abu-Lughod, *Before European Hegemony,* pp. 352-373 • Robert Tignor et. al. *Worlds Together, Worlds Apart*, pp. 473-485, 490-508, 517-536 • Roger Findlay and Kevin O'Rourke, *Power and Plenty,* pp. 143-228	**Topics:** Dissolution of the pre-modern world system: Crisis in Europe, the rise of the Ottoman Empire in the Middle East, Ming Dynasty in China, European exploration of the Americas.
PART III: Widening of the Modern World into the Americas, Africa, and Asia,		
WEEK FOUR October 19- October 23	• Stephanie Smallwood, *Saltwater Slavery*, pp. 9-153 • Robert Tignor et.al. *Worlds Together, Worlds Apart*, pp. 566-572	**Topics:** Origins of slave trade, in Africa, its development, dimensions, and significance for the old and the new world,
WEEK FIVE October 26-30	• Robert Tignor et.al. *Worlds Together, Worlds Apart*, pp. 572-595 • Roger Findlay and Kevin O'Rourke, *Power and Plenty,* pp. 227-310	**Topics:** Mercantilism and the beginnings of European colonization in Asia

WEEK SIX November 2 November 6	• Timothy Brook, *Vermeer's Hat,* pp. 26-184	**Topics:** Dutch hegemony and networks of global trade in the 17th century.
PART IV: The Age of Revolution and the Age of Capital		
WEEK SEVEN November 9 November 13 **November 11 is a holiday.**	• Robert Tignor et.al. *Worlds Together, Worlds Apart*, pp. 639-652, 659-667 • Roger Findlay and Kevin O'Rourke, *Power and Plenty,* pp. 311-364	**Topics:** The Industrial Revolution, the French Revolution, the rise and fall of Napoleon.
WEEK EIGHT November 16- November 20	• Robert Tignor et.al. *Worlds Together, Worlds Apart*, pp. 667-681, 694-698, 710-715 • Roger Findlay and Kevin O'Rourke, *Power and Plenty*, pp. 365-428	**Topics:** Mid-Victorian expansion, Ottoman Empire, China, Japan.
PART V: The Age of Empire and its Consequences		
WEEK NINE November 23- November 25 **No school on November 26, 27**	• Robert Tignor et.al. *Worlds Together, Worlds Apart*, pp. 730-761 • Eric Hobsbawm, "An Economy Changes Gear," *The Age of Empire,* pp. 34-55 (on reserve and on electronic reserve) • Clare Pettitt, *Dr. Livingstone, I presume?* pp. 13-123	**Topics:** The Great Depression of the Nineteenth Century, its resolution, nations, nationalism and European imperialism
WEEK TEN November 30- December 4	• Clare Pettitt, *Dr. Livingstone, I presume?* pp. 124-210	**Topics:** Africa in the age of empire
WEEK ELEVEN December 7- December 11	• *Worlds Together, Worlds Apart*, pp.764-787 • Eric Hobsbawm, "From peace to war" *The Age of Empire,* pp. 302-340 (on reserve and on electronic reserve)	**Topics:** Economic integration, political tensions, revolutions and war.

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

UNIVERSITY OF WASHINGTON
JACKSON SCHOOL OF INTERNATIONAL STUDIES

INFORMATION FOR STUDENTS[*]

COURSES, GRADING, ACADEMIC CONDUCT

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Plagiarizing is presenting someone else's work as one's own original work or thought. This constitutes plagiarism whether it is intentional or unintentional. The University of Washington takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved. *(Sources: UW Graduate School Style Manual; UW Bothell Catalog; UW Student Conduct Code)*

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. *(Source: UW General Catalog Online, "Student Guide/Grading")*

Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the director of the Jackson School with a copy of the appeal also sent to the instructor. The director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the director believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Jackson School to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. *(Source: UW General Catalog Online, "Student Guide/Grading")*

Concerns About a Course, an Instructor, or a Teaching Assistant

If you have any concerns about a Jackson School course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111).

If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111), or the Graduate School at G-1 Communications Building (543-5900).

For your reference, these procedures are posted on a Jackson School bulletin board in the Student Services Office, Room 111 Thomson Hall.

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[*] *Adapted from material prepared by the UW Department of History and used with permission.*

POLICIES, RULES, RESOURCES

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

Disability Accommodation

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disabled Students Services (Seattle campus) at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379/Fax, or e-mail at uwdss@u.washington.edu; Bothell Student Affairs at (425) 352-5000/V; (425) 352-5303/TTY, (425) 352-5335/Fax, or e-mail at uwbothel@u.washington.edu; Tacoma Student Services at (253) 552-4000/V, (253) 552-4413/TTY, (253) 552-4414/Fax.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you believe that you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, the director of student services (111 Thomson), or the director of the Jackson School (406 Thomson). In addition, you should be aware that the University has designated special people to help you. They are: University Ombudsman and Ombudsman for Sexual Harassment (for complaints involving faculty members and teaching assistants) Lois Price Spratlen, 301 Student Union, 543-6028; and the University Complaint Investigation and Resolution Office, 616-2028. *(Sources: UW Graduate School, CIDR, Office of the President)*

Office of Scholarly Integrity

The Office of Scholarly Integrity is housed in the Office of the Vice-Provost. The Office of Scholarly Integrity assumes responsibility for investigating and resolving allegations of scientific and scholarly misconduct by faculty, students, and staff of the University of Washington. The Office of Scholarly Integrity coordinates, in consultation and cooperation with the Schools and Colleges, inquiries and investigations into allegations of scientific and scholarly misconduct. The Office of Scholarly Integrity is responsible for compliance with reporting requirements established by various Federal and other funding agencies in matters of scientific or scholarly misconduct. The Office of Scholarly Integrity maintains all records resulting from inquiries and investigations of such allegations. University rules (Handbook, Vol. II, Section 25-51, Executive Order #61) define scientific and scholarly misconduct to include the following forms of inappropriate activities: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research. Students can report cases of scientific or scholarly misconduct either to the Office of Scholarly Integrity, to their faculty adviser, or the department chair. The student should report such problems to whomever he or she feels most comfortable. *(Sources: UW web page (http://www.grad.washington.edu/OSI/osi.htm); minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98)*