

HST 1122 – World History since 1500

Northeastern University
Fall 2000
Sequence 4, MTTh 1:35 – 2:40

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This course is an introduction to world history from 1500 to the present, with an emphasis on the theme of migration. Any migration links at least two places — the points of departure and arrival of the migrant — and thus helps to convey the connections among places, issues, and time periods that are the main focus of study in world history. Migrants include pastoralists moving with their herds across Asia and Africa; merchants moving goods across lands and oceans; missionaries carrying the word of Buddhism, Christianity, and Islam; enslaved people moved involuntarily to workplaces in distant regions; and movements to the city by rural people hoping for higher income. The U.S. is a nation of migrants, but so also are many other nations — Malaysia, Trinidad, Côte d'Ivoire, and Kazakhstan, for instance. Many university students today are migrants, moving from home to school, and perhaps settling elsewhere after graduation.

The course relies principally on *Migration in Modern World History, 1500-2000*, a newly published CD-ROM which was developed at Northeastern's World History Center. A large portion of reading and writing assignments for the course will be based on the *Migration* CD-ROM. Because this is perhaps the first course to be taught with the *Migration* CD-ROM, your assistance in finding how best to use its many documents and functions will be most welcome. In particular, you will receive bonus points for any new typographical errors or electronic bugs you discover in the CD.

Using the *Migration* CD-ROM

It works on your own PC or Macintosh computer if you have 32 MB of RAM
It works on any Northeastern lab computer

Course Activities and Grades

Attendance and participation	10%
Map exercise	5%
Weekly assignments (best 8)	20%
Group work	20%
Essay 1 (Oct. 19)	10%
Midterm exam (Oct. 26)	10%
Essay 2 (Nov. 21)	10%
Final exam	<u>15%</u>
Total	100%

Group work: During seven sessions of the class (plus one focused on maps), we will break up into groups of 5 or 6 persons each, to discuss or otherwise work on the issue identified for that

day. On some occasions the groups will report back to the class as a whole, and on other occasions groups will complete their assignment with an activity outside of class.

Written assignments: Written assignments include a Midterm Exam (Oct. 26), a Final Exam (date to be announced), two essays (multimedia or text-only, due Oct. 19 and Oct. 21), and a set of short weekly assignments from the *Migration* CD-ROM —

Instructions for turning in weekly assignments: You will turn in weekly assignments including files made from the **Notebook** function and the **Answers** function on the *Migration* CD-ROM. (Detailed instructions will accompany each assignment.) Meanwhile, in turning in your weekly assignments, please remember to:

Make sure to include your own name (or initials) as part of the file name.

Send files as attachments by e-mail to manning@neu.edu.

... or copy them to a floppy disk and turn them in to Prof. Manning.

Required Readings:

Manning, *Migration in Modern World History, 1500-2000* (CD-ROM)

Kherdian, *Monkey: a Journey to the West*

Voltaire, *Candide*

Emecheta, *Joys of Motherhood*

Additional resources: In addition to the *Migration* CD-ROM and the three novels, you will find ample resources on world history elsewhere on campus and beyond:

Snell Library, the Boston Public Library, and other libraries in the Boston Library Consortium

The World History Resource Center (71 Lake Hall) has an ample selection of books and other resources for students and teachers of high school and college level world history courses.

It is open from 9:00 a.m. to 5:00 p.m. every day.

The World Wide Web. You can begin with a locally based resource, the World History Center, with its website at www.whc.neu.edu. It includes links to many other sites.

COURSE OUTLINE

Class format: Mondays will focus on lecture, Tuesdays will focus on discussion of the week's reading, and Thursdays will focus on group work.

Week 0. Sept. 21. Welcome.

Week 1. Sept. 25, 26, 28. Introduction to Migration in World History

Mon. Lecture: Migrations in world history

Tues. Discussion: What can we learn about ourselves and the world by studying migration in history?

Thur. Groups: Topics in world history

Reading: *Migration*, Unit 1, "Migrations in World History, 1500-2000"

Assignment 1: Notebook, Unit 1

Week 2. Oct 2, 3, 5.

Mon. Lecture: Exploration and conquest

Tues. Discussion: How have migrants and those they encountered viewed each other?

Thur. Groups: Imagination and history in *Monkey*.

Reading: *Migration*, Unit 2, "Exploration and conquest, 1400-1600"

Kherdian, *Monkey: a Journey to the West* (first half)

Assignment 2: Analysis questions, Unit 2

Week 3. Oct. 10, 12.

Mon. No class — Columbus Day holiday

Tues. Discussion: What has been the impact of merchants and missionaries on their homes and destinations?

Thur. Groups: Map exercise

Reading: *Migration*, Unit 3, "Commerce and religion, 1500-1700"

Kherdian, *Monkey: a Journey to the West* (second half)

Assignment 3: Notebook, Unit 3

Week 4. Oct. 16, 17, 19.

Mon. Lecture: Families and culture on the move

Tues. Discussion: How have the various stages of migration influenced gender roles?

Thur. Groups: Patterns of social change

Reading: *Migration*, Unit 4-5, on Families and Culture

Assignment 4: Analysis questions, Unit 4

Essay 1, based on Unit 3

Week 5. Oct. 23, 24, 26.

Mon. Lecture: Forced migration

Tues. Discussion: How did migration create systems of power and dominance?

Thur. MIDTERM EXAM

Reading: *Migration*, Unit 6, "Forced migration, 1700-1850"

Assignment 5: Notebook, Unit 6

Week 6. Oct. 30, 31, Nov. 2.

- Mon. Lecture: Migration and identity
Tues. Discussion: What was the role of migration in creating modern notions of race, nation, and ethnicity?
Thur. Groups: Philosophy and social change in *Candide*
Reading: *Migration*, Unit 7, “Migration and Identity, 1750-1850”
Voltaire, *Candide*
Assignment 6: Analysis questions, Unit 7

Week 7. Nov. 6, 7, 9.

- Mon. Lecture: Global economy, regional migrations
Tues. Discussion: Was industrialization tied more to long- or short-distance migration?
Thur. Groups: Migration and ethnicity
Reading: *Migration*, Unit 8, “Global economy, regional migrations, 1800-1900”
Assignment 7: Notebook, Unit 8

Week 8. Nov. 13, 14, 16.

- Mon. Lecture: Empire and migration
Tues. Discussion: Was large-scale European emigration linked to new imperial conquests?
Thur. Groups: Empire and nation
Reading: *Migration*, Unit 9, “Empire and migration, 1850-1920”
Assignment 8: Analysis questions, Unit 9

Week 9. Nov. 20, 21.

- Mon. Lecture: Nations and refugees
Tues. Discussion: How can nationalism lead to genocide?
Thur. No class — Thanksgiving
Reading: *Migration*, Units 10-11, “Diasporas & culture,” “Nations & refugees”
Emecheta, *Joys of Motherhood*, pp. 7-81
Assignment 9: Notebook, Unit 11
Essay 2, based on Unit 9

Week 10. Nov. 27, 28, 30.

- Mon. Lecture: Families in cities
Tues. Discussion: How does migration change family structure?
Thur. Groups: Motherhood
Reading: *Migration*, Unit 12, “Families in cities, 1920-1990”
Emecheta, *Joys of Motherhood*, pp. 82-224
Assignment 10: Analysis questions, Unit 12

Week 11. Dec. 4, 5.

- Mon. Lecture: Identities in a global age
Tues. Discussion: What choices in identity do people now face? Which people adopt a global identity? Review for final exam.
Reading: *Migration*, Unit 13, “Identities in a global age, 1970-2000”

Exam Week. Dec. 8, 11-14.

FINAL EXAM.