

HIST 133: Non-Western History since 1750 – Spring Quarter Year 2007-2008

Professor: Gerard Sasges sasges@ohio.edu

Lectures: M/Tu/W 1:10-2:00, Bentley 227

Office Hours: M/Tu/W 4:00-5:00, 455 Bentley Annex

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Tutorials: weekly, various

Office Hours: TBA

Description: In this course, we'll examine the major processes and forces that have shaped the world since 1750 and how they've operated and been experienced in the world outside of Europe and the Americas. Along the way, we'll look at industrialization, colonization, nationalism, communism, decolonization, globalization, and more. We'll look at how these have played out in three main regions: Sub-Saharan Africa, South Asia, and East Asia, which together account for more than half of the world's population.

Course Objectives: First, we'll examine the processes and forces that have shaped our world since 1750, answering questions not only of what happened but also exploring theories of how and why it happened. Second, we'll explore how these processes and forces were experienced by ordinary people, particularly traditionally disempowered members of societies such as the poor and women. Third, we'll ask how history has shaped some of the crucial issues facing our world today and what we as global citizens can do about them.

Learning Objectives: By the end of the course, we'll have enhanced our knowledge of the theories, modes of inquiry, and interpretation of the discipline of History. We'll have improved our capacity to interpret, to think logically and critically, and to form cogent arguments in oral and written forms. We'll have gained in our appreciation for the value of diversity and respect for other cultures. Last, we'll have confirmed the importance of responsibility and civic participation in local and in global affairs.

Texts: The following texts are required. You must purchase them, must read them, and must bring them to each tutorial. They're available for purchase at the Little Professor on Court Street, as well as the usual internet retailers, both new and used.

Wangari Maathai, *Unbowed: A Memoir*, New York: Anchor Books, 2007.

Muhammad Yunus, *Banker to the Poor*, New York: Public Affairs, 2003.

Xinran, *The Good Women of China*, New York: Anchor Books, 2003.

Supplementary Texts: These texts are not required, but they can help give you a grasp of the big picture and serve as a reference when you're preparing for your exams. Choose one and find a cheap used copy online.

Bentley and Ziegler, *Traditions and Encounters, Volume C: From 1750 to the Present*, McGraw Hill, 2008.

Craig Lockard, *Societies, Networks, and Transitions, Volume C: Since 1750*, Houghton Mifflin, 2008.

Grading: Grades will be assigned as follows:

Tutorial participation: 20%

Reading responses: 20%

First midterm: 20%

Second midterm: 20%

Final exam: 20%

Tutorial participation, reading responses, mid-terms, and the final exam are *requirements*. You must complete all requirements in order to be eligible to pass the course. Note that assignments are not graded on a curve. Instead, the grades you receive are designed to let both of us know how well you're meeting the objectives of the class: mastering the material, using sources critically and imaginatively, and making reasoned historical arguments. As a rule, letter grades will reflect the following evaluation criteria.

A: work that shows extraordinary analytical effort or skill, makes almost no factual errors, and is comprehensive and thought provoking.

B: work that shows good analytical skills, has no more than a few insignificant factual errors, is thorough and interesting.

C: work that makes few factual errors, is complete and competent.

D: work that makes serious factual errors, is incomplete and superficial.

F: work that fails to address the questions or objectives of the assignment.

Tutorial Participation: Attendance at your weekly tutorial is required, and participation is expected. The tutorial is your chance to engage with the readings and lectures in a smaller group, answer questions you may have, and grapple with big issues. Come to tutorial each week with a question you're determined to find the answer for, and I guarantee you'll get a good grade.

Reading Responses: Each week you'll have to answer one question about the readings (see the class schedule, below). The questions are intended to help you frame your reading, as well as provide the basis for discussion in lecture and in your tutorials. Answers should be between 250 and 500 words (about one to two printed pages), and should be in the form of a brief essay, with an introduction, two to three body paragraphs, and a conclusion. Your answer to the question is due in the form of *inline text* (not an attachment) in an email to your tutor.

Answers are due in your tutor's email inbox by 11:59 PM on the Monday of the week for which the question is assigned.

Exams: There are two mid-terms and one final examination. Each will be structured identically, and is in the form of a take-home exam. The exam question will require you to relate the events and ideas covered in readings and lectures to developments in the contemporary world by engaging with a news article taken from one of two sources: the *Economist* magazine or the *New York Times*. As part of studying for the exam, you should start reading these two sources online, and begin thinking about how the content of the class is related to unfolding events.

The exam question will be available on Blackboard by midnight on the Friday preceding the exam; you will have until the end of the designated exam period to hand in a hard copy of your answer to the question. Your answer should be in the form of an essay, with an introduction, at least three body paragraphs, and a conclusion. Your answer must be typewritten, double spaced, in a 12-point font, with one-inch margins, and between three and seven pages in length. Each page should be numbered and include your full name in the header. Papers that don't meet these requirements won't be graded and will receive a score of 0.

Disputed grades: If you disagree with a grade, you should first request clarification of the grade from your tutor. If you're not satisfied with the explanation, you can submit it to me for regrading. Note, though, that grades could go down as well as up, and that my decision is final.

Absences: You're responsible for material covered during lectures and tutorials; any consequences of absence from class are your responsibility.

Academic Dishonesty: If you prepare papers or write an examination in a dishonest fashion and we catch you, you will receive a grade of "F" for the course, will not be given the option of withdrawing, and may be referred to the University Judiciaries office with a recommendation for suspension or expulsion. It doesn't matter how big or small the particular form of academic dishonesty is, you will fail. So don't do it: the risks are too great, and even more important, you'll get less out of the class. If you're uncertain about how to define or avoid plagiarism, check out <<http://www.ohiou.edu/esl/help/plagiarism.html>> and the many links it provides, or <<http://www.indiana.edu/~wts/wts/plagiarism.html>> and the examples and advice it offers.

Illness, absences, and make-up exams: Assignments and exams must be completed at the announced times. Illness will not be accepted as an excuse unless verified in writing by a physician within one week of the examination or class in question; family emergencies (such as death of a family member) will not be accepted as an excuse unless verified by Student Services at 419 Baker Center helpcenter@ohio.edu. In order to be fair to all, no other excuses or circumstances will be accepted.

Office hours, communication: Feel free to come and see me outside of class. My office hours in Bentley Annex 455 are MTuW 4-5 PM or by appointment. My telephone is 593-4346. You can email me at <sages@ohio.edu>. Please note I won't be using Blackboard for communication: this means that you have your university e-mail accounts activated and check them frequently for messages. E-mail materials will be sent *only* to your official Ohio University e-mail account. And once emails and attached information leave my computer, they're your responsibility and yours alone.

HIST 133: Non-Western History since 1750 – Course Schedule

Introduction: Making the Modern World

Week 1

- 1.1 Monday: Introducing World History
- 1.2 Tuesday: The Rise of the West?
- 1.3 Wednesday: The Industrial Revolution, or escaping the biological old regime
- 1.4 Tutorial: This modern world

Unit A: Kenya, Sub-Saharan Africa, and equity across generations

Week 2

Read Wangari Maathai, *Unbowed: A Memoir*, Chapters 1 and 2. Then answer ONE of the following:

1. Choose at least three examples from the readings and explain how they reflect pre-colonial modes of thinking or being.
2. Choose at least three examples from the readings and explain how they illustrate some of the ways colonial regimes attempted to control their subjects.

- 2.1 Monday: Sub-Saharan Africa before Imperialism
- 2.2 Tuesday: Theorizing Imperialism: means and motives
- 2.3 Wednesday: Realizing Imperialism in Kenya: transforming land, transforming labor
- 2.4 Tutorial: From the pre-colonial to the colonial world

Week 3

Read Wangari Maathai, *Unbowed: A Memoir*, Chapters 3, 4 and 5. Then answer ONE of the following:

1. Choose at least three examples from the readings that illustrate how Wangari Maathai's experience of the process of decolonization was shaped by her personal and family background.
2. Choose at least three examples from the readings and explain how they illustrate similarities and differences between the independence movement in Kenya and the Civil Rights movement in the US.

- 3.1 Monday: Theorizing decolonization: Frantz Fanon
- 3.2 Tuesday: Realizing decolonization: the Mau Mau and independence in Kenya
- 3.3 Wednesday: Kenya since independence
- 3.4 Tutorial: Fanon, violent revolution, and the problem of memory

Week 4

Read Wangari Maathai, *Unbowed: A Memoir*, Chapters 10, 11, and 12. Then answer ONE of the following:

1. Using examples from the readings, explain what you think are the real causes of ethnic violence in the Rift Valley.

2. If you were asked to write the forthcoming book tentatively entitled *Wangari Maathai's guide to opposing governments and effecting real political, economic, and social change*, what lessons would you take from the readings and why? (one bonus point for the person in each tutorial who comes up with the catchiest alternative title, regardless of which question they answer)

- 4.1 Monday: Structural factors in Kenya's politics and the forms of conflict
- 4.2 Tuesday: Demographic and environmental stress and the roots of conflict
- 4.3 Wednesday: Kenya, Starbucks, and the political ecology of the global coffee trade
- 4.4 Tutorial: Democracy and ecology in Kenya

Unit B: Bangladesh, South Asia, and equity across class

Week 5

Read Muhammad Yunus, *Banker to the Poor*, Introduction and Chapters 1, 2, and 3. Then answer ONE of the following:

1. Using at least three examples from the readings, explain how Yunus' experience of studying in America may have changed him.
2. Using at least three examples from the readings, describe Yunus' experience of the breakup of West and East Pakistan and the formation of an independent Bangladesh.

- 5.1 Monday: MIDTERM EXAM
- 5.2 Tuesday: South Asia and imagining national communities
- 5.3 Wednesday: Imagined communities, India, and Partition
- 5.4 Tutorial: Communities both real and imagined

Week 6

Read Muhammad Yunus, *Banker to the Poor*, Chapters 4, 5, 6 and 7. Then answer ONE of the following:

1. Choose three examples from the readings and explain how they illustrate the impact of purdah and other Islamic practices on the lives of the ordinary women in Bangladesh.
2. According to Yunus, what are the roots of poverty?

- 6.1 Monday: From East Pakistan to Bangladesh in six easy points
- 6.2 Tuesday: Bangladesh, Islam, and women
- 6.3 Wednesday: Bangladesh since 1972
- 6.4 Tutorial: Women, Islam, and the limits of cultural change

Week 7

Read Muhammad Yunus, *Banker to the Poor*, Chapters 8, 10, and 11. Then answer ONE of the following:

1. According to Yunus, "the public sector has failed." Why does he think so? Do you agree?
2. "The Grameen Bank is a powerful force for democracy in Bangladesh." Using examples from the readings, argue for or against this statement.

- 7.1 Monday: The market solution: poverty, women, and garment industry in Bangladesh
- 7.2 Tuesday: The NGO solution: development and accountability in Bangladesh
- 7.3 Wednesday: Film: *Small Change, Big Business*
- 7.4 Tutorial: Big business, but small change?

Unit C: China, East Asia, and equity across borders

Week 8

Read Xinran, *The Good Women of China*, Chapters 1, 4, 5 and 8. Then answer the following:

1. Choose at least three examples from the readings and explain how they illustrate the ideals Chinese women are expected to live by.

- 8.1 Monday: MIDTERM EXAM
- 8.2 Tuesday: The rise and fall of the Qing Dynasty, 1644-1912
- 8.3 Wednesday: The birth of a new China, 1912-1949
- 8.4 Tutorial: China, Confucianism, and Gender

Week 9

Read Xinran, *The Good Women of China*, Chapters 9, 12 and 13. Then answer ONE of the following:

1. Choose at least three examples from the readings and explain how they illustrate the experiences of Chinese people during the Chinese Revolution and the creation of a Communist state in China.
2. Using at least three examples from the readings, explain the ostensible goals of the Cultural Revolution.

- 9.1 Monday: Memorial Day (no class)
- 9.2 Tuesday: Mao's Republic
- 9.3 Wednesday: Film: *Small Happiness*
- 9.4 Tutorial: Medium-sized happiness?

Week 10

Read Xinran, *The Good Women of China*, Chapters 3, 6, and 14. Then answer ONE of the following:

1. Using at least three examples from the text, show how the liberalization of the Chinese economy has changed the lives of women in China.
2. Using at least three examples from the text, explain what Chinese women believe today.

- 10.1 Monday: From the Cultural Revolution to the 2008 Beijing Olympics
- 10.2 Tuesday: China, economic growth and the global environment
- 10.3 Wednesday: The biological old regime strikes back, or creating an equitable and sustainable world
- 10.4 Tutorial: China today and *The Story of Stuff*

FINAL EXAM: DUE MONDAY JUNE 9 BY 4:30 PM IN BENTLEY 227