



Mahidol University
International College

ICIR 201 The Formation of the Modern World: From the Industrial Revolution to High Imperialism

Course Description & Aims:

This course covers the so-called long nineteenth century, beginning around 1750 and ending with the start of the First World War in 1914. In this period, the modern world emerges. The course introduces students to the systematic study of change over time from a comparative and global perspective. In particular, it examines in demographic issues, the Industrial Revolution in the West, political revolutions and the emergence of nationalism across the globe, and nineteenth-century imperialism. Students will examine a range of primary sources from the period and develop skills in the critical analysis of texts and images.

Selected aspects of world history from c.1763 to 1914; the Industrial Revolutions and the growth of the world economy; the American and French Revolutions; Latin American independence and development; political developments in Europe and the United States: representative government, the abolition of slavery, nationalism, socialism, women's rights; imperialism and responses to it; the emergence of Japan; wars and warfare; social, scientific, medical and technological developments. Students will discuss; assess; examine a range of primary sources from the period and develop skills in the critical analysis of texts and images.

Lecturer: Dr. Natanaree Posrithong

Office Number: Office Hours:

Email address:

Assessment

Classroom participation	10%
Mid-term examination	20%
Essay	30%
Final examination	40%

Course Learning Outcomes

At the completion of the course the student will be able to:

1. Describe the main events and developments in world history between the mid-eighteenth and early twentieth centuries
2. Recognize and assess how the main events and developments in world history between the mid-eighteenth and early twentieth centuries affect the world today
3. Understand and apply historical concepts and methodologies
4. Compare and contrast the historical development of different countries and parts of the world between the mid-eighteenth and early twentieth centuries
5. Discuss and analyze selected primary sources of significance to world history from the mid-eighteenth to early twentieth centuries

Topic No.	Topic
1	Introduction and Course Overview: The Long Nineteenth Century
	Introduction and Course Overview: Historiography and Methodology
2	The Eighteenth-Century World: Europe and Its Colonies
	The Eighteenth-Century World: Asian Empires and the Eurasian Balance of Power
3	Political Revolutions and Ideologies: An Age of Revolution
	Political Revolutions and Ideologies: The Development of Political Ideologies and Nationalism
4	The Industrial Revolution and Its Impact: The Origins and Course of the Industrial Revolution
	The Industrial Revolution and Its Impact: The Socio-Economic Effects of the Industrial Revolution
5	Western Imperialism and International Trade: The Expansion of Western Empires and International Trade
	Western Imperialism and International Trade: Responses to Western Imperialism
6	Review
	Mid-Term Examination
7	Socio-Economic Transformations: The Demographic Transition and the Transformation of Daily Life
	Socio-Economic Transformations: The Abolition of Slavery and Mass Migration
8	Nationalism, Nationalist Movements and the Emergence of Nation-States: Nationalism and Nationalist Movements in Europe
	Nationalism, Nationalist Movements and the Emergence of Nation-States: Nationalism and Nationalist Movements in Asia and Latin America
9	High Imperialism and the International Order: The Scramble for Africa
	High Imperialism and the International Order: The Emergence of New Imperial Powers and the Development of Internationalism
10	Critiques of and Reactions to Capitalism and Imperialism: Socialism, Anarchism and the Emergence of Working Class Movements
	Critiques of and Reactions to Capitalism and Imperialism: Revolution in the Non- Western World
11	On the Brink? The World Before World War One: Predictions of and Attitudes Towards War
	On the Brink? The World Before World War One: Causes of World War One
12	Review
	Final Examination Preparation

Assessment Methods & Criteria

1. Classroom Participation (10%).

Students will receive between 0% and 5% for attendance, with lateness also being taken into consideration. Students will also receive between 0% and 5% for participating in class; this includes being an active member of a group during group work activities, and asking and answering questions.

2. Mid-Term Examination (30%)

The mid-term exam will be held in Week 6 and cover all the topics from Weeks 1 to 5. It consists of 3 sections. Section A (20%) is a matching exercise that tests students on the definitions of key words including people, places, concepts, events and terms. Section B (30%) consists of a number of essay questions related to the lectures and readings done in class; the students write a short essay answering one of these questions. Section C (50%) consists of a number of essay questions based on the take-home weekly reading assignments; students write an essay answering one of the questions.

3. Essay (30%)

Students write an essay in which they analyse a particular piece of writing by a prominent Asian intellectual (selected by the course lecturer) from the latter half of the long nineteenth century. In their analysis, students need to explain who the writer was, why they wrote that essay and what it can tell us about their ideas about and understanding of the modern world, in particular the challenges posed by Western domination. They should also consider what types of bias the writer displays and some of the problems in using the source.

The essay should be between 1,500 and 2,000 words and is due in Week 10. Essays should include in-text citations where relevant and a bibliography of all the sources consulted. Any essays submitted after the deadline will receive a penalty of minus 2 percent per day.

The primary sources are as follows:

1. Liang Qichao (China), 'Renewing the People' (1902-1905) in Wm. Theodore de Bary & Richard Lufrano (comp.), *Sources of Chinese Tradition, Vol. II: From 1600 Through the Twentieth Century*, 2nd ed., New York: Columbia University Press, 2000.
2. Fukuzawa Yukichi (Japan), 'Goodbye Asia' (1885) in Takeuchi Yoshimi (ed.), *Azia Shugi (Asianism) Gendai Nihon Shiso Taikei (Great Compilation of Modern Japanese Thought)*, Vol. 8, Tokyo: Chikuma Shobo, 1963.
3. Muhammad Abduh (Egypt), 'Laws Should Change in Accordance with the Conditions of Nations' (1881) in Charles Kurzman (ed.), *Modernist Islam, 1840-1920: A Sourcebook*, Oxford: Oxford University Press, 2002.
4. Jamal al-Din al-Afghani (Iran), 'Lecture on Teaching and Learning' (1882) in Charles Kurzman (ed.), *Modernist Islam, 1840-1920: A Sourcebook*, Oxford: Oxford University Press, 2002.
5. Swami Vivekananda (India), 'The Work Before Us' (1897) in *The Complete Works of Swami Vivekananda, Volume 3: Lectures from Colombo to Almora*, https://en.wikisource.org/wiki/The_Complete_Works_of_Swami_Vivekananda/Volume_3/Lectures_from_Colombo_to_Almora/The_Work_before_us (accessed 16 February 2018).

4. Final Examination (30%)

The final examination is held in Week 13. It consists of two sections, each worth 50% of the total mark. Section A consists of a number of essay questions based on the take-home weekly reading assignments done between Weeks 7 and 12. Section B involves reading a short, previously unseen primary source related to one or more of the topics covered in the entire course and then writing an essay answering the related question.

Introduction and Course Overview

Topic description: The Long Nineteenth Century. Students will be introduced to the course outline and forms of assessment. The lecturer will explain why historians have periodized the period between the mid-eighteenth century and 1914 as the long nineteenth century. Students and the lecturer will also outline the main events, developments and themes of the period. Students will discuss and define key words that were coined in the period, such as capitalism and imperialism. In addition, the lecturer will outline how the academic discipline of history emerged in this period and the different methodologies that historians have adopted since then to understand historical change.

Expected learning outcomes: Students will be able to describe the main events, developments and themes in world history between the mid-eighteenth and early twentieth centuries. They will also be able to define and apply key words such as capitalism and imperialism. Lastly, they will understand historical concepts and methodologies.

Readings and activities:

- In class: Brainstorming most significant events of the long nineteenth century
- In class: Discussing and defining words coined in the long nineteenth century – e.g. capitalism, feminism, socialism
- Take-home reading for in-class discussion: Hobsbawm, Eric, *The Age of Revolution, 1789-1848*, 'Introduction', London: Abacus, 1962, pp. 13-16

The Eighteenth-Century World

Topic description: Students will be introduced to the basic features of the world in the mid-eighteenth century, such as the global population and the agrarian economies of most societies. The political, economic and social features of European societies are detailed in depth, with particular attention given to the Enlightenment and European rivalries and oversea empires. The main Asian empires are also described and the relative balance of power in Eurasia is discussed.

Expected learning outcomes: Students will be able to compare and contrast the main features of European societies and their overseas empires, and Asian empires in the mid-eighteenth century. They will be able to discuss the various ways in which the world was linked together.

Readings and activities:

- In class: Mapping exercise in which students draw outline of European states and overseas empires and Asian empires on a blank map based on their own knowledge
- In class: Brainstorming and discussing global political and economic situation in mid-eighteenth century
- In-class reading: Comparing and contrasting the ideas of Enlightenment philosophers such as Jean-Jacques Rousseau and Thomas Paine
- Take-home reading for class discussion: Bayly, C. A., *The Birth of the Modern World, 1780-1914*, Ch. 1 'Old Regimes and "Archaic Globalization"', Oxford: Blackwell Publishing, 2004, pp. 27-48

Political Revolutions and Ideologies

Topic description: Students will be introduced to the main political revolutions of the late eighteenth and early nineteenth centuries (the American Revolution, the French Revolution, the Haitian Revolution and the Latin American Revolutions) and the emergence of conservatism and liberalism as political ideologies. The lecturer and students will discuss the long-term and common factors behind these revolutions. The impact and effects of the French Revolution in Europe will also be discussed, particularly the Napoleonic Wars.

Expected learning outcomes: Students will be able to compare and contrast the causes and effects of the American, French, Haitian and Latin American revolutions. They will also be able to recognize and assess the impact these revolutions and their political ideologies have had on the world until the present day.

Readings and activities:

- In class: Defining and discussing revolution
- In class: Comparing and contrasting the US Declaration of Independence (1776) and the French Declaration of the Rights of Man and the Citizen (1789)
- In class: Defining and discussing ideology
- Take-home reading for class discussion: Comparing and contrasting the goals and rhetorical strategies of Toussaint L'Ouverture (Letter to the Directory, 1797) and Simon Bolivar (A Constitution for Venezuela, 1819) in Reilly, Kevin, *Worlds of History: A Comparative Reader, Volume Two: Since 1400*, 4th ed., Boston and New York: Bedford/St. Martin's, 2010, pp. 769-777

The Industrial Revolution and Its Impact

Topic description: Students will be introduced to the emergence of the Industrial Revolution in Britain, its subsequent spread to the rest of the Western world and Japan, and its impact upon the societies and economies of the Western world. Particular attention is given to the development of the British cotton industry and the factory, and the interplay between the development of steam power, coalmining, the manufacture of iron and steel and the emergence of railways. The lecturer and students will discuss the effects of the Industrial Revolution, particularly urbanization, the emergence of the working class and the international division of labour.

Expected learning outcomes: Students will be able to describe the development of the Industrial Revolution and its socio-economic impact up to the present day. They will be able to compare and contrast the reasons why most Asian, African and Latin American states failed to industrialize during this period.

Readings and activities:

- In class: Discussing what the twenty-first century world and student lives would be like if the Industrial Revolution had never occurred
- In class: Comparing and contrasting why most non-Western countries failed to industrialize in the nineteenth century (Stearns, Peter N., *The Industrial Revolution in World History*, 4th ed., Boulder: Westview, 2012, pp. 91-99)
- Take home reading for class discussion: Comparing and contrasting contemporary views on the impacts of the industrial revolution ('Multiple Voices IV: Working Class and Middle Class in Nineteenth-Century Europe' in Andrea, Alfred J. & Overfield, James H. (eds), *The Human Record: Sources of Global History, Volume II: Since 1500*, 7th ed., New York: Wadsworth/Cengage Learning, 2012, pp. 250-260)

Western Imperialism and International Trade

Topic description: Students will be introduced to the expansion of Western empires in the first half of the long nineteenth century and the responses to imperialism by the Ottoman Empire, China and Japan. The lecturer and students will discuss the motivations for and means behind Western imperialism. Particular attention will be given to the expansion of the British empire in India and its informal empire of free trade in the world at large.

Expected learning outcomes: Students will be able to discuss the motivations for and means behind Western imperialism. They will also be able to compare and contrast the responses of Asian states to Western imperialism. Lastly, they will be able to discuss the role of men on the spot in the expansion of Western empires.

Readings and activities:

- In class: Discussing and defining imperialism and colonialism
- In class: Comparing and contrasting the British colonization of Lower Burma and Malaya (Curtin, Philip D., *The World and the West: The European Challenge and the Overseas Response in the Age of Empire*, Cambridge and New York: Cambridge University Press, 2000, pp. 38-48)
- In class: Discussing the success or failure of Asian attempts to resist Western imperialism
- Take home reading for class discussion: Discussing the Chinese world view and diplomacy in the first half of the long nineteenth century (Letter from the Qianlong Emperor to King George III, 1793; and Letter from Commissioner Lin Zexu to Queen Victoria, 1839)

Mid-term Examination

Topic description: Review and Mid-Term Examination

Expected learning outcomes: N/A

Readings and activities:

Predicting possible topics and essay questions

Reviewing reading assignments

Socio-Economic Transformations

Topic description: Students will be introduced to the main socio-economic transformations of the long nineteenth century. In the Western world, particular attention is paid to the demographic transition, the impact of industrialization upon family life and attitudes to childhood, and the emergence of women's movements campaigning for greater rights. At the global level, the abolition of the slave trade and slavery, and the factors behind and effects of mass migration are also discussed.

Expected learning outcomes: Students will be able to describe the main socio-economic transformations of the long nineteenth century. They will also be able to analyze how women fought for greater rights and were resisted in the Western world. Lastly, they will be able to discuss the reasons for mass migration to the Americas and the living conditions of migrants there.

Readings and activities:

- In class: Brainstorming most significant changes in lives of normal people in industrializing societies in nineteenth century.
- In class: Discussing British attitudes to the woman's suffrage movement in the early twentieth century through the analysis of contemporary posters.
- In class: Discussing reasons for the abolition of slavery.
- Take home reading for class discussion: letters from and guidebooks by European migrants to the Americas ('Italians in Two Worlds: An Immigrant's Letters from Argentina' in Reilly, Kevin, *Worlds of History: A Comparative Reader, Volume Two: Since 1400*, 4th ed., Boston and New York: Bedford/St. Martin's, 2010; and 'Gottfried Menzel, The United States of North America, with Special Reference to German Emigration' in Andrea, Alfred J. & Overfield, James H. (eds), *The Human Record: Sources of Global History, Volume II: Since 1500*, 7th ed., New York: Wadsworth/Cengage Learning, 2012, pp. 270-273

Nationalism, Nationalist Movements and the Emergence of Nation-States

Topic description: Students will be introduced to the development of nationalism, nationalist movements and the emergence of nation-states in Europe and the non-Western world. Particular attention is paid to the unifications of Italy and Germany, the emergence of Zionism,

and the development of nationalism(s) in India, Egypt, China and the Ottoman Empire. Students and lecturers will discuss the main ingredients of nationalism and national identities.

Expected learning outcomes: Students will be able to compare and contrast how nationalism, nationalist movements and nation-states emerged and developed in Europe and the non-Western world. They will also be able to compare and contrast different historical views on what nations are and developments in world history between the mid-eighteenth and early twentieth centuries

Readings and activities:

- In class: Discussing the essential components of nationalism
- In class: Comparing and contrasting the views of Johann Gottfried von Herder (Extracts from *Materials for the Philosophy of the History of Mankind*, 1784) and Ernst Renan (Extracts from ‘What is a Nation?’ 1882) on nationalism
- Take home reading for class discussion: Discussing the ideas of Indian nationalists about British rule and the strategies of the nationalist movement (Dadabhai Naoroji, ‘Address to the Indian National Congress, 1886; and Bal Gangadhar Tilak, ‘Tenets of the New Party’, 1907 in Andrea, Alfred J. & Overfield, James H. (eds), *The Human Record: Sources of Global History, Volume II: Since 1500*, 7th ed., New York: Wadsworth/Cengage Learning, 2012, pp. 340-342; and Mohandas K. Gandhi, Extract from *Hind Swaraj* (1909) in Reilly, Kevin, *Worlds of History: A Comparative Reader, Volume Two: Since 1400*, 4th ed., Boston and New York: Bedford/St. Martin’s, 2010

High Imperialism and the International Order

Topic description: Students will be introduced to the further expansion of Western and Japanese empires in the late nineteenth century and the emergence of an international order and civil society. Particular attention will be paid the Scramble for Africa, the colonial governance of African societies, the development of scientific racism in Western societies, the institution of The Hague Peace Conferences and the creation of the International Committee of the Red Cross.

Expected learning outcomes: Students will be able to describe how European states colonized Africa and the different policies they adopted to govern African societies, and the development of US and Japanese imperialism. They will also be able to discuss the justification for imperialism as a civilizing mission. Lastly, they will be able to analyze the Western racism towards Africans in its historical context.

Readings and activities:

- In class: Discussing the reasons for imperial expansion in the late nineteenth century
- In class: Discussing British attitudes to empire through analyzing Rudyard Kipling ‘The White Man’s Burden’ (1899) and contemporary posters and pictures
- Take home reading for class discussion: Discussing Western racism and representations of Africa in Joseph Conrad’s *Heart of Darkness* (1899) (Extracts from *Heart of Darkness* and Achebe, Chinua, ‘An Image of Africa: Racism in Conrad’s “Heart of Darkness”’, *Massachusetts Review*, No. 18, 1977 in Reilly, Kevin, *Worlds of History: A Comparative Reader, Volume Two: Since 1400*, 4th ed., Boston and New York: Bedford/St. Martin’s, 2010

Critiques of and Reactions to Capitalism and Imperialism

Topic description: Students will be introduced to the emergence and development of socialism and anarchism as ideologies and working-class movements in the Western world, and the revolutions in the non-Western world that challenged Western imperialism and the capitalist world order. Particular attention will be given to the Russian revolution of 1905, the Young Turks revolution in the Ottoman Empire in 1908 and the Republican Revolution in China in 1911.

Expected learning outcomes: Students will be able to compare and contrast the development of socialism and anarchism as ideologies and working-class movements. They will be able to discuss the reasons why revolutions broke out in Russia, the Ottoman Empire and China in the early twentieth century. Lastly, they will be able to analyse contemporary critiques of imperialism and capitalism.

Readings and activities:

- In class: Defining and discussing socialism and anarchism
- In class: Comparing and contrasting the ideas of Karl Marx and Friedrich Engels (Extracts from *The Communist Manifesto*, 1848) and Mikhail Bakunin (Extracts from 'The Revolutionary Catechism', 1866)
- In class: Discuss the causes of revolutions in non-Western countries in the early twentieth century
- Take home reading for class discussion: Discussing J. A. Hobson's critique of imperialism (*Imperialism: A Study*, Introductory: Nationalism and Imperialism; and Ch. 6: The Economic Taproot of Imperialism, New York: James Pott & Co., 1902)

On the Brink? The World Before World War One

Topic description: Students will be introduced to the socio-political situation in Europe in the early twentieth century and the causes of the First World War. Particular attention is paid to European rivalries and alliances, the arms race in Europe, and the glorification of war by intellectuals, statesmen, military officers and the general public.

Expected learning outcomes: Students will be able to describe the causes of the First World War. They will also be able to evaluate the accuracy of predictions of the impending world war.

Readings and activities:

- In class: Discussing reasons why states and societies go to war
- In class: Discussing the glorification of war in Friedrich Nietzsche, *Thus Spake Zarathustra* (1883-1891)
- In class: Discussing the causes of World War One
- Take home reading for class discussion: Comparing and contrasting the predictions of war of Friedrich Engels (1887 and 1888), Helmuth von Moltke the Elder (1890) and Pyotr Durnovo (1914)
- **Review**

Topic description: Review

Expected learning outcomes: N/A

Readings and activities:

Predicting possible topics and essay questions

Reviewing reading assignments

Practice in-exam reading exercise