

**HISTORY 1C**  
**Global History:**  
**The Modern Age**  
**Spring 2020-2021**



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**HISTORY 1C** explores the making of our modern world. It investigates the interconnected histories of revolution, war, imperialism, migration, race, slavery, democracy, rebellion, nationalism, feminism, socialism, fascism, genocide, anti-colonialism, neoliberalism, and populist authoritarianism. Analyzing memoirs, novels, films, and other sources, we will investigate how key

political ideas have transformed societies, cultures, and economies across the globe from the late eighteenth century through to the present.

**HISTORY 1C satisfies the following General Education Requirements: Disciplinary Breadth - Humanities; Education for Citizenship - The Global Community; and the Engaging Diversity and Social Inquiry Ways of Thinking/Ways of Doing.**

**Students with Documented Disabilities:** Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, <https://oae.stanford.edu/>).

### **Class Requirements**

**Students should view lecture videos, complete the assigned readings/film screenings, and respond to Canvas Discussion board prompts.**

**Discussion Sections** (to begin in Week Two) are encouraged but not compulsory. Students will receive extra credit for active participation in them.

A **primary source analysis paper** calls for a close reading, investigation, and contextualization of an original text produced by the historical actors we are studying. A primary source may include an official document, a memoir, a poem, a novel, a visual image, a song, a photograph, etc. from the period we are examining. Please see the list of primary source databases on p. 6 of the syllabus for leads on particular themes. Please be in touch for additional ideas. You may submit these papers at any stage in the quarter.

An **independent research project** is optional. Please see me by Week Four to agree upon a subject. It may take the form of a conventional paper or of a podcast, video essay, online installation, or some other medium and is due at the end of the quarter.

**Students enrolled for 3 units:**

- Post at least 4 Canvas Discussion Board posts (60% of final grade)
- Compose 1 Primary Source Analysis Paper (2-3 pages) (40% of final grade)
- or contact me to discuss an independent research project by Week Four (100% of final grade)

\*Attend Discussion Sections for Extra Credit

**Students enrolled for 4 units:**

- Post at least 5 Canvas Discussion Board posts (60% of final grade)
- Compose 2 Primary Source Analysis papers (2-3 pages) (40% of final grade)
- or contact me to discuss an independent research project by Week Four (100% of final grade)

\*Attend Discussion Sections for Extra Credit

**Students enrolled for 5 units:**

- Post at least 6 Canvas Discussion Board Posts (60% of final grade)
- Compose 2 Primary Source Analysis papers (3-4 pp.) (40% of final grade)
- or contact me to discuss an independent research project by Week Four

\*Attend Discussion Sections for Extra Credit

**All texts are available via the Stanford University Library except for these two items:**

Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen* (Penguin Classics 1992) 9780140186246

Chimamanda Ngozi Adichie, *Purple Hibiscus* (Algonquin Books 2003) 1616202416

## Week One – OUR GLOBAL PRESENT

Documentary Film: *Eldorado* (2019; 91 mins.)

and/or

“Who Killed Berta Cáceres? A Conversation with Nina Lakhani,” Noria Research Podcast Series on Gender, Geography & Violence against Women (2020; 53 mins.)

## Week Two – SLAVERY, REVOLUTION, AND THE SPECTER OF MODERNITY

*Letters on West Africa and the Slave Trade: Paul Erdmann Isert's Journey to Guinea and the Carribean Islands in Columbia* (1788), pp. 232-242.

David Geggus, ed., *The Haitian Revolution: A Documentary History* (2014), xi-xxxiv, 46-47, 50-56, 75-79, 91-92, 203-205.

“Court and Tomboy,” “Julius Soubise,” “Hilario Congo,” “Mahommah Gardo Baquaqua,” “Albina Maria da Conceição,” *Peoples of the Historical Slave Trade*, enslaved.org.

## Week Three – NATION, CAPITAL, AND EMPIRE

Johann Gottlieb Fichte, “A State Within a State (1793),” in *The Jew in the Modern World: A Documentary History*, ed. Paul-Mendes-Flohr and Jehuda Reinharz (NY and Oxford: Oxford University Press, 1995), 309.

“Address to the New Nation (1824),” in *Mexican History: A Primary Source Reader*, ed. Nora E. Jaffary, Edward W. Osowski, and Susie S. Porter (Boulder, CO: Westview, 2010), 199-204.

Andrew Jackson, “State of the Union Address (1830)” and “Cherokee Women’s Petitions (1817-1821),” in *The Cherokee Removal: A Brief History with Documents*, ed. Theda Perdue, 3rd ed. (Boston and NY: Bedford/St. Martin’s 2016), 120-127.

Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848)

## Week Four - THE POLITICS OF RACE, GENDER, AND IMPERIALISM

W. E. B. DuBois, "The Present Outlook for the Dark Races of Mankind (1900)," and "To the Nations of the World, (1900)," in *The Oxford W. E. B. DuBois Reader*, ed. Eric J. Sundquist (NY and Oxford: Oxford University Press, 1996), 47-54 and 625-627.

Rokeya Sakhawat Hossain, *Sultana's Dream: A Feminist Utopia* (1905)

M. K. Gandhi, *Hind Swaraj* (1909)

## Week Five - UTOPIAN VISIONS

Yevgeny Zamyatin, *We* (1921)

## Week Six - EMPIRE AND TOTAL WAR

Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen* (1948)

## Week Seven - COLD WARS

Gabriel Garcia Marquez, *In Evil Hour* (1961)

## Week Eight - THE MAKING OF THE 'THIRD WORLD'

Mao Zedong, "The Chinese People Cannot Be Cowed by the Atom Bomb," (1955) and "U.S. Imperialism Is a Paper Tiger," (1956) in *The Search for Modern China*, 394-397.

Ernesto Che Guevara, "Latin America as Seen from the Afro-Asian Continent," (1959) and "People's War, People's Army," (1964) in *Che: Selected Works of Ernesto Guevara*, 43-45 and 149-154.

"Declaration of Independence of the Democratic Republic of Vietnam," (Track 1) and "Vietnamese Women and French Domination," (Track 8), *The Legacy of Ho Chi Minh* (1976)

Film: *Battle of Algiers*, dir. Gillo Pontecorvo (1966; 121 mins.)

## Week Nine - AFTER EMPIRE?

Kwame Nkrumah, "[I Speak of Freedom](#)," (1961)

Chimamanda Ngozi Adichie, *Purple Hibiscus* (2003)

## **Week Ten - THE 'END OF HISTORY' AND THE 'FOREVER WAR'**

"Chiapas: The Southeast in Two Winds: A Storm and a Prophecy (1992)," and "Open Letter of Protest (1995)," in *Mexican History*, 423-431.

Osama bin Laden, "[Text of Fatwa Urging Jihad Against Americans](#)" (1998)

Documentary Films: *Midnight Traveler* (2019; 88 mins.) and *China Undercover* (2020; 54 mins.)

## **Examples of Primary Source Databases:**

### **Colonialism and Empire**

[Empire Online](#)

### **Slavery**

<http://slaveryimages.org/s/slaveryimages/page/welcome>

<https://beta.slavesocieties.org/>

<https://www.ucl.ac.uk/lbs/>

<https://enslaved.org/>

<https://www.slavevoyages.org/>

### **The Second World War and the Holocaust**

<https://comfortwomeneducation.org/>

<http://www.auschwitz.org/>