The West and the World, 1789–Present, 3 Credits  
Boston College Summer Session 2018  
Summer I, May 15– June 21  
[T / R, 6– 9:15 PM]  

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Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

This course will provide a broad survey of world history from the Enlightenment to the present. The leitmotiv of the course will be tracing the interactions between “the West” --Europeans, North Americans, and Australians-- with peoples from the “non-Western” world. As a broad survey, this course cannot cover the entire span of topics in western-nonwestern interactions between 1789 and 2018 comprehensively. Instead, it will trace these interactions thematically through the study of
imperialism, the international order of states and non-governmental organizations, racism, fascism, the world wars, the Cold War, migration, neoliberalism, and humanitarianism. This course will offer students an understanding of key issues in international history. The central questions of this course will be:

1. How did the “west” amass an economic and political power that set it apart from the rest of the world in the nineteenth and twentieth centuries?
2. How did “non-western” peoples understand and reacted to “Western” supremacy? What were the sources of dissent within the “West” itself?
3. What were the causes of European collapse, and American ascendancy?
4. What has been the relationship between the “West” and the “non-West” since WWII?
5. What are the causes and implications of political stirrings and economic ascendancy in the “non-West” since the end of the Cold War?

**Required Books**

The following books are available at the BC bookstore. Feel free to buy your copies elsewhere if you can get a better price than the bookstore’s but be sure to purchase THESE EDITIONS.


Additional readings will be available on Canvas.

**Recommended Readings**


**Canvas**

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

**Course Objectives:**

Students will leave this course with an understanding of how the “West,” especially Europe, diverged politically and economically from the “non-Western world” in the nineteenth century, how the United States became the predominant global power in the twentieth century, and how both people in the “West” and of the Global South have contested this western-dominated global order.

Course Objective 1: Students will have a grasp of how the “non-West” reacted to European supremacy, and how Europeans themselves ended up destroying their global power in two world wars. Students will have a grasp of the debates around class, race, gender, and science that took place in both the “west” and the “non-west” since the nineteenth century and understand the reasons for the carnage of the world wars, and the Holocaust. This objective will be met through one reflection essay, informed participation in in-class discussions, and unannounced in-class assignments.
Course Objective 2: Students will gain an understanding of the post-WWII global order, postwar American supremacy, the foundations of the contemporary international system (paying close attention to the economic order of neoliberalism, the humanitarian system, migration flows), and the growing challenges to Euro-America’s dominant role in the international system by Chinese-style globalization and the threat of terrorism. This objective will be met through one reflection essay, informed participation in in-class discussions, and unannounced in-class assignments.

Course Objective 3: Student will demonstrate a solid grasp of the reigning ideologies in the historical eras studied in this course, and rebuttals by their challengers in the “West” and outside of it. By the end of the course, they will be able to assess whether “West” and “non-West” are appropriate characterizations for studying world history.

Course Objective 4: Students will demonstrate competency in the role of class, gender, and race in world history in their writing assignments and in-class discussions.

Course Assignments and Grading

Two Reflection Essays @ 20 % each = 40 %

In lieu of exams, this course will require students to write two reflection essays. The instructor will give three options of which students will be able to choose two. Each student will write an essay that concerns the long nineteenth century (1789 – 1914) and twentieth/twenty-first century (1914–). Each essay will be roughly 3,500 words and the sources will be limited to the readings and primary sources assigned. More precise information will be provided during the semester.

Punctuality, Participation and Attendance = 25 %

This is a summer course. Missing one class equals missing three classes in a regular semester and will hamper your ability to successfully achieve the course objectives. Arriving substantially late (more than five minutes)
is disruptive. Informed participation in the time reserved for discussion requires reading the assigned materials. Therefore, punctuality, attendance and informed participation in class are crucial for achieving good marks in this course.

Unannounced in-class Examinations = 35%

These unannounced examinations will pose you questions based on that day’s assigned reading. They will be entirely random, they can take place twice in a week or not at all and will take 25-30 minutes to answer. The questions will NOT focus on minutiae but will ask for your analysis of the main arguments in the assigned readings. You will be able to use your reading notes, so make sure that you take plentiful notes and that you always bring them with to class. You will be able to drop your lowest score.

It is expected that you will spend 12 hours per week on out-of-class assignments and reading. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 12 hours per week over the semester.

**Grading Scale**

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

**Written Work**

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using Chicago or MLA style. Develop
your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

**Deadlines and Late Work**

There will be no extensions granted without a note from a doctor or dean. Be aware that securing such a note will require documentation of a serious illness or a family emergency.

**Accommodation and Accessibility**

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).
Scholarship and Academic Integrity

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information.

SCHEDULE OF LECTURE TOPICS AND READINGS

Week 1: Atlantic Revolutions and Europe’s rise

May 15 – Atlantic Revolutions and Napoleonic Wars

Readings:
* Thomas Jefferson, The Declaration of Independence (1776)
* The Declaration of the Rights of Man and Citizen (1789)
* Olympe de Gouges, “Declaration of the Rights of Woman and Citizen” (1791)
* Jean-Jacques Dessalines, “Haitian Declaration of Independence” (1804)
* Simon Bolívar, “The Letter from Jamaica,” (Sept. 6, 1815)
(All readings on Canvas)

May 17 – Europe surges ahead: Restorationism, Imperialism, and Economic Divergence, 1815–1848
Readings:
* Prince Klemens von Metternich, “Political Confession of Faith,” 1820
* Thomas Babington Macaulay, “Minute of 2 February 1835 on Indian Education” (1835)

Week 2: The 1800s: A century of transformations

May 22 – Social Movements in Europe and Anti-Imperialism in the Global South

Readings:
* “Chartism: On the Petition for Voting Rights” (1838) (On Canvas)

May 24 – Science, Racism, Migration, and Expansion

Readings:
Chapter 3: “Empire of Law” and 4 “Science the Unifier” in Mazower, *Governing the world* (On Canvas)
* Selections from Arthur de Gobineau, *The Inequality of Human Races* (1853) (On Canvas)
* Francis A. Walker, “Restriction of Immigration,” *The Atlantic*
Monthly, June 1896. (On Canvas)
* Luther Standing Bear, “The Tragedy of the Sioux” (1931) (On Canvas)
First Essay Option due.

Week 3: World War I and Interwar

May 29 – Times of War and Revolution: Europe, Russia, and Mexico

Readings:
“Conclusion” in Friedrich Katz, The Life and Times of Pancho Villa. pp. 795–818 (All readings on Canvas)

May 31 – The “Wilsonian Moment” and Interwar Fascism

Readings:
*President Woodrow Wilson’s Fourteen Points (8 January, 1918)
Chapters 4–6, and “Epilogue” in Mishra, From the Ruins of Empire.
Chapters 1–4 in Mark Mazower, Dark Continent.
*Excerpts from Antonio Gramsci, Prison Writings.

Week 4: World War II and Cold War

June 5 – The Global Second World War

Readings:
Chapters 5–7 in Mazower, Dark Continent

June 7 – The Global Cold War, 1945–1989
Readings:
Chapter 8 in Mazower, *Dark Continent*.
* Juan Domingo Perón, “What is Peronism?” (1948)
* President Sukarno of Indonesia: “Speech at the Opening of the Bandung Conference,” (April 18 1955) (On Canvas)
Second Essay Option Due.

**Week 5: Economic and Humanitarian Orders**

**June 12 – Neoliberalism and the “End of History”**

Readings:
Chapters 9–11 in Mazower, *Dark Continent*.
*Excerpts from Francis Fukuyama, “The End of History and the Last Man,” (On Canvas)

**June 14 – Global Inequality, Human Rights, and the Humanitarian System**

Reading: Michael N. Barnett, *Empire of Humanity*.
* Samantha Power “Raising the Cost of Genocide” (2002) (On Canvas)

**Week 6: The West and the Rest?**

**June 19 – Multiculturalism in Europe and the United States**

June 21 – After the End of History: China, Putin, Arab Spring, and Terrorism

Readings: Chapter 10 “China’s America” and Chapter 11 “China’s Asia” in Odd Arne Westad, *Restless Empire: China and the World since 1750* (New York: Perseus, 2012) (On Canvas)
Third Essay Option Due.