HIS 321
Modernization in the Non-Western World
Instructor: Dr. Jonathan T. Reynolds.
Fall, 2015

Meeting Times and Location: MWF 1-1:50 -- LAN 413
Office Location: LAN 439
Office Hours: MWF 10-10:50 & 2-2:50
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Course Rationale: Why are some places rich? Why are some places poor? Why isn’t it easier for poor places to become rich, or at least richer? This course seeks to examine the paths taken and pitfalls discovered in the endeavor to achieve “development” and “modernization” in the world’s non-industrialized regions during the period from the late 19th to the early 21st Centuries. In the process, HIS 321 will seek to highlight the complexity of the concept of development not only in the difficulty of its implementation, but also in terms of the political, social, and economic factors which have influence and in turn have been influenced by modernization on the local, regional, and global levels.

Goals of the Course. Upon successful completion of HIS 321, students will have acquired:
1) An understanding of the challenges presented to the Wider World by the Rise of the “West.”
2) An appreciation for the complexity of industrialization and economic development.
3) Insight into the powerful influence of colonialism and imperialism on the global economy.
4) A grasp of the complex and often contradictory nature of the development “business.”

Each Student’s Progress towards these goals will be accessed via:
1) Analysis of student’s written work, both in out of class assignments, quizzes, and essay exams. Reviews will test the student’s ability to identify, examine, and critique scholarly arguments. Essay exams will test the student’s ability to utilize course materials to construct and present a persuasive argument. The final paper will test the student’s ability to undertake scholarly research, frame an argument and present that argument in an orderly and persuasive manner.
2) Evaluation of Class Discussions (see below).

REQUIREMENTS

Attendance: Coming to class is a guaranteed way to get the most out of the course and improve your grade. Excessive unexcused absences (more than three) will result in a reduction of your class participation grade. Students with excused absences are still expected to complete all assignments.

Readings: Most lectures have companion reading assignments. Students should have read each assignment before the lecture. Reading the assignment before the lecture will help you
understand the discussion and help you pose challenging questions. Vesser’s *Great Leaps Forward* will be the source of most reading assignments. If there is a lack of class participation, I have been known to administer **pop quizzes** (*grrrrrr*).

**BTW:** If you REALLY want to engage the content of this course, here are some recommended additional readings (these also make excellent scholarly review topics).

**Participation:** You all learn more if you do more than listen to me yack. As such, class participation is part of your grade. Participation includes, but is not limited to:
- attendance
- enthusiasm for the material (and learning in general)
- evidence of having done and critically accessed the readings
- answering my questions
- willingness to ask questions or raise issues without being called upon
- ability to draw connections between class material and other classes, topics or fields of study
- requests for greater detail, clarification, etc.
- disagreeing with me (in a properly “academic” tone, of course)
- coming up with things I haven’t thought of

**Students with Disabilities:** Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Please contact the Disability Service Office immediately in the University Center, suite 320 or call 859-572-6373 for more information. Verification of your disability is required in the DSO for you to receive reasonable academic accommodation. You can visit their website at: [http://www.nku.edu/~disability/](http://www.nku.edu/~disability/).

**Honor Code:** Read it, Know it, Uphold it. [http://www.nku.edu/~deanstudents/](http://www.nku.edu/~deanstudents/)

"The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements. **Note:** I am not one to take cheating lightly. I will assume each student is honest and trustworthy until I am given a reason to believe otherwise. If this trust is abused, I tend to become quite hard-hearted. Serious cases of dishonesty will result in a grade of “F” for the course – or worse. You have been warned.

**Grade:** The final grade for the course will be based on:

**Class Participation and Pop Quizzes** (20%)
Each student will complete two academic reviews. The goal of each review is to critically access the scholarly merit of a book or article. Sources reviewed may be historical books or articles which are relevant to the course content. “Pop” sources such as *National Geographic*, Newspaper articles, Blog posts and the like **ARE NOT** suitable for review. Please Consult the ACME REVIEW GUIDE for how to write a scholarly review.

The **research paper** will be from eight to ten pages long and will be on a subject (relating to the history of modernization) chosen by the student. Citations (footnotes, endnotes, or Social Science Notations) are required, as is a bibliography. The paper must cite a minimum of eight different sources (the Vessey text does not count towards this minimum, though you may use it as appropriate).

**This Syllabus:** This Syllabus provides a basis upon which the course will be built. But, it could just so happen that I will need to change stuff... so I reserve the right to do so.

**EXTRA CREDIT:** If at any time you feel that you might need a boost to your grade, I will allow the writing of extra reviews or Wikipedia entries for Extra Credit.

**THE CUNNING COURSE PLAN**

**Introduction**

_____ Greetings, Goals of the course. Discussion of the ideas of “Modernization” and “Development.”

What the Heck are We Talking About, Anyway?

How do we define "Modernization" and "Development"?

**Background**

_____ The Industrial Revolution in “the West.”

**Read:** Vesser, Preface, and Introduction

What was it?

Why did it happen?

What did it change?

_____ Industrialization and Colonialism

**Read** Gilbert and Reynolds Ch. 20 "Empires New, Empires Old"

Industrialization and the Colonial Imperative?

Justifications and Realities of Colonial Economies.
Responses to European and American Conquest and Power

Case Studies

____ Mexico: From Revolution to Revolution
Read: Vesser, Ch 1, “Porfiro Diaz: Importing Modernity”
   o Background on Mexico in the 19th Century.
   o Early Independence
   o Economic and Political Challenges
   o La Reforma
   o The Rise, Rule, and Downfall of Porfirio Diaz

____ Ethiopia
Read: Vesser Ch 2, “Menelik II: Africa’s Modernizing Lion.”
   o Background on Ethiopia in the 19th Century
   o "The Age of Princes"
   o Reunification & Reform under Tewodros II.
   o The Scramble for Africa
   o Political and Economic Reform under Menelik

____ China
Read: Vesser Ch 3, “Sun Yatsen: Revolutionary Outsider.”
   o Background on China in the 19th Century
   o Opium Wars and Rebellion
   o The Self Strengthening Movement & the 100 Days Reform
   o Boxer Rebellion
   o Sun Yatsen and Revolution.
   o Warlords and Maoist Revolution
   o The Soviet Model & the Great Leap Forward

____ The Ottoman Empire and Turkey
Read: Vesser, Ch 4, “Mustafa Kemal: Muslim Modernity”
   o Background: The Ottoman Empire in the 19th and 20th Century
   o The Challenge of Muhammad Ali
   o Tanzimat Reforms
   o Young Turks
   o The Rise of Mustafa Kemal (Ataturk)
   o WWI, The Destruction of the Ottoman Empire, and the Making of Turkey.

____ Decolonization and Development
Note: I do not expect us to make it this far into the syllabus. I'm including this section just on
the slim chance that we do so, and because I want you to connect the earlier case studies to more contemporary movements for development.

- Mid-20th Century Models of Development
  Industrialization, Import Substitution, and Debt.
  Self Reliance and Socialism – The Tanzanian Experiment
- Innovations in the 1980s.
  Neoliberalism and Structural Adjustment
  Grassroots initiatives
  Sustainability
- New Directions in a New Era
  A Post-Soviet Era
  Chinese and Indian Miracles
  Rise of the South? Brazil, Ghana, Indonesia, and others.

**IMPORTANT & EXCITING DATES:**

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday, 7 September</td>
<td>Labor Day. No Class</td>
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<tr>
<td>Monday, 14 September</td>
<td>First Review Due</td>
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<tr>
<td>Friday, 25 September</td>
<td>No Class. Doc R at MWWHA</td>
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<tr>
<td>Friday, 9 October</td>
<td>Mid Term Exam (Bring BIG Blue Books)</td>
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<tr>
<td>Monday, 12 October</td>
<td>No Class (Fall Break)</td>
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<tr>
<td>Thursday, 15 November</td>
<td>Second Review Due</td>
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<tr>
<td>Friday, 20 November</td>
<td>No Class. Doc R at ASA</td>
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<td>Wed. and Fri. November 25 &amp; 27</td>
<td>Thanksgiving (eat!)</td>
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<tr>
<td>Monday, 30 November</td>
<td>Research Paper Due</td>
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<td><strong>Final Exam:</strong> Wednesday, Dec. 9th, 1-3pm</td>
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