

DRAFT as of 12 June 2024

<b>Academic Year</b>	2024-25	<b>Semester</b>	1
<b>Course Coordinator</b>	Dr. Jennifer R. Cash		
<b>Course Code</b>	HH1006		
<b>Course Title</b>	The West in Global History		
<b>Pre-requisites</b>	NIL		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39 (weekly lectures of 2 hours; weekly tutorials of 1 hour)		

### Course Description

“Western Civilization” and “The West” are terms often invoked in historical as well as popular discourse as synonyms for “Europe”, and, by extension, European settler societies. They are taken to refer to a long path of historical development leading to key features of political systems and values, as well as distinct economic, social, religious, and scientific systems. But how distinct are these Western traditions? Can Western civilization be distinguished from the ideological, political, and economic dimensions of colonialism? The West has remained a powerful idea despite sustained criticisms by a range of scholars, as well as leading social and political figures, for well over a century. In this class, we look at the narratives, or “civilisational discourses”, surrounding ideas of the West; critiques of these narratives; and historical data from several of the key periods and moments in traditional narratives of the rise of Western Civilisation. In this way, we can better place the West in the context of global history.

### Weekly Schedule

#### Part I: Introductions

**Week 1 (Tue 13 August): Where/What/When is the West?**

**Week 2 (20 August): Civilizational Thinking and its Controversies**

Samuel Huntington, “The Clash of Civilizations?” *Foreign Affairs*, Summer 1993, Vol 72, No. 3, pp. 22-49.

Ricketts, Glenn, Peter W. Wood, Stephen H. Balch, and Ashley Thorne. 2011. *The Vanishing West: The Disappearance of Western Civilization from the American Undergraduate Curriculum*. National Association of Scholars. <https://www.nas.org/reports/the-vanishing-west-1964-2010/full-report#WesternCivilizationvs.WorldHistory?>

#### Recommended

McNeill, William H. 1998. “World History and the Rise and Fall of the West.” *Journal of World History* 9 (2): 215–236. <http://www.jstor.org/stable/20078729>.

**Week 3 (27 August): Challenging the Canon: Orientalism & Occidentalism**

Edward Said, “Introduction”, pp. 1-9; *Imaginative Geography and its Representations: Orientalizing the Oriental*, pp. 49-73; “Projects”, pp. 73-92 in *Orientalism*, New York: Vintage Books, 1979.

James Carrier, “Occidentalism: The World Turned Upside Down”, *American Ethnologist*, May 1992, Vol. 19, No. 2, pp. 195-212.

#### Part 2: The “Rise” of Western Civilisation as a Structuring Idea

#### **Week 4 (3 Sept): Mapping the World ca. 1500**

Richard Hakluyt, "A briefe and summary discourse..." in *The Principal Navigations, Voyages, Traffiques and Discoveries of the English Nation*. pp. 39-51.

Hakluyt Society <https://www.hakluyt.com/>; look through the site, especially the "volumes in print"

#### Recommended:

Fernão Mendes Pinto, *The Travels of Mendes Pinto*. (e.g. chapters on Melacca)

<https://archive.org/details/the-travels-of-mendes-pinto/mode/2up>. There is also a 2017 film version called *Pilgrimage*. <https://www.imdb.com/title/tt6697634/>. It was the 2018 entry from Portugal into Singapore's EU Film Festival.

Archibald R. Lewis, "The Islamic World and the Latin West, 1350-1500", *Speculum*, Vol 65, No. 4, 1990, pp. 833-844.

Edward Lynam, "English Maps and Map-Makers of the Sixteenth Century", *The Geographical Journal*, Vol 116, No 1-3, 1950, pp. 7-25.

#### **Week 5 (10 Sept): Enlightenment Philosophy vs. History**

H.R. Trevor-Roper, "Gibbon and the Publication of the Decline and Fall of the Roman Empire, 1776-1976", *The Journal of Law & Economics*, Vol. 19, No. 3, 1976, pp. 489-505.

Flora Champy, "Rousseau's Rome and Political Pragmatism", Ch. 10 in *Antiquity and Enlightenment Culture*, pp. 219-40. Brill, 2020. [https://doi.org/10.1163/9789004412675\\_012](https://doi.org/10.1163/9789004412675_012)

#### Recommended

Edward Gibbon, *The Decline and Fall of the Roman Empire*; e.g. the copy available through the Gutenberg Project: <https://www.gutenberg.org/cache/epub/25717/pg25717-images.html>

#### **Week 6 (17 Sept): Discovering the West: The 18<sup>th</sup> C Tour**

Jeremy Black, "Italy and the Grand Tour: The British Experience in the Eighteenth Century". *Annali d'Italianistica*, 1996, Vol. 14, L'Odeporica, pp. 532-541

Jennifer Mori, "The Grand Tour" in *The Culture of Diplomacy: Britain in Europe, 1750-1830*. Manchester: Manchester University Press, 2010, pp. 151-166.

#### Recommended

Maria Todorova, "The Discovery of the Balkans", in *Imagining the Balkans*, New York: Oxford University Press, 1997, pp. 62-88.

[https://books.google.com.sg/books/about/Imagining\\_the\\_Balkans.html?id=-EuFwLQhvYMC&redir\\_esc=y](https://books.google.com.sg/books/about/Imagining_the_Balkans.html?id=-EuFwLQhvYMC&redir_esc=y)

#### **Essays due end of Week 6 = Friday 20 September 23:59**

#### **Week 7 (24 Sept): Expeditions, Exhibitions and Museums: 19<sup>th</sup> C Science and Civilization**

Mary Neuberger, "Fair Encounters: Bulgaria and the "West" at International Exhibitions from Plovdiv to St. Louis", *Slavic Review*, Vol. 69, No. 3, 2010, pp. 547-70.

George Stocking, Ch. 8 "Paradigmatic Traditions in the History of Anthropology", pp. 342-61; AND part of Ch 7 "The Ethnographic Sensibility of the 1920s and the Dualism of the Anthropological Tradition", pp. 276-92.

Mason Hersey, "Lewis Henry Morgan and the Anthropological Critique of Civilization", *Dialectical Anthropology*, 1993, Vol. 18, No. 1, pp. 53-70.

#### Recommended

Idus L. Murphree, "The Evolutionary Anthropologists: The Progress of Mankind: The Concepts of Progress and Culture in the Thought of John Lubbock, Edward B. Taylor, and Lewis H. Morgan", *Proceedings of the American Philosophical Society*, vol. 105, No. 3, June, 1961, pp. 265-300.

### **RECESS WEEK**

#### **Part 3: Retelling Western History in Global Contexts (Presentations Due)**

##### **Week 8 (8 Oct): The Ancient World (Greeks, Romans, and Barbarians)**

Chapters 1-8 *The Making of the West* (indiv. chapters to be assigned)

##### **Week 9 (15 Oct): Early Modern Europe Crusades and Reconquistas Discovery of the Americas (and Asia)**

Chapters 9-12 *The Making of the West*

##### **Week 10 (22 Oct): "Civilising Projects" (Colonialisms)**

Chapters 13, 14 *The Making of the West*

#### **Part 4: World History and Civilizational Histories**

##### **Week 11 (29 Oct): Will the Sun never Set?**

Krishnan Kumar, "The Return of Civilization – and of Arnold Toynbee?" *Comparative Studies in Society and History*, Vol. 56, No. 4, October 2014, pp. 815-43.

Ian Hall, "Clashing Civilizations: A Toynbean Response to Huntington", *E-International Relations*, 18 April 2018. <https://www.e-ir.info/2018/04/18/clashing-civilizations-a-toynbean-response-to-huntington/>

##### **Week 12 (5 Nov): Attempts to Reconfigure "West"**

Sahlins, Marshall. 2007. "Hierarchy, Equality, and the Sublimation of Anarchy: the Western Illusion of Human Nature." *Tanner Lectures on Human Values* 27: 81–120.

[https://tannerlectures.utah.edu/documents/a-toz/s/Sahlins\\_2007.pdf](https://tannerlectures.utah.edu/documents/a-toz/s/Sahlins_2007.pdf).

Chris Hann, 2016, "A Concept of Eurasia", *Current Anthropology*, Vol. 57, No. 1, pp. 1-27.

##### **Week 13 (12 Nov): Final Discussions**

**Intended Learning Outcomes (ILO)**

By the end of this course, you (as a student) will be able to:

1. Describe the concept of “civilisation,” “rise,” and “Western.”
2. Analyse factors that led to the beginning, flourishing, and dominance of Western civilization.
3. Evaluate historiography of the West and comparisons between the West and the rest of the world.
4. Assess present-day phenomena in terms of its linkages to Western civilisation.

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes (See History's LOs)	Weighting	Team/ Individual	Assessment Rubrics (See History's assessment rubrics)
Participation	1, 2	9, 11	10%	Individual	14, 15
Class Presentation	1, 2, 3, 4	1, 2, 5, 6, 7, 8, 9, 11	15%	Individual	1, 2, 4, 7, 9, 11, 12
Essay assignment	1, 2, 3, 4	1, 2, 3, 5, 6, 7, 9, 11	25%	Individual	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Final exam	1, 2, 3, 4	1, 2, 3, 5, 6, 7, 9, 11	50%	Individual	2, 3, 5, 6, 7, 8
Total			100%		

**Descriptions of assessments:****Participation (10%):**

You must be prepared to discuss weekly assigned readings at every lecture and tutorial. Outstanding participants will demonstrate a thorough and critical understanding of the assigned material by offering perceptive comments and asking informed questions.

**Essay Assignment (25% = 20% written + 5% viva):** There will be a mid-term essay assignment of 5-7 pages in which you are asked to synthesize some key concepts and topics from the class readings. More details to be provided in due course.

**Class Presentation (15%):** There will be short individual presentations (5-7 minutes) during weeks 8-10. You should select a particular event, voyage, technology, “discovery”, expedition, exhibit, or person that has been referenced in the readings/discussions of previous weeks. The task is to present a more detailed account of this topic, and particularly to assess how it was interpreted/presented in the previous references in terms of its connections to the rise (or fall) of Western civilization. If more than one student is interested in the same topic, you may work together, but the individual work needs to be clearly visible during the presentation.

**Final Exam (50%):**

The final exam will assess every aspect of the course we have covered. There will be practice questions prior to the exam. The exam consists of short answer questions and short essay questions.

**Formative feedback**

You will receive formative feedback on your essay and presentation. You will also receive verbal feedback through in-class discussion or one-on-one meetings, as necessary.

**Course Policies and Student Responsibilities****(1) General**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

**(2) Absenteeism**

Absence from class without a valid reason can affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

**(3) Late Work and Extensions**

Any assessable material that is late will lose marks at the rate of 10% (of the maximum grade) per day. Missing a presentation or not scheduling a presentation will result in a zero grade for that component.

Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

**Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### **History Programme Intended Learning Outcomes (ILOs)**

1. {Competence} Investigate and explain the role of a range of historical processes in the political, cultural, and societal formation of the modern world.
2. {Competence} Compare and contrast the major historical approaches and theories.
3. {Competence} Analyze and interpret primary and secondary historical sources.
4. {Competence} Collect and synthesize large quantities of historical evidence.
5. {Creativity} Formulate novel historical arguments and explanations that effectively deploy primary and secondary source evidence.
6. {Creativity} Develop novel ways of conceptualizing and explaining history and its significance to specialist and non-specialist audiences.
7. {Communication} Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
8. {Communication} Present historical ideas and evidence to specialist and non-specialist audiences in a variety of media.
9. {Civic Mindedness} Develop “historical empathy” with regards to individuals and groups in the past.
10. {Character} Understand the professional, ethical, and moral responsibilities of historical practice.
11. {Character} Demonstrate an understanding of how to appropriately acknowledge and build upon the work of other.

Provisional