Methods in Historical Research and Exposition:

A Process-Based Approach to World History

LECTURE VI: The Nation-State Bias

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Peking University

Response Paper IV

Concerns?

Response Paper IV

- Formatting
- Citations
- Plagiarism
- Articles
- Misplaced modifiers
- Spelling out numbers less than 100
- Possessives ending in "s"
- "Reflected" and "revealed"
- "However"

Paper Format

Swanberg 1

Kelley Swanberg
Philosophy 175. Ethical Theory
Ms. Melissa Fusco
Paper 2

The Failure of Second-Tier Contractualism as a Meaningful Standard for "Reasonableness" and the
Consequent Circularity of Contractualist Reasonableness Assessments,
Or:
You Shouldn't Have Sold Your Cousin's Earrings, But You Didn't Need Scanlon to Tell You That

How a particular ethical philosophy arrives at the answers it does is a question whose difficulty justifies its response. Unlike in a highly theoretical field such as mathematics, the output of ethical reasoning is often obscured by the complexities introduced by natural-language processing and emotional interference. But unlike a highly empirical field such as the experimental sciences, the object this reasoning studies—right and wrong—is difficult to discern and may not exist at all. It may seem, then, that the output of moral decisions cannot be grounded in *anything* substantial. If the methods behind them are prone to subjectivity and error but their accuracy impossible to verify through comparison with some external object, it might be very difficult to prove that they have any meaning beyond their input. Discerning the nature of this input, then, seems an important step in understanding moral decision-making.

Contractualism[1] is a moral philosophy developed within the last two decades by Harvard professor T.M. Scanlon for which such a discernment of input is particularly interesting. Contractualism holds that "an act is wrong if and only if any principle that permitted it would be one that could reasonably be rejected by people with the motivation [to find principles for the general regulation of behavior]."[2] To a contractualist, wrongness is not a property to be discerned in nature but rather a quality that humans *define* as "inviting the possibility of reasonable rejection by others."

According to contractualism, a moral decision is characterized by the following structure:

- First, a moral agent assesses her reasons for a particular action,[3] a feat that Scanlon holds can be achieved with satisfactory accuracy by a person so motivated.[4] A Scanlonian "reason" is an irreducibly primitive explanation for one's behavior. Reasons are "irreducibly primitive" because they underlie all justifications (desire, intention, belief, etc.) for a particular action. Regardless of this irreducibility, however, their content is highly variable. A reason for an agent's refusal to sell the heirloom earrings left to her by a late cousin, for example, may range from agent-centered assertions

[1] While the term "contractualism" has a history longer than that of Scanlon's works in the field, all variants of the word in this paper refer to the Scanlonian variety as outlined in his 1998 book *What We Owe to Each Other*.
[2] Scanlon, T.M. *What We Owe to Each Other*. Cambridge, MA; Belknap (1998).
[3] The scope of what constitutes an "action"—can one refer to, for example, the act of believing?—is an interesting question that is, however, not central to this analysis.
[4] "The language of reasons… is crucial to an adequate description of the structure of our own practical reasoning and also to our relations with others, as rational creatures who recognize many of the same reasons and can recognize the value of each other"(Ibid., p. 72).

Citations

- Book
  - Footnote: John Hope Franklin, *George Washington Williams: A Biography (Chicago: University of Chicago Press, 1985), 54.*
  - Bibliography: Franklin, John Hope. *George Washington Williams: A Biography.* Chicago: University of Chicago Press, 1985.

- Article in a scholarly journal
  - Footnote: Richard Jackson, "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea," <u>Australian Geographer</u> 14 (May 1979): 180.
  - Bibliography: Jackson, Richard. "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea," <u>Australian Geographer</u> 14 (May 1979): 180.

- Lecture:
  - Footnote: Stacy D'Erasmo, "The Craft and Career of Writing" (lecture, Northwestern University, Evanston, IL, April 26, 2000).
  - Bibliography: D'Erasmo, Stacy. "The Craft and Career of Writing." Lecture, Northwestern University, Evanston, IL, April 26, 2000.

Plagiarism

- Grounds for automatic failure of the class

- Includes using other people's words, ideas, or even argumentative structures without citing them in a footnote or bibliography

- Extremely easy to spot, and you will be caught

- Proper citation format will be reviewed in the next class

- If you have any questions about whether you should cite something, EMAIL ME!

Articles: "A/An" vs. "The"

A/an: Any element of a set

- I would like an apple.

The: A particular element of a set; usually coupled with modifiers to signal the element to which you refer.

- I would like the apple with the large leaf on the stem.

- Note: "I would like the apple" is acceptable only if your conversation has already defined the existence of a *particular* apple.

Articles: Using "The"

1. Talking about *specific* noncount nouns:
   - I spilled the milk all over the floor. (A particular bottle of milk)
   - She likes to sail over the water. (A particular body of water)

2. Names of rivers, oceans and seas
   - *The Nile*
   - *The Pacific*

3. Points on the globe
   - *The Equator*
   - *The North Pole*

Articles: Using "The"

4. Geographical areas (NOT countries!)
- *The Middle East*
- *The West*

5. Deserts, forests, gulfs, and peninsulas
- *The Sahara*
- *The Persian Gulf*
- *The Black Forest*
- *The Iberian Peninsula*

Articles: Omitting "The"

1. Talking about *nonspecific* non-count nouns:
   - I spilled milk all over the floor.
   - She likes to sail over water.

2. Names of languages and nationalities:
   - Swahili
   - Tagalog
   - Russian

3. Names of sports
   - Volleyball
   - Hockey
   - Baseball

Articles: Omitting "The"

4. Names of academic subjects:

- *Mathematics*
- *Biology*
- *History*

5. Names of most countries/territories:

- *Italy*
- *Bolivia*
- Exceptions: *The* Netherlands, *the* Dominican Republic, *the* Philippines, *the* United States

Articles: Omitting "The"

6. Names of continents
- Africa
- South America

7. Names of cities, towns, or states:
- *Seoul*
- *Manitoba*
- *Miami*

8. Names of streets:
- *Washington Blvd.*
- *Main St.*

Articles: Omitting "The"

9. Names of mountains:

- *Mount Everest*
- *Mount Fuji*
- Exceptions: Ranges of mountains like *the Andes* or *the Rockies* or unusual names like *the Matterhorn*

10. Names of lakes and bays:

- *Lake Titicaca*
- *Lake Erie*
- Exception: A group of lakes like *the Great Lakes*

11. Names of islands

- Easter Island
- Maui
- Exception: Island chains like the Aleutians, the Hebrides, or the Canary Islands

Spelling Out Numbers

1. Use Arabic numerals to express numbers equal to or greater than 100.

2. Spell out numbers less than 100.

Note: In non-humanities works, it is typical to spell out numbers less than twenty but use Arabic numerals to express numbers equal to or greater than twenty).

3. Spell out decades and centuries: "the nineties"; "the sixth century."

4. Spell out "million" and "billion."

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Possessives Ending with "s"

To make a noun that ends with "s" a possessive, simply add an apostrophe ('):

- Many historians agree that Cortes' expedition was initially illegal from the point of view of the Spanish government.

- The stories' plot lines are a bit vapid, but their language is beautiful.

"Reflected" and "revealed"

These are transitive verbs that must take a direct object:

- Incorrect: That Diamond's thesis stands on weak evidence reflects in/reveals in his lack of numeric data. (needs an object)

- Better: That Diamond's thesis stands on weak evidence is reflected in/is revealed by his lack of numeric data. (passive voice: subject is object)

- Best: Diamond's lack of numeric data shows/reveals that his thesis stands on weak evidence.

"However"

It is best not to start a sentence with this word.

Mediocre: "However, I contest that this overvaluation of the monarchy results in an inaccurate characterization of the Han Dynasty."

Better: "I contest, however, that this overvaluation of the monarchy results in an inaccurate characterization of the Han Dynasty."

Lecture VI: The Nation-State Bias

Note 1: "Fetishism," not "feitishism."

Note 2: Bruegel/Brueghel (BROY-gul)

What is a nation-state?

Possessions of the House of Hapsburg:
Spanish line | in surface
Austrian line | coloring
European empire of Charles V about 1526

Possessions of the House of Bourbon:
Hereditary lands of Henry of Bourbon-Navarre (later Henry IV.)
Lands of Charles of Bourbon-Montpensier (the Constable)

The underlining of Metz, Toul and Verdun indicates that, while these cities legally formed part of the Empire after 1552, they were actually held by France. Montferrat belonged to Mantua, and the papal territory of Ferrara to Modena. Sites of important events are indicated by the sign —.

— · — · Route of the Armada 1588.
× Battle   ✦ Castle   ▪ Monastery

Abbreviations:
D. Duchy.   Dom. Domain.   K. Kingdom.
L.N. Lower Navarre.   M. Margravate.
P. Principality.   Rep. Republic.   U.N. Upper Navarre.

Scale 1:15 000 000

KINGDOM OF NORWAY
KINGDOM OF SWEDEN
KINGDOM OF SCOTLAND
IRELAND
KINGDOM OF ENGLAND
NORTH SEA
BALTIC SEA
ATLANTIC OCEAN
KINGDOM OF DENMARK
MUSCOVITE DOMINIONS (RUSSIA)
THE EMPIRE
BRANDENBURG
SAXONY
PRUSSIA
DOM. OF THE TEUTONIC ORDER
GRAND PRINCIPALITY OF LITHUANIA
KINGDOM OF POLAND
KINGDOM OF FRANCE
SWISS CONFEDERATION
BAVARIA
Archduchy of Austria
HUNGARY
TRANSYLVANIA
MOLDAVIA
P. OF WALLACHIA
SAVOY
VENETIAN REPUBLIC
PAPAL STATES
KINGDOM OF SPAIN
Aragon
Castile
K. OF PORTUGAL
Balearic Is.
SARDINIA
NAPLES
K. OF SICILY
CORSICA
OTTOMAN EMPIRE
BLACK SEA
KHANATE OF THE CRIMEA
ASTRAKHAN
SEA OF AZOV
MEDITERRANEAN SEA
BAY OF BISCAY
ENGLISH CHANNEL
FEZ AND MOROCCO
BARBARY STATES
ALGERIA
TUNIS
CYPRUS
CRETE

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The Peace of Westphalia, 1648, recognized the new boundaries of European states that included an independent Portugal and United Netherlands. It also recognized the growth of the Ottoman Empire into the Balkans.

Peace of Westphalia (1648): Seeds of Nation-State Building

- Principle of sovereignty

- Equality of statehood

- International obligations only binding if voluntary

- Balance of power through

- Reciprocity-based diplomacy

- But also realpolitik

Chapman, M. "Peace of Westphalia." Lecture, Peking University, Beijing, China, November 3, 2009.

Peace of Westphalia: Seeds of Nation-State Building

France's Louis XIV (1643-1715)

Peace of Westphalia: Seeds of Nation-State Building
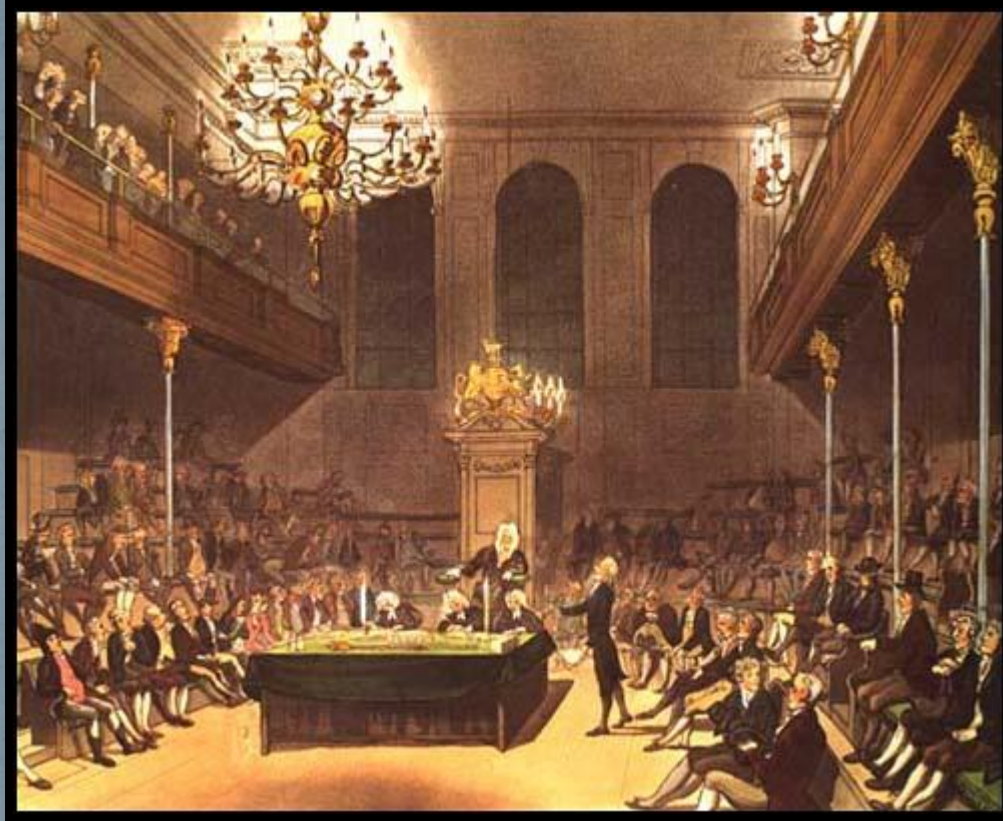
England's Glorious Revolution (1688)

Chapman, M. "Peace of Westphalia." Lecture, Peking University, Beijing, China, November 3, 2009.

What are some problems with using the nation-state as a framework for thinking about the world today?

"The nation-state is not transhistoric."

(Robinson)

What are some problems with using the nation-state as a framework for thinking about pre-colonial Pacifica?

"Cook was the first to recognize the cultural unity and extent of Polynesia, in the sense that he recognized that the islands within the triangle formed by Hawaii, Rapa Nui, and Aotearoa were all inhabited by people closely similar in appearance, language, and culture who formed what he called the 'most extensive Nation spread over the face of the earth.'"

(Finney)

What are some other modern reifications that might affect our study of history?

Midterm Examination
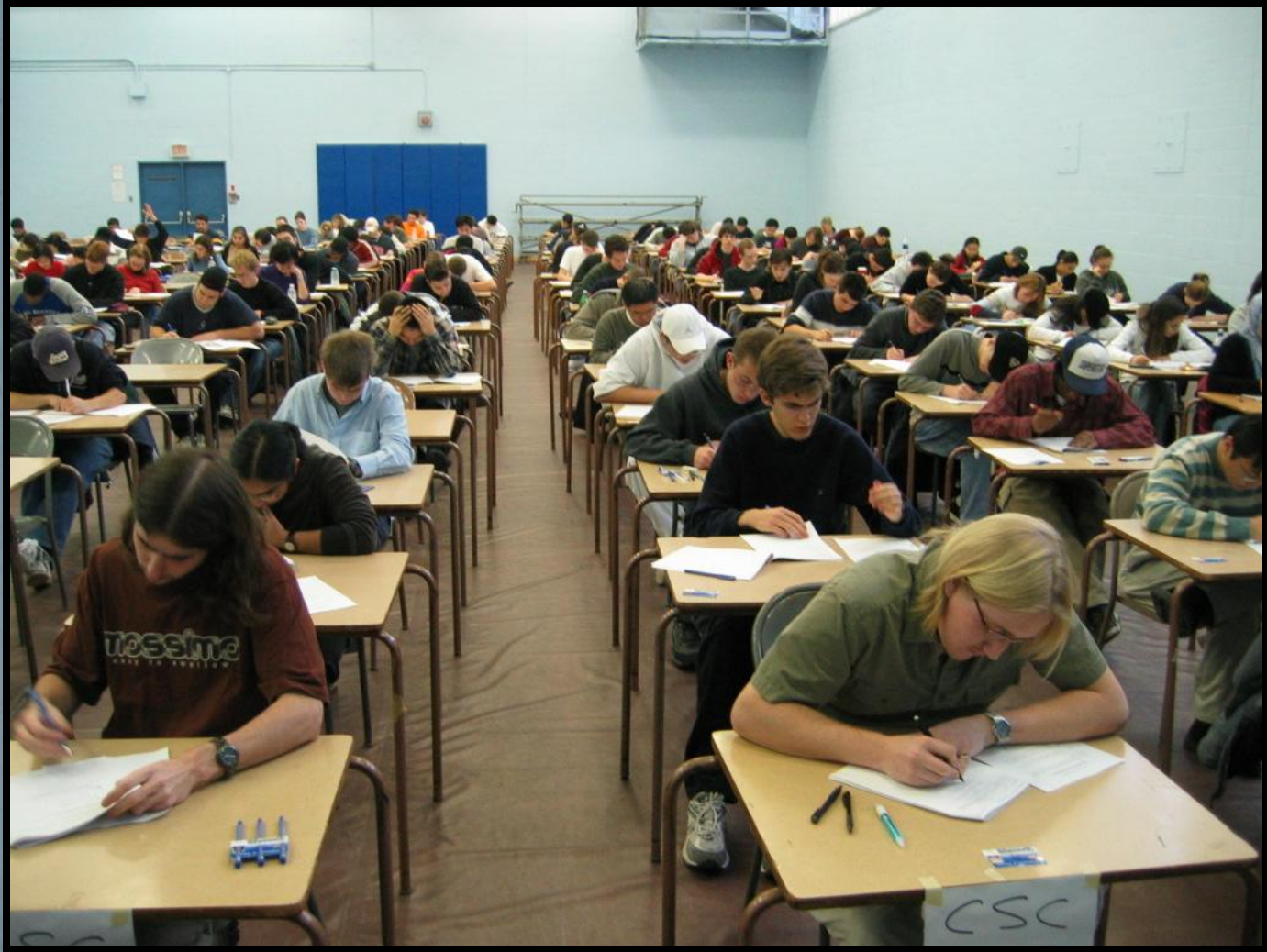
Course Aims

To develop comfort with and confidence in the use of professional spoken and written English

Course Aims

To learn how to both critically and constructively analyze and synthesize complex information

Course Aims

To gain facility in composing persuasive and focused evidence-based arguments

Course Aims

To cultivate interest in a wide variety of topics in world history ancient and modern

Course Aims

To become fluent in a variety of research tools

Midterm Format

- Vocabulary (25): Choose the most appropriate word for the sentence

- Critique (35): Line-edit short essay and compose short critique of its logic

- Argument(40): Compose original argument using brief passage from reading (provided)

Midterm Format

The statement points out that the influences caused by invasions and acts of war are the most dramatic and lasting. I should say that it was really true before the 15th century. Since before that time, the circumstance was not stable enough for peaceful cultural exchange, the main theme then was invasions and wars. For instance, at the end of eighth century, Vikings invaded north England, bringing the Vikings to England on a more or less permanent basis . In consequence, a large number of loanwords entered the English language, which enlarged as well as changed the English vocabulary.

Midterm Format

Any questions?