



The Waldseemüller Map of 1507

Just fifteen years after Columbus landed in the Western Hemisphere, this map, which was created by the German cartographer Martin Waldseemüller, reflected a dawning European awareness of the planet's global dimensions and location of the world's major landmasses. (Bildarchiv Preussischer Kulturbesitz/Art Resource, NY)

Topics in Modern World History: “The Great Divergence: China, Europe, and the Making of the Modern World Economy”

HIS 208-02 Entrepreneurship and Sustainability LLC

Fall 2011

Prof. L. Tolbert

Office: MHRA 2109

Email: lctolber@uncg.edu (this is the quickest way to reach me)

No Office Phone

Hours: by appointment

**Note that this syllabus is subject to change at the discretion of the instructor. Any necessary changes in the syllabus or course schedule will prioritize effectiveness for student learning.*

Scope and Purpose of the Course

This course is designed for students in the freshman learning community: Global Entrepreneurship and Sustainability. The course will focus on the history of the world economy and provide historical perspectives for evaluating changes in the world economy and entrepreneurial/sustainable thinking. For a long time, historians emphasized the centrality of Europe in the emergence of the modern world. More recently, historians have re-examined the role of the Chinese economy in the pre-1750 world context. Focusing on Kenneth Pomerantz's imaginative book as our main textbook, this course will explore the origins of the world economy from the point of view of China. We will evaluate the classic historical problem: Why did sustained industrial growth begin in Northwest Europe, despite surprising similarities between advanced areas of Europe and East Asia? We will test Pomerantz's argument by evaluating the experience of individuals

documented in primary sources over time and place. Students will practice critical thinking, information literacy, and writing skills by analyzing primary source evidence. This course is linked with ECO 100 and there will be some common readings and common assignments in both classes. It will be useful to consider, as you study common content in these two courses, similarities and differences in the ways that historians and economists approach the study of world historical problems and issues related to entrepreneurship and sustainability.

General Education Requirements

This course satisfies General Education (GEC) requirements established by the UNCG faculty for historical perspectives (GHP/GMO) and the Global Marker (GL):

General Education Program Learning Goals addressed by HIS 208:

LG1. Foundational Skills: *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.*

LG3. Knowledge of Human Histories, Cultures, and the Self: *Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts.*

Historical Perspectives (GHP)

Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.

At the completion of a GHP course, the student will be able to:

- Demonstrate a general knowledge and appreciation of historical events, social structures, economics, political ideologies and systems, belief systems, or cultural expressions
- Demonstrate an understanding of some of the diverse historical events, forces and/or contexts in the ancient (GPM) and modern (GMO) world
- Analytically and critically evaluate historical evidence and divergent interpretations
- Communicate historical ideas clearly

Global (GL)

In a course in any subject, students focus on the interconnections among regions of the world, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

At the completion of a GL course, the student will be able to:

- Demonstrate an understanding of the interconnections among regions of the world in such aspects as colonial and neocolonial relationships, human rights, discourses of justice, cultural and aesthetic developments, technology, ecology, or epistemology
- Locate, interpret, and evaluate information on diverse global cultures

- Demonstrate sensitivity to cultural differences on a global scale

The specific HIS 208 course objectives described below are designed to address these General Education Program Goals. For more information about the purposes of the General Education Program and how to plan your course of study see the UNCG General Education Information Guide for Students:

http://provost.uncg.edu/Underedu/content/General_Education/UNCG%20General%20Education%20Information%20Guide%20for%20Students_7-29-2010.pdf

Course Learning Objectives

Upon completing HIS 208 the student will be able to:

1. Explain large-scale and long-term historical developments of regional, interregional, and global scope. [GEC LG3; GHP; GL]
2. Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion. [GEC LG3; GHP; GL]
3. Assess the significance of key turning points in modern world history. [GEC LG3; GHP]
4. Describe the development and explain the significance of distinctive forms of political, social, and economic organization. [GEC LG3; GHP]
5. Evaluate ecological contexts of global exchange over time.
6. Reflect upon choices humans have made in the past and consider how choices made today may affect the future. [GEC LG3; GHP]
7. Think historically and communicate effectively in writing, including: [GEC LG3; GHP; GL]
 - A. **Reconstruct the literal meaning of a historical passage** by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
 - B. **Identify the central question(s)** the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
 - C. **Differentiate between historical facts and historical interpretations** but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past.
 - D. **Read historical narratives imaginatively**, taking into account what the narrative reveals of the humanity of the individuals and groups involved--their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
 - E. **Appreciate historical perspectives**--(a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that

time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

- F. **Draw upon data in historical maps** in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and historical event occurring there.
- G. **Consider multiple perspectives** of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- H. **Analyze cause-and-effect relationships** bearing in mind **multiple causation** including (a) **the importance of the individual** in history; (b) **the influence of ideas**, human interests, and beliefs; and (c) the role of **chance**, the accidental and the irrational.
- I. **Draw comparisons across eras and regions in order to define enduring issues** as well as large-scale or long-term developments that transcend regional and temporal boundaries.
- J. **Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.**
- K. **Challenge arguments of historical inevitability** by formulating examples of historical contingency, of how different choices could have led to different consequences.
- L. **Hold interpretations of history as tentative**, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- M. **Evaluate major debates among historians** concerning alternative interpretations of the past.
- N. **Analyze historical data** by evaluating the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
- O. **Employ quantitative analysis** in order to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy.
- P. **Support interpretations with historical evidence** in order to construct closely reasoned arguments rather than facile opinions.

Required Readings [available at UNCG Bookstore]

Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton: Princeton University Press, 2000. [Note that this book is also required for ECO 100]

Strayer, Robert. *Ways of the World: A Brief Global History with Sources, First Edition, Volume II: Since 1500*. Bedford/St. Martin's, 2011 [textbook, ISBN-10-312-67718-9, \$33.95; if you prefer a paper text you may order Volume II in print from your bookstore of choice, ISBN-10: 0-312-45289-6. A new print copy costs \$55.95.]

Evaluation

Daily Class Preparation and Contributions to Class Discussion	10%
Unit 1 Assignments	10%
Unit 2 Assignment	10%
Unit 3 Assignment	15%
Unit 4 Assignment	15%
Commodities in World History Team Project	40%

Class Preparation and Contributions to Class Discussion

See the grading rubric below for standards regarding this portion of the grade:

GRADING RUBRIC FOR DAILY PORTION OF GRADE

GRADE	CRITERIA
A	Student attends every class session and arrives promptly; Student participates frequently in most class sessions and makes relevant contributions to discussions; Student is always well prepared for class; Student actively listens when others talk and “builds off” the ideas of others; Student always shows respect for classmates and instructors; Student always meets deadlines for assignments.
B	Student misses no more than one class session and is almost never late; Student regularly participates in most class sessions and makes relevant contributions to discussions; Student is prepared for class; Student actively listens when others talk; Student shows respect for classmates and instructors; Student always meets deadlines for assignments.
C	Student misses no more than two class sessions and is seldom late; Student occasionally participates in class sessions and makes some relevant contributions to the discussion; Student is usually prepared for class; Student listens when others talk; Student shows respect for classmates and instructors; Student turned in no more than two late assignments.
D	Student misses more than two class sessions or frequently arrives late; Student seldom participates in class sessions and rarely makes relevant contributions to the discussion; Student is seldom prepared for class; Student rarely listens when others talk; Student turned in more than two late assignments.
F	Student misses more than three class sessions or rarely arrives on time; Student almost never participates in class sessions and rarely makes relevant contributions;

F	Student is rarely prepared for class; Student almost never listens when others talk; Student regularly misses deadlines.
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Unit Writing Assignments:

These written assignments will vary for each unit. In general, they will require you to evaluate specific materials addressed in each unit using appropriate citation methods. Assignment formats and lengths may vary from one well-written paragraph to a longer essay of 5-7 pages, typed. Specific instructions will be provided well in advance of due dates.

Commodities in World History Team Project:

Before the sixteenth century human societies were linked together in local or regional markets, as in the Mediterranean world for example. The discovery of the New World expanded local and regional markets to span the globe and new connections were created linking men and women across space and time. Students will work in teams to develop a multi-media website focusing on the history of a single commodity in the world economy from the sixteenth century through the twentieth century. Workshops on information literacy and website development will assist in the planning stages of the project. Teams will present work in progress at different stages of the project. The final unit will focus exclusively on completion of the project. Specific instructions for the assignment will be provided as the semester unfolds.[Note that this is a common assignment with ECO 100.]

Course Policies

Academic Integrity

UNCG considers academic dishonesty to be a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may result in such sanctions as a failing grade on an assignment or failure in the course depending on the nature of the offense. Students must follow the guidelines of the University Policy on Academic Integrity: <http://academicintegrity.uncg.edu/complete/>

Electronic Communication

Students are responsible for checking Blackboard and UNCG email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor (lctolber@uncg.edu). When using email, students are to be professional and courteous. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor answers emails in the timeliest fashion possible.

Late Assignment Penalty

Meeting deadlines is an essential element of professional behavior. Please note that *unless arrangements have been made well in advance of due dates*, late assignments will be penalized by a 3% reduction in the final grade for every day the assignment is late. Assignments later than one week will not be accepted for credit without an extremely impressive explanation. The unit assignments are designed to develop your learning in progressively more difficult analytical challenges. It is essential that you complete this work on schedule.

Attendance Policy

Attendance is mandatory and is counted as part of the overall participation grade. Documentation for absences will not be collected except in cases where an extended absence may be necessary (for example, hospitalization). Note that beyond the role attendance plays in the grading rubric above, a student who seriously neglects attendance and class preparation risks failing the course. I will take attendance at the beginning of every class. You must attend at least three quarters of the class period to be counted for full attendance for the class.

Course Schedule

Monday, August 22 Introductions

Unit 1: What is History?

Wednesday, August 24 Strategies for Reading History: Text book vs. Pomerantz

Assignment due: What was the Great Divergence? Write a paragraph summarizing main points of Pomerantz Introduction, pp. 3-27.

Read Strayer, Preface and Prologue

Monday, August 29 Commodities Assignment workshop [2:00-4:45]

Wednesday, August 31 History as Interpretation

Assignment due. Research exercise: Compare two book reviews of Pomerantz. What do other historians think about the significance of Pomerantz's work? (Maximum: 1 page single-spaced.)

Monday, September 5 **Labor Day Holiday**

Wednesday, September 7 Why World History? The Problem of Eurocentrism

Assignment due: Comparing interpretations: What is wrong with Eurocentrism for understanding world history? Use examples from Pomerantz's Introduction and Strayer's "Big Picture" essay: "European Centrality and the Problem of Eurocentrism" (Maximum 1 page, single-spaced)

Monday, September 12 Chronology and World History: Considering how historians use chronology and periodization

Read: Pomerantz Introduction; Strayer Big Picture essay: "Debating the Character of an Era" and Big Picture Essay, "The Twentieth Century: A New Period in World History?"

Assignment due: What key events or factors does Pomerantz identify as significant turning points for understanding the Great Divergence and why? Use examples from his introduction to explain your reasoning.

Wednesday, September 14 No Class. **Assignment due.** Read Strayer's, Big Picture essay: "Debating the Character of an Era" Should the period between 1450 and 1750 be considered an early modern era or a continuation of older agrarian societies? Why? How would Pomerantz answer this question? (post your response to Bb by 3:30 on September 14)

Unit 2: The Early Modern Era: A World of Surprising Resemblances

Monday, September 19 Worlds of the Fifteenth Century, Introduction to Primary Sources
Read Strayer, Chapter 13 and documents “State Building in the Early Modern Era”

Wednesday, September 21 A World of Surprising Resemblances; Weaving Historical Context(s)
Read Pomeranz, Chapter One, pp. 29-68

Monday, September 26 Empires and Encounters, 1450-1750
Read Strayer, Chapter 14 and Pomeranz, Chapter Two, pp. 69-110

Wednesday, September 28 Considering the Evidence: State Building in the Early Modern Era
Read Strayer documents: State Building in the Early Modern Era

Unit 2 Assignment due Friday, September 30, post to Bb by 5:00 p.m.

Unit 3: The Great Global Convergence, 1400-1800 CE

Monday, October 3 Global Commerce
Read: Strayer, Chapter 15

Wednesday, October 5 Luxury Consumption and the Rise of Capitalism
Read Pomeranz, Chapter 3, pp. 109-165; Strayer visual sources documenting Exchange and Status in the Early Modern World

Monday, October 10 **FALL BREAK**

Wednesday, October 12 Capitalism, State Systems, and Global Market
Read Pomerantz, Chapter 4, pp. 166-208

Monday, October 17 Commodities and the Great Global Convergence
Read Strayer, Considering the Evidence: Exchange and Status in the Early Modern World

Wednesday, October 19 Commodities and the Great Global Convergence
Review Strayer Chapter 15, Pomerantz Part Two, and visual sources documenting Exchange and Status in the Early Modern World

Unit 3 Assignment due Friday, October 21, post to Bb by 5:00 p.m.

Monday, October 24 Commodities Project workshop [2:00-4:45]
Website conceptual outline and annotated bibliography due

Unit 4: The Great Divergence: Colonizers and Colonized in an Industrial World, 1750-1914

Wednesday, October 26 Why Europe? Why Britain?

Read: Strayer, Chapter 18; Pomeranz, Chapter 5, pp. 209-263

Monday, October 31 Why Europe? Why Britain?

Read Pomeranz, Chapter 6, pp. 264-300

Wednesday, November 2 Colonial Encounters

Read Strayer, Chapter 20 and Using the Evidence: "The Scramble for Africa"

Monday, November 7 Independence and Development in the Global South, 1914-Present

Read Strayer, Chapter 23 and Considering the Evidence: "Debating Development in Africa"

Wednesday, November 9 What Difference Do Ideas Make? and, Pondering the Uses of History

Read Strayer, Chapter 16, Chapter 17, pp. 1163-1165

Unit 4 Assignment due, Friday, November 11, post to Bb by 5:00 p.m.

Unit 5: Commodities in World History

Monday, November 14 Project Workshop: Bibliographic Development

Wednesday, November 16 Project Workshop: Conceptualization, Organization, and Analysis

Monday, November 21 Project Workshop: Citations and Use of Evidence

Wednesday, November 23 **THANKSGIVING HOLIDAY**

Monday, November 28 Project Workshop: Presentation standards and final writing issues

Wednesday, November 30 Final Presentations/Project Due

Monday, December 5 Final Presentations/Project Due