

# TOPICS IN PRE-MODERN WORLD HISTORY: CULTURES IN CONTACT

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO  
MONDAY AND WEDNESDAY, 3:30 – 4:45PM, SOEB 224  
HIS 207-04, FALL 2017



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by appointment

*\*This syllabus is subject to change at the discretion of the instructor. Changes in the syllabus or course schedule will prioritize effectiveness for student learning. Any changes will be announced in-class and on Canvas.*

**Course Description:** This course provides a broad overview of world history in the premodern and early modern eras from roughly 500 C.E. to 1750 C.E.. It emphasizes connection, comparison, and change across Africa, Asia and South America, and highlights "big picture" moments that impacted the world population. Particular attention is given to commercial networks and the spread of religions and ideologies across the Indian Ocean and Atlantic Ocean, which brought cultures into contact.

**Required Texts:** The Course Reader is available at Copy King Printing for \$16.50. Copy King is located at 611 W. Gate City Blvd. To ensure that they have a Course Reader printed and you do not have to wait, you should call ahead (336)333-9900. Have the course information available to give them (HIS 207-04: Cultures in Contact, McCartney).

- ❖ Purchasing the Course Reader is required and it should be brought to every class period.  
*You must have your Course Reader by class time on Wednesday, August 23.*
- ❖ You will print approx. 50 pages (assignments, etc.) during the semester (less than \$5).
- ❖ Any other readings or course materials will be made available in-class or on Canvas.

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<sup>1</sup> *The Waldseemüller Map of 1507* was created by German cartographer Martin Waldseemüller just fifteen years after Columbus landed in the Western Hemisphere. This map was the first to identify "America," and it reflected a growing European awareness of the planet's global dimensions and the locations of the major landmasses. (Bildarchiv Preussischer Kulturbesitz/ Art Resource, NY).  
<http://www.loc.gov/loc/lcib/0309/maps.html>

## GENERAL EDUCATION REQUIREMENTS

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This course satisfies General Education Core (GEC) requirements established by the UNCG faculty for Historical Perspectives (GHP), Global Premodern (GPM), and Global Non-Western Perspectives Marker (GN) markers:

### **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.

### **Global Premodern (GPM)**

Students demonstrate an understanding of diverse historical events, forces, and/or contexts in the ancient (GPM – before the 1500's) world.

### **Global Perspectives Non-Western (GN)**

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

### **General Education Historical Perspectives Student Learning Outcomes:**

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

## COURSE LEARNING OBJECTIVES

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Upon completing HIS 207, you will be able to:

- Analyze continuity and change and explain large-scale and long-term historical developments of regional, interregional, and global scope from roughly 500 to 1750 C.E.. [Historical Comprehension]
- 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 across time periods and regions in order to define enduring issues as well as large-scale or long-term developments that go beyond regional and temporal boundaries.
- Assess the significance of key turning points in world history.
- Use Historical Thinking to contextualize and analyze *primary* and *secondary sources* representing different points of view. [Historical Thinking/Analysis]
  - *Goals for Primary Sources:*
    - Analyze historical sources by evaluating their authenticity and credibility, and their social, political, and economic context.
    - Reconstruct the literal meaning of a historical passage using Historical Thinking skills.

- 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.
- 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 in terms of present-day norms and values.
- *Goals for Secondary Sources:*
  - Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
  - Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
  - Challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.
- Develop research skills by investigating and interpreting primary and secondary sources. [Historical Research]
- Use evidence-based reasoning to interpret the past coherently in formal and informal writing. [Historical Interpretation]
  - Support interpretations with historical evidence in order to construct closely reasoned arguments rather than opinions.

## COURSE POLICIES

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**Canvas:** This course utilizes the Canvas learning system provided and supported by UNCG. It is your responsibility to ensure that you are able to log-in to Canvas. There are numerous reasons why students may not be able to log-in to Canvas, such as using an unsupported internet browser, an unpaid tuition bill, or a failure to obtain state-required immunizations. I cannot assist you in resolving these issues. If you are having difficulty logging into Canvas, first contact 6-Tech Online at: <http://its.uncg.edu/services> . If you continue to have issues, contact the Registrar’s Office.

**Electronic Devices:** Our classroom will be “unplugged” and laptops and other smart-devices like tablets and phones are not permitted except for a few occasions throughout the semester, which will be announced to you ahead of time both in-class and on Canvas.

- ❖ Attempts to stealthily use electronic devices during class are never successful and will result in deductions in your Participation grade.

**Attendance Policy:** Attending class is required, and you are expected to arrive on time. Each student is allowed 3 “free” absences (no documentation or other excuses are required or desired). Having more than 3 absences will negatively impact your final grade in addition to receiving a 0 for Participation on the days you miss.

- ❖ These “free” absences should be used for any/all reasons that you may miss class. This includes official UNCG-related activities (such as athletic teams) as well as religious observances, doctor’s appointments, jobs, sickness, or unforeseen events.
- ❖ If you find that you will miss more than 3 classes because of circumstances beyond your control, it is your responsibility to contact me and explain your particular situation. Should this be the case, I will require written documentation from a coach, instructor, doctor, or supervisor detailing your necessary absence.
- ❖ *Be aware that notifying me that you will miss class does not constitute an “excused” absence, but rather allows us to make alternate arrangements, if necessary.*

**Classroom Etiquette:** In the study history, we often discuss emotionally charged topics. Interpretation is at the core of historical debate, so we may not always agree with each other. The classroom should be a place where you feel free to respectfully express your ideas, perspectives, historical analysis, and interpretation, and a place where we can disagree and challenge one another in honest debate. Thus, personal attacks and offensive language will not be tolerated. When challenging another’s arguments, do so in a way that shows civility and respect.

**Electronic Communication:** I will send all class emails to your UNCG iSpartan email address, so be sure to check it regularly. I will reply to all emails, and I try to respond promptly, so if you do not hear from me within 24 hours, send it again. Please be aware that an email response will not be instantaneous and plan accordingly, but do not hesitate to contact me.

- ❖ All emails should include “HIS 207” in the subject line.
- ❖ Emails should be professional and courteous. You should begin with a salutation and conclude with your name.
- ❖ *Emails sent from class during class time will not receive a reply.*

**3-Before-Me:** Before you email me to ask a question, you should check in at least three appropriate places to find the answer. For example, you might check the Syllabus, the Course Announcements on Canvas, or the specific Unit on Canvas. You could also check your notes from class, email a classmate, or post on the Class Café Discussion Board. When you email me, please include a list of the 3 places you checked for the information.

**History Lab Assignment Policy:** All History Lab Assignments must be printed and brought to class as a hard copy for use during discussion and/or submission. If you will not be in class on the date that a History Lab Assignment is due, you must submit it to my mailbox (MHRA 2118A) or communicate with me about an alternate submission prior to class time.

**Writing Assignment Policy:** Should circumstances beyond your control prevent you from submitting the required hard copy of a Writing Assignment on the due date, I will accept the required Canvas submission as a placeholder until the next class period. The Writing Assignment *must* be submitted to Canvas *prior* to class time, and I *must* receive the hard copy during the following class or the late policy will apply.

- ❖ Multi-page assignments will receive a 5-point deduction if they are not stapled.
- ❖ Writing Assignments submitted late without prior arrangements with the instructor will receive a 15 point deduction. Late Writing Assignments will not be accepted more than one week after the original due date.

- ❖ With appropriate documentation, I may accept late assignments without penalty at my discretion.
- ❖ I prefer that assignments are submitted to me in-person; however, if you leave an assignment in my mailbox, you must email me to let me know it is there.

**Accessibility:** UNCG seeks to promote access to educational opportunities for all students and comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) on the 2<sup>nd</sup> floor of the Elliott University Center. You can contact OARS at (336) 334-5440 or through their website <https://oars.uncg.edu/>.

**Academic Integrity:** You are expected to adhere to the highest standards of academic integrity. It is your responsibility to avoid even the appearance of dishonesty regarding your work.

- ❖ All assignments must be your own work and ideas and all sources must be properly cited or it will be considered plagiarism. Any instance of plagiarism will receive a 0 for the assignment and may be referred to the Office of Student Conduct for appropriate action.
- ❖ UNCG defines plagiarism as “intentionally or knowingly representing the words of another, as one’s own in any academic exercise” and the university’s Academic Integrity policy is available online: <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

## COURSE COMPONENTS, EVALUATION, & ASSESSMENT

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**Canvas:** Course materials and activities beyond the Course Reader are posted within their associated Unit under the “Modules” tab on UNCG’s **Canvas** learning system.

### **Canvas Discussion Board:**

- ❖ **Frequently Asked Questions:** There is a thread dedicated to Frequently Asked Questions on the Canvas Discussion Board. Should I receive questions that are applicable to the entire class, I will post them there.
- ❖ **Class Café:** The Canvas Discussion Board is available for you for informal class discussion outside of class-time. There is a thread solely dedicated to student interaction, so that you may chat with your classmates, ask each other questions, etc. I will have access to this Discussion Board; however, it is your space to communicate with each other.

**Syllabus Quiz:** There will be a quiz on the contents of the syllabus that ***you must complete on Canvas by 11:59pm on Tuesday, August 22.*** The quiz will be “open syllabus” and ask questions about the syllabus content to ensure that you understand the course components and class policies.

**Pop Quizzes:** Quizzes based on the course readings and assignments may occur throughout the semester if class participation does not progress satisfactorily. These quiz grades will be factored into the Participation grade for that class period.

**History Labs & Workshops:** We will utilize in-class labs and workshops that focus on “doing history” and the specific “tools” historians use.

**Maps:** Understanding geography is a necessary component of understanding history. We will practice map analysis and create maps throughout the semester.

- ❖ You may be asked to bring colored pencils to complete map activities.

**Historical Thinking:** We will practice Historical Thinking skills, which provide a “tool kit” for you to use for the analysis of primary and secondary sources through sourcing, close reading, contextualizing, and corroborating. We will use these skills to analyze written documents, images, and objects.

**Information Literacy:** We will practice Information Literacy throughout the semester. Information Literacy addresses skills associated with critical thinking and analysis by locating, evaluating, and synthesizing information and historical content. It is particularly related to analyzing websites, media, and other source materials.

**Timelines:** Understanding chronology is vital to the study of history. We will create Timelines for Units 2-5 by considering the significance of broad themes in World History. These themes include the:

- ❖ **Role of the environment and geography**
- ❖ **Role of religion and ideology** (e.g. spiritual beliefs, Buddhism, Christianity, Confucianism, Hinduism, Islam, ideology of natural/human rights)
- ❖ **Role of individuals** (e.g. decision makers, rulers/leaders, men/women, entrepreneurs, consumers, families, laborers/workers, migrants, immigrants)
- ❖ **Role of the state/empire** (e.g. government, political developments, policies)
- ❖ **Role of technology** (e.g. inventions, scientific developments)
- ❖ **Role of global interconnections** (e.g. trade, exchange of diseases, crops, migration)

**History Lab Assignments:** You will complete History Lab Assignments throughout the semester. These Assignments are an opportunity for you to practice and utilize the tool kit of skills we develop during class time.

**Writing Assignments:** You will complete 3 short Writing Assignments in response to a prompt or question that relates to a Unit’s course materials. You should compose your response in Microsoft Word or another note-taking software. Specifics will be discussed in class as the date approaches and detailed instructions and rubrics will be posted on Canvas.

**Exams:** The Midterm and Final Exams will ask you to bring together the skills and content you learn throughout the course. Completing all assignments and participating in class discussions is the best way to prepare. Specifics will be discussed as the date approaches.

**Participation:** Simply attending class will not give you an “A” for participation. You are expected to come to class prepared to make comments and ask questions. You should contribute to each class period through discussion and active engagement with in-class activities and your classmates. Using electronic devices for purposes unrelated to class will result in deductions in your Participation grade.

**Grading Rubric for Class Participation Grade:**

<b>Grade</b>	<b>Criteria</b>
A	Student is always well prepared for class; Student participates frequently in class sessions and makes thoughtful and relevant contributions to discussions; Student actively listens when others talk and “builds off” the ideas of others; Student always shows respect for classmates and instructors
B	Student is prepared for class; Student regularly participates in most class sessions and makes relevant contributions to discussions; Student actively listens when others talk; Student shows respect for classmates and instructors;
C	Student is usually prepared for class; Student occasionally participates in class sessions and makes some relevant contributions to the discussion; Student listens when others talk; Student shows respect for classmates and instructors;
D	Student is seldom prepared for class; Student seldom participates in class sessions and rarely makes relevant contributions to the discussion; Student rarely listens when others talk;
F	Student is rarely prepared for class; Student almost never participates in class sessions and rarely makes relevant contributions; Student almost never listens when others talk;

**GRADING BREAKDOWN**

<b>Participation</b>	<b>20%</b>
<b>Quizzes (Syllabus and Film Quizzes)</b>	<b>10%</b>
<b>History Lab Assignments</b>	<b>25%</b>
<b>Writing Assignments</b>	<b>15%</b>
<b>Midterm Exam</b>	<b>15%</b>
<b>Final Exam</b>	<b>15%</b>

<b>Final Grade Scale</b>			
<b>A+</b>	99-100	<b>C</b>	73-76
<b>A</b>	93-98	<b>C-</b>	70-72
<b>A-</b>	90-92	<b>D+</b>	67-69
<b>B+</b>	87-89	<b>D</b>	63-66
<b>B</b>	83-86	<b>D-</b>	60-62
<b>B-</b>	80-82	<b>F</b>	59 & lower
<b>C+</b>	77-79		

**GRADING BREAKDOWN BY UNIT**

<u>PARTICIPATION</u>	20%
<u>UNIT 1 – WHAT IS WORLD HISTORY?</u>	
Syllabus Quiz	4%
<u>UNIT 2 – A WORLD OF ACCELERATING CONNECTIONS</u>	
History Lab ~ Travelers’ Tales	5%

Writing Assignment #1 ~ Travelers' Tales	5%
"Footsteps of Marco Polo" Film Quiz	3%
<u>UNIT 3 – A WORLD OF CONNECTION AND DIVISION</u>	
History Lab ~ Religion and Images	5%
Midterm Exam	15%
<u>UNIT 4 – A WORLD OF INTERACTION</u>	
History Lab ~ Zheng He and the Chinese Treasure Fleets	5%
"Chinese Treasure Fleet" Film Quiz	3%
Writing Assignment #2 ~ Interactions in the 15 <sup>th</sup> Century	5%
<u>UNIT 5 – A WORLD OF EXPANSION &amp; EXCHANGE</u>	
History Lab ~ Exchange	5%
History Lab ~ Slavery	5%
Writing Assignment #3 ~ Expansion and Exchange	5%
<u>UNIT 6 – CONCLUSIONS: A WORLD OF CHANGE, COMPARISON, AND CONNECTION</u>	
Final Exam	15%

## COURSE SCHEDULE

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### **Wednesday, August 16 – Introduction**

### **UNIT 1: WHAT IS WORLD HISTORY?**

*The Syllabus Quiz must be completed on Canvas by 11:59pm on Tuesday, August 22.*

### **Monday, August 21 – What is History?**

Readings [*in COURSE READER & on CANVAS*]: *CR pp. 1-5*  
 Stearns, Peter, "Why Study History?," pp. 1-5  
 Grossman, James, "History isn't a 'useless' major"  
 "Why Learn World History?"

### **Wednesday, August 23 – The Big Picture of World History**

Readings [*COURSE READER only*]: *CR pp. 6-10*  
 "Prologue – The Three Cs of World History: Change, Comparison, and Connection"  
 "The Big Picture: Defining a Millennium," pp. 273-277

### **UNIT 2: A WORLD OF ACCELERATING CONNECTIONS**

### **Monday, August 28 – Accelerating Connections across the World**

Readings: *CR pp. 11-25*  
 "Commerce and Culture," pp. 281-310

### **Wednesday, August 30 – Introduction to Primary Sources**

Readings: *CR pp. 26-28*  
 "Working with Primary Sources: Written Documents"

**Monday, September 4 – NO CLASS (Labor Day)**

**Wednesday, September 6 – Travelers' Tales and Observations**

Readings: *CR pp. 29-34*  
 "Considering the Evidence: Travelers' Tales and Observations," pp. 356-366  
*History Lab #1 due ~ Travelers' Tales*

**Monday, September 11 – Maps, Timelines, & Information Literacy Workshop**

Film/Quiz [*link on CANVAS*]:  
 "In the Footsteps of Marco Polo" (1:27:18) (on <http://thesteppsofpolo.org/> )  
 "In the Footsteps of Marco Polo" Quiz [*Due by Sept. 11 at 12pm*]

### UNIT 3: A WORLD OF CONNECTION & DIVISION

**Wednesday, September 13 – Islam: Religious Connections and Divisions**

Readings: *CR pp. 35-52*  
 "The Worlds of Islam: Afro-Eurasian Connections," pp. 363-398  
*Writing Assignment #1 due ~ Travelers' Tales*

**Monday, September 18 – Islamic Civilization in Art**

Readings: *CR pp. 53-59*  
 "Working with Primary Sources: Visual Sources"  
 "Considering the Evidence: Islamic Civilization in Persian Miniature Paintings," 512-519

**Wednesday, September 20 – Christendom: Religious Connections and Divisions**

Readings: *CR pp. 60-78*  
 "Western Christendom: Contraction, Expansion, and Division," pp. 409-446

**Monday, September 25 – Christian Europe and Byzantine Icons**

Readings: *CR pp. 79-85*  
 "Working with Primary Sources"  
 "Considering the Evidence: The Making of Christian Europe," pp. 455-461  
 "Considering the Evidence: Reading Byzantine Icons," pp. 466-471

**Wednesday, September 27 – Maps, Timelines, & Information Literacy Workshop**

*History Lab #2 due ~ Religion and Images*

**Monday, October 2 – MIDTERM EXAM**

### UNIT 4: A WORLD OF INTERACTION

**Wednesday, October 4 – The Worlds of the Fifteenth Century**

Readings: *CR pp. 86-103*  
 "The Worlds of the Fifteenth Century," pp. 499-534

**Monday, October 9 – NO CLASS (Fall Break)**

**Wednesday, October 11 – Zheng He and the Chinese Treasure Fleets**

Readings: *CR pp. 104-111*

Ma Huan, “Ying-Yai Sheng-Lan: The Overall Survey of the Ocean’s Shores,” pp. 115-129

*History Lab #3 due ~ Zheng He and the Chinese Treasure Fleets*

**Monday, October 16 – What if? Why Not Ming China?**

Readings: *CR pp. 112-115*

“Why Not Ming China?,” pp. 21-28

Film/Quiz (links on Canvas):

“Chinese Treasure Fleet – Adventures of Zheng He” (1:33:00)

“Chinese Treasure Fleet” Quiz [*Due by Oct. 16 at 12pm*]

**Wednesday, October 18 – The Aztecs and Incas through Spanish Eyes**

Readings: *CR pp. 116-119*

“Considering the Evidence: The Aztecs and Incas through Spanish Eyes,” pp. 593-599

**Monday, October 23 – Debating the Character of an Era**

Readings: *CR pp. 120-126*

“Considering the Evidence: Sacred Places in the World of the 15<sup>th</sup> Century,” pp. 608-617

“The Big Picture: Debating the Character of an Era,” pp. 547-549

**Wednesday, October 25 – Maps, Timelines, & Information Literacy**

## UNIT 5: A WORLD OF EXPANSION & EXCHANGE

**Monday, October 30 – Transformations in the Early Modern Era**

Readings: *CR pp. 127-144*

“Political Transformations: Empires and Encounters,” pp. 553-588

*Writing Assignment #2 due ~ Interactions in the 15<sup>th</sup> Century*

**Wednesday, November 1 – Expanding Empires**

Readings: *CR pp. 145-149*

“Considering the Evidence: State Building in the Early Modern Era,” pp. 650-659

**Monday, November 6 – Commerce & Culture**

Readings: *CR pp. 150-165*

“Economic Transformations: Commerce and Consequence,” pp. 601-620

“Cultural Transformations: Religion and Science,” pp. 643-645, 664-670, 675-676

### Wednesday, November 8 – Objects of Exchange

### Monday, November 13 – The African Continent

Readings:

*CR pp. 166-181*

“A Journal of the First Voyage of Vasco de Gama 1497-1499,” pp. 61-66

“A Reporte of the Kingdom of Congo (1597),” pp. 90-96

“A Geographical Historie of Africa (1600),” pp. 96-112

*History Lab #4 due ~ Exchange*

### Wednesday, November 15 – Captives as Commodities

Readings:

*CR pp. 182-194*

“Commerce in People: The Atlantic Slave Trade,” pp. 620-632

“The Business of the Slave Trade,” pp. 703-705

“The Slave Trade and the Kingdom of Kongo,” pp. 705-707

“Louis XIV Regulates Slavery in the Colonies, 1685”

### Monday, November 20 – The Trans-Atlantic Slave Trade & Slavery Visualized

Websites:

Slavery & Remembrance <http://slaveryandremembrance.org/>

The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record  
<http://slaveryimages.org/>

### Wednesday, November 22 – NO CLASS (*Thanksgiving Break*)

## UNIT 6: CONCLUSIONS – A WORLD OF CHANGE, COMPARISON, & CONNECTION

### Monday, November 27 – Maps, Timelines, & Information Literacy

*History Lab #5 due ~ Slavery*

### Wednesday, November 29 – The Big Picture

Readings:

TBD

*Writing Assignment #3 due ~ Expansion and Exchange*

## **FINAL EXAM ~ FRIDAY, DECEMBER 1<sup>ST</sup> 3:30-6:30PM**

