



*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      Spring 2012**

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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

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This course is designed for students in the freshman learning community: Global Entrepreneurship and Sustainability. The course will focus on the history of the modern world 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 Robert Strayer's *Ways of the World A Brief Global History* as our central text and Kenneth Pomerantz's *The Great Divergence: China, Europe, and the Making of the Modern World Economy* as an important supplemental reading, this course will explore the origins of the modern world economy from the points of view of China and of the Western world. 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? 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

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

## Course Learning Objectives

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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. Think historically and communicate effectively in writing, including: [GEC LG3; GHP; GL]
  - A. **Identify the central question(s)** the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
  - B. **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.
  - C. **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.
  - D. **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.
  - E. **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.

- F. **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.
- G. **Evaluate major debates among historians** concerning alternative interpretations of the past.
- H. **Support interpretations with historical evidence** in order to construct closely reasoned arguments rather than facile opinions.

## Required Readings

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Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton: Princeton University Press, 2000.

Strayer, Robert. *Ways of the World: A Brief Global History with Sources, First Edition, Volume II: Since 1500*. Boston: Bedford/St. Martin's, 2011.

## Evaluation

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### Grading Components:

Unit 1 Assignment(s)	10%
Unit 2 Test	10%
Unit 3 Test	10%
Unit 4 Test	10%
Comprehensive Final Exam	20%
Participation/Discussion	20%
Commodities Project	20%

### Grading Scale:

A+	100% and above
A	93% to 100%
A-	90% to 93%
B+	86% to 90%
B	83% to 86%
B-	80% to 83%
C+	76% to 80%
C	73% to 76%
C-	70% to 73%
D+	66% to 70%
D	63% to 66%
D-	60% to 63%
F	below 60%

## 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 misses no more than one 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 three class sessions 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 four 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 one late assignment.
D	Student misses more than four 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 one late assignments.
F	Student misses more than six class sessions or rarely arrives on time; Student almost never participates in class sessions and rarely makes relevant contributions; Student is rarely prepared for class; Student almost never listens when others talk; Student regularly misses deadlines.

### Commodities in World History Team Project:

Before the 16<sup>th</sup>-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 16<sup>th</sup>-century through the 20<sup>th</sup>-century.

# Course Policies

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## **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, will result in sanctions up to and including a failing grade on an assignment or failure in the course depending on the nature of the offense. Guidelines of the University Policy on Academic Integrity: <http://academicintegrity.uncg.edu/complete/>

## **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 not be accepted.

## **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.

## **Electronic Devices**

Laptops may be ONLY used for typing class notes during class unless documentation is presented from the office of Disability Services as necessary as a reasonable accommodation for the student. Using a laptop in class is a privilege and not a right. The privilege can be lost with one violation. Laptops cannot be used for taping/recording the class lecture. Violation of this policy is an academic integrity violation. Surfing the web, instant messaging, having your cell phone or pager on, texting others, playing online or computer games, or checking email during class is prohibited and may result in a reduced participation score or dismissal from the classroom, at the instructor's discretion.

## **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 (rashelto@uncg.edu). When using email, students are to be professional and courteous. 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.

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# Course Schedule

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**Monday, January 9**                      Introductions

## *Unit 1: What is History?*

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**Wednesday, January 11**              Strategies for Reading History: Text book vs. Pomerantz

**Read** Strayer, Preface and Prologue, and Pomeranz Introduction, pp. 3-27.

**Assignment due:** What was the Great Divergence? Write 1 page, single-spaced, summarizing the main points of Pomeranz Introduction.

**Monday, January 16**                      NO CLASS / Martin Luther King, Jr. Day

**Wednesday, January 18**              Commodities Assignment workshop [2:00-4:45]

**Monday, January 23**                      History as Interpretation

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

**Wednesday, January 25**              Why World History? The Problem of Eurocentrism

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

**Monday, January 30**                      Chronology and World History: Considering how historians use chronology and periodization

**Read** Pomeranz 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 Pomeranz identify as significant turning points for understanding the Great Divergence and why? Use examples from his introduction to explain your reasoning.

**Wednesday, February 1**              Worlds of the Fifteenth Century, Introduction to Primary Sources

**Read** Strayer, Chapter 13

**Monday, February 6**                      EUC 062 – *From Human Rights to Civil Rights* Book Talk, Dr. Thomas Jackson

## *Unit 2: The Early Modern Era, 1450-1750*

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<b>Wednesday, February 8</b>	Empires and Encounters, 1450-1750 <b>Read</b> Strayer, Chapter 14
<b>Monday, February 13</b>	Global Commerce <b>Read:</b> Strayer, Chapter 15; Strayer visual sources documenting Exchange and Status in the Early Modern World
<b>Wednesday, February 15</b>	Writing Workshop: Annotated Bibliographies
<b>Monday, February 20</b>	Religion and Science <b>Read</b> Strayer, Chapter 16
<b>Wednesday, February 22</b>	Unit 2 Test

## *Unit 3: The Great Divergence, 1750-1914*

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<b>Monday, February 27</b>	Atlantic Revolutions <b>Read</b> Strayer, Chapter 17
<b>Wednesday, February 29</b>	Atlantic Revolutions, continued
<b>Monday, March 5</b>	NO CLASS / Spring Break
<b>Wednesday, March 7</b>	NO CLASS / Spring Break
<b>Monday, March 12</b>	Industrialization <b>Read</b> Strayer, Chapter 18; Pomeranz, Chapters 5 and 6 (211-297)
<b>Wednesday, March 14</b>	Commodities Project workshop [2:00-4:45] <b>Due:</b> Website conceptual outline and annotated bibliography
<b>Monday, March 19</b>	Troubles in the Orient <b>Read</b> Strayer, Chapter 19
<b>Wednesday, March 21</b>	Colonial Encounters <b>Read</b> Strayer, Chapter 20 and Using the Evidence: "The Scramble for Africa"
<b>Monday, March 26</b>	Unit 3 Test



## *Unit 4: The Past Century, 1914-2010*

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<b>Wednesday, March 28</b>	Collapse and Recovery of Europe <b>Read</b> Strayer, Chapter 21
<b>Monday, April 2</b>	Rise & Fall of World Communism <b>Read</b> Strayer, Chapter 22
<b>Wednesday, April 4</b>	Independence and Development in the Global South <b>Read</b> Strayer, Chapter 23 and Considering the Evidence: “Debating Development in Africa”
<b>Monday, April 9</b>	Accelerating Global Interaction <b>Read</b> Strayer, Chapter 24
<b>Wednesday, April 11</b>	Unit 4 Test

## *Unit 5: Commodities in World History*

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<b>Monday, April 16</b>	Project Workshop
<b>Wednesday, April 18</b>	Project Workshop
<b>Monday, April 23</b>	Final Presentations/Project Due <b>[2:00-4:45]</b>

## *Final Exam*

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<b>Wednesday, May 2</b>	Cumulative Final Exam <b>[3:30-6:30]</b>
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