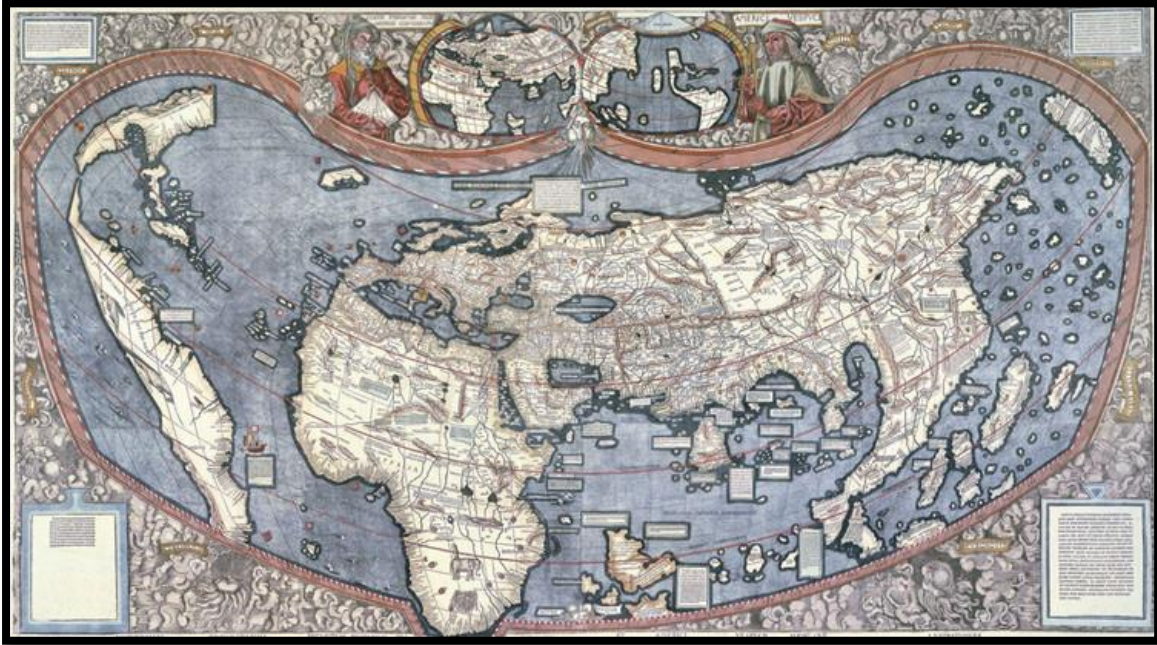


# TOPICS IN MODERN WORLD HISTORY II: CROSSING THE CONTINENTS

(HIS 209-02)

University of North Carolina at Greensboro, Spring 2013

Tuesday and Thursday, 2:00-3:15pm ~ Curry 241



**Instructor:** Ms. Sarah E. McCartney  
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(may appear as [semccar2@uncg.edu](mailto:semccar2@uncg.edu))  
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**Office Hours:** Tuesdays and Thursdays from  
12:45-1:30pm and 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 Blackboard.*

**Course Description:** This course will provide a broad overview of the history of the modern world. It will emphasize comparison, connection, and change across Africa, Asia and Latin America from roughly 1450 to the twentieth century. This course will emphasize the “big picture” changes that impacted the largest segments of the world population. Particular attention will be given to the Industrial Revolution, which spurred the creation of “modern” society and ultimately transformed the world.

**Required Textbooks:** (available for purchase at the UNCG bookstore or online)

Strayer, Robert. *Ways of the World: A Brief Global History with Sources, Volume II: Since 1500*. 2<sup>nd</sup> Edition. Bedford/St. Martin's, 2012 [ISBN-10: 0312583494]

Additional readings will be posted on Blackboard.

<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 (GEC) requirements established by the UNCG faculty for historical perspectives (GHP) and the Global Non-Western Marker (GN):

### General Education Program Learning Goals addressed by HIS 209:

#### 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 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.

These general education objectives are applicable to all courses with GHP and GN credit regardless of subject matter. The specific HIS 209 course objectives described below are designed to address these General Education Program Goals.

## COURSE LEARNING OBJECTIVES

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Upon completing HIS 209 the student 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 1450 to the 20<sup>th</sup> century. [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.
- Evaluate ecological contexts of global exchange over time.
- Draw comparisons 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 modern world history.
- Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Thinking/Analysis]

- Differentiate between historical facts and historical interpretations, acknowledging that the two are related, but that historians select facts based on their ideas about what is most significant about the past.
- Analyze historical sources by evaluating their authenticity and credibility, and their social, political, and economic context.
- *Goals for Primary Sources:*
  - 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.
  - 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:*
  - Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
  - Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
  - Challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.
  - Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
  - Evaluate major debates among historians concerning various interpretations of the past.
- Begin the process of conducting original research by investigating and interpreting primary and secondary sources. [Historical Research]
- Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument orally and in writing. [Historical Interpretation]
  - Support interpretations with historical evidence in order to construct closely reasoned arguments rather than opinions.

## EVALUATION

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### Grading:

Participation and Syllabus Quiz	20%
Written Assignments	20%
Unit 1 Exam	10%
Unit 2 Exam	15%
Unit 3 Exam	15%
Final Exam	20%

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

### Grading Rubric for Daily Portion of Participation Grade

Grade	Criteria
A	Student is always well prepared for class; Student participates frequently in class sessions and makes 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;

**Syllabus Quiz:** On January 22<sup>nd</sup> there will be a quiz on the content of the syllabus. The quiz will be “open syllabus” and will ask basic questions about information from the syllabus to ensure that you understand the course and class policies. The Syllabus Quiz grade will be part of the Participation grade.

**Pop Quizzes:** Pop quizzes based on the course readings may occur throughout the semester. Pop quiz grades will be factored into the Participation grade for that class period.

**Assignments:** There are 4 written assignments throughout the semester. Due dates are listed in the Class Schedule. Specific information on each assignment will be discussed during class as the date approaches.

## COURSE POLICIES

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**Attendance Policy:** Attendance in class is mandatory, and students are expected to arrive on time. Each student is allowed 3 unexcused absences during the semester. Having more than 3 unexcused absences will negatively impact your grade in addition to receiving a 0 for participation on the days you miss.

- If you know you are going to be absent from a class, please notify me *prior* to that class and include the reason for your absence. Notify me of an absence as far in advance as possible, so that alternative arrangements can be made to compensate for the missed class and assignments, if necessary. If you are on an athletic team or will miss class because you are representing UNCG elsewhere, I may request a letter from your coach or supervisor detailing the days you will be absent. If you are missing class for a religious observance, you must notify me in writing prior to the absence. *Be aware that telling me you will miss class does not constitute an excused absence.*

**Electronic Devices:** Laptops and other electronic note-taking devices are permitted; however, I reserve the right to ban them individually or as a group should they be used for purposes unrelated to class, or if they distract other students. Use of electronic devices for anything other than note-taking in class (e.g. Facebook, Youtube, gaming, texting, chatting, etc.) is prohibited and will result in deductions in your Participation grade.

**Assignment Policy:** All assignments must be submitted in hard copy. Assignments submitted late will receive a fifteen point deduction. Late 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. If a student leaves an assignment in my mailbox, the student should email me to let me know it is there.

\* Should you be unable to print a hard copy to submit on the due date, I will accept an electronic copy of the assignment as a placeholder until the next class period *if it is emailed prior to class time*. I *must* receive the hard copy in the following class or the late policy will apply.

**Blackboard:** Be sure to check Blackboard for course announcements, readings, assignments, and links to important websites.

**Electronic Communication:** The easiest way to contact me is by email. I will reply to all emails, and I try to respond promptly, so if you do not hear from me within 24 hours (48 hours on weekends), try again. Any emails sent after 6pm can expect a response no earlier than the following morning. I will send out any class emails to your UNCG email address, so be sure to check it regularly.

- All emails should include “HIS 209” 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.*

**Academic Integrity:** Students 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. 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/>. All sources used in any paper or assignment must be properly cited or they 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.

## REQUIRED READINGS

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Strayer, Robert. *Ways of the World: A Brief Global History with Sources, Volume II: Since 1500*. 2<sup>nd</sup> Edition. Bedford/St. Martin’s, 2012. [ISBN-10: 0312583494]

**Readings on Blackboard Ereserves:**

<b>AUTHOR</b>	<b>TITLE – as listed in Blackboard</b>
David S. Landes	The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor (1998) [ <i>Exchanges: A Global History Reader</i> , pp. 34-36]
William H. McNeill	How the West Won (1998) [ <i>Exchanges: A Global History Reader</i> , pp. 36-37]
Getz et. al. editors	Why Not Ming China? [ <i>Exchanges: A Global History Reader</i> , pp. 21-28] <ul style="list-style-type: none"> <li>• Ku P’o, Afterword, in Ying-Yai Sheng-Lan, or The Overall Survey of the Ocean’s Shores (1433), p. 23</li> <li>• Chang Kuei-Sheng, The Maritime Scene in China at the Dawn of Great European Discoveries (1974), pp. 23-25.</li> <li>• Li Ung Bing, Outlines in Chinese History (1914), p. 25-26</li> <li>• Kenneth Pomeranz, The Great Divergence: China, Europe, and the Making of the Modern World Economy (2000), pp. 26-28</li> </ul>
Peter N. Stearns, editor	Coffee in Early Modern World History Case Study [ <i>World History in Documents: A Comparative Reader</i> , pp. 211-217.] <ul style="list-style-type: none"> <li>• A Middle Eastern Account, pp. 212-213</li> <li>• English Accounts, pp. 213-215</li> <li>• The Character of a Coffee-House, pp. 215-216</li> <li>• Coffee-Houses Vindicated, pp. 216-217</li> </ul>
Getz et. al. editors	Evaluating the Bourgeois Revolution [ <i>Exchanges: A Global History Reader</i> , pp. 79-93.] <ul style="list-style-type: none"> <li>• Eric Jones, The European Miracle: Environments, Economies, and Geopolitics in the History of Europe and Asia (1987), pp.81-83</li> <li>• Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations (1776), pp. 83-86</li> <li>• Kenneth Pomeranz, The Great Divergence: China, Europe, and the Making of the Modern World Economy (2000), pp. 86-88</li> <li>• Patrick O’Brien, European Economic Development: The Contribution of the Periphery (1982), pp. 88-90</li> <li>• The Fugger Newsletters (1580), pp. 90-92</li> </ul>
Getz et. al. editors	Linking the Industrial Revolution in Africa and Britain [ <i>Exchanges: A Global History Reader</i> , pp. 119-132.] <ul style="list-style-type: none"> <li>• Peter Mathias, The First Industrial Nation: An Economic History of Britain, 1700-1914 (1969), pp. 121-123</li> <li>• Eric Williams, Capitalism &amp; Slavery (1944), pp. 124-125</li> <li>• Daniel Defoe, The Complete English Tradesman (1726), pp. 125-126</li> <li>• Walter Rodney, How Europe Underdeveloped Africa (1972), pp. 126-128</li> <li>• Ottobah Cugoano, Thoughts and Sentiments on the Evil of Slavery (1787), pp. 128-130</li> <li>• Testimonies of Elizabeth Bentley and Abina Mansah (1833/1876), pp. 130-131</li> </ul>

**COURSE SCHEDULE**

**Tuesday, January 15 – Introductions**

**UNIT I: WHAT IS WORLD HISTORY?**

**Thursday, January 17** – History as Interpretation

## Readings:

Strayer: Preface, pp. v-xiii

Two Reviews of Pomeranz, *The Great Divergence*, posted to Bb

**Tuesday, January 22** – Why World History?

## Readings:

Strayer, Prologue pp. xliii-xlvi and “Big Picture” essay: “European Centrality and the Problem of Eurocentrism” pp. 772-777.

David S. Landes, “The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor” (1998) [*Exchanges: A Global History Reader*, pp. 34-36 (ereserves)]

**Thursday, January 24** – The Problem of Eurocentrism

## Readings:

Strayer, “Big Picture” essay: “European Centrality and the Problem of Eurocentrism,” pp. 772-777.

David S. Landes, “The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor” (1998) [*Exchanges: A Global History Reader*, pp. 34-36 (ereserves)]

William H. McNeill, “How the West Won” (1998) [*Exchanges: A Global History Reader*, pp. 36-37 (ereserves)]

**Tuesday, January 29** – Chronology and World History: Making Sense of Time

Considering how historians use chronology and periodization to evaluate historical problems

## Readings:

Strayer “A Preview of Coming Attractions: Looking Ahead to the Modern Era, 1500-2010,” pp. 588-591; “Reflections: What If? Chance and Contingency in World History,” p. 591; Big Picture essay: “Debating the Character of an Era,” pp. 611-613; Snapshot: Major Developments around the World in the Fifteenth Century, p. 562.

**Be prepared to discuss the following question using specific examples from the reading:** Should the period between 1450 and 1750 be considered an early modern era or a continuation of older agrarian societies? Why?

*Assignment #1 due*

**Thursday, January 31** – **UNIT I EXAM****UNIT II: A WORLD OF SURPRISING RESEMBLANCES****Tuesday, February 5** – Why Not Ming China?, Introduction to Primary Sources

## Readings:

Strayer, “Working with Primary Sources,” pp. xxxix-xlii; “Civilizations of the Fifteenth Century: Comparing China and Europe,” pp. 566-575.

“Why Not Ming China?” [*Exchanges: A Global History Reader*, pp. 21-28 (ereserves)]

- “Ku P’o, Afterword, in Ying-Yai Sheng-Lan, or The Overall Survey of the Ocean’s Shores” (1433), p. 23

**Thursday, February 7** – Why Not Ming China? Evaluating Historians’ Interpretations:

What are the major points of agreement and/or disagreement among the three historians in the assigned reading list below?

## Readings:

- “Why Not Ming China?” [*Exchanges: A Global History Reader*, pp. 21-28 (ereserves)]
- “Li Ung Bing, *Outlines in Chinese History*” (1914), p. 25-26
  - “Chang Kuei-Sheng, *The Maritime Scene in China at the Dawn of Great European Discoveries*” (1974), pp. 23-25.
  - Kenneth Pomeranz, “The Great Divergence: China, Europe, and the Making of the Modern World Economy” (2000), pp. 26-28

**Tuesday, February 12** – The Islamic World in the Fifteenth Century

## Readings:

Strayer, “Civilizations of the Fifteenth Century: The Islamic World,” pp. 576-579; “Working with Visual Sources,” pp. xli-xlii; “Muslims and Hindus in the Mughal Empire, pp. 642-647; “Considering the Evidence: Islam and Renaissance Europe,” pp. 600-609.

**Thursday, February 14** – The Americas

## Readings:

Strayer, “Civilizations of the Fifteenth Century: The Americas,” pp. 580-585; “Considering the Evidence: The Aztecs and Incas through Spanish Eyes,” pp. 593-599; “European Empires in the Americas, pp. 618-626; Comparing Colonial Societies in the Americas,” pp. 626-635; “Considering the Evidence: The Conquest of Mexico through Aztec Eyes,” pp. 660-668

**Tuesday, February 19** – Asian Empires

## Readings:

Strayer, “The Steppes and Siberia: The Making of a Russian Empire,” pp. 635-639; “Asian Empires,” pp. 639-641; “Webs of Connection,” 586-588; “Considering the Evidence: State Building in the Early Modern Era,” pp. 650-659

**Thursday, February 21** - ***UNIT II EXAM*****UNIT III: A WORLD OF EXCHANGES****Tuesday, February 26** – Commerce and Consequences

## Readings:

Strayer, “Colonies of Sugar,” pp. 630-635; “Economic Transformations,” pp. 669-687  
***Assignment #2 due***

**Thursday, February 28** – Commodity Case Study: Coffee in the Early Modern World

## Readings:

Strayer, “Considering the Evidence: Exchange and Status in the Early Modern World,” pp. 710-717.

“Coffee in Early Modern World History Case Study” [*World History in Documents: A Comparative Reader*, pp. 211-217. (ereserves)]

- “A Middle Eastern Account,” pp. 212-213
- “English Accounts,” pp. 213-215
- “The Character of a Coffee-House,” pp. 215-216
- “Coffee-Houses Vindicated,” pp. 216-217

**Tuesday, March 5** – Captives as Commodities



Readings:

Strayer, “Economic Transformations,” pp. 687-699; “Considering the Evidence: Voices from the Slave Trade,” pp. 700-709

**Tuesday, March 7 – Slave Trade**

Readings:

Rediker, Marcus – *Slave Ship: A Human History* (on Blackboard under “Readings”)  
Chapter 1 (excerpt) – “Life, Death, and Terror in the Slave Trade”  
Chapter 6 – “John Newton and the Peaceful Kingdom”

**Tuesday, March 12 – SPRING BREAK**

**Thursday, March 14 – SPRING BREAK**

**Tuesday, March 19 – The Expansion of Christianity**

Readings:

Strayer, Chapter 15 – “The Globalization of Christianity,” pp. 719-734; “Considering the Evidence: Renewal and Reform in the Early Modern World,” pp. 753-755;  
“Considering the Evidence: Global Christianity in the Early Modern Era,” pp. 763-771

**Assignment #3 due**

**Thursday, March 21 – Cultural Traditions and the Birth of Modern Sciences**

Readings:

Strayer, Chapter 15 – “Persistence and Change in Afro-Asian Cultural Traditions,” pp. 734-739; “A New Way of Thinking: The Birth of Modern Science,” pp. 740-750;  
Chapter 15, “Reflections: Cultural Borrowing and Its Hazards,” pp. 751-752;  
“Considering the Evidence: Renewal and Reform in the Early Modern World,” pp. 756-761; “Snapshot: Major Thinkers and Achievements of the Scientific Revolution,” p. 743

**Tuesday, March 26 – NO CLASS**

**UNIT III TAKE-HOME EXAM**

## **UNIT IV: A WORLD OF REVOLUTIONS**

**Thursday, March 28 – Atlantic Revolutions, 1750-1914**

Readings:

Strayer, Chapter 16 – “Atlantic Revolutions,” pp. 781-798

**Tuesday, April 2 – Global Echoes of Revolution**

Readings:

Strayer, Chapter 16 – “Echoes of Revolution,” pp. 798-811; “Considering the Evidence: Claiming Rights,” pp. 812-819

**Thursday, April 4 – Evaluating the Bourgeois Revolution, 1650-1800**

Readings:

“Evaluating the Bourgeois Revolution” [*Exchanges: A Global History Reader*, pp. 79-93. (ereserves)]

- Eric Jones, “The European Miracle: Environments, Economies, and Geopolitics in the History of Europe and Asia” (1987), pp.81-83
- Adam Smith, “An Inquiry into the Nature and Causes of the Wealth of Nations” (1776), pp. 83-86
- Kenneth Pomeranz, “The Great Divergence: China, Europe, and the Making of the Modern World Economy” (2000), pp. 86-88
- Patrick O’Brien, “European Economic Development: The Contribution of the Periphery” (1982), pp. 88-90
- “The Fugger Newsletters” (1580), pp. 90-92

**Tuesday, April 9** – Explaining the Industrial Revolution

Readings:

Strayer, Chapter 17 – “Revolutions of Industrialization,” pp. 827-861

**Thursday, April 11** – Constructing Empire

Readings:

Strayer, Chapter 18 – “Colonial Encounters in Asia and Africa,” pp. 879-912;  
 “Considering the Evidence: The Scramble for Africa,” pp. 922-930

**Tuesday, April 16** – Linking the Industrial Revolution in Africa and Britain

Readings:

- “Linking the Industrial Revolution in Africa and Britain” [*Exchanges: A Global History Reader*, pp. 119-132. (ereserves)]
- Peter Mathias, “The First Industrial Nation: An Economic History of Britain, 1700-1914” (1969), pp. 121-123
  - Eric Williams, “Capitalism & Slavery” (1944), pp. 124-125
  - Daniel Defoe, “The Complete English Tradesman” (1726), pp. 125-126
  - Walter Rodney, “How Europe Underdeveloped Africa” (1972), pp. 126-128
  - Ottobah Cugoano, “Thoughts and Sentiments on the Evil of Slavery” (1787), pp. 128-130
  - “Testimonies of Elizabeth Bentley and Abina Mansah” (1833/1876), pp. 130-131

**Thursday, April 18** – Empires in Collision

Readings:

Strayer, Chapter 19 – “Empires in Collision,” pp. 931-957; “Considering the Evidence: Changing China,” pp. 958-965; “Considering the Evidence: Japanese Perceptions of the West,” pp. 966-971

**UNIT V – THE WORLD IN THE TWENTIETH CENTURY**

**Tuesday, April 23** – Changes in Global Power

Readings:

Strayer, “Part 6: The Big Picture,” pp. 973-977; Chapter 20 – “Collapse at the Center,” pp. 981-990; Chapter 21 – “Revolution, Socialism, and Global Conflict,” pp. 1035-1045; Chapter 22 – “The End of Empire,” pp. 1087-1093

***Assignment #4 due***

**Thursday, April 25** – Revisiting the Big Picture: The “three Cs” of World History

**FINAL EXAM: THURSDAY, MAY 2 FROM 3:30-6:30PM**