

Spring 2014

## SYLLABUS

### HIS208-01E The Global Economy since the Early Modern Era

Meeting Time and Location: MW 3:30-4:45 JEFF124

Instructor: Mark Moser Office: MHRA 2104

Office Hours Spring 2014: MW 1:00-2:00 and by appointment

#### Scope and Purpose of this 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. 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 evaluate 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 may 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

These general education objectives are applicable to all courses with GHP and GL credit regardless of subject matter. The specific HIS 208 course objectives described below are designed to address these General Education Program Goals.

## **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. 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 Texts:**

Stephen Morillo. *Frameworks of World History: Networks, Hierarchies, Culture*, Volume Two: Since 1350. (New York: Oxford University Press, 2014).

Peter N. Stearns. *The Industrial Revolution in World History*, Fourth Edition. (Boulder, Colorado: Westview Press, 2013).

### **Grading:**

Daily Preparation and Class Participation	20%
Unannounced Quizzes	20%
In-Class Workshops and Written Assignments	20%
Commodities in World History Team Project	40%
Total	100%

**\*I will drop your two lowest quiz grades prior to calculating your final averages. No make ups will be given on quizzes for any reason.**

### **Commodities in World History Team Project:**

Students will work in teams on a semester long project to develop a multi-media website focusing on the history of a single commodity in the world economy from the early modern era through the twentieth century. 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. How did the Industrial Revolution change the social and/or economic role of the commodity you are studying? 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. Specific instructions for

the assignment will be provided as the semester unfolds.[Note that this is a common assignment with ECO 100. The grading criteria for this assignment may be different in the two classes.] Note that the mid-semester team presentation and website draft is worth 10% of the Commodities Project final grade.

## **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 5% 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. Written 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 will be allowed four absences without academic penalty—your final grade will be reduced by one letter grade for each absence beyond this.

## **Course Schedule:**

- January 13 Course Introduction
- January 15 Strayer handout: “European Centrality and the Problem of Eurocentrism” and Morillo chapter 14 “European Exceptionalism”

### **January 20—No Class (MLK, Jr. Holiday)**

- January 22 Informational Session in Jackson Library (meet in CITI Computer Lab)
- January 27 Workshop: Searching, finding, and working with scholarly sources (Assignment of groups)
- January 29 Morillo chapter 14
- February 3 Documentary Film: “1421: When China Discovered America”
- February 5 Morillo chapter 14 “Changing the Frame” in-class assignment
- February 10 Morillo chapter 15
- February 12 Workshop: Primary source documents and annotated bibliographies
- February 17 Morillo chapter 15 “Extending the Frame” in-class assignment
- February 19 Morillo chapter 16
- February 24 Morillo chapter 16 “Frame Your World” in-class assignment
- February 26 Morillo chapter 17
- March 3 Morillo chapter 17 “Extending the Frame” in-class assignment
- March 5 Morillo chapter 18

### **SPRING BREAK—No class March 10 or 12**

- March 17 Morillo chapter 18 “Changing the Frame”
- March 19 Mid-semester Team Presentation???
- March 24 Morillo chapter 19
- March 26 Morillo chapter 19 “Frame Your World” in-class assignment

March 31	Stearns: Introduction
April 2	Stearns: chapters 1-5
April 7	Stearns: chapters 6-10
April 9	Stearns: chapters 11-14
April 14	Stearns: chapters 15-17
April 16	Morillo chapter 21
April 21	Morillo chapter 26
April 23	Workshop: Final Prep
April 29*	Final Group Presentations