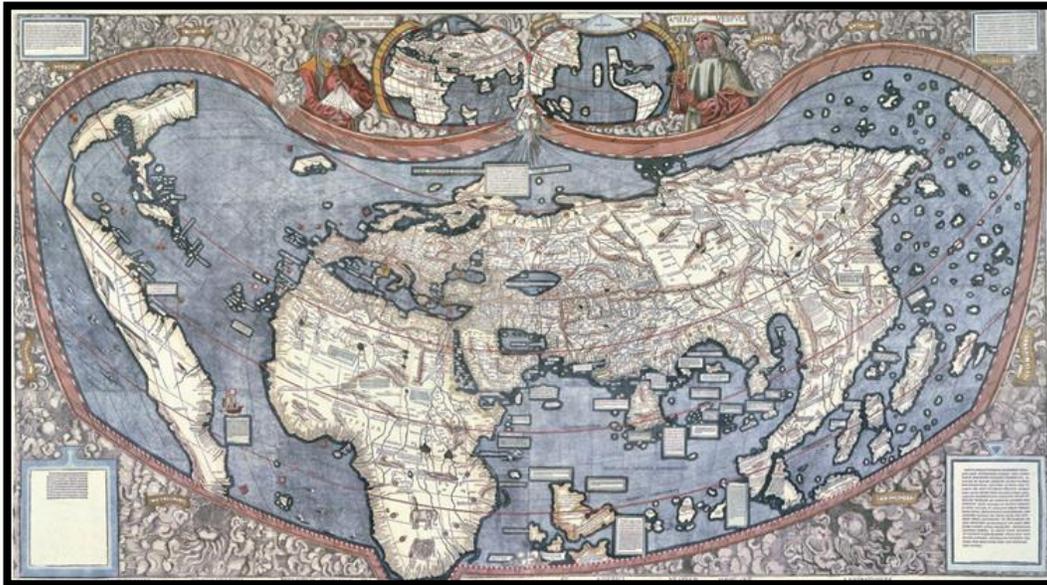


TOPICS IN PRE-MODERN WORLD HISTORY I: CULTURES IN CONTACT

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

MONDAY AND WEDNESDAY, 2:00PM – 3:15PM, PETTY BUILDING 303

HIS 207-01, SPRING 2017



Instructor: Ms. Sarah E. McCartney
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Office Hours: Wednesdays before class 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 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 1800 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 \$15.00. 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 207-01: 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, January 25.
- ❖ You will print 50-75 pages (Assignments, etc.) throughout the semester (less than \$5).
- ❖ Any other readings or course materials will be made available in-class or on Canvas.

¹ *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

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

General Education Program Learning Goals addressed by HIS 207:

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 – before the 1500's) and modern (GMO – 1500's forward) world.
- Analytically and critically evaluate historical evidence and divergent interpretations.
- Communicate historical ideas clearly.

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.

These general education objectives are applicable to all courses with GHP and GN credit regardless of subject matter. The specific HIS 207 course objectives described below are designed to address these General Education Program Goals.

COURSE LEARNING OBJECTIVES

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 1800. [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.
- 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 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 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.
 - 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.
- Begin developing 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 COMPONENTS & EVALUATION

Syllabus Quiz: There will be a quiz on the contents of the syllabus that you must complete on Canvas by 11:59pm on Tuesday, January 24. The quiz will be “open syllabus” and ask basic questions about information from the syllabus to ensure that you understand the course components and class policies.

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

Historical Thinking Activities: We will practice Historical Thinking skills throughout the semester. Historical Thinking provides a “tool kit” for you to use for the analysis of primary and secondary sources through sourcing, close reading, contextualizing, and corroborating.

Information Literacy Activities: 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 – Themes in World History: We will create Timelines for Units 2-6 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, etc.)
- ❖ **Role of individuals** (e.g. decision makers, rulers/leaders, men/women, entrepreneurs, consumers, families, laborers/workers, migrants, immigrants, etc.)
- ❖ **Role of the state/empire** (e.g. government, political developments, policies, etc.)
- ❖ **Role of technology** (e.g. inventions, scientific developments, etc.)
- ❖ **Role of global interconnections** (e.g. trade, exchange of diseases and crops, migration, etc.)

Writing Assignments: You will complete short Writing Assignments throughout the semester. These Assignments will ask you to craft a written response to a prompt or series of questions that relate to a Unit’s course materials. You should compose your response in Microsoft Word or another note-taking software. Specifics about the Writing Assignments will be discussed in class as the date approaches and detailed instructions and rubrics will be posted on Canvas.

Assessments: There are several Assessments throughout the semester. You will be asked to bring together the skills and content you learn throughout the course, so it is imperative that you complete all course components to be best prepared for Assessments. Specifics about the Assessments will be discussed in class as the date approaches.

Canvas: Course materials and activities 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.
- ❖ **Student Communication:** 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.

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:

Grade	Criteria
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

Participation	20%
Quizzes (Syllabus and Film Quizzes)	10%
Timeline	10%
Historical Thinking and Information Literacy Activities	20%
Writing Assignments	20%
Assessments	20%

Grading Scale

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

GRADING BREAKDOWN BY UNIT

PARTICIPATION

20%

UNIT 1 – WHAT IS WORLD HISTORY?

Syllabus Quiz	5%
Writing Assignment #1 ~ Eurocentrism	5%

UNIT 2 – A WORLD OF ACCELERATING CONNECTIONS

Historical Thinking and Information Literacy ~ Travelers' Tales	3%
Writing Assignment #2 ~ Travelers' Tales	5%
Footsteps of Marco Polo Film Quiz	2.5%

UNIT 3 – A WORLD OF CONNECTION AND DIVISION

Historical Thinking and Information Literacy ~ Maps	3%
Assessment #1	5%

UNIT 4 – A WORLD OF INTERACTION

Historical Thinking and Information Literacy Activity ~ Zheng He	3%
“Chinese Treasure Fleet” Quiz	2.5%
Writing Assignment #3 ~ The Worlds of the Fifteenth Century	5%

UNIT 5 – A WORLD OF EXCHANGE

Historical Thinking and Information Literacy Activity ~ Sugar & Slaves	3%
Historical Thinking and Information Literacy Activity ~ Slavery	5%
Assessment #2	5%

UNIT 6 – A WORLD OF REVOLUTION

Historical Thinking and Information Literacy Activity ~ Revolutions	3%
Writing Assignment #4 ~ Atlantic Revolutions	5%

UNIT 7 – CONCLUSIONS: A WORLD OF CHANGE, COMPARISON, AND CONNECTION

Timeline	10%
Final Exam	10%

COURSE POLICIES

Attendance Policy: Attendance in class is mandatory, and students are expected to arrive on time. Each student is allowed 2 unexcused absences during the semester. Having more than 2 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, instructor, 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 notifying me that you will miss class does not constitute an excused absence, but rather allows us to make alternate arrangements, if necessary.*

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.

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.

Assignment Submission Policy: All Assignments must be printed and brought to class as a hard copy for use during discussion and/or submission. Writing Assignments will also be uploaded to Canvas. Multi-page assignments will receive a 5 point deduction if they are not stapled.

Late Assignment Policy: I will not accept late Historical Thinking and Information Literacy Assignments. 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.

- ❖ 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.
- ❖ With appropriate documentation, I may accept late assignments without penalty at my discretion.

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 Canvas submission as a placeholder until the next class period. You should be able to access your assignment electronically during class discussion if-needed. 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.

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 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 with any questions.

- ❖ 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.*

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. 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 assignments must be your own work and all sources used in any assignment 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.

COURSE SCHEDULE

Wednesday, January 18 – Introduction

UNIT 1: WHAT IS WORLD HISTORY?

Syllabus Quiz must be completed on Canvas by 11:59pm on Tuesday, January 24.

Monday, January 23 – What is History?

Readings [*on CANVAS*]:

Stearns, Peter, “Why Study History?”

Grossman, James, “History isn’t a ‘useless’ major”

Wednesday, January 25 – The Problem of Eurocentrism

Readings [*COURSE READER begins*]:

Strayer, “Prologue: The Three Cs of World History: Change, Comparison, and Connection”

Strayer, “European Centrality & the Problem of Eurocentrism,” pp. 689-693

Monday, January 30 – Culture and The Wealth and Poverty of Nations

Readings:

David S. Landes, “The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor” (1998), pp. 34-36

William H. McNeill, “How the West Won” (1998), pp. 36-37

Wednesday, February 1 – Making Sense of Time and Place

Writing Assignment #1 due

UNIT 2: A WORLD OF ACCELERATING CONNECTIONS

Monday, February 6 – Accelerating Connections across the World

Readings:

Strayer, “Defining a Millennium,” pp. 273-277

Strayer, Ch. 7 – “Commerce and Culture,” pp. 281-310

Wednesday, February 8 – Introduction to Primary Sources & Information Literacy

Readings:

Strayer, “Working with Primary Sources: Written Documents,” pp. xxxiv-xxxviii

Video: “Why Historical Thinking Matters,”

<http://historicalthinkingmatters.org/why/>

Monday, February 13 – Travelers’ Tales and Observations

Readings:

Strayer, Ch. 7 – “Considering the Evidence: Travelers’ Tales and Observations,” pp. 356-366

Historical Thinking and Information Literacy Assignment due ~ Travelers’ Tales

Wednesday, February 15 – NO CLASS

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 February 19th at 11:59pm*]

Monday, February 20 – Revisiting Accelerating Connections across the World

UNIT 3: A WORLD OF CONNECTION & DIVISION

Wednesday, February 22 – Islam: Religious Connections and Divisions

Readings:

Strayer, Ch. 9 – “The Worlds of Islam: Afro-Eurasian Connections,” pp. 363-398

Writing Assignment #2 due [Submission Link in Unit 2 on Canvas]

Monday, February 27 – Christendom: Religious Connections and Divisions

Readings:

Strayer, Ch. 10 – “Western Christendom: Contraction, Expansion, and Division,” pp. 409-446

Wednesday, March 1 – Islamic Civilization in Art: Visual Primary Sources

Readings:

Strayer, “Working with Primary Sources: Visual Sources” pp. xxxiv-xxxviii

Strayer, Ch. 9 – “Considering the Evidence: Islamic Civilization in Persian Miniature Paintings,” 512-519

Monday, March 6 – Assessment

Assessment #1

Wednesday, March 8 – Map Workshop

❖ *You may wish to bring colored pencils*

Monday, March 13 – **SPRING BREAK**

Wednesday, March 15 – **SPRING BREAK**



UNIT 4: A WORLD OF INTERACTION

Monday, March 20 – The Worlds of the Fifteenth Century

Readings:

Strayer, Ch. 12 – “The Worlds of the Fifteenth Century,” pp. 499-534

Film/Quiz (links on Canvas):

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

“Chinese Treasure Fleet” Quiz

Historical Thinking and Information Literacy Assignment due ~ Maps

Wednesday, March 22 – What if? and Why Not Ming China?

Readings:

Cook, “Zheng He and Chinese Expansion,” pp. 5-16

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

Historical Thinking and Information Literacy Assignment due ~ Zheng He’s Voyages

Monday, March 27 – Debating the Character of an Era

Readings:

Strayer, “Debating the Character of an Era,” pp.547-549

Writing Assignment #3 due

UNIT 5: A WORLD OF EXCHANGE

Wednesday, March 29 – Transformations in the Early Modern Era

Readings:

Strayer, Ch. 13 – “Political Transformations: Empires and Encounters,” pp. 553-563

Strayer, Ch. 14 – “Economic Transformations: Commerce and Consequence,” pp. 601-620

Strayer, Ch. 15 – “Cultural Transformations: Religion and Science,” pp. 643-645, 664-670, 675-676

Monday, April 3 – Comparing Colonial Societies & Objects of Exchange

Readings:

Strayer, Ch. 13 – “Political Transformation: Comparing Colonial Societies in the Americas,” pp.563-572

Wednesday, April 5 – Captives as Commodities: Visual Primary Sources

Readings:

Strayer, Ch. 14 – “Commerce in People: The Atlantic Slave Trade,” pp. 620-632

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

Monday, April 10 – The Trans-Atlantic Slave Trade

Readings:

Sparks, “Two Princes of Calabar,” pp. 555-584

Historical Thinking and Information Literacy Assignment due ~ Sugar and Slaves

Wednesday, April 12 – The Robin Johns, the Wesleys, and “Doing History”

Historical Thinking and Information Literacy Assignment due ~ Slavery

Monday, April 17 – Assessment [on CANVAS] – **NO CLASS**

Assessment #2 – complete on Canvas by 3:30pm

UNIT 6: A WORLD OF REVOLUTION

Wednesday, April 19 – **NO CLASS**

Monday, April 24 – Comparing Revolutions

Readings:

Strayer, Chapter 16 – “Atlantic Revolutions, Global Echoes,” pp. 697-719
 Documents of Revolution, pp. 1-17

Historical Thinking and Information Literacy Assignment due ~ Revolutions

Wednesday, April 26

Readings:

Finding the Haitian Declaration of Independence

<http://today.duke.edu/showcase/haitideclaration/>

UNIT 7: CONCLUSIONS – A WORLD OF CHANGE, COMPARISON, & CONNECTION

Monday, May 1 – Conclusions

Writing Assignment #4 due [Submission Link in Unit 6 on Canvas]

TIMELINE & FINAL EXAM DUE WEDNESDAY, MAY 10TH AT 3PM