

William Paterson University
College of Humanities and Social Sciences
History Department
University Core Curriculum

1. Title of Course and Course Number:

History 1040: The Early Modern World, 1200-1800

2. Description of the Course:

This course is designed to provide broad coverage of the shaping of the first global age (1200-1800 C.E.). It traces political, economic, social and cultural developments and interactions among the principal regions of the world: Europe, the Americas, Africa, and Asia during the late Middle Ages and the Early Modern era. Topics will include exploration, conquest, and colonialism; religious co-existence, conflict, and conversion; medical, technological, and scientific exchange, economic networks, and war. Writing intensive sections of HIST 1040 will require students to submit approximately 12 pages of formal writing, including a research paper, Blackboard discussion questions, in-class writing, and/or reading logs and journals.

3. Course Prerequisites: None

4. Course Objectives:

Students will be able to:

- 1.) Identify major issues and events in world history from 1200 to 1800 C.E.
- 2.) Formulate meaningful questions and seek answers about historical developments and events, such as causation, significance, and continuity versus change.
- 3.) Evaluate and analyze evidence in primary and secondary sources, and determine authorship, bias, context, and accuracy.

5. Student Learning Outcomes (SLOs) for AREA 3 HISTORICAL PERSPECTIVES:

Students will be able to:

- 1.) Show mastery of global historical issues and events with an emphasis on connections and interdependencies in the regions of Europe, Africa, Asia, and the Americas during the Early Modern period (UCC Area 3 Historical Perspectives Outcome 1)
- 2.) In their writing and oral work demonstrate the ability to formulate and seek answers from a historical perspective to issues such as continuity and change in

- systems of religious belief, the formation of political systems, and revolutionary challenges to those systems (UCC Area 3 Historical Perspectives Outcome 2)
- 3.) Demonstrate their ability to evaluate sources by analyzing authorship, bias, context, and accuracy in assigned primary and secondary sources (UCC Area 3 Historical Perspectives Outcome 3)
 - 4.) Demonstrate competent writing and oral skills in articulating their understanding and analysis of the past.

Student Learning Outcomes for Writing Intensive sections:

Students will:

- 1.) demonstrate mastery of the basic chronology, issues, and historical trends covered in the course by incorporating readings and class material in frequent and regular writing (on a weekly basis). Writings-to-learn strategies will be employed, including Blackboard discussions, reading journals, assigned readings questions, in-class writing exercises, or a combination thereof, for a total of approximately 12 pages, including a research paper. Students will receive frequent feedback from the instructor to enhance and reinforce effective writing and mastery of content area material (WI SLOS 1);
 - 2.) demonstrate mastery of course content in exams that include analytical writing, requiring students to synthesize and integrate the texts and class materials (WI SLOS 1);
 - 3.) demonstrate mastery of basic-level historical writing, including : a) organization and mechanics; b) understanding and utilization of primary and secondary sources; c) historical analysis; d) documentation through paraphrasing and citation; e) use of maps, charts, and visual resources in written and oral work as a means of analyzing and researching historical topics (WI SLOS 1, 2, and 3);
 - 4.) demonstrate an introductory-level research paper the ability to analyze and assess a topic and communicate that analysis effectively. Students will present drafts of their research paper and / or other writing both orally and in writing, and incorporate peer and instructor feedback in the final revisions (WI SLOS 2).
6. **Guidelines/suggestions for teaching methods and student learning activities.** This course will be taught as a mixture of lecture and discussion. Students will be exposed to a range of primary source documents, and they could write papers based upon these readings.

In Writing Intensive section of History 1040 faculty will emphasize the process of writing with students. Students will have the opportunity to revise their own work and edit the work of others. Assignments may include short papers based on primary source and assigned readings, longer research or analytical papers that bring together several sources, essay exams, journal writing, and in-class group writing exercises.

7. Guidelines/suggestions for methods of student assessment (student learning outcomes).

- 1.) Students will examine major historical issues and events in at least three major global regions through their participation in class discussion, oral presentations, and written work essays based on readings and class work.
- 2.) Students will demonstrate the ability to think critically, integrate knowledge and ideas in a coherent and meaningful manner in class discussion and written assignments.
- 3.) Students will critically examine a variety of primary and secondary sources in class discussion and written assignments and apply them to their interpretation of historical issues.
- 4.) Students will locate and use information for written or oral projects using library and / or internet sources
- 5.) Students will take a comprehensive final exam integrating factual knowledge and analysis.

Required books:

1. Robert Tignor, et al., *Worlds Together, World Apart: A History of the World*. Volume B. New York, WW Norton and Company, 2011.

2. Peter Harris, ed., *The Travels of Marco Polo*. Everyman's Library, 2008. Available at Google Books:

http://books.google.com/books?id=SypYS7GO6UEC&printsec=frontcover&dq=inauthor:%22Marco+Polo%22&hl=en&ei=PkfBTcyQAsPL0QGtg4i3Cg&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDYQ6AEwAA#v=onepage&q&f=false

3. Leon-Portillo, Miguel, et al., *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Boston, MA: Beacon Press, 2007.

4. Olaudah Equiano, *The Interesting Narrative and Other Writings: Revised Edition*. New York: Penguin Classics, 2003. Available at Google Books:

http://books.google.com/books?id=4GM6AAAACAAJ&printsec=frontcover&dq=olaudah+equiano&hl=en&ei=nUnBTf7XN-Hf0QHnlqG3Cg&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDYQ6AEwAQ#v=onepage&q&f=false

5. Voltaire, *Candide*. Edited by Daniel Gordon. New York: Bedford / St. Martin's Press, 1998.

Week One	Introduction of History 1040
	Introduction to the course
	Mapping the World in 1200: Europe, Asia, the Americas, and Africa
Readings	<i>World Together Worlds Apart</i> , Chapter 10 (382-401)
	Travel, Trade, and Crusade
	Trading and Travel in 1200
	Crusading in the Middle East
Readings	<i>World Together Worlds Apart</i> , Chapter 10 (363-378) "Two Faces of 'Holy War': Christians and Muslims (1095-1270s) in <i>Discovering the Global Past: A Look at the Evidence</i> . Edited by Merry Wiesner, et al. Boston, MA: Wadsworth / Cengage Learning, 2012.
Assignments	Write a three-page paper based upon the chapter "Two Faces of 'Holy War'" addressing the question: How did the Muslims and Christians perceive of each other during the crusades?

	The Mongol Empire
	Mongol Empire in Asia
	Discussion- The Travels of Marco Polo
Readings	<i>World Together Worlds Apart</i> , Chapter 10 (401-407) <i>The Travels of Marco Polo</i> (Read books 1 and 2)
Assignments	Submit a three-page paper based upon your reading of <i>The Travels of Marco Polo</i> , answer the following question: Nicolo and Maffeo Polo were respectable merchants of Venice. They set sail in the year 1250 for Constantinople and arrived there in safety. Discuss the underlying goals the brothers had in wanting to go to Constantinople.

	The Black Death
	The Global Pandemic – Black Death
	Reponses to the Black Death among Christians, Muslims, and Jews
Readings	<i>World Together Worlds Apart</i> , Chapter 11 (411-444) Justin Stearns, “New Directions in the Study of Religious Reponses to the Black Death,” <i>History Compass</i> . 7 (5): 1363-1375.
Assignments	Write a three-page reaction paper to Stearn’s article. Explain what the author’s thesis is. What argument is Stearns making in his essay?

Week Two	China in the Early Ming Dynasty
	Revival of China: Trade and Culture
	Challenges to China in the Fifteenth Century

Readings	<i>World Together Worlds Apart</i> , Chapter 12 (448-452)
Assignments	<p>Watch film: <i>Modern Marvels: The Great Wall of China</i></p> <p>Write a two-page reaction paper to the video responding to the prompt, what were the most important technological innovations used to build the Great Wall?</p>

	Culture and Exploration during the Renaissance
	The European Renaissance
	Exploring the Atlantic World
Readings	<p><i>World Together Worlds Apart</i>, Chapter 12 (447-470)</p> <p>“The Letter of Columbus to Luis De Sant Angel Announcing His Discovery”. 1943 http://www.ushistory.org/documents/columbus.htm</p> <p>Leon-Portillo, Miguel, et al., <i>The Broken Spears: The Aztec Account of the Conquest of Mexico</i>, Boston, MA: Beacon Press, 2007. (Read selections)</p>
Assignments	<p>Write a three-page paper addressing the initial experience of contact between Europeans and indigenous populations. How did each group experience the other? Use the <i>Diary of Christopher Columbus</i> and <i>The Broken Spears</i> to craft your answer.</p>

	Prosperity in Asia
	Mughal India
Readings	<i>World Together Worlds Apart</i> , Chapter 12 (475-480)
Assignments	<p>Watch Film: <i>Taj Mahal</i> (History Channel, 2010)</p> <p>Write a two-page reaction paper to the video responding to the prompt, what were the most important technological innovations used to build the Taj Mahal?</p>

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Week Three	Christian Europe Divides
	Reformation and Missionary Activity
	Discussion: Reformation Abroad and the Black Legend
	<i>World Together Worlds Apart</i> , Chapter 12 (471-75)
Assignments I would try to work something in on missions to Asia as well	Watch film: <i>The Mission</i> Write a two-page reaction paper to the video responding to the prompt, what assumptions did the Spanish conquistadors and missionaries bring to the New World? How did they conceptualize of the native population?

	The Slave Trade
	The Atlantic Slave Trade, 1500-1800
	Discussion: Equiano's Atlantic World
Readings	<i>World Together Worlds Apart</i> , Chapter 13 (495-501) Olaudah Equiano, <i>The Interesting Narrative and Other Writings</i> : Revised Edition. New York: Penguin Classics, 2003. Write a three-page paper about Equiano's travels. How did he move between hemispheres? What freedoms and limitations to his freedom did he experience, and why?
Assignments	

	The Growth of New World Colonies
	The French, Portuguese and Dutch in the New World
	The English in the New World
Readings	<p><i>World Together Worlds Apart</i>, Chapter 13 (483-495)</p> <p>Jonathan Edwards, "Sinners in the Hands of an Angry God"</p> <p>http://www.academicamerican.com/colonial/docs/Edwards.htm</p> <p>William Penn, "A Sermon Preached at the Quaker Meeting House"</p> <p>http://www.gutenberg.org/files/20534/20534-h/20534-h.htm</p>
Assignments	Write a two-page reaction paper comparing the sermons. How do Edwards and Penn understand the relationship between people and God?

	New Societies in the Middle East and Asia
	The Changing nature of Islam
	Technological Developments in China's Qing dynasty and in Europe
Readings	<i>World Together Worlds Apart</i> , Chapter 13 (501-521)
Assignments	<p>Visit the website: Recording the Grandeur of the Qing: The Southern Inspection Tour Scrolls of the Kangxi and Qianlong Emperors.</p> <p>http://www.learn.columbia.edu/nanxuntu/start.html</p> <p>Write a two-page reaction paper recording three things that you learned about Qing society from studying the scrolls.</p>