Spring 2015
NEW IDEAS AND CROSS-CULTURAL ENCOUNTERS 1200 TO 1750
MAKING OF THE MODERN WORLD 13

General Information
Time: Tue/Th 11.00-12.20
Place: Solis 107

Professor:
Ulrike Strasser
Office: HSS 6086B
Office Hours: Tuesday 2.00pm to 3.00pm
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Teaching Assistants:
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Course Description:
The twenty-first century is often hailed as a uniquely global moment in history. Today’s media speak of a startling degree of market integration and worldwide commodity exchanges, unprecedented levels of mass migration and travel, intense cross-cultural interactions and the global implications of local politics. This course focuses on an earlier moment of global interactions or what some scholars have termed the ‘first phase of globalization’ to put some of these claims about the present into historical perspective. It invites you to think critically about past and (by implication) present meanings and consequences of ‘the global’.

We will look at the period from 1200 to 1750 and ask which parts of the world were brought into dynamic connectivity at different points in time and how. What role did empire, trade, religion, technology, and disease play in these macro-processes? We will further examine the nature and consequences of increased connectivity for peoples of different genders, ethnicities, and classes in various parts of the globe. Who was affected how on the micro level of different societies? Finally, we will ask about the limits of connectivity. Who was left out, or opted out as the case may be, of various types of connectivity, why and at what cost?

Course Readings:
The readings for this course come in two sets. A first set is available for purchase at the bookstore:

- Jerry Bentley, Herbert Ziegler, Traditions and Encounters. A Global Perspective on the Past, 5th edition

A second set is available to students only on the class website, http://ted.ucsd.edu.

• Electronic files of all other course readings listed on the syllabus.
• NOTE: You must print out the first half of the reader (or weeks 1 to 5) immediately and show it to your TA for credit.
• You must print out the second half of the readings (or weeks 6 to 10) by the beginning of week 6.

**Course Requirements:**

Your grade will be calculated using the following scheme:

- iclicker: 20% (15% quizzes, 5% participation)
- Section: 10% (Section TA will outline grading scheme)
- Final Exam: 35%
- Research Paper 35%

In general, you can expect grades to be assigned as follows:

A: 90% and above
B: >=80% and <90%
C: >=70% and <80%
D: >= 60% and <70%
F: <60%

Plusses (+) and minuses (-) are given out at my discretion only.

However, no matter your calculated grade you will receive and F in the course if you do not:

1. Submit all writing assignments (including your research paper) to your TA and to Turnitin.com (on Ted).
2. Take the final exam.
3. “Pass” Section by earning at least 60% of the points required by your Section TA.

All students must take the course for a letter grade. The Pass/No Pass grading option is NOT permissible for MMW courses.

**Clickers**

An iclicker (either version 1 or 2) is required for this class and can be purchased from the UCSD bookstore. (It can also be sold back to the bookstore at the end of the quarter). You are required to bring the clicker to each lecture and you are responsible to ensure that the clicker is working properly.

We will begin using clickers (for reading quizzes and participation) in week 1, but we won’t begin assigning credit until week 2 which provides time to obtain your clicker,
register it on <https://ted.ucsd.edu/[MMW13-Strasser]> and get accustomed to using it. If your clicker is not registered by week 3 your clicker grade will be docked by 5%.

NOTE: The same academic integrity standards apply to clicker assessment as to written assessment. Violation of academic integrity, whether on a written assignment, exam, or clicker assessment, will result in academic and non-academic consequences (For more detail, see the “Standards of Academic Integrity” section below).

Course Website:
http://ted.ucsd.edu
The course website contains a copy of the syllabus, lecture outlines, assignments and grades, in addition to a file with all the course readings. To set up a Ted account for the first time, go to: http://iwdc.ucsd.edu/students.shtml

In-class Reading Quizzes (Red Questions):
Starting with lecture two (a practice session), most lectures will begin with a short (2-3 question) iclicker quiz related to that day’s course readings. Quizzes will start counting in week 2. You must have a correct answer to the question to earn the point for the question. At the end of the term, your lowest 4 quiz scores will be dropped (allowing you to miss 4 classes with no penalty, or dropping your lowest scores). The remaining scores will be calculated as 15% of your grade. Note, we are using daily quizzes as a replacement for a midterm and to support you in staying up to date with the reading.

Class Participation (Green Questions):
Starting in lecture two, your class participation grade will be based on your consistent iclicker responses to discussion questions that will be posed in most lectures. These “green” questions do not require a “correct” answer, but will be used to generate discussion and peer instruction. You will earn 1 point per day for each day you participate in (vote on) all green discussion questions. Similarly to quizzes, you may miss up to 4 classes with no penalty in your participation grade.

Seating Arrangement in Lecture:
Starting in week 2, you will be sitting with other students from your section and your TA. This arrangement will create a tighter link between the discussions that you have in section and those that you have in lecture. This arrangement is designed to enhance your understanding of the class materials and promote learning.

Computer/Notebook/Smart Phone Etiquette:
Students can bring laptops or other electronic devices to class to take notes and/or consult readings. That said, please be respectful of the other students by not using these devices for non-class applications that are distracting for everyone around you. In case of doubt, simply consider if an action contributes to the purpose and benefit of the class as a whole. If it does not, avoid it.

Turn off all cell phones to prevent disrupting the class. Exceptions will be made for on-call emergency personnel, active duty military, parents with child-care needs, or other critical issues (please speak with me if the latter requires clarification).
**Students with Disabilities:**
Students requesting accommodations and services due to a disability for this course (MMW) must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) to their MMW Professor, prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. The MMW OSD Academic Liaison, Vilaya Roberts, in the MMW program, also needs to receive your current AFA letter. For additional information, contact the Office for Students with Disabilities: 858-534-4382 (Voice); 858-534-9709 (TTY--which is reserved for people who are deaf or hard of hearing); email: osd@ucsd.edu, and the OSD website: http://disabilities.ucsd.edu

**Contact and Communication:**
You must use your UCSD e-mail account for this course and make sure it is always in working order. Important messages about assignments and exams will come via e-mail.

I want to answer people's questions and needs outside of class, but there are many of you and one of me. In order to allow me to most quickly get to your email, please follow these steps.

Your Subject Line MUST be:
MMW13 Student Question

Copy and paste the lines below into the body of your email and fill them in:

Student Name:
PID:

My question is about (place an X on the appropriate line):
___ A grading issue
___ An assignment not yet due
___ Requesting an exception (for a deadline, an exam, etc.)
___ Something else

Dr. Strasser,

<Put your email here -- be concise, but professional!>

Thank You!
<Put your name here>

Because constant email checking decreases productivity, I limit my times on email to twice per day, and rarely log on in the evenings or weekends. I enjoy meeting with students face-to-face and find it much more effective for quality instruction. Please use
email only for scheduling appointments and other very brief communications. Otherwise, please come to speak with me in person before or after class or during office hours.

**Academic Integrity:**
It is your responsibility to know and observe all the UCSD rules concerning academic integrity and plagiarism. You should familiarize yourself with your responsibilities and rights under the [UCSD Student Conduct Code](#).

It is required that all work submitted will be a student’s own. Hence it is necessary to give appropriate credit to all sources used in developing and writing your papers by citing words, content, and/or ideas taken from primary and secondary sources, including those found on the Internet. Cite these sources upon each occasion that you have drawn upon them. It will not suffice to cite a source only once in your paper if you have used it on more than one occasion. In addition, it is forbidden to submit the work of another writer as one’s own. Finally, it is forbidden to submit work that you completed prior to this class to the current course without consulting with your professor and receiving explicit authorization.

Any student found to have committed a substantial violation of the university rules concerning academic integrity will be subject to penalties ranging from failed the assignment to suspension and expulsion from the university. If you have any questions about what constitutes plagiarism, how to credit the work and ideas of others properly, how to evaluate sources for quality and reliability, or any other related issues, talk to your TA or me. Any claim of ignorance of these standards will not be accepted as justification for their violation so make sure to understand and abide by them.

Remember that the same rules apply to clickers. Clicking for someone else or giving your clicker to someone to click for you is a breach of academic integrity. Quizzes are just that – quizzes. Answering someone else’s quiz is falsely representing your work as theirs. The same is true for green discussion questions. We utilize clickers to support you in keeping prepared for class and to incentivize discussion. Anyone found with multiple clickers will have that violation reported to UCSD’s Office of Academic Integrity.

Students further agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.
Schedule and Topics:

**Act 1: Two Separate Halves But One Globe: Integration of Eastern Hemisphere, Empires and Islands in the Western Hemisphere**

**Week 1**

**Approaching the Global and the Local**

Tuesday (or March 31)  
“Introduction: Thinking about Global Connections”

Thursday (or April 2)  
“International Trade Thirteenth-Century Style: Eurasia and the Case of the Champagne Fairs”

**Readings:**

1) TED Folder: Week1_ThirteenthCenturyWorld  

2) TED Folder: Week1_MarketConventions  
[Pomeranz and Topik, “The Making of Market Conventions”]

**Week 2**

**Afro-Eurasian Integration**

Tuesday (or April 7)  
“The Mongols: Empire as an Engine of Connectivity”

**Readings:**


2) Tradition and Encounters, pg. 353-369.

* **Writing Assignment #1 due 4/7 and 4/8** *

Thursday (or April 9)  
“Africa and Indian Ocean World: Religion, Trade, and Travel as Engines of Connectivity”

**Readings:**

1) TED Folder: Week2_Africa&IndianOcean [Ibn Battuta, “Travels in Mali” Abu Ubaydallah al-

2) Tradition and Encounters, pg. 312-314; pg. 371-388.

Week 3: Afro-Eurasian Disintegration and Re-Orientation

Tuesday (or April 14) “Fateful Connections, Fraying Ties: The Black Death”

Readings:


2) TED Folder: Week3_BlackDeath2 [John Alberth, The First Horseman, pg. 32-39]


Thursday (or April 16) “Exploring Sea Routes: Chinese and Iberian Voyages”

Readings:


3) Tradition and Encounters, pg. 453-458; 465-475

* Writing Assignment #2 due 4/16 and 4/17 *
Week 4:  

**Half a World Away: Life in the Western Hemisphere**

Tuesday (or April 21)  
“Island Worlds of Oceania: Polynesian Voyaging”

**Readings/Viewings:**

1) Documentary: “Stars Across the Sea of Time…The Hokulea Lives on…” (Available youtube.com)
2) TED Folder: Week4_Oceania [W. Ellis, “Polynesian Researches”, Detail from Hodges, “Tahiti Revisited”, Petroglyphs Hawaiian Canoes, Reconstructed Canoe Hokule’a and Route, D. Malo, Hawaiian Antiquities, Excerpts from Oral Traditions, Development Sequence Polynesian Languages, Plant Species Before European Contact, Monolithic Statues]
3) Tradition and Encounters, pg. 427-432.

Thursday (or April 23)  
“En-Gendering Empire in the Americas: Case of the Inca”

**Readings:**

1) TED Folder: Week4_Americas [K. Vieira Powers, “Pre-Hispanic Gender Roles under the Aztecs and the Incas”]
2) Tradition and Encounters, pg. 415-427.

**Act 2: Becoming One World for Better or Worse: Imperial Expansion, Universal Religions, and Global Economic Frameworks**

Week 5:  

**Conquest, Cultural Clashes, and Gender Frontiers**

Tuesday (or April 28)  
“Colonial Coercion, Indigenous Accommodation in the Americas”

**Readings:**

1) TED Folder: Week5_ColonialCoercion1 [K. Vieira Powers, “The Spanish Invasion of the Americas”]
2) TED Folder: Week5_ColonialCoercion2 [M. Restall, Seven Myths of the Spanish Conquest, Excerpt]
3) Tradition and Encounters, pg. 523-530

Thursday (or April 30)  
**Movie Day: Clicker Questions Alert!**
* Writing Assignment #3 (Prospectus) due 4/30 and 5/1 *

**Week 6:** Religious Migrations, Christian Missions, and Cross-Cultural Exchange

Tuesday (or May 5) “Journey to the East: Matteo Ricci in Ming China”

Readings:
1) TED Folder: Week6_JourneytotheEast [Mary Laven, “Jesuits and Eunuchs”; Matteo Ricci “The True Meaning of the Lord of Heaven” (Excerpts)]
2) Tradition and Encounters, pg. 571-585.

Thursday (or May 7) “Journey to the West: Marie de L’Incarnation in Colonial Canada”

Readings:
1) TED Folder: Week6_JourneytotheWest1 [N. Davis, Women on the Margins, Marie de L’Incarnation, first half]
2) TED Folder: Week 6_JourneytotheWest2 [N. Davis, Women on the Margins, Marie de L’Incarnation, second half]
3) Tradition and Encounters, pg. 531-32, 537-38 (fur trade)

**Week 7:** Ties of Pleasure: Coins, Commodities, and Consumption

Tuesday (or May 12) “Drugs of Choice: Coffee, Tea, Chocolate, Sugar”

Readings:
1) TED Folder: Week 7_Commodities [Pomeranz and Topik, Selections]
2) Tradition and Encounters, pg. 486-490.

Thursday (or May 13) “Follow the Money: Silver and the Galleon Trade”

Readings:
1) TED Folder: Week7_WeighingSilver[T. Brook’s, Vermeer’s Hat, “Weighing Silver”]
2) Tradition & Encounters, pg. 488-89; pg. 534-535 (Mining)

* Writing Assignment #4 (Rough Draft) due 5/14 and 5/15 *
Week 8: Ties of Pain: Trading Human Bodies and the Birth of Capitalism

Tuesday (or May 19) “The Ship as a Vector of Connecting Worlds”

Readings:
2) TED Folder: Week8_Slavery2 [Saidiya Hartman, Lose Your Mother: A Journey Along the Atlantic Slave Trade, Prologue: The Path of Strangers]
3) Tradition and Encounters, Chapter 25, pg. 549-568

*Rough Draft Workshops 5/18 - 5/22

Thursday (or May 21) “The Gendered Division of Slavery”

Readings:
1) TED Folder: Week8_GenderedDivisionofSlavery1 [The History of Mary Prince: A West Indian Slave]
2) TED Folder: Week8_GenderedDivisionofSlavery2 [Herbert Klein, “African Women in the Atlantic Slave Trade”]

ACT 3: PARALLEL PATHS ON THE THRESHOLD OF THE MODERN WORLD AND THE QUESTION OF THE GREAT DIVERGENCE

WEEK 9: Managing State Power, Managing Religious Difference

Tuesday (or May 26) “Different Faiths, One State: Case of Christian Europe”

Readings:
1) TED Folder: Week9_State&Religion
2) Tradition and Encounters, pg. 493-508 (top)

Thursday (or May 27) Islamic Empires: Ottoman, Mughal, Safavid

Readings:
1) TED Folder: Week9_Islamic Empires [D. Quataert, Ottoman, Inter-communal Relations, Süleyman “The Lawgiver”, Sunni vs. Shi’ite: The Safavieh Shi’ite Empire of Persia, Shah Abbas I/Father Simon, The Worship of Idols/Father Vincent, Shah Abbas the Great: The Resurgence of the Persian Empire,
2) Tradition and Encounters, Chapter 27, pg. 595-614.


Tuesday (or June 1)  What is Science? And Who Gets to Do it?

Readings:
1) TED Folder: Week10_NewScience 1[Jack Goldstone, Why Europe?]
2) TED Folder: Week10_NewScience 2 [Isaac Newton, Mathematical Principles, B. Anderson and Judith Zinser, Lady Montague, Letter on Turkish Smallpox, L. Shaffer “China, Technology and Change”, Simon Schaffer, Information Sources for Principia Mathematica”]
4) Tradition and Encounters, pg. 512-516.

* Writing Assignment #5 (Final Draft) due 6/2 and 6/3*

Thursday (or June 3)  “Whose Enlightenment? The Dark Side of European Thought”

Readings/Listening Assignment:
1) TED Folder: Week10_Enlightenment1 [Kant “Was ist Aufklärung?”, Voltaire “On Tolerance”]
2) TED Folder: Week10_Enlightenment 2 [L. Schiebinger, Nature’s Body, “Theories of Gender and Race”]
3) Podcast Harun Küçük, Enlightenment and the Ottoman World
4) Tradition and Encounters, pg. 516-520.

*** Final Exam: Tuesday, 06/09/2015, 11:30 am-2:30 pm ***

Please note: The instructor reserves the right to make changes to any part of the syllabus if the needs of class participants call for such changes.