



# KING LEAR (1605)

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- ▶ *To EDGAR*
- ▶ You, sir, I entertain for one of my hundred; only I
- ▶ do not like the fashion of your garments: you will
- ▶ say they are Persian attire: but let them be changed.





Jean Chardin (1643-1713)

(1664)



Source gallica.bnf.fr / Bibliothèque nationale de France





# Isfahan

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# Shah Abbas (1571-1629)





# Persian cavalry shoe: riding footwear

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# Stirrup:

soldier able to shoot bow and arrow

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# Court

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Iranian Miniature, Shahnameh, 16th century, www.iranica.com







# Shirley brothers

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PENGUIN CLASSICS

MONTESQUIEU  
PERSIAN LETTERS



# European adoption

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- ▶ To become more 'masculine' and 'warrior-like'



# King James (1603-1625)

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# King Louis (1638-1715)

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# Aristocracy

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# Velvet mules

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# Pompadour heel (1750)

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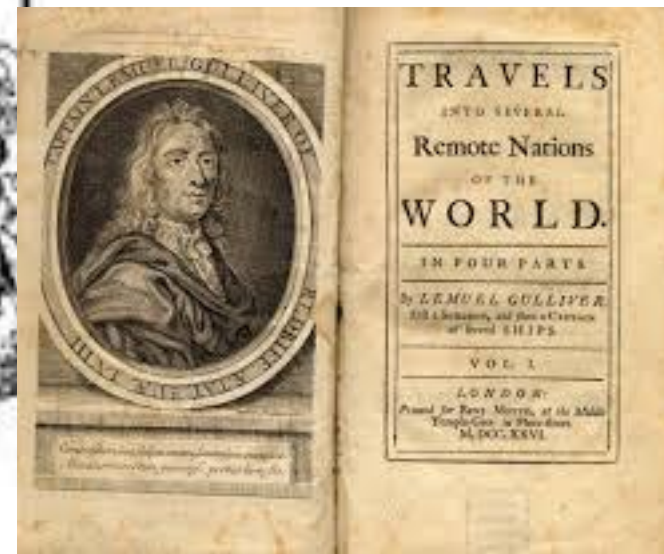
# Royalty

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# Jonathan Swift's Gulliver's Travels (1726)

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# Lilliput

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- ▶ Political affiliation is divided between men who wear High-heels and those who wear low heels.

High-heels (Tramecksans) : support the constitution and Emperor

Low-heels (Slamecksans): radicals



# Whigs and Tories

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- ▶ 1689 Glorious Revolution
- ▶ George I (1660-1727) King of GB and Ireland





# Aesthetics of class and gender

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Women wore it too but...so they can look more masculine

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# Queen Elizabeth (1530-1603)

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# “Chopine” or “Zoccoli”

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# Venice and Prostitution

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# Dandy

Imitation of aristocratic life style

Charles Baudelaire (1821-1867)

“a living religion”



# Banned after the French Revolution

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How did we get here?

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Early 19th century: Mostly “out of fashion” for both sexes

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# The Qing dynasty (1644-1911)

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# Horse-hoof

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# Boom of the Fashion Market (mid-19<sup>th</sup> century)

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# Victorian Fashion

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# 1850: Brass heel

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# Late 19<sup>th</sup> century & Early 20<sup>th</sup> century Photography & fashion



# From Kimono to “Western” clothes

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# Turkey







1950s

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# Domesticity of heels

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# Postwar revolt

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# Returns: Male fashion

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# Dominance of flat shoes

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# Post-modern?

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- ▶ “I don’t know who invented the high heel but women owe him a lot.”





No single model of “shoeness”

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# Presentism

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History as Interrelated and  
contingent



# **1. CONTACT**

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- ▶ **New forms of behavior, fashion and understanding of self in contrast or in reference to others is created.**





## 2. Conditional Probabilities

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- ▶ History is nonlinear
- ▶ History is non-deterministic
- ▶ “We already know the physical laws that govern everything we experience in everyday life... It’s a tribute to how far we have come... that it now takes enormous machines and a great deal of money to perform an experiment whose results we *cannot* predict.” Steven Hawking



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- ▶ Unintended consequences of Human action in historical time



How did travelers like Chardin predict the impact of the Persian high heel shoes on modern fashion?



# The role of History in our lives:

## Path dependence

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- ▶ History is everywhere:

Decisions we make in a given situation is limited to the decisions one has made in the past, though those decisions may no longer appear pertinent in our present lives.

- ▶ No End Game:

Historical processes do not progress steadily toward some pre-determined outcome.





# Georg Wilhelm Friedrich Hegel (1770-1831)

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## Macro versus micro histories

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- ▶ Can we think about history in its broader sense by focusing on small histories?



# Blind Chance

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# King Manuel I (1496 CE)

## Cabral landing 1500

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# Brazil

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# capoeira

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# Samba













# Making of the Modern World 13

## New Ideas and Cultural Contacts

### Spring 2016, Lecture 1



# My information

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**Professor. Babak Rahimi**

**Office Hours: Thursdays 9am-12pm**

**Department of Literature,  
Literature Building**

**3rd floor: 3324**

**Phone: 858-534-2147**

**Email: [brahimi@ucsd.edu](mailto:brahimi@ucsd.edu)**



## Office Hours

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- ▶ **Tuesdays: 5:00-7:00pm and  
Wednesday 1:00-2:00pm**



# Description of the course

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An examination of the period between roughly 1200 and 1750 CE, the Making of the Modern World 13 focuses on global transformations that gave rise to various patterns of modernity. We will examine various socio-economic, cultural, political and religious processes in the formation of various discourses and practices of early modernity. The course primarily adopts an approach that focuses more on contacts and exchanges between various regions and civilizations, especially in the Afro-Eurasian zones of contact. We will also focus on the relationship between communication, culture and space in the context of emerging global powers.





# Basic Goals

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1. To acquire basic understanding of late medieval and early modern histories and societies, with an especial focus on everyday life.
2. To gain familiarity with non-European civilizations, in particular the Chinese and Islamic societies.
3. To engage in intensive university-level writing and to improve one's analytical and critical skills.



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- ▶ \*Copies of the main textbook and the Course Reader will be at the Geisel Library.

I. ***A History of World Societies***. Tenth Edition.

***Course Reader***, MMW 13 (Cal Copy)

***A Writer's Reference***, Diana Hacker & Nancy Sommers, 8<sup>th</sup> Edition, Custom MMW and Muir College Writing Edition, Bedford/St. Martin's, 2015.



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# Course Requirements



# Assignments

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- ▶ Assignments and grades will be determined as follows:

1. Writing Assignments	35%
2. Midterm Exam	20%
3. Final Exam	35%
4. Section Attendance/ Participation	10%





# Exams

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- The mid-term and the final are in-class exams. Your lecture attendance, participation in sessions and readings should prepare you for the two exams.
  - ▶ I will provide a study guide for the midterm and final exam.
  - ▶ You must complete all parts of the writing assignment, attend section, and take all exams in order to pass the course.
- \* Please note that make-up exams maybe allowed only in the legitimate cases.
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# Red half-sheet ParSCORE & Blue Notebook

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# Writing Assignment

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- Writing assignment consists of a 8 to 10 page research paper on a topic relevant to general MMW course and to the period and topics covered in MMW4.
  - a) Your *ultimate* objective will be to research and to write about a scholarly question that interests you.
  - b) Your aim is to first find a direction in which to start.
  - c) Also, please note that you are expected to use at least one primary source and one journal article for your research paper. Your TAs will explain to you the writing assignments.



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# CLASS POLICY & GUIDELINES





# Attendance & Participation

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- ▶ Active participation for each week compromises 10% of your grade. Students are expected to come to the lectures and are required to attend the sections. Students are also expected to have read the assigned reading materials and be prepared to talk about the reading material and lectures during discussion sessions. You can certainly ask questions during the lectures.



# Late Papers

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- ▶ You must complete all assigned papers in a timely manner to pass the course. Late papers will be penalized 1/3 of a grade for each class that they are late.



# Plagiarism

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"I didn't write the report. I printed it directly from the Internet, but I did all of the stapling and collating myself."

The major part of your course assignments and exams involves writings based on your assigned reading. So, make sure to cite your sources, either quoted directly or paraphrased, so to avoid plagiarism. In other words, submit your own original work! See me if you have any questions regarding what constitutes plagiarism. If you are caught cheating you will automatically fail the course.

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# Assistance

- ▶ In case of disability that may require accommodation, please see me or your Section instructor on the first day of class. 😊





# Communication

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- ▶ I have set up an official office hour on Wednesdays 1:00-2:00pm and Thursdays 3:00-5:00pm at the Department of Literature 3rd floor (room 3324) on the Warren Campus.
- ▶ You could certainly reach me by email and phone.
- ▶ I expect to occasionally communicate with you by email. So, please check your UCSD emails, at least, on a weekly basis.



# Email and Sleep

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- Please GO ahead and check your emails or Facebook in class!

Sleep if you want in during the lecture!



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# Schedule of Lectures



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- ▶ Film reviews (500 to 1000 words) are critical reflections of one of the films or documentaries you watch in-class. The aim of this extra credit exercise is to encourage you to think about how history is represented by the film makers and, accordingly, how it could be contested by a critical thinking person (like you!).

The reviews are meant to be critical, so don't spend time and space describing or summarizing the film. Be spontaneous, informal, but thoughtful.





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- ▶ Please note that your film review, if you choose to do it, is due on **May 26(Thursday)**

mid-night: [MMWFilmreviews@gmail.com](mailto:MMWFilmreviews@gmail.com)



# Prize

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I will choose the top 10 film reviews for a third of a letter grade bump in the final exam grade. The best of the best reviews (#1) will also receive a *special* prize, and recognized (in class) as the ultimate film reviewer of all

▶ time.



## ***Warning:***

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- ▶ Please note that in this course you will watch films that may
- ▶ include explicit violence and sexual contents



All the lectures

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▶ <http://roosevelt.ucsd.edu/mmw/courses/mmwl3.html>.

▶ No Ted

▶ No Podcast

▶ Just come to class





# Class Schedule

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- ▶ Thursday March 24 Spring Quarter begins
- ▶ C. Chavez Holiday March 25
- ▶ Instruction begins Monday, March 28
- ▶ Memorial Day Observance Monday, May 30
- ▶ Instruction ends Friday, June 3
- ▶ **Final exams: June 4-10**
- ▶ Spring Quarter ends: **June 10**
- ▶ 49 Days of Instruction
- ▶ 57 Days in Quarter



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- ▶ In-class examination:
    - ▶ **June 06 Monday**
  - ▶ 3:00pm-5:59pm GH 242



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## **March 29 (Tuesday)**

- Introduction to the course:



*Rethinking History*



## **March 31 (Thursday)**



- *Eurasian Complex and Southernization: A Broad Account*



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▶ **April 5 (Tuesday)**



- ▶ ● *Nomadic Empires and the Eurasian  
Integration I:*

▶ *Group Feeling and the Mongols*

▶ **April 7 (Thursday)**



- ▶ ● *Southernization, Nomadic Empires and  
the Eurasia*

▶ *Integration II: Vikings and the Timurids*





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▶ **April 12 (Tuesday)**

- *Economy, Networks and Social Change I:  
The European case*

\* **Film**



# April 14 (Thursday)

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- ▶ ● *Economy, Networks and Social Change II:  
Afro-Eurasian Integration*



# April 19 (Tuesday)

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- *Economy, Networks and Social Change III:  
Song Modernity, Ming Adventurism, Japanese Shogunate*



# April 21 (Thursday)

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- *Economy, Networks and Social Change IV:  
Delhi Sultanate and Indianized Kingdoms*



# April 26 (Tuesday)

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- *Hemispheric Connections:  
Philosophy, Scientific, Technological Changes*

- ▶ **Film**

- \* **Study Guide for the Midterm**





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## **April 28 (Thursday)**

- *Transcontinental Travel and Pandemic:  
Disease, Pilgrimage, Encounter*

## **Film**



## May 3 (Tuesday)

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- ▶ ● *Global Interconnections (1500-1800 C.E.):  
Travel, European discoveries, Trans-Hemispheric Encounters*



# May 5 (Thursday)

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- ▶ **Midterm Exam**

\*Bring scantron and blue notebook



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▶ **May 10 (Tuesday)**

- *Early Modern Interconnected Global (1500-1800 C.E.):  
Conquest, the Columbian Exchange, African Slave Trade, the  
idea of Race*

▶ **May 12 (Thursday)**

- *Rise of European Modernity I:  
The City, “Renaissance” of European Identity*

\* **Film**



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▶ **May 17 (Tuesday)**

- *Rise of European Modernity II:  
Politics, Religion, Technoscience*

**May 19 (Thursday)**

- *Rise of European Modernity III:  
Literary Modernity, the Public Sphere, Enlightenment*





# Week 9

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## **May 24 (Tuesday)**

● *Rise of European Modernity IV*

*Literary Modernity Continued*

**\*Film**

## **May 26 (Thursday)**

● *Islamic Gunpowder Empires I*

*(The Ottomans)*

**\*Film**

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# May 26

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- ▶ **Film**
- ▶ **\*Your Film Reviews (extra credits) are due (midnight!)**
- ▶ [MMWFilmreviews@gmail.com](mailto:MMWFilmreviews@gmail.com)



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▶ **May 31 (Tuesday)**

- *Islamic Gunpowder Empires II:  
Safavids; Mughals*

Study Guide for the Final Exam & in-class review of the exam

