

# HIST 111 (A3): The Early Modern World

Fall, 2009

Time: Tuesdays & Thursdays, 2:00-3:20

Location: Tory Basement (TB) 45

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## **Introduction:**

Welcome to History 111.

This course is meant to introduce first-year students to major world cultures and basic concepts in the field of history. It will not teach that world history is reducible to a single story or theme or process (often called a “meta-narrative”). Also, this course does not assume that historical events are “inevitable,” nor does it assume that history is the story of “progress” from barbarity (the past) to enlightenment (the present). History is far too complex for such simplistic summaries. Instead, this course will provide an impressionistic and decentralized look at a range of themes, periods, and cultures, with the hope that students will find some aspect of the course useful and interesting. Ideally, this overview of world history will also help prospective history majors and minors narrow their historical focus and choose areas of special interest.

If there is an over-arching theme in this course, it is the concept of “difference”: how have groups and individuals dealt with various forms of difference in world history, whether religious, political, cultural, gender or other forms of difference? As such, this course will focus on major encounters and conflicts that helped shape the course of history in the centuries leading up to the present.

## **Goals:**

- \* Introduce major themes, periods, and cultures in world history
- \* Introduce basic concepts in the field of history
- \* Learn about historiography (schools and trends in historical writing)
- \* Learn about basic theoretical concepts that historians use to approach and interpret texts
- \* Learn how to read ‘primary sources’ (sources written ‘back then’) and ‘secondary sources’ (sources written more recently)
- \* Learn how historians formulate questions and problems
- \* Challenge textbookish assumptions about the non-Western world
- \* Work on writing and discussion skills

## **Format**

The course you are taking is something of an experiment. First of all, it will be team-taught by two professors: Jeremy Caradonna and Andrew Gow, both from the Department of History and Classics. The reason that we have decided to offer a team-taught course is that we share a fundamental belief that world history needs to be taught in a new way at the University of Alberta. Rather than subjecting undergraduates to boring textbooks and narrative lectures, we believe that 100-level history courses should introduce students to the concepts, methods, theories, and vocabulary used by practicing historians. Thus students in this course should expect a rigorous introduction to the field of history.

Second, instead of offering a lecture-only course, as is the tradition, the course you are taking will be a hybrid lecture-seminar course. On Tuesdays, we will lecture on historical methods and theories, and in the first half of class on Thursdays we will relate these methods and theories to particular texts and contexts. Then, for the remainder of the class on Thursdays, students will break down into groups of about 12-15 students and discuss the assigned readings. The professors will circulate to the different groups to ensure that everyone remains on track. The success of the Thursday meetings depends on the active participation of all students. ALL students will co-facilitate these meetings on two occasions over the course of the semester. In the first week of class, we will determine A) the groupings, and B) on what days particular students will co-facilitate particular discussions. The same groups of roughly 12-15 students will meet together throughout the semester. In addition, the co-facilitators for the week will be required to write a 2-3 page **critical review** of the readings that will be turned in on the discussion day (Thursdays). NO LATE PAPERS will be accepted. Thus each student will co-facilitate discussions on two occasions, and each student will turn in two 2-3 page critical response papers on the readings.

### **Preparation for co-facilitation:**

Preparing for your turn as a co-facilitator is relatively straightforward. First and foremost, read the texts as closely as possible. Take careful notes on the main arguments of the text. Ask yourself the following questions: Who wrote the text? Why did they write it? What are the main arguments? What is the author's 'angle'? Who is the target audience? How might the target audience shape the arguments or subjects in the text? Once you have read the text, come up with 5-7 questions about the text(s) that you can bring to class. You might also want to meet outside of class with your co-facilitator(s) so that you can make sure you are on the same page. On the day of your co-facilitation, you will bring the questions to class and lead a discussion on the readings. It is your responsibility to ensure that the group discusses the reading for a full fifty minutes. However, it is NOT your job to lecture to your group, nor are you supposed to have a superior understanding of the readings. You are simply there to help guide the discussion. Don't feel guilty if you don't fully understand the readings. You're there to learn as well.

### **How to write critical response papers:**

Writing a critical response paper is also relatively straightforward. The task is to identify and explain the main **arguments** or **themes** of the text. Whenever possible, try to use the

historiographical vocabulary used in class to help make sense of the readings. Also, keep in mind the same questions listed above: Author? Audience? Perspective? We will talk more about the response papers in class.

**Examinations:**

There will be two examinations, a mid-term on October 15<sup>th</sup> and a final exam on December 14<sup>th</sup>. Any and all subjects covered in this course, both in the readings and in the lectures, could appear on the tests. Be prepared. Do all the readings and attend all the lectures. And take good notes! You may substitute a term paper for the mid-term exam by permission of the instructors; the term paper is due October 15<sup>th</sup> as well, so you would have to start on it very soon. This is an option for those who do not do well on exams, already have more history background, or already have a specific field of interest they would like to explore.

The make-up exam (for those who miss the final due to illness or other documented emergency) will be in the first weeks of January.

**Marking:**

Marks will be assigned during the term in the form of percentages. A final grade on the university's twelve-point scale will be assigned on the basis of your total marks following the marking of the final papers. We do not have a preset equivalence between percentages and the UofA marking scheme: we establish a scale after calculating all the percentage marks. However, grades will not be distributed according to a preset 'curve'. This means that the high marks awarded some students will not lower those of others. The instructors reserve the right to exercise their discretion and professional judgement in adjusting marks according to the circumstances leading to a grade (e.g., in awarding an 'A' to a student who has earned a high 'B', or in not doing so). The factors that may play a role in such a decision are class participation, completion of assignments, improving or deteriorating performance, the way you interact with your fellow students, and the quality of your written work.

**Please note:**

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building, 492-3381 (phone) or 492-7269 (TTY).

Students whose writing skills are not adequate for university-level work are advised to seek help immediately from the Effective Writing Resources programme in the Academic Support Centre (492-2682). The letters "EWR" on any assignment constitute a strong suggestion that you need help in this area.

Plagiarism (copying without giving credit), even of one sentence or paragraph, is grounds for action against a student and can lead to expulsion from the university. Be very careful of what you use and how you use it, esp. material from websites. It is your responsibility

to review the rules regarding plagiarism in the Calendar; see also the regulations at <http://www.uofaweb.ualberta.ca/governance/studentappeals.cfm>

Students are expected to attend every class and participate in all discussions. Planned absences should be announced to the instructor in advance. Absences due to illness must be justified by a physician's note to avoid a mark penalty. Students are responsible for material covered in classes which they miss, for whatever reason. Assignments handed in late shall be assessed a late penalty of 5% per day. Assignments should be typed and use the standard essay style detailed in the pamphlet "Writing History Essays", which is available from the main office, Department of History and Classics (Tory 2-28). All assignments must include on the last page a list of works cited. Spelling, grammar and style all count and marks shall be deducted for egregious errors. Very badly written papers shall be handed back unmarked for revision without late penalties. We will not mark or print out assignments that are only e-mailed to us, except in extraordinary circumstances.

### **Readings:**

#### For sale in the book store:

- Course Pack
- David Herlihy, *The Black Death and the Transformation of the West*
- Erasmus & Luther, *Discourse on Free Will*

#### Located on Moodle<sup>1</sup>:

- Las Casas, *Conquest of the Two Indies*
- Thomas More, *Utopia*
- Plymouth Colony legal proceedings
- Saint-Simon's *Memoirs*
- Glückel of Hameln's *Memoirs*
- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*
- Vincent Carretta's article on Equiano
- Jean-Jacques Rousseau, "Discourse on Inequality"
- Documents from the French Revolution
- Virginia Slave Laws

#### Recommended and Optional Material Located on Reserve in Rutherford:

- Keith Jenkins, *Rethinking History*
- John H. Arnold, *History: A Very Short Introduction*
- Alfred Andrea and James Overfield, *The Human Record: Sources of Global*

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<sup>1</sup> Moodle is an online program that allows professors to post documents to the web and communicate electronically with students. To access the moodle for this course, go to the homepage of the Department of History and Classics and click on "moodle." The password for our course (Hist 111) is the word "whig" (no quotation marks). We will give further details in class.

### *History*

- Anna Green and Kathleen Troup, *The Houses of History*
- *World History, Compact Fourth Edition* (authors: Upshur, Terry, Holoka, Goff, Cassar)

### **Marking**

- 2-3 Page Critical Response Papers: 30% (each one is worth 15%)
  - Midterm (or term paper) 35%
  - Final (cumulative) Examination 35%
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### **Week 1**

#### **September 3: Lecture**

Introduction to the Course. The Problem of World History. Discussion of Hayden White and Narrative, and François Lyotard on “Metanarratives.”

### **Week 2**

#### **September 8: Lecture:**

Introduction to Historiography and History as a Method. Key Terms for Historians.

#### **September 10: Lecture-Discussion:**

Village life in the Middle Ages, Feudalism, and the World of the Peasantry.

#### **Readings:**

- 1) *Discovering the Global Past*, pp.1-33 (course pack).
- 2) *The Human Record*, “Prologue: Primary Sources and How to Read Them,” pp.1-7 (course pack)

### **Week 3**

#### **September 15: Lecture.**

The Tradition (and problems) of Empiricism and Positivism in the Historical Profession. Herbert Butterfield and Whig History.

#### **September 17: Lecture-Discussion:**

The Middle Ages and the Black Death

**Readings:** Herlihy, *The Black Death and the Transformation of the West*, pp.1-117

### **Week 4**

#### **September 22: Lecture:**

Introduction to Cultural History.

#### **September 24: Lecture-Discussion.**

Cultural Contacts: The Columbian Invasion and Japanese Relations with Europe.

#### **Readings:**

- 1) Las Casas, *An Account of the First Voyages and Discoveries Made by the Spanish in America* (know today as *A Short Account of the Destruction of the Indies*), pp.32-73 (located on Moodle). **If** you cannot access the text on Moodle, go to the U of A library website. Type in the title of the book in the library catalogue. Click on the FIRST version from 1699. Click on “electronic access.” Click on the title. Print the **pages** (NOT the images) 32-73. The first chapter is called “Of New Spain.”
- 2) *Discovering the Global Past*, pp.34-61 (course pack).

## **Week 5**

### **September 29: Lecture**

An Introduction to Edward Said, Orientalism, Post-Colonial Studies; a Look at the Ottoman Empire and Chinese-European Contact in the Early Modern Period.

### **October 1: Lecture-Discussion.**

Introduction to the Readings for the week.

#### **Readings:**

- 1) *Primary Source Reader for World History*, Busbecq, “Turkish Letters,” pp.302-304, 351-352 (course pack)
- 2) *Primary Source Reader for World History*, Matteo Ricci on Printing in China, pp.336-337 (course pack)
- 3) Edward Said, *Orientalism*, Part I, pp.31-73 (course pack).

## **Week 6**

### **October 6: Lecture**

The Reformation and its Historiography from Ranke to the Present

(Optional background reading on moodle: Herbert Butterfield, *The Whig Interpretation of History*).

### **October 8: Lecture-Discussion**

Introduction to the Texts

#### **Readings:**

- 1) Erasmus-Luther Debate, *Discourse on Free Will* (the whole book: pp.3-138)
- 2) Optional: A. Gow, “The Contested History of a Book: The German Bible of the Later Middle Ages and Reformation in Legend, Ideology, and Scholarship” (Moodle)

## **Week 7**

### **October 13: Lecture-Discussion**

The Jewish Diaspora in the Longue Durée

#### **Readings:**

- 1) Jonathan I. Israel’s *European Jewry in the Age of Mercantilism, 1550-1750*, pp.1-34 (course pack)
- 2) Two Egyptians discuss Jews and Christians in Muslim lands (Moodle)
- 3) Glückel of Hamelin, *Memoirs* (Moodle)

## **October 15: Midterm Examination**

### **Week 8**

#### **October 20. Lecture**

Introduction to Gender and Gender History

#### **October 22: Lecture-Discussion**

Introduction to the Texts

#### **Readings:**

- 1) Joan W. Scott, "Gender: A Useful Category of Historical Analysis," pp.28-50 (course pack)
- 2) *Discovering the Global Past*, pp.62-91 (course pack)

### **Week 9**

#### **October 27: Lecture**

The Mughal Empire, The Ming and Qing Dynasties in China, Louis XIV's France, and the Rise of the Centralized State; Maritime Empires, the History of Capitalism, and Globalization in the Early Modern Period

#### **October 29: Lecture-Discussion**

Introduction to the Texts:

#### **Readings:**

- 1) Duc de Saint-Simon, *Memoirs* (Moodle)
- 2) *Discovering the Global Past*, pp.92-124 (course pack)

### **Week 10**

#### **November 3: Lecture**

Approaches to the Renaissance; Maps, Art, and Visual Sources: Thomas Burger and Ways of Seeing.

#### **November 5: Lecture-Discussion**

Introduction to the Texts

**Readings:** Thomas More, *Utopia* (Moodle). **If** you cannot access the text on Moodle, go to [www.wikipedia.org](http://www.wikipedia.org). Type in "Utopia (book)." At the bottom of the page click on "English translation of Utopia by Gilbert Burnet." Click on the downloadable text listed as "258 KB. Main site." Print the entire reading (it's about 60 pages).

### **Week 11**

#### **November 10: Holiday**

#### **November 12 Lecture-Discussion**

Britain, France, and Aborigines in 17<sup>th</sup> North America

#### **Readings:**

- 1) Plymouth Colony legal proceedings (Moodle). If you cannot access the text on Moodle, the legal proceedings are located online at

<http://www.histarch.uiuc.edu/plymouth/Lauria2.html>. Scroll down to Appendix 1 and Appendix 2. Print the whole text (about 28 pages).

- 2) Olive Dickason, *Canada's First Nations*, pp.63-83, 122-135 (course pack)

### **Week 12**

#### **November 17: Lecture**

The Trans-Atlantic Slave Trade and the Africa Diaspora.

#### **November 19: Lecture-Discussion.**

Introduction to the Texts

##### **Readings:**

- 1) Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, Chs. 2-3 (Moodle). If you cannot access the text on Moodle, it is located at <http://www.gutenberg.org/etext/15399>. Find the version listed at 504 KB. Click on "main site." Scroll down and print chapters 2 and 3 (they should be no longer than 15 total pages).
- 2) Virginia Slave laws (Moodle).
- 3) Vincent Carretta, 'Olaudah Equiano or Gustavus Vassa? New Light on an Eighteenth-century Question of Identity' (Moodle).

### **Week 13**

#### **November 24: Lecture**

Approaches to the Scientific Revolution and the Enlightenment.

#### **November 26: Lecture-Discussion**

Background on Rousseau.

**Readings:** Jean-Jacques Rousseau, "Discourse on Inequality" (Moodle). If you cannot access the text on Moodle, go to <http://www.constitution.org/jjr/ineq.htm>. Print and read the "Dedication," "Preface," "Part I," and "Part II," totaling about 46 pages.

### **Week 14**

#### **December 1: Lecture**

The Atlantic Revolutions

#### **December 3: Lecture-Discussion**

##### **Readings:**

- 1) "Declaration of the Rights of Man and of the Citizen" (Moodle). If you cannot access the text on Moodle, go to <http://www.hrcr.org/docs/frenchdec.html> and print the text.
- 2) Olympe de Gouges, "Declaration of the Rights of Woman, 1791" (Moodle). If you cannot access the text on Moodle, <http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html> Read and print the entire text (about 10 pages).
- 3) *What is a Sans-Culotte?* (Moodle)

- 4) *Discovering the Global Past*, Henri Christophe's *Manifesto*, pp.181-183  
(course pack)

**Final Examination:** December 14<sup>th</sup> from 2:00-5:00. (The location is TBA).