

History 105: World History Survey II

Global Empire and Contact, 1450-1800

Spring 2022 TR 10:00-11:20am, [CLS 250](#), CRN 33055

Professor Reuben Zahler
rczahler@uoregon.edu, 541-346-5907
Office: McKenzie 363

Office Hours:
W 2:30-4:30pm via zoom
or by appointment

GRADUATE EMPLOYEES (GEs)s

Office hours are also available by appointment:

Kwangyeol Ko: kko2@uoregon.edu.

Office hours: MW 1:00-1:50 in 350F McK

Ian Urrea: iurrea@uoregon.edu.

Office hours: WF 3-4:30 in 350G McK

Preetham Sridharan: preetham@uoregon.edu.

Office Hours: F 9-12 in 340P McK/zoom

COURSE DESCRIPTION:

This course will explore the rapid changes that affected the globe during 1450-1800. We will focus on several imperial systems: West African empires, Native American empires (Aztec and Inca), European overseas empires, Chinese empire, and the Ottoman empire. We will consider the culture, society, gender relations, politics, economics, and religion of each region, as well as the interactions between these empires. We will also explore the political, technological, and intellectual revolutions of Europe, and how they affected the rest of the world. We will approach these questions through examining primary written resources, art, technology, literature, and architecture. Through using these sources we will explore the distinct dynamics within and between these regions, develop skills of critical thinking and interpretation, learn to ask analytical questions of our sources, and recognize the broad patterns that mark global history.

MATERIALS FOR PURCHASE (Through the DuckStore)

Calderón de la Barca, Pedro. *The Mayor of Zalamea*. Translated by Adrian Mitchell.
Woodstock, IL: The Dramatic Publishing Company, 1990.

Course Packet

The Webs of Humankind, eBook edition. JR McNeil, WW Norton & Company, 2021. See instructions to acquire and register for the textbook in Canvas “Getting Started”

EVALUATIONS

Discussion Section	20%
Reading quizzes (15%)	
eBook Inquizitive	7%

Reading quizzes (on Canvas)	8%
Lecture Notes	10%
Essays (45%)	
Link Essay (Apr 17)	8%
Skeleton Essay 1 (May 1)	10%
Skeleton Essay 2, Draft 1 (May 15)	3%
Peer Edit of Skeleton Essay 2 (May 22)	3%
Skeleton Essay 2, Final Draft (May 29)	15%
Revision Statement (May 29)	2%
<u>Final exam (Friday June 10 6, 8:00 – 10:00am)</u>	<u>15%</u>
	100%

NOTE: Find a description of these assignments in Canvas >> Supplementals >> “Assignments – Description”

- 1) Due dates:
 - a) Reading quizzes and Lecture Notes are due before every class by 9:30am.
 - b) Essays are due on Sunday 11:59pm.
- 2) Essays
 - a) The Essays include six separate assignments: Link Essay, Skeleton 1, Skeleton 2, Peer Edit, Skeleton 2 Final Draft, Revision Statement.
 - b) You must complete all six of these assignments in order to receive credit for any of them. If you fail to submit any of the six Essay assignments, you will receive a 0 on all of the parts (which will result in a failing grade in the course).
- 3) Final exam: Will be comprehensive, based on both reading and lecture materials. The format will imitate that of the “Link” essay and will include an regular essay.

Grading: Numbered scores correspond to letter grades as follows: Numbers in the 90s are As, the 80s are Bs, the 70s are Cs, the 60s are Ds, and below 60 is an F. Plusses and minuses work as follows: 80-82 = B-; 83-86 = B; 87-89 = B+. Any decimal below .5 gets rounded down, any decimal of .5 or above gets rounded up. So 86.4 becomes 86, which is a B; 86.5 becomes 87, which is a B+. For a description of the what difference letter grades mean, see <http://history.uoregon.edu/undergraduate/>

COURSE POLICIES

1. Attendance: You are expected to attend each class, to have finished the reading assignment before class, and to participate in discussion.
2. Respect: Mutual respect and courtesy are necessary for the course to be a success.
 - a) I hope that you will question me, the reading, and each other, as doing so is essential to the learning process. We should do so in an environment that is safe and respectful of our varied opinions. Let’s challenge each other based on ideas, analysis, and evidence, and not based on insults or personal attacks.
 - b) All enrolled students are warmly welcome in this course, regardless of gender, ethnicity, immigration status, national origin, religion, class, race, disability, etc.
 - c) No side conversations, listening to music, or reading outside materials in class.

- d) Cell phones: Turn off your cell phones before class starts; Professor Zahler and the GE have the right to answer any in-class calls or messages that you receive.
3. **Computers:** Do *not* use a computer during class time.
- a) Computers are wonderful, powerful machines. Unfortunately, they are also very distracting and can reduce our ability to think and learn. Numerous studies have found that, during class, students spend most of the time using the computer for activities unrelated to the class, which distracts them and nearby students.
 - a. Articles on the subject: [Article 1](#); [Article 2](#); [Article 3](#)
 - b) Numerous studies have also found that students learn more when they take notes using pen and paper than when they use a computer.
 - a. Articles on the subject: [Article 1](#); [Article 2](#); [Article 3](#)
 - c) I will make exceptions to this policy for students that have specific, documented need to use a computer in class. In this circumstance, you should sit at the back of the class in order to distract fewer other students.
4. Late assignments:
You will lose points on late assignments at a rate of 10pts/24-hours. You can get an extension if you have a legitimate reason (e.g. health problems, a death in the family, imprisonment, alien abduction, etc.). Contact your professor or GE to request an extension. Snowboarding on Mt. Bachelor is not a legitimate reason.
5. You may not sell class notes to other students. You may not use Canvas for commercial purposes or to advertise items for sale. Use of services that sell course notes is prohibited because they contradict the educational purpose of this course.

COMMUNICATIONS AND TECHNOLOGY

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

Your GEs and professor will host scheduled live office hours either in person or through Zoom each week, and you can also contact us directly to request a meeting. Get in touch with us to ask about assignments, course content, something in the reading or lecture you want to discuss further, or just to let us know how you're doing.

Using Canvas

Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page:
<https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=38635>

Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | livehelp.uoregon.edu

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' web page on going remote:
<https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101263>

ACCESSIBILITY

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoac@uoregon.edu.”

ACADEMIC INTREGRITY:

Any work you submit must be your own and must be produced exclusively for this class – plagiarism and cheating will not be tolerated. All ideas from other sources must be properly cited. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Be aware that consequences for plagiarism or cheating can include an F in the course, suspension, or expulsion. For further information on this subject, as well as guidelines for proper citation, see the web sites:

Student Conduct Code for Academic Misconduct:

<https://dos.uoregon.edu/conduct>

Student Conduct Code and Procedures:

<https://dos.uoregon.edu/code-procedures>

Plagiarism Guide for Students:

<http://researchguides.uoregon.edu/citing-plagiarism>

LEARNING OBJECTIVES

In this course, we will learn not only a body of historical information but also will refine a set of intellectual skills that apply to any professional career path you will pursue. In this course you can expect to learn:

- Major political, economic, and social trends of global history, from the mid-fifteenth century through the eighteenth century.
- The political, economic, cultural, and philosophical features within a particular region (e.g., the Americas, Europe, the Middle East, Africa, and China).
- How to compare these features between regions, and how those features fit into wider, global trends.
- How the discipline of history uses primary and secondary sources, and works with inconsistent or contradictory evidence
- How to use critical questions and analysis of evidence to understand complex situations
- Improved communication skills: how to write a clear essay with an evidence-based argument and (hopefully) how to answer/ask questions in public

SCHEDULE

Complete readings, and the Reading and Lecture assignments, before the class for which they are assigned, in the order listed.

Reading Codes:

Readings in the syllabus will be marked as follows:

[TB] Textbook. The eBook *Webs of Humankind* by Norton

[CP] Course Packet

[IL] Internet Link. Go Canvas >> Syllabus. Click on the appropriate IL assignment in the syllabus, and this will link you to the reading.

W1: Introduction

Mar 29: Introduction

Mar 31:

- [TB] Chapter 16
- ❖ Quiz: How to use Inquisitive due 9:30am
- ❖ Quiz: On TB Ch 16 due 9:30am

W2: Western European culture, politics, religion

Apr 5: Honor, social structure, politics, Europeans view the world

Lectures

- Honor (35")
- Fragmented, De-Centralized States (30")

Reading

- Calderon de la Barca, *The Mayor of Zalamea* [Purchase at bookstore]

Apr 7: Honor, social structure, politics, Europeans view the world

- [CP] John Mandeville, *The Travels of Sir John Mandeville* (pp 125-39)
- [CP] Bernal Díaz, *The Conquest of New Spain*: pp7-9, 14-15, 44-56, 70-82

W3: The Americas and Europe meet

Apr 12

Lectures

- Americas pre-contact (14")
- Apocalypto clip (15")
- Racism origins (32")
- Slavery – African (30")
- Colombian Exchange – Agriculture (11")
- Colombian Exchange – Disease (30")

Reading

- [TB] Ch 17, pp485-507

Apr 14

Reading

- [CP] “Directorio para Confesores: ‘Lords who Hold Temporal Government over Vassals’” found in *Colonial Lives*, Chapter 4
- [CP] “Afro-Iberian Sailors, Soldiers, Trader, and Thieves on the Spanish Main” found in *Documenting Latin America*, v1, Chapter 3

❖ Apr 17 11:59pm: Link Essay

W4: Ottoman Empire

Apr 19

Lectures

- Ottoman 1 – Introduction (11”)
- Ottoman 2 – Expansion (24”)
- Ottoman 3 – Centralization A (22”)
- Ottoman 4 – Centralization B (20”)

Reading

- [TB] Ch 19 pp545-551, 560-62, 573-74

Apr 21

Reading

- [CP] *The Life and Letters of Ogier Ghislen de Busbecq* (v1, pp 111-22, 152-63; 210-11, 220-22, 228-32) (31pp)

W5: Ottoman Empire

Apr 26

Lectures

- Ottoman 5 – Military contraction (15”)
- Ottoman 6 – De-Centralization A (20”)
- Ottoman 7 – De-Centralization B (24”)

Reading

- [IL] [Dining with the Sultana](#) (1550)
- [CP] Letter from the Sultana’s Kira to Queen Elizabeth of England (1599)
- [CP] Katib Chelebi, *The Balance of Truth*: “The Author’s Preface” (pp 21-32); “Tobacco” (pp 50-59); Innovation” (pp 89-91)

Apr 28

Reading

- [IL] [The status of Jews and Christians in Muslim lands, 1772 CE](#)
- [IL] [Survey of the Ottoman Empire, 1799](#)

❖ May 1 11:59pm: Skeleton Essay 1

W6: China: Ming Dynasty

May 3

Lectures

- China 1 – Intro (19’)
- China 2 – Continuity, Confucianism, Centralism (26’)
- China 3 – Ming Periods (14’)
- China 4 – Late Ming (22’)

Reading

- [TB] Ch 16 pp460-62
- [TB] Ch 19 pp553-56
- [CP] Patricia Buckley Ebrey, *Chinese Civilization, A Sourcebook*. Document #s: 54 (Family Instructions), 49 (Village Ordinances)

May 5

Reading

- [CP] *The Plum in the Golden Vase*, pp 16-61, 96-110, 111-24

❖ May 8 11:59pm: Link 2

W7: China: Ching Dynasty

May 10

Lectures

- China 5: Early Ching (10)
- China 6: Women’s Status (26’)
- China 7: Women’s status, foot binding (20’)
- China 8: Examination system (19’)
- China 9: Colombian Exchange, population (8’)

Reading

- [CP] Jonathan Spence, *Death of Woman Wang* (Ch 5 and Epilogue: pp 99-139)

May 12

Reading

- [CP] Li Yu, *A Tower for the Summer Heat* (Chapter 1: pp 3-39)
- [CP] Wu Ching-Tzu, *The Scholars* (Chapters 2 and 3: pp 15-39)

❖ May 15 11:59pm: Skeleton Essay 2, Draft 1

W8: Reformation, Centralization, and How Empire Changed Europe

May 17

Lectures

- Protestant Reformation (29’)
- Centralization in Europe (19’)
- Scientific Revolution (29’)

Reading

- [TB] Ch 18 pp517-531, 539-42
- [TB] Ch 20 pp577-583, 598-602

May 19

Reading

- [CP] Michel Montaigne, “On Cannibals” (pp 285-296)
- [CP] René Descartes, *Discourse on Method* (pp 7-13, 20-22)
- [CP] Isaac Newton, *Principia Mathematica* (pp 587-92)

❖ May 22 11:59pm: Peer Edits of Skeleton Essay 2

W9: Europe’s intellectual shift (science, Locke, Enlightenment)

May 24

Lectures

- Science – Law and Politics (15’)
- Republicanism Contractarianism 1 – John Locke (30’)
- Republicanism Contractarianism 2 – Free Market (30’)

May 26

Reading

- [CP] John Locke, *The Second Treatise on Government*. Sections (“Sect”): 2-8, 16-21, 26-28, 31-32, 95-98, 123-126
 - This reading is divided into Chapters and Sections, but you can simply go by the Sections. You can skip the Preface.

❖ May 29 11:59pm:

- Skeleton Essay 2, Final Draft
- Revision Statement

W10: Globalization and Revolution in the eighteenth century

May 31

Lectures

- US Revolution – Age of Revolution (24’)
- US Revolution – Federalist Papers (21’)

Reading

- [CP] Federalist Papers 10 and 51

June 2: Wrap up and Review

Final Exam: Friday June 10, 8:00 – 10:00am