

# WOH 3931

## Introduction to World History Since 1300

Spring 2024

MWF Period 2 8:30-9:20

FLI 119

Instructor: Tyler Cline, History Department

Office: FLI 210

Office hours: Wednesdays 1:00-3:00 and by appointment

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### Course Description and Objectives

This course will provide an overview of the wide-ranging and vibrant field of world history. It centers around examining the role that global patterns of contact and resistance, relations of power and control, and networks of exchange and exploitation have played in human history. World history encourages us to think beyond the nation as a unit of historical study while retaining a concern for the local, regional, and individual impacts of global patterns of history. It highlights both the diversity of human experience, shaped by different contexts, and the ways that global patterns of change impact everyone. Ultimately, studying world history allows us to understand the relationship between global linkages and the human and environmental transformations of the early modern and modern periods.

Student Objectives: A student who successfully completes this course will be able to

- Describe the key themes of world history as a subfield and its importance to the field of history as a whole
- Understand the ways in which global events and movements have in the past and continue to shape the everyday lives of people
- Think critically about the relationship between the historical profession and historical events
- Analyze primary source documents and place them in their historical contexts

### Required Texts

Hansen, Valerie and Kenneth R. Curtis, *Voyages in World History*, 3<sup>rd</sup> Edition. Boston: Wadsworth Cengage Learning, 2017. (Noted in schedule as *VWH*)

Reilly, Kevin. *Worlds of History: A Comparative Reader, Volume Two: Since 1400* (7<sup>th</sup> edition). London: MacMillan Learning, 2020. (Noted in schedule as *WOH*)

Jasanoff, Maya. *The Dawn Watch: Joseph Conrad in a Global World*. New York: Penguin Books, 2017.

Landers, Jane. *Atlantic Creoles in the Age of Revolution*. Cambridge, MA: Harvard University Press, 2011.

Additional readings will be available on Canvas, marked “-C”

## Requirements

1. Class attendance and participation. Students are expected to attend class regularly and engage with the weekly readings. The course will be a mix of lecture and class discussions in which students are expected to participate based on course readings.
2. Two reading responses on course books.
3. There will be three unit evaluations, consisting primarily of short answers and identifications that tie together lecture material, textbook readings, and course book materials.
4. One 3-4 page “travel narrative” paper. The assignment will be handed out in advance.
4. One 8-10 page final paper based on selected sources in the *Worlds of History: A Comparative Reader* text. The assignment will be handed out in advance. Due May 1st.

## Grading

Your final grade will be determined as follows:

Attendance and Participation	15%
Book response	20% (10% each)
Travel narrative paper	15%
Unit Evaluations	15% (5% each)
Final Paper	35% (Cumulative – Paper proposal (sources and argument) 5%, Introduction and Outline 10%, Final draft 20%)

Late work will be penalized 1/3 grade (i.e. A to A-) each day until it is turned in.

An explanation of grades and grade points can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Schedule

**Week 1:** Jan. 8-12. What is World History?

Jan. 8 – Introductions

Jan. 10 – The Practice of World History: Methods, Perspectives, Challenges (Lecture)

**Assignment:** Before class – Look at the history sections at a bookstore/online book seller – what are they? Why do you think they’ve been set up that way? What does the world history section look like? During class – In groups, discuss your history classes from high school (US, European, World, etc.). What did world history look like as opposed to how this class is structured? Where are the parallels?

Jan. 12 - Decentering World History (Discussion)

**Reading:** Natalie Zemon Davis, "Decentering History: Local Stories and Cultural Crossings in a Global World" *History and Theory* 50, no. 2 (May 2011): 188-202. – C.

### **Unit 1: The Emerging Globe, 1300-1600**

**Week 2.** (Martin Luther King, Jr. Day holiday Mon., Jan. 15). Jan. 17-19. The Origins of Global History I

Jan. 17 – Armies on the March – The Mongols and the Construction of Eurasia (Lecture)

**Lecture Reading:** *VWH*, Chp. 14 – “The Mongols and their Successors, 1200-1500”

Jan. 19 – Discussion of *WOH* and *VWH* readings (Discussion)

**Discussion Reading:** *WOH*: Ma Huan, “On Calicut”; *VWH*: “A Debate Among Christians, Buddhists, and Muslims at the Mongol Court,” 412-413.

**Week 3.** Jan. 22-26. The Origins of Global History II

Jan. 22 – The Rise of Europe in Eurasia (Lecture)

Jan. 24 – Religion and Ideas in a Growing World (Lecture)

**Lecture Reading:** *VWH* Chp. 13 – “Europe’s Commercial Revolution, 1000-1400”

Jan. 26 – Intertwined Religious Communities and Intellectual History (Discussion)

**Discussion Reading:** Constant J. Mews and Micha J. Perry, “Peter Abelard, Heloise and Jewish Biblical Exegesis in the Twelfth Century,” *Journal of Ecclesiastical History* 62, no. 1 (January 2011): 3-19. – C.

**Week 4.** Jan. 29-Feb. 2. Contact(s), East and West

Jan. 29 – European Exploration – Asia, Africa, and the Americas (Lecture)

Jan. 31 – The Construction of New Worlds - The Mediterranean, The Indian, and the Atlantic (Lecture)

**Lecture Reading:** *VWH* Chp. 15 “Maritime Expansion in the Atlantic World, 1400-1600”

Feb. 2: Discussion of *WOH* readings (Discussion)

**Discussion Reading:** *WOH*: Christopher Columbus, “*Letter to King Ferdinand and Queen Isabella*,” pg. 28; Nzinga Mbemba, “*Appeal to the King of Portugal*,” pg. 73.

**Assignment:** Final Paper proposal due Feb. 2 at 5:00PM

**Week 5.** Feb. 5-9. Colonization, Empire, and Power

Feb. 5 – The European Invasion of the Americas – Dispossession, Settlement, and Exploitation (Lecture)

Feb. 7 – Resistance and Persistence – Shatter Zones, Native Resistance, and the Emergence of Imperial Borderlands (Lecture)

**Lecture Reading:** *VWH* Chp. 18 – “Empires, Colonies, and Peoples of the Americas, 1600-1750”

Feb. 9 – Discussion of *WOH* readings

**Discussion Reading:** *WOH*: Bernal Diaz, “The Conquest of New Spain;” *The Broken Spears: The Aztec Account of the Conquest of Mexico*, c. 1540s; *European Views of Native Americans*, Sixteenth and Seventeenth Centuries.

**Assignment: Travel narrative, Friday, February 9<sup>th</sup>**

**Week 6.** Feb. 12-16. Networks: Trade and Migration in a Growing World

Feb. 12 – India, China, Europe, and Balances of Power and Trade (Lecture)

Feb. 14 – The Wealth of Empires – Spices, Crops, and People Circle the Globe (Lecture)

**Lecture Reading:** *VWH* Chp. 19 – “The Atlantic System: Africa, the Americas, and Europe, 1550-1807”

Feb. 16 – Unit 1 Evaluation

**Assignment: Unit Evaluation, February 16<sup>th</sup>**

**Unit 2: The Global Age of Empires and Revolutions, 1600-1815**

**Week 7.** Feb. 19-23. Slavery in a Global Society I

Feb. 19 – The Atlantic Triangle: European, African, and European Imperatives (Lecture)

Feb. 21 – The Americas and the Caribbean – Sugar, Coffee, and Tobacco (Lecture)

Feb. 23 – Discussion of Rediker (Discussion)

**Discussion Reading:** Marcus Rediker, “History from below the waterline: Sharks and the Atlantic Slave Trade,” *Atlantic Studies* 5, no. 2 (August 2008): 285-297. - C

**Week 8.** Feb. 26-Mar. 1. Slavery in a Global Society II

Feb. 26 – The Construction of Racial Slavery in the Atlantic World (Lecture)

Feb. 28 – Resistance – Challenges, Revolts, and the Meaning of Freedom (Lecture)

Mar. 1 – Discussion of Newman (Discussion)

**Discussion Reading:** Simon P. Newman, “Hidden in Plain Sight: Escaped Slaves in Late Eighteenth- and Early Nineteenth-Century Jamaica” *William and Mary Quarterly*

[https://oireader.wm.edu/open\\_wmq/hidden-in-plain-sight/hidden-in-plain-sight-escaped-slaves-in-late-eighteenth-and-early-nineteenth-century-jamaica/](https://oireader.wm.edu/open_wmq/hidden-in-plain-sight/hidden-in-plain-sight-escaped-slaves-in-late-eighteenth-and-early-nineteenth-century-jamaica/)

**Week 9.** Mar. 4-8. A World of Ideas: The Enlightenment and Imperialism

Mar. 4 – The Republic of Letters: Transnational Networks of Ideas (Lecture)

Mar. 6 – The Dark Side of Enlightenment: “Savagery,” Imperialism, and the Universal (Lecture)

**Lecture Reading:** *VWH* Chp. 21, “European Science and the Foundations of Modern Imperialism, 1600-1820”

Mar. 8 – (Discussion)

**Discussion Reading:** *WOH*: Sugita Gempaku, “A Dutch Anatomy Lesson in Japan,” pg. 199; Abigail Adams and John Adams “Remember the Ladies,” pg. 217; Toussaint L’Ouverture, “Letter to the Directory,” pg. 222.

**SPRING BREAK MARCH 9<sup>TH</sup>-17<sup>TH</sup> (NO CLASS)**

**Week 10.** Mar. 18-22. Nov. 1. Revolution in the Air and at Sea – The United States, France, Haiti, and the Many-Headed Hydra

Mar. 18 – The Atlantic as a Revolutionary Space – The Circulation of Ideas, Movements, and Peoples (Lecture)

Mar. 20 – Resistance, Radical and Conservative, to a Changing World (Lecture)

Mar. 22 – Discussion of Landers (Discussion)

**Discussion Reading:** Landers, *Atlantic Creoles*.

**Assignment: Landers Reading response due March 21<sup>st</sup>.**

**Week 11.** Mar. 25-29 – Global Empires and World Wars

Mar. 25 – European Empire in the Age of Revolution (Lecture)

Mar. 27 – China, India, and Imperial Resurgence (Lecture)

**Lecture Reading:** *VWH* Chp. 22, “Revolutions in the West, 1750-1830”

Mar. 29 – Unit 2 Evaluation

**Assignment: Unit Evaluation, March 29<sup>th</sup>.**

### **Unit 3: World Societies – Empires, Goods, and the Environment, 1815-1945**

#### **Week 12.** Apr. 1-5. A Global Economy – Goods, Ecology, and Power

Apr. 1 – The Market Goes Worldwide (Lecture)

Apr. 3 – Industrialization, Exploitation, and the Reshaping of Global Ecology (Lecture)

**Lecture Reading:** *VWH* Chp. 23 – “The Industrial Revolution and European Politics, 1765-1880”

Apr. 5 – Discussion of *WOH* reading (Discussion)

**Discussion Reading:** *WOH*: Adam Smith, “From *The Wealth of Nations*,” pg. 243; Abu Talib Khan, *Science of Mechanics in England*, 1810; Karl Marx and Friedrich Engels, “From *The Communist Manifesto*,” pg. 255.

**Assignment:** Final Paper introduction and outline due Nov. 8 at 5:00PM

#### **Week 13.** Apr. 8-12. Imperialism I – Power and Expansion

Apr. 8 – (Lecture) European Imperialisms

Apr. 10 – (Lecture) The Emergence of Anti-Colonial Thought

**Lecture Reading:** *VWH* Chp. 26, “The New Imperialism in Africa and Southeast Asia, 1830-1914”

Apr. 12 – Discussion of Jasanoff (Discussion)

**Discussion Reading:** Jasanoff, *The Dawn Watch*.

**Assignment: Jasanoff Reading response due April 11<sup>th</sup>.**

#### **Week 14.** Apr. 15-19. Imperialism II - Race and Gender

Apr. 15 – The Racial Dimension of Empire (Lecture)

Apr. 17 – Ideas of Masculinity, Femininity, and the Imperial Imagination (Lecture)

Apr. 19 – Unit 3 Evaluation

**Assignment: Unit Evaluation, April 19<sup>th</sup>.**

#### **Week 15.** Apr. 22-24 (Reading Days Apr. 25-26) World Wars and the Reshaping of the Globe

Apr. 22 – World Wars and the Reshaping of the Globe (Lecture)

Apr. 24 – An American Globe, A Postcolonial World (Lecture)

**Final Paper due Wednesday, May 1<sup>st</sup>.**

## **Classroom Expectations**

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

## **Attendance and Make-Up Policy**

Class attendance is expected. Each unexcused absence will result in a 10-point reduction in the final participation grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>) and require appropriate documentation. A makeup midterm or makeup final exam will be provided for students who miss either exam due to extreme, documented circumstances.

## **UF Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results](http://gatorevals.aa.ufl.edu/public-results).

## **Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## **Policy on Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.