

WORLD HISTORY

T Th 3:30-4:45PM, IV Theater I

Instructor: Professor Y. Zuo (/zoo/)

Contact: yzuo@ucsb.edu

Office Hours:

Wednesday 1:30-3:30 PM: HSSB 4227

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Textbook:

Bonnie G. Smith et al., *World in the Making: A Global History, Vol. 2 Since 1300*. Oxford: Oxford University Press, 2019. **ISBN-13:** 978-0190849245.

PDF Readings:

In addition to the textbooks, we will read a selection of primary sources, which are available on Canvas as PDFs and are organized week by week.

Course Description and Learning Goals:

This course is an introduction to the history of the world roughly in the era 1000s to 1800s. Instead of trying to cover the vast subject in its full extent, we will focus on a selection of regions and peoples and explore the ways in which they interacted with one another. More specifically, you are encouraged to reconsider the West-centric ways of conceiving world history and to develop a more balanced view of the world as we delve into the histories of West Africa, Latin America, South and East Asia, Southwest Asia and North Africa. Another important goal of this course is to introduce you to the historian's craft, that is, the basic skills of analyzing primary sources. Over the course of the term, you will read a variety of primary sources—dairies, letters, government records, and poetry, among others—and learn to extract evidence, to probe beyond the surface meaning of writings, and to interpret the texts in their original historical contexts. This is what a professional historian does for a living. You will emerge from this class with a better understanding of the historical method and with ideas for how to express yourself historically.

*NOTE: This syllabus is subject to change based on the needs of the class. I will notify you of any change in good time.

Six Steps to Succeed in This Class

Each week, you will:

1. Attend the lectures (Tue and Thurs)
2. Read the textbook
3. Answer a quiz on the textbook
4. Read the primary sources
5. Write a think piece in accord with the weekly instructions (due by the start of your section meeting)
6. Attend and participate in section

In addition, your TA may assign additional section work designed to encourage you to do the reading, help you improve your skills, and to interact with your peers in different ways.

Definitions of Assignments and Grade Distribution

Weekly quizzes

10%

Except for weeks 1 and 5, you will take a weekly quiz from weeks 2 through 10 on Canvas. Each quiz contains a set of multiple choice questions based on the textbook chapter assigned to that week. The quiz is due by Wednesday at 11:59PM, and late submissions will not be accepted.

Weekly Think Pieces

20%

Each week you will contribute a think piece on the forum on Canvas. A think piece is a brief response (100 to 250 words, up to one page double-spaced) to course readings. For each think piece I provide you with a prompt, which you can find in the weekly schedules. Think pieces should be posted by the start of your section. For example, if your section is at 8AM on Tuesday, you should post your think piece before 8AM every Tuesday. This written work is supposed to prepare you for participating in discussions.

Your TAs will use the check system to evaluate your think pieces: check plus (100%), check (80%), and check minus (60%). A check-plus think piece addresses the prompt question with a clear, focused argument within the range of 100-250 words. A check think piece, while meeting the length requirement, somewhat addresses the prompt question albeit with less clarity/focus/analysis. A check-minus think piece does not effectively engage the prompt question, and it fails to meet the 100-word minimum requirement. Think pieces turned in after section time are already counted one day late. The grade is reduced by 5% (of this part of your grade) per day up to 7 days late. After that, the deduction is 50% off.

Section Attendance and Participation

30%

Attending the sections is a very important part of this class. You are expected to come to your section having read the assigned materials, finished your think piece, and prepared to engage in discussions with your classmates. If you miss 3 or more section meeting without justification you will automatically fail this course. We understand that the post-pandemic times can still be challenging and issues will come up, so we ask that you please notify your TAs of any unavoidable absences and do your best to make up the missed work. Absences that are justified do not count toward the limit.

Midterm Take-Home Essays

20%

The mid-term is a take-home assignment, for which you will write two essays, each at least 500 words. To complete the test you may consult your textbook, PDF readings, notes, think pieces, and any other materials, but remember to acknowledge all sources in the form of footnotes (more specific guidance will be posted on Canvas). The mid-term questions will be available on Monday, Feb. 6, and your answers will be due on Sunday, Feb. 12, at 11:59PM. You will have a week to prepare and complete the test.

Final Take-Home Essays

20%

The final has the same format as the midterm. It is a take-home test which consists of two essays, each at least 500 words, and you will have a week's time to complete it. The questions will be available on Canvas on March 17, and your answers will be due on March 24 at 11:59PM.

For both the mid-term and final, the grade for the test is reduced by 5% per day up to 7 days later. Submissions later than 7 days will no longer be accepted.

Academic Integrity

I expect all work in this class to be your own. Plagiarism will receive an F on the offending assignment or in the course (at the discretion of the instructor), and will be reported to the Office of Judicial Affairs. Please familiarize yourself with the UCSB Student Conduct Code, "Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is utilized, whether it be a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's 'own' words, must also be acknowledged. Although a person's state of mind and intention will be considered in determining the University response to an act of academic dishonesty, this in no way lessens the responsibility of the student." (UCSB Student Code of Conduct, p. 4)

For UCSB guidelines about Academic Integrity, please review the Student Code of Conduct, <http://judicialaffairs.sa.ucsb.edu/CMSMedia/Documents/CodeofConduct2012.pdf> and/or the Office of Judicial Affairs website on Academic Integrity. <http://judicialaffairs.sa.ucsb.edu/AcademicIntegrity.aspx>

Accommodations

If you need, or have already established disability-related accommodations, have emergency medical (mental and physical health) information you wish to share with me, or need any other special arrangements, please let me know. You may email me, see me privately after class, or come to my office at your earliest convenience. You may contact the [Disabled Students Program](#) at 805-893-2668, DSP.Help@sa.ucsb.edu, or visit the Disabled Students Program website for additional information.

Weekly Schedules

Week 1

*****No quiz nor think piece this week*****

Lectures:

1/10 Introduction
1/12 The World in the Year 1000

Readings:

World in the Making (hereafter WITM), chapter 11
John Arnold, “Questions about Murder and History”
“How to Identify a Primary Source”

Question for Consideration:

John Arnold in “Questions about Murder and History” states that “we need to interpret the past, not simply present it” (p. 8). What, in your opinion, are the differences between presenting and interpreting a historical event?

Week 2

Lectures:

1/17 The Silk Roads on Land and Sea
1/19 The Mongol World Empire

Readings:

WITM chapter 13

Primary sources:

Marco Polo, excerpt from *Description of the World*
Ibn Battuta, excerpt from *The Travels of Ibn Battuta*

Instructions for your think piece:

This week’s primary documents were written by two early long-distance travelers, the Venetian Christian Marco Polo (1254-1324) and the Moroccan Muslim Ibn Battuta (1304-1368). The excerpts are their impressions of China during the Mongol (Yuan) Dynasty. Identify a common phenomenon/issue the two authors had addressed and discuss in 100 to 250 words how their observations differ or converge.

Week 3

Lectures:

1/24 The Worlds of Islam
1/26 Knowledge and Learning in Medieval Islamic Societies (1000-1500)

Readings:

WITM chapter 14

Primary sources:

Ibn Khaldun, excerpts from *The Muqaddimah*

Instructions for your think piece:

Read the first section of the excerpt from *The Muqaddimah* (p. 35-43), where the Tunisian scholar Ibn Khaldun (1332-1406) discusses the definition of truth and methods of historical investigation. Read this passage in comparative light of what we have read in week 1, John Arnold’s “Questions about Murder and History.” Identify one point which demonstrates contrasting opinions between Ibn

Khaldun and Arnold on how to write history. In 100 to 250 words, explain your understanding of the difference and discuss which opinion you endorse, and why.

Week 4

Lectures:

1/31 The New World and Its Peoples
2/2 The Aztecs and the Incas

Readings:

WITM chapter 15
“How to Read a Primary Source”
Primary sources:
Bernardino de Sahagún, excerpt from *The Florentine Codex*
Excerpt from *Codex Mendoza*
Juan de Betanzos, excerpt from *Narrative of the Incas*

Instructions for your think piece:

Choose one of the primary sources, and answer the questions at levels one and two in “how to read a primary source” (no need to answer level-3 questions). Your answer should be 100 to 250 words.

Week 5

*****Midterm week*****

Details to be announced

Week 6

Lectures:

2/14 European Exploration
2/16 The Spanish “Conquest”

Readings:

WITM chapter 16
Primary Sources:
Gasper de Marquina, letter to his father
Pedrarias de Avila, report
Tlaxcalan and Mexica conquistadors, letter to the king
Maya accounts of the Spanish Nahua invasion
Friar Bartolomé de Las Casas, excerpt from the *Very Brief Account of the Destruction of the Indies*
(All in one PDF titled “Views of the Conquest”)

Instructions for your think piece:

Pick two of the primary source documents and find a quotation from each of them that compare or contrast the authors’ perspectives in one aspect of the Spanish invasion. Copy and cite them in your post. Then write a short paragraph below it (100 to 250 words) explaining why you selected those quotations.

Week 7

Lectures:

2/21 The Mali and Songhai Empires

2/23 The Transatlantic Slave Trade

Readings:

WITM chapter 17

Primary Sources:

Abd Al-Sa'di, excerpt from *Tarikh al-Sudan (History of the Sudan)*

Mulay Ahmad al-Mansur, Letter to the ruler of the Kebbi Kingdom

Correspondence between King of Kongo and King of Portugal

Tomás de Mercado, "On the Trade in the Blacks of Cape Verde"

Instructions for your think piece:

The middle two primary sources are letters: a letter from the Moroccan sultan to the Kebbi Kingdom and correspondence between the Kings of Kongo and Portugal. Compare and contrast the tone and content of these letters. How do the writers address themselves to the recipients? Do they present themselves as equal or not equal? What do we think we can conclude about the relationships between Afonso and Joao, or Al Mansur and Dawud? Write an analysis (100 to 250 words) with some direct citations from the primary sources as your supporting evidence.

Week 8

Lectures:

2/28 The Indian Ocean System

3/2 The Mughal Empire

Readings:

WITM chapter 18

Primary Sources:

Gul Badan, except from *Humayun Nama*

Jouher, excerpt from *A Confidential Domestic of History Majesty*

Instructions for your think piece:

These two documents address the same events in the creation of the Mughal Empire between 1545 and 1548, albeit respectively by a male and female historian. Both accounts are written from a personal perspective on the second emperor, Humayun. One is a selection by the woman historian Gul Badan, Humayun's sister, and the other written by one of Humayun's male servants Jobber. How do the two histories compare? What is each particularly good for, and how does the gender of the author enter into the particular strengths of each? Write an analysis in 100 to 250 words.

Week 9

Lectures:

3/7 The Ottoman Empire

3/9 Women and Non-Muslim Minorities in the Ottoman Lands

Readings:

WITM chapter 19

Primary Sources:

Marcantonio Barbo, excerpts from *Fire Engulfs Istanbul*

Rabbi Yitzhaq ben Avraham 'Aqrish, excerpt from *Three Interpretations of Canticum Canticorum*

Ogier Ghiselin de Busbecq, excerpt from *The Turkish Letters*

Instructions for your think piece:

The three documents were penned by three historical individuals regarding their impressions of Istanbul during the sixteenth century. Among them, Barbaro was a Venetian diplomat, 'Aqrish was a Jew residing in Istanbul after forced migration from Spain, and Busbecq was a Fleming and the ambassador of the Holy Roman Emperor. How do these accounts compare? Identify two or three quotations that demonstrate similar or contrasting opinions about a common issue by the two/three authors. You may compare just two authors or all three of them, depending on the choice of your topic. In 100 to 250 words, explain possible reasons why their opinions converged or differed.

Week 10

Lectures:

3/14 Tokugawa Japan

3/16 Ming China and the Global Economy

Readings:

WITM chapter 20

Primary Sources:

“Commercial activities” (a set of sources, including some Ming Chinese contracts and two essays regarding merchants)

“What the weaver said”

Instructions for your think piece:

All primary documents are concerned with the economic life in Ming China. What have you learned about the Ming economy or the life of the merchant class? In 100 to 250 words, present one argument you have formulated (*one point only*) and cite at least two quotations from the primary sources to support this argument.