

## **21B: Early Modern World History, 1450-1850**

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To an observer in 1500, some of the most stable, powerful, and prosperous political entities in the world were empires with their own intellectual and political traditions located outside what today we recognize as Europe: the Ming Dynasty, the Aztec Empire, and the Ottoman Empire. By the middle of the 19th century, these parts of the world were dominated economically, ideologically, and politically by European nation states who claimed that their own traditions, including science, secularism, and individual liberty, were universal. How do we explain this shift of power? What role did forces like trade, colonialism, slavery, and industrialization play in the rise of this new world order? How did the world come to develop and embrace the values of science and modernity that shape our world today?

This course will introduce students to major themes in early modern world history, with a focus on the interconnections and circulations of people, commodities, and ideas around the globe. Lectures will provide students with historical context to understand how different peoples conceived of the world around them; exchanged goods, technologies, and ideas; and created and subsequently interacted with emerging global forces and ideologies, both liberating and oppressive. Through an examination of primary source documents, students will develop skills in historical interpretation to develop and assess historical arguments.

### **Objectives**

By the end of this course, students should be able to:

- Understand and discuss important events, ideas, and themes in world history from roughly 1450 to 1850;
- Question historical narratives that only privilege Western viewpoints by providing non-Western perspectives;
- Recognize that the shape of the modern world is rooted in global historical processes that often favored one group while oppressing another;
- Contextualize primary source documents by placing their authors in historical context and recognizing implicit biases, assumptions, and beliefs;
- Critically analyze primary source documents using the skills of close reading and contextualization to develop their own historical interpretations based on textual evidence.

### **Information About This Online Course**

This class will be held entirely online. All lectures will be asynchronous, meaning that you can watch them whenever you wish *during the week that they are assigned*. Each week, we will upload two to three videos to the Canvas course space. You are responsible for watching all of these videos in a timely fashion. The synchronous elements of this course (virtual drop-ins with professors and sections with TAs) will be optional. However, we encourage you to join these “drop-in” sessions to the extent that you are able!

## Distribution of Course Materials

Please note that according to Section 102.23 of [Policies Applying to Campus Activities, Organizations, and Students](#), the following activities constitute grounds for discipline:

*Selling, preparing, or distributing for any commercial purpose course lecture notes or video or audio recordings of any course unless authorized by the University in advance and explicitly permitted by the course instructor in writing. The unauthorized sale or commercial distribution of course notes or recordings by a student is a violation of these Policies whether or not it was the student or someone else who prepared the notes or recordings.*

## Readings

All required and recommended readings can be found on the Canvas course space. You will not be responsible for purchasing any textbooks.

## Assignments & Grading

Grades will consist of three main components: exams, short assignments, and lecture quizzes.

### Exams (25% midterm + 35% final = 60% total)

- There will be one midterm in week 6 and a final exam during finals week. The final exam will not be cumulative, but will instead only ask you about the materials from weeks 6-10. You will be able to reference your notes during the exams, but do not be lulled into a false sense of confidence; you should still prepare and study in advance! More information about the content and format of the exams, as well as instructions for how and when to take them, will be given closer to the date.

### Weekly Assignments (30%)

- Each week, students will be given an assignment prompt based on that week's lectures and readings. Usually the prompt will take the form of a bulletin board response; sometimes the prompt will involve a creative activity or a personal reflection.
- Students are responsible for submitting their assignment to Canvas by **Friday at 5pm** in the week that it is assigned. Because you have the full week to complete the assignment, late submissions will not be accepted.

### Lecture Quizzes (10%)

- Short quizzes will be embedded in some weekly lectures. When you watch the lecture videos, you will receive a prompt to complete a quick quiz at one or more points. These quizzes are not meant to be difficult, but are instead intended to ensure that students are keeping up with the weekly content. Quiz responses are due by **Friday at 5pm** in the week that they are assigned.

## Non-Graded Elements

Each week, TAs will be holding informal drop-in sessions during their regularly scheduled TA section hours. These sessions are not mandatory and will not be graded, but we encourage you to participate to the extent that you are able. At each session, you will have the opportunity to talk informally with your TA and classmates, clarify questions about the material, and prepare for assignments and exams.

## Grading Scale

A+	100% - 98.5%	C+	<79.5% - 77.5%
A	<98.5% - 92.5%	C	<77.5% - 72.5%
A-	<92.5% - 89.5%	C-	<72.5% - 69.5%
B+	<89.5% - 87.5%	D+	<69.5% - 67.5%
B	<87.5% - 82.5%	D	<67.5% - 62.5%
B-	<82.5% - 79.5%	D-	<62.5% - 60%
		F	<60

## How to Contact Your Professors

Prof. Baum ([emily.baum@uci.edu](mailto:emily.baum@uci.edu)) and Prof. Raphael ([renee.raaphael@uci.edu](mailto:renee.raaphael@uci.edu)) can be reached via email. If you would like to clarify an issue raised in the lectures, or if you would like to schedule a one-on-one Zoom meeting, please feel free to reach out to one or both of us. We will also hold weekly drop-in sessions that are open to all students without an appointment. All of the following Zoom links can be found on the home page of the Canvas course space!

- *Weekly Drop-In Sessions – No Appointment Needed*

These drop-in sessions will take place on **Tuesdays, from 9:30-10:50am** via this Zoom link:

<https://uci.zoom.us/j/99708058995?pwd=TXdVYVZwdFF5MG9uTEt4M05mRTI4QT09>

Zoom meeting ID: 997 0805 8995

Passcode: 270240

- *Weekly Office Hours – No Appointment Needed*

Prof. Raphael's office hours, held **Thursdays from 9:30-10:15am**, via this Zoom link:

<https://uci.zoom.us/j/94839491714?pwd=Ly9TbERZYmFncG10NVV5WHNNZkwrZz09>

Zoom meeting ID: 948 3949 1714

Passcode: 166114

Prof. Baum's office hours, held **Thursdays from 10:15-11:00am**, via this Zoom link:

<https://uci.zoom.us/j/94851621994>

Zoom meeting ID: 948 5162 1994

- *Individual Meetings – Appointment Needed*

If you would like to meet with Profs. Baum and/or Raphael independently, you can also schedule a one-on-one meeting with either or both of us. Please email us to set this up.

## How to Contact Your TAs

Find the Zoom links for your TA's weekly drop-in sessions on the home page of the Canvas course space.

- Isabella Vergara Calderon (Tuesdays, 11-11:50 and 12-12:50): [isabelv1@uci.edu](mailto:isabelv1@uci.edu)
- Bedros Torosian (Tuesdays, 1-1:50 and 2-2:50): [btorosia@uci.edu](mailto:btorosia@uci.edu)
- Monish Borah (Tuesdays, 3-3:50 and 4-4:50): [mborah@uci.edu](mailto:mborah@uci.edu)

### Academic Dishonesty

All students are expected to adhere to UCI's policies regarding academic integrity. The policy states: "No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort, and shall not aid another student who is attempting to do so."

This includes, but is not limited to, copying other people's work without acknowledgement or citation (plagiarism), submitting an essay that is not your own, copying from others on an exam or assignment, etc. If a student is caught violating these policies, s/he will automatically receive a 0 on the assignment and will be reported to the Office of Academic Integrity. If it happens a second time, the student will fail the class. We encourage students to read more about UCI's policies here: <https://aisc.uci.edu/students/academic-integrity/index.php>

### A Note on the Pandemic

We recognize that Covid-19 is affecting everyone in different ways. If you are having trouble accessing any of the course materials, struggling to keep up with the coursework, or just need to talk, please reach out to Profs. Baum and Raphael. We are here to help, and we want you to succeed! If we are not aware of your situation, we cannot offer solutions. So please remain in touch throughout the quarter – we will get through this together.

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## Class Schedule

### Week 1: Setting the Stage

- Course introduction (EB + RR)
- Rise of the Ming dynasty (EB)
- **Recommended reading:** *Worlds Together, Worlds Apart (WTWA)*, pp. 404-410.
- **Required readings:**
  - "Proclamations of the Hongwu Emperor," pp. 205-207, "Commercial Activities," pp. 213-218, "What the Weaver Said," pp. 221-222, "Widows Loyal Unto Death," pp. 253-255, in *Chinese Civilization*.
- **Assignment:** Course success plan.

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### Week 2: The Americas: Conquest, Tribute, and Empires

- American Empires: Aztecs and Incas (RR)
  - Spain and the Habsburgs (RR)
  - **Recommended reading:** *WTWA*, pp. 449-455, 463
  - **Required readings:**
    - The Expulsion from Spain, 1492 CE (written by an Italian Jew in 1495), at <https://sourcebooks.fordham.edu/jewish/1492-jews-spain1.asp>
    - Diego Durán, "The History of the Indies of New Spain, ca. 1580," in *Religious Transformations in the Early Modern World*, pp. 27-32.
  - **Assignment:** Reading response.
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### Week 3: Religious Rivalries

- Ottoman Empire (RR)
  - Religious and Philosophical Reformations
    - In Europe (RR)
    - In China (EB)
  - **Recommended reading:** *Panorama*, pp. 487-490, 505-509.
  - **Required readings:**
    - “Wang Yangming’s Conversations,” in *Chinese Civilization*, pp. 256-258.
    - “Luther’s Conversion,” in *The European Reformations Sourcebook*, p. 26.
    - “Loyola’s Conversion,” in *The European Reformations Sourcebook*, p. 250.
  - **Assignment:** Reading response.
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### Week 4: Exploration and Trade in the East

- South and Southeastern Asia
    - Mughal Empire & Portuguese Merchants and Missionaries (RR)
    - Southeast Asia, Taiwan, and European Trading Companies (EB)
  - Tokugawa Japan and Choson Korea: Isolationist? (EB)
  - **Recommended reading:** *Panorama*, pp. 491-493, 495-496, 527-530.
  - **Required readings:**
    - Jahangir, “Policy Toward the Hindus,” in *WTWA*, pp. 158-160.
    - “Collection of Swords,” “Edict on Change of Status,” “Limitation on Christianity,” “Expulsion of Missionaries,” “Closed Country Edict,” “Completion of the Exclusion,” “Dutch Trade in Japan,” in *Japan: A Documentary History*, pp. 191, 194, 196-197, 220-223, 225-228.
  - **Assignment:** Historical dialogue.
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### Week 5: Labor and Wealth in the Atlantic World

- The Global Circulation of Silver
    - Technology and Labor in Europe and Americas (RR)
    - Europe, the Americas, and the Fall of Ming China (EB)
  - The Atlantic Slave Trade (RR)
  - **Recommended reading:** *Panorama*, pp. 520-521, 526-527, 530-536.
  - **Required readings:**
    - Olaudah Equiano on the Atlantic Crossing, at <https://www.commonlit.org/texts/olaudah-equiano-recalls-the-middle-passage>
    - Antonio Vazquez de Espinosa, “Mercury Mining in Huancavelica and Silver Mining in Potosí,” in *WTWA*, pp. 137-140.
  - **Assignment:** slavevoyages.org site exploration.
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### Week 6: African Societies

- Midterm
  - Africa Beyond the Slave Trade (EB)
  - **Recommended reading:** *Panorama*, pp. 461-462, 466-467, 536-539.
  - **Required readings:**
    - Leo Africanus, "On Timbuktu," in *WTWA*, pp. 63-65.
    - Nzinga Mbemba, "Letters to the King of Portugal" in *WTWA*, pp. 88-91.
  - **Assignment:** Midpoint check-in.
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### Week 7: Science and Enlightenment

- Scientific Revolution (RR)
  - Absolutism and Enlightenment (RR)
  - **Recommended reading:** *WTWA*, pp. 512-514, 535-542, 549-550.
  - **Required readings:**
    - Galileo, *Starry Messenger*, pp. 36-58, online at: <http://people.reed.edu/~wieting/mathematics537/SideriusNuncius.pdf>
    - Buffon, "The Geographical and Cultural Distribution of Mankind," in *Race and the Enlightenment: A Reader*, pp. 15-28.
  - **Assignment:** Reading response.
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### Week 8: New Colonial Orders

- Russian Empire (EB)
  - Qing Empire (EB)
  - **Recommended reading:** *Panorama*, pp. 545-548.
  - **Required readings:**
    - "Peter's Account of his Sojourn in Holland," "Peter Henry Bruce on Peter the Great," "Decree on a New Calendar," "Instruction to Russian Students," "Decree on Founding the Academy," "Life of Peter the Great," all available on Canvas.
    - "Qianlong's Rejection of Macartney's Demands," in *Search for Modern China*, pp. 103-109.
  - **Assignment:** Historical debate.
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### Week 9: Global Revolutions

- US, French, Haiti, Spanish America (RR)
- Industrial Revolution and "Great Divergence" (EB)
- **Recommended reading:** *Panorama*, pp. 584-603, *WTWA*, pp. 548-551.
- **Required readings:**
  - Declaration of the Rights of Man (1789), online at: [https://avalon.law.yale.edu/18th\\_century/rightsof.asp](https://avalon.law.yale.edu/18th_century/rightsof.asp)
  - Simón Bolívar, "The Jamaica Letter" (1815), in *Thinking through Sources*, pp. 63-64.

- [IMAGE] Jean-Jacques François Le Barbier, “Declaration of the Rights of Man and Citizen” (1789): <https://www.bl.uk/collection-items/the-declaration-of-the-rights-of-man-and-of-the-citizen#>. See the analysis and explanation of the image on the website and on pp. 61-63 of the Strayer and Nelson sourcebook (included in the PDF of the Bolivar reading)
  - [IMAGE] “All Mortals are Equal, It is Not Birth but Virtue that Makes the Difference” (engraving) (1793): <https://ca.pbslearningmedia.org/asset/xir159177fre/EN/>. See the analysis and explanation of the image on pp. 64-67 of the Strayer and Nelson sourcebook (included in the PDF of the Bolivar reading)
  - **Assignment:** Image analysis.
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### Week 10: A New World Order

- British Empire, Gunboat Diplomacy, and the Opium Wars (EB)
  - Rise of Meiji Japan (EB)
    - Course conclusion (EB + RR)
  - **Recommended reading:** *Panorama*, pp. 628-631, 670-671.
  - **Required readings:**
    - Lin Zexu, “Letter to Queen Victoria,” “Letter to Wu Zixu on the Need for Western Guns,” from *Sources of Chinese Tradition*, pp. 201-206.
    - Fukuzawa Yukichi, “Goodbye Asia,” in *Japan: A Documentary History*, pp. 346-347, 351-353.
  - **Assignment:** Reading response.
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**Your final exam will take place on Thursday, March 18.**