Course description: Welcome to History 1800! The goal of this course is to follow the methods of a relatively new historical discipline called World History. This historical field underscores linkages across societies using diffusion of ideas, religions, technologies, diseases, diasporas, rather than emphasizing peculiarities. Therefore, this course offers a wide picture of the world developments during what is called the early modern era, but chooses to concentrate on two particular types of exchanges (trade and belief) that contributed to the creation of the world as we know it today. This class stresses the too often ignored interplay between commerce and religion in the age of global discovery. Scholars in the social sciences often treat trade and the merchant world as a secular affair. The terms that come to mind when studying trade are economics, politics, profit, commercialization, or industry. However, long-distance trade in early modern times was intimately linked to religious affiliations or conscious ignoring of religious bans on trading with “infidels.” This course will explore the relationship between pre-modern trade and its cultural implications. Over the course of the semester, we will investigate merchants’ support of their religion as investors in religious art, architecture, philosophy, science, and brotherhoods. We will scrutinize religious expressions of traders in the Mediterranean, the Atlantic World, the Indian Ocean, and East Asia. This course is in tune with CU’s core initiative of Learning for a Diverse World. Through reading of primary source material and class lectures, we will see how trade and religion were intimately linked.

Learning outcomes: by the end of the course you will be able to:

- understand history in cross-cultural context
- work in team setting
- develop critical skills to reflect upon historical problems
- embrace different approaches to understanding the past
- analyze critically and synthetically contrary narratives
- think and analyze in a comparative way
- hone verbal and writing skills
- combine analysis and factual knowledge


**Grading:** weekly blogs (15%); in-class activities (15%); group presentations (20%); map quiz (10%); midterm (20%); final (20%)

Grading scale:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A</td>
<td>94 – 100</td>
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<td>A-</td>
<td>90 – 93</td>
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<td>B+</td>
<td>87 – 89</td>
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<td>B</td>
<td>83 – 86</td>
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<td>C+</td>
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<td>F</td>
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**Course Requirements:** Midterm and Final: We will discuss the format of the exams as soon as the semester will start. There will be a study-guide given a week prior to each exam. Each exam will consist of a choice of 3 (three) essay questions. I will select 2 (two) and you will write on 1 (one) of the choices. You should integrate lectures, power point presentations, movie clips, primary documents, and reading material in your essays. The edited books by Jonathan Spence, Ross Dunn and J.M. Cohen are primary documents which we will study in detail. The final exam will not be comprehensive. Students wishing to take the final exam earlier or later will not be accommodated unless seriously ill. Out of courtesy to your peers, there will absolutely no make-up exams. Should you miss an exam, you will need to provide an official note testifying of your incapacity to show up to campus on that day. A routine doctor’s visit will not suffice. Police reports, jury duties, long-term physical care, or injury of immediate family member only (siblings, parents, and children) will be accepted. You will need to provide an official note for any absence to class.

Participation: Your participation in class is crucial. There will be in-class activities related to the discussion of our texts, peer evaluation of papers, and group works based on the assessment of primary sources on Fridays. You are welcome to raise any comments and questions during lectures, discuss historical problems, and share your opinions with your classmates and myself. Active in-class participation will not only increase exponentially your grade, but also provide a more stimulating learning environment. Your participation in the class’s blog on CU Learn is also expected so you can come prepared to the group discussions on Fridays. Your grade will be affected by your attendance as well. An attendance sheet will be passed around at every class session. You are to write your name only. Writing someone else’s name will be considered academic dishonesty. Should you miss more than 6 (six) days of class, your grade will be dropped by one letter automatically. Should you accumulate 9 (nine) unexcused days of class, you will get an F for the course. Students with disabilities will be accommodated in the best possible way. Please try to be courteous to the other students in the class and not disrupt their learning experience by leaving early. Those who will get out of the classroom before the session is over will receive an absence for that day. Absolutely no computer will be allowed unless you provide me with a note from the disability office testifying your incapacity to take hand notes.

Map quiz: This exercise is a blend of history and geography. Since this course covers a vast geographical area, it is in the students’ interest to get acquainted relatively early in the course with the different empires, regions, rivers, mountains, and cities that will be discussed. One week ahead of time a study guide will be provided to students.
Class activities and weekly blogs: students will have the opportunity to discuss specific topics on a weekly basis on the course discussion blog. Your instructor will raise questions based on lectures, primary documents, and reflective analysis of the period. This system will enable you to engage in and reflect on the class’s relevant themes from your home computer. In-class activities are similar types of exercise but will test your ability to work in group. These shall be a fun way to work with your peers while experiencing with history. Each group should be prepared to hand in its response sheet by the end of each Friday session.

Group presentations: Students will be encouraged to work in a peer-setting situation by working on a group presentation whose topic will reflect the themes of the course. Week four will be dedicated to finding your team mate so be sure to hand in your possible topic of interest at the beginning of the week to the instructor. A list of possible topics will be posted on CU Learn but you are welcome to explore other possibilities. Details will be provided on what to include in your presentation but students can consult the National History Day website for examples of junior and high school students’ presentations. You should use visual aid in your final presentation such as power point, videos, short clips, website, performance, cardboards, etc. The main point of this in-class presentation is to explore a historical problem examining the impact left by traders or believers on their encountered societies. The presentation should not take more than 10 minutes. No fast forwarding will be allowed for videos. Most of the points earned will be based on the historical analysis. This should be a fun exercise but make sure to think ahead in order to make it enjoyable to the rest of the class as well.

Tentative Schedule:

Week One: (August 22-26): Medieval fairs; Port-Cities & Outremer; Crusades of 1204
Homework: Ringrose, pp.1-4; pp. 24-28
Friday activity: Threshold concepts of historians and World Cloud

Week two: (August 29-Sept 2) Mediterranean Fonduks; Christians, Jews, & Muslims
Homework: Ringrose: pp. 29-34; U-Tube video and intellectual problem
Wednesday Activity: discussion of peer projects, of U-Tube video

Week Three: (September 7-9)
Monday Sept 5 Labor Day no class
Friday activity: Map quiz

Week Four: (September 12-16) Marco Polo and Ibn Battuta
Monday: hand in possible topic for in-class presentation
Homework: Ringrose: pp. 63-74; Ibn Battuta in Black Africa
Friday activity: Project Match-making Day

Week five: (September 19-23) Iberian traders: Vasco da Gama and Columbus
Homework: Ringrose: pp. 74-83; 4 Voyages of Columbus (first 2 voyages)
Friday activity: movie clip Quest for Paradise
Week six: (September 26-30) Spanish & Portuguese Expansion to the New World
Homework: Ringrose: pp. 83-125; *4 Voyages of Columbus* (last 2 voyages)
Friday activity: movie clip: *The Mission*

Week seven: (October 03-07) Discussion of *4 Voyages of Columbus*
Friday activity: **Midterm** October 07

Week eight: (October 10-14): Trade and Belief in Age of Expansion
Friday activity: Writing in Team-Work

Week nine: (October 17-21) Indian Ocean Trade & the Portuguese & English in India
Homework: Ringrose: pp.129-160; *Merchants and Faith* (first half)
Friday activity: discussion on *Merchants and Faith*

Week ten: (October 31-Nov 4) The Voyages of Zheng He in Indian and China Sea context
Homework: Ringrose: pp. 161-174; *Merchants and Faith* (second half)
Friday activity: movie-clip *1421: The Year China Discovered America*?

Week eleven: (November 07-11) Christianity in China and Japan
Homework: Ringrose: pp. 174-189; *The Question of Hu* (first half)
Friday activity: movie clip: *Empires Japan*

Week twelve: (November 14-18) Missionaries in Asia + romanticism and travelers in Pacific
Homework: *The Question of Hu* (second half)
Friday activity: discussion on *The question of Hu*

Week thirteen: (November 21-25) **Thanksgiving** no class

Week fourteen: (November 28-Dec 02) group presentations

Week fifteen: (December 05-09) groups presentations

**Final Exam** Tuesday December 13 @7:30-10PM

**CU Policies:**
Classroom Behavior Policy: Students and faculty each have responsibility for maintaining inappropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty has the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. See policies at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).
Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed.
Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, http://www.colorado.edu/disabilityservices). If you have a temporary medical condition or injury, see guidelines at http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/.

Observance of Religious Holidays and Absences from Classes or Examinations: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled examinations, assignments, or required attendance. In this class, I will make every effort to accommodate all students who have such conflicts with scheduled examinations, assignments, or attending class, provided students notify me well in advance of the scheduled conflict. In this class, students should notify me by the third week of class of their religious conflicts with exams and assignments. See full details at http://www.colorado.edu/policies/fac_relig.html

Discrimination and Sexual Harassment: The University of Colorado Policy on Sexual Harassment applies to all students, staff, and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises to create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combinations of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination based upon race, color, national origin, sex, age, disability, creed, religion, or sexual orientation, should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at: http://www.colorado.edu/odh/