History 1800: Introduction to Global History
Traders and Believers in the Mediterranean, Europe, New World, Near East, Africa
M-W-F  11:00-11:50 AM    EDUC 220
Fall 2012

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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 medieval-early modern era, but chooses to concentrate on two particular types of exchanges: trade and belief. 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, Europe, the Atlantic World, and the Middle East. This course is in tune with CU’s core initiative of Learning for a Diverse World.

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

- understand history in cross-cultural context
- work in team setting
- use primary sources to create multimedia projects
- 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 analytical and factual knowledge

Required texts:
Symcox and Sullivan, *Christopher Columbus and the Enterprise of the Indies* (2005)
**Grading:** map quiz (5%); in-class activities (5%); GoAnimate video (10%); Group video production or print piece (20%); 2 book quizzes (10%); midterm (20%); paper (20%); final (10%)

Grade breakdown:
- map quiz: 50 points
- In-class activities: 50 points
- GoAnimate cartoon: 100 points
- Video/Print piece: 200 points
- Book quizzes: 100 points
- Midterm: 200 points
- Paper: 200 points
- Final: 100 points

Total points: 1000 points

**Grading scale:**
- A: 950 – 1000
- A-: 900 – 949
- B+: 870 – 899
- B: 830 – 869
- B-: 800 – 829
- C+: 770 – 799
- C: 730 – 769
- C-: 700 – 729
- D+: 670 - 699
- D: 630 - 669
- D-: 600-629
- F: 599 & below

**Course Requirements:** Midterm and Final: 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. There will be a study-guide given one week prior to the exam. This is a take-home assignment so you should integrate lectures, power point presentations, movie clips, primary documents, clicker questions and reading material in your essays. The books we read 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.

In-class activities: Active in-class participation will provide a more stimulating learning environment. Your instructor will raise questions based on lectures, primary documents, peer evaluation of papers, and group works once a week. You are welcome to raise any comments and questions during lectures, discuss historical problems, and share your opinions with your classmates and myself. However, please do not raise your voice when not invited. Once a week activities will consist of a 10 minute historical practice using skits, debates, discussions, or critical analysis of the material. You will discuss the questions with your classmates so make sure you come to class with the reading done.
Attendance: The instructor will use clicker as means of attendance so make sure to answer the historical questions. There is no point for attendance but only for answering the questions. Should you miss 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 and athletes (no sports team) will be accommodated in the best possible way. Religious holidays will also be counted as excused absences. Please try to be courteous to the other students in the class and not disrupt their learning experience by leaving early. Absolutely no computer or phone will be allowed unless you provide me with a note from the disability office testifying your incapacity to take hand notes.

Book quizzes: These two (2) short exercises consist of a critical evaluation of the reading. You will be asked to answer basic questions based on the primary reading assigned for the day (in a quiz like format) while trying to exercise your critical skills by a deep analysis of the text and context. Typically you will be given one page of the text along with a simple question. There will be a total of two (2) questions per quiz.

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.

GoAnimate video: These shall be a fun way to experience history making while being creative. A Sample video I made is posted on D2L http://goanimate.com/videos/0Q0Ia1G1mRGQ/1 If you use a similar program such as Xtranormal or Pixton you are welcome to use those sites instead. This is a group exercise made up of 2 people. This is a group exercise but you will be graded individually. The Student Progress Report and the breakdown form are posted on D2L. Please send me your published URL before class meets so we can run the presentations smoothly.

Paper: Experience with using primary sources in the writing of a 5 pp paper. Imagine you are a historical person (a religious person or a merchant) and explain how you transformed the society around you. Use the Fordham, Hanover, and Carleton Colleges’ internet primary sources as tool. Consult with instructor before starting your project. Make sure it is a coherent, well-written, well-articulated, research-centered essay. You can write your paper based on a fictional character but you have to use real sources as basis for your paper. Try to think about the main point you are trying to get across rather than details about someone’s life. The paper will provide the source for your video production/print piece and you will be put in a group according to the similarity in topics. The papers are individually written and researched. Week three you will hand in your paper topic and you will be put in a group the subsequent week.

Group Video Production or print piece: Students will be encouraged to work in a peer-setting situation by engaging in a short video production (3 minutes) or print piece (your choice). This exercise is history practice at its most fun and imaginative. There is a production guideline posted on D2L. You should use the themes explored in your 5 pp research paper in order to make the most of the research you have done. Week three 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 three to the instructor. Ideally groups should be between 3 and 4 people (no more, no less). Most of the points earned will be based on the historical analysis. The grade you earn from the presentation will be different from the one you earn in the paper. This group assignment is graded individually and the grade breakdown and student progress report are posted on D2L. In order to help you structure the assignment, the video should follow the perspective of a political/religious campaign (i.e. advertise the voyages of Columbus, the benefits of Luther’s creed, the fundraising campaign for Mehmed II, the appeal of religious charities, support Pope Urban II’s crusade etc). This exercise will assist you in presenting a paper at a conference, club, charity, fraternity, group etc. This presentation will increase your communication, organizational, critical, and creative skills. Dave Underwood from OIT will pay a visit to our class in order to guide you through the process. The video production office is called One Stop Shot (ATLAS). Sample students’ video productions from a team-taught class in the departments of Environmental Sciences and Theatre and Dance can be found at: www.insidethegreenhouse.net

Print piece: should follow the same guidelines as the political campaign of the video but in an art print format. Here you should pay attention to details, design, and audience. You should also use the language of the time whenever possible.

Tentative Schedule:

Week One: (August 27-31): Medieval fairs; Port-Cities & Outremer
Monday Activity: discussion of papers, GoAnimate cartoons, video production, exams
Friday activity: Threshold concepts of historians + Map quiz

Week two: (September 3-7) The Crusades: Military and Religious Orders
**Labor Day** no class
Homework: Start reading *Ibn Battuta*
Wednesday: Dave Underwood visit (on video production)
Friday activity: Dave Underwood visit (on print making)

Week Three: (September 10-14) Mediterranean Fonduks & Maritime Republics
Homework: *Ibn Battuta*
Monday: hand in possible topic for in-class presentation
Friday activity: Project Match-making Day

Week Four: (September 17-21) Mecca, Santiago, and Jerusalem, pilgrims and merchants
Homework: *Ibn Battuta*
Friday activity: discussion and book quiz on *Ibn Battuta*

Week five: (September 24-28) Vasco da Gama and Columbus: Faith and Commerce
Homework: *Columbus* (Document 5, 12, 14, 17, 22, 23, 24, and 32)
Friday activity: movie clip *Quest for Paradise*

Week six: (October 1-5) The Jesuits’ Expansion to the New World
Wednesday: discussion on *Columbus*; movie clip: *The Mission*
Friday activity: **Midterm**

Week seven: (October 08-12) GoAnimate presentations

Week eight: (October 15-19) Paper Workshops

Week nine: (October 22-26) Communities of faith: *convivencia*? Cordoba, Palermo, Constantinople, Cairo
Friday activity: peer evaluation of papers

Week ten: (October 29-Nov 2) Bazaar and Piazza: Traders’ values
Friday activity: **Papers due**

Week eleven: (November 05-09) Relics & monasticism, religious and commercial architecture
Homework: *Trickster Travels* (pp 15-37; pp 55-69)
Friday activity: video pitching session

Week twelve: (November 12-16) The World of Trickster Travels (Image of Africans & Indians)
Wednesday: *Trickster Travels* (pp125-80; pp 191-222)
Friday activity: Book quiz on *Trickster Travels*

Week thirteen: (November 19-23) **Thanksgiving** no class

Week fourteen: (November 25-29) group video/ print presentations (A through M)

Week fifteen: (December 03-07) group video/print presentations (N through Z)

Week Sixteen: (December 10-14) Kings and Sultans in trade and religion (art & architecture)

**Final Exam** Tuesday December 18 @4:30-7PM

**CU Policies:**
Classroom Behavior Policy: Students and faculty each have responsibility for maintaining an appropriate 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](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](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](http://www.colorado.edu/policies/honor.html) and at [http://www.colorado.edu/academics/honorcode/](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](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/](http://www.colorado.edu/odh/).

Thoughts: include Malacca as example of multicultural empires
No more group activities; no more goanimate activities; have 2 midterms; one quiz on each book w/one page of the book as illustration; creative activities: print piece and video; paper 6 pp.;