

## Early Modern World History

(all dates are due dates for readings or quizzes *before* class that day)

### **Before Modern Civilization, 1200-1450 (What is the relation between pre-modern and modern civilizations? between nomadic societies and civilization?)**

#### week 1. Society and Civilization; Early and Modern

10 Jan. Introduction

12 Jan. Fernand Braudel, "Afterthoughts on Material Life," in *Afterthoughts on Material Civilization and Capitalism* (Baltimore: Johns Hopkins University Press, 1977), 3-15 (d2l)

#### week 2. Nomadic Civilization?: Mongol Asia

17 Jan. WTWA, 394-401 (ch. 10); Stats Unit 1–Introduction

19 Jan. Braudel, "Afterthoughts on Material Life," 16-35 (d2l); WofH, ix-xiii

#### week 3. China as a Pre-modern Civilization (Continuity & Change from Song to Ming Dynasties)

24 Jan. WTWA, 430-437, 470-473 (chs. 11-12); Stats Unit 1–Narrative Quiz; Stats Unit

1–Calculation Quiz

26 Jan. WofH, ch. 15–source 1; Analyzing Primary Sources, based on Mark Kishlansky, "How to Read a Document," in *Sources of the West* (1995) (<http://tinyurl.com/j4m7ghz>); Stats Unit 1–Word Problem

### **Europe and the Gunpowder Empires, 1450-1700 (What is the relation between arms and politics? between Church and State?)**

#### week 4. Islamic Gunpowder Empires (Ottoman, Safavid, Mughal)

31 Jan. WTWA, 404-421, 468-470 (chs. 11-12); Stats Unit 2–Introduction

2 Feb. WofH, ch. 17–sources 5-7; Stats Unit 2–Narrative Quiz; Stats Unit 2–Calculation Quiz

#### week 5. Early and Modern in European Renaissance & Reformation

7 Feb. WTWA, 404-407, 421-430, 462-468 (chs. 11-12)

9 Feb. WofH, ch. 17–sources 1-4; Stats Unit 2–Word Problem; Mentorship Report

#### week 6. European New Monarchies

14 Feb. Stats Unit 3–Introduction

16 Feb. EXAM 1

### **Columbian Exchange and Its Impact, 1492-1763 (How did Europe and Africa fit into Amerindian culture? How did the New World fit into European culture?)**

#### week 7. Old World and the New World

21 Feb. WTWA, 440-462 (ch. 12); Stats Unit 3–Narrative Quiz; Stats Unit 3–Calculation Quiz

23 Feb. WofH, ch. 15–sources 2-3; Stats Unit 3–Word Problem

### **From Wars of Religion to Wars of Trade, 1555-1763 (Did early modern wars in Europe make sense? Why did Europe expand?)**

#### week 8. War, Trade, and Empire, part 1

28 Feb. WTWA, 476-488, 510-515 (ch. 13); Stats Unit 4–Introduction

2 March WofH, ch. 16–sources 1-3

#### week 9. War, Trade, and Empire, part 2: Europe and East Asia

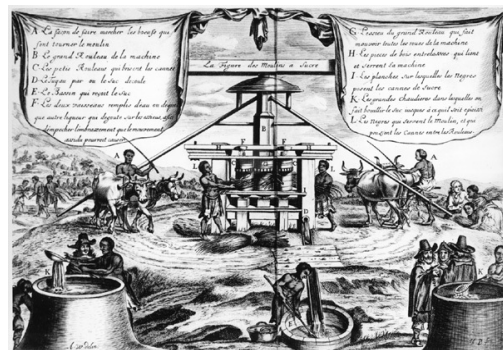
7 March WTWA, 495-510 (ch. 13)

9 March Stats Unit 4–Narrative Quiz; Stats Unit 4–Calculation Quiz

#### week 10. Africa and the Atlantic World

21 March WTWA, 488-495 (ch. 13); Stats Unit 4–Word Problem

23 March WofH, ch. 16–sources 4-6; Stats Unit 5–Introduction



Sugar mill, West Indies, 17th century

week 11. Culture and Science in the 17<sup>th</sup> and 18<sup>th</sup> centuries  
28 March WTWA, 518-537 (ch. 14); Stats Unit 5–Narrative Quiz; Stats Unit 5–Calculation Quiz  
30 March WofH, ch. 19, sources 1-7; Stats Unit 5–Word Problem

week 12. Slave Trade, Slave Societies  
4 April WTWA, 542-546, 571-573 (chs.14-15); WofH, ch. 16–sources 4-6  
6 April Exam 2

**Liberty and Terror at the Advent of Modernity, 1763-1799 (relation between revolution and civilization?)**

week 13. The Enlightenment Project  
11 April WTWH, 538-542, 546-551 (ch. 14)  
13 April WofH, ch. 20–sources 1-3; ch. 21–source 3; Slave Trade Group Draft Introduction

week 14. Age of Revolution(s): France, Europe, the World  
18 April WTWA, 551-571 (ch. 15)  
20 April WofH, ch. 20–sources 4-7

week 15. Birth of the Modern  
25 April WTWA, 590-591 (ch. 15); Slave Trade Group Paper  
27 April Conclusion  
4 May, 2:45-4:45 pm **Final Exam**

Texts: WofH. Kevin Reilly, ed., *Worlds of History: A Comparative Reader*, vol. 2, Since 1400, 6<sup>th</sup> ed. (Boston: Bedford/St. Martin's, 2017) [TRS # 11.243]  
WTWA. Robert Tignor, et al., *Worlds Together, Worlds Apart*, vol. B, 600 to 1850, 4<sup>th</sup> ed. (New York: W W Norton and Co, 2014) [TRS # 11.244]

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Engraving of the march of the market women on Versailles, October 5, 1789

His 2650 begins with classical civilizations unraveling and ends with the threads of modernity. It moves from the global reach of the nomadic Mongols in the 13<sup>th</sup> century to the global export of the French Revolution *circa* 1800. The course introduces the rich source material of the early modern world, as well as the techniques of historical statistical analysis. It also provides a broad narrative of events, ideas, and movements.



Course objectives:

- Distinguish and position temporally and spatially the main historical events and movements between the Black Death and the revolutions of the late-18th century; assess their causes and effects.
- Distinguish primary sources from secondary works; use both to make a historical argument
- Recognize quantitative data among various historical sources, and evaluate the strengths and weaknesses of basic statistical methods in evaluating historical sources
- Understand and be able to make claims based on comparative history (between nations and civilizations) and chronology (change over time)
- Understand how to use both quantitative and qualitative sources from a period in historical argument
- Be able to draw information from selected online databases of primary sources, including the Trans-Atlantic Slave Trade Database

Consult periodically the enhanced version of this syllabus <<http://ux1.eiu.edu/~nekey/syllabi/2560.htm>>. Generally, I lecture on Tuesday (WTWA) and we discuss documents/readings (WofH) on Thursday (bring the appropriate book to class). Any revisions to the syllabus or this schedule will be limited, for pedagogical reasons (changes in due dates, readings, specific essay questions, review sheets), and will be announced in class in advance and posted on d2l (see below).



Course Requirements Summary

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| • Online Short Essays (due Thursdays, about 9)**                 | 10% |
| • In-class questions (due Tuesdays, about 10)** & participation* | 10% |
| • Exams (2 @ 12.5% each)   | 25% |
| • Final Exam (15%)*  | 15% |
| • Mentor Report*   | 2%  |
| • Stats Unit Narrative Quizzes (5 @ 1% each)***                  | 5%  |
| • Stats Unit Calculation Quizzes (5 @ 2% each)***                | 10% |
| • Stats Unit Word Problems (4 @ 2% each)                         | 8%  |
| • Stats Slave Trade Group Paper                                  | 15% |
| •  |     |

Total

100%

\* extra credit, worth up to 5%

\*105%

\*\* lowest grade dropped

\*\*\* may be retaken, highest grade counts



*Theatrum orbis terrarum* (1635)

His 2560 is designated writing-intensive. Exams and online discussion of sources will be in paragraph/essay form. The Slave Trade Group Paper will put together everything you have learned in the Statistics Units (see below), and then ask you to work together to write up your findings. thirds asks you to construct a basic comparative table from the Transatlantic Slave Trade Database and then a very brief paper making a narrative from that table(s).


**Stats Units 1-5.** The EIU History Department has decided to introduce historical statistics (Stats) in this course. There are five Stats Units. Each has an explanatory narrative in d2l for each, as well as a quiz on that narrative (5% of your total grade). Each has a calculation exercise using material culled from the TransAtlantic Slave Trade Database, and a corresponding quiz (10%). Most of them finish with a Word Problem, sometimes requiring a brief write-up (8%). These are all done individually, although you may retake the Narrative Quizzes and the Calculation Quizzes several times if you wish, and your top scores count. We will do word problems in class so you know the sort of questions you will encounter. **The deadlines for these quizzes are fixed and definite.** So plan to begin your work on each unit early. At the end you will be assigned to a group to write a paper based on data from the slave trade (15%). We will get through this and you will be thinking more logically about history as a result.

Participation is required (10%, based on your contribution to discussion and in-class written questions). More than three absences whether excused or not (you don't need to tell me) will begin to lower your participation grade. If you are/will be absent, please consult the online syllabus first to see what was/will be covered. Your grade as a whole may suffer if you miss assigned quizzes or exams (the online quizzes are online and open for at least a week, so absence doesn't apply). There is, of course, no make-up for the final. Other make-ups will be at my discretion.

There is a Mentor Report required for departmental program purposes in this course. You should meet with another professor in the department, after consulting with Dr. Key, and write up your meeting. (This is actually worth 3%, not 2% as above, which means you get an extra 1% bonus. Further extra credit (up to 5%) can be obtained by an optional extra essay on the final.

In order to keep us all on task and minimize distractions, let's not read newspapers, study or write for another class, text, make, or receive phone calls, email or visit non-class-related sites during class time. You may and should BYOD (bring your own device) to take notes (DO take notes), access course material, or look up course-related information. I will give notice if specific days are device-driven (laptops are available for use in classroom). (Anyone with a documented disability should let me know in the first week or two of class so that we can make appropriate accommodations.) History department graduate students tutor in CH 2726 (Nick Waller is specifically assigned to this course). And ask me for clarifications. I will talk about history virtually anytime.

You must purchase at the University Bookstore, sign, and turn in *all* exam books more than a week before the first mid-term exam (that is by 9 Feb.). No one may take the exams (12.5 each for 1 & 2, 15%for the final) without an exam book. Exams are a combination of essays, short-answer, matching, and mapping. Improvement during the semester will mitigate disastrous performance early in the course. The d2l page for this course includes useful information (policies, goals, and additional help at the department and university level).

	<p>I have two offices:</p> <ul style="list-style-type: none"><li>• 3725 Coleman Hall, where I have scheduled office hours T &amp; Th 2:00–3:00 pm; and</li><li>• 1116 Booth Library (Faculty Development Office, lower floor, North side), where I have scheduled office hours W 9:00–noon.</li><li>• I am in one of these offices virtually every day, and can often meet other times by appointment or drop in.</li><li>• To arrange a time to meet, email (<a href="mailto:nekey@eiu.edu">nekey@eiu.edu</a>)</li><li>• or phone (217-581-7051).</li><li>• Most communication outside class will be through Brightspace (d2l on the university homepage), <a href="mailto:nekey@online.eiu.edu">nekey@online.eiu.edu</a>.</li></ul>
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