

Early Modern World History

Before Modern Civilization, 1200-1450 (relation between nomads and civilization?)

- week 1. Society and Civilization; Early and Modern
26 Aug. Introduction
28 Aug. Kishlansky, "How to Read a Document" (on a selection from Marco Polo, handout)¹

- week 2. Pre-Modern Civilization: India & China as an Archetype
2 Sept. Brummett, ch. 10 (pp. 288-304)
4 Sept. Equiano, *The Life*, chs. 1-2 (to p. 37)

- week 3. Mongols (Yuan Civilization)
9 Sept. Brummett, ch. 10 (pp. 304-309)
11 Sept. *Secret History of the Mongols*; Marco Polo (handout)²

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

- week 4. Islamic Gunpowder Empires
16 Sept. Brummett, ch. 12
18 Sept. Reilly, docs. 14-16 (de Busbecq, Chardin, *The Jahangirnama*)

- week 5. Europe: Renaissance & Reformation
23 Sept. Brummett, ch. 14
25 Sept. Reilly, doc. 4 (Columbus); Machiavelli (handout)³

- week 6. Europe: New Monarchies
30 Sept. Brummett, ch. 15
2 Oct. **Mid-Term 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 and Islamic culture?)

- week 7. Old World and the New World
7 Oct. Brummett, ch. 16
9 Oct. Reilly, docs. 6-8 (Díaz, *The Broken Spears*, DeVries); Voltaire, *Candide*, ch. 1

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
14 Oct. Brummett, ch. 17
16 Oct. Voltaire, *Candide*, chs. 2-16; ***Candide* pre-assignment due**

- week 9. War, Trade, and Empire, part 2
21 Oct. Voltaire, *Candide*, chs. 17-30
23 Oct. Voltaire, *Candide* (letters and reviews, pp. 121-31); Reilly, docs. 22, 24-25 (Le Van Baumer, Montague, de Fontenelle)



week 10. East Asia

28 Oct. Brummett, ch. 13; Reilly, docs. 1-3, 12-13 (Cook, Ma Huan, Maps, Hoyt, Spence)
30 Oct. **Candide's Eighteenth Century paper due**

week 11. Slave Trade and the Atlantic World

4 Nov. Brummett, ch. 19 (pp. 562-568); Reilly, docs. 9-10 (Mbemba, Bosman)
6 Nov. **Mid-Term Exam 2**

week 12. Slave Trade, the Enlightenment, and the Moral Imperative

11 Nov. Equiano, vol I; Timothy Brook lecture, 19:00 (7 pm), Tarble Art Center
13 Nov. Equiano, vol II (esp. chs. X-XII); Equiano (selected context, esp. pp. 206-249, 277-287)

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

week 13. Scientific Revolution and the Enlightenment

18 Nov. Brummett, ch. 18 (pp. 527-541)
20 Nov. Reilly, docs. 28, 30-31, 37 (Hume, Jefferson, Adams, Smith); **Equiano's Worlds paper due**

week 14. Age of Revolution: France, Europe, the World

2 Dec. Brummett, ch. 18 (pp. 541-552)
4 Dec. Reilly, docs. 32-33 (French Declaration, L'Ouverture); de Gouges, Robespierre (handout)⁴;
Revolution debate preparation

week 15. Birth of the Modern

9 Dec. **Revolution debate**
11 Dec. Conclusion

Texts: Palmira Brummett, et. al., *Civilization Past & Present*, vol. B, *From 500 to 1815*, 11th ed.
Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano (1789)*, ed. Werner Sollors
Kevin Reilly, ed., *Worlds of History: A Comparative Reader*, II, *Since 1400*, 2nd ed.
Voltaire, *Candide (1759)*, ed. and trans. Daniel Gordon

His 2650 begins with classical civilizations unraveling and ends with the threads of modernity; it moves from the global civilization of the previously nomadic Mongols in the 13th century to the export of the French Revolution to the rest of Europe and the New World *circa* 1800. The course introduces the rich source material of the early modern world, and helps refine your skills of analysis and synthesis. It also provides a broad narrative of events. You should consult periodically the enhanced version of this syllabus <<http://ux1.eiu.edu/~nekey/syllabi/2560.htm>>. Generally, I lecture on Tuesday and we discuss documents on Thursday. 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 the web.

His 2560 is designated writing-intensive (the last essay may be submitted for your Electronic Writing Portfolio as a revised paper; the first may be submitted, but not as a revised paper). The two essays (15% & 20% respectively) due should be typed, double-spaced, and use a clear and consistent form of referencing (see citation guide at <http://ux1.eiu.edu/~nekey/citate.htm> on the web). These essays are relatively brief, but should be focused and thoughtful. Both paper assignments ask you to analyze a classic 18th-century book (by Voltaire and by Equiano respectively) and put them in the context of other 18th-century documents (provided) and ask you to compare and contrast their respective visions of the 18th-century world with that of selected current world history textbooks.

Participation (based on your contribution to pre-assignments, final debate, and discussion) is required (15%), though extra credit (up to 5%) can be obtained by an optional extra essay on the final. (There may be in-class quizzes with or without announcement, but they are factored solely into the Participation portion of your final grade.)

Generally speaking, more than three absences will adversely affect your participation grade. (Because it is participation I seek, I tend not to countenance "excused absences," nor to read excuse "notes" from various authorities.) Your grade as a whole may suffer if your absences fall on the date of assigned reports or exams. There is, of course, no make-up for the final. Other make-ups will be at my discretion.

(Anyone with a documented disability should let me know by the second week of class so that we can make appropriate accommodations.) History department graduate students tutor in CH 2726. And ask me for questions and clarifications. I will talk about history virtually anytime.

You must purchase at the University Bookstore, sign, and turn in *all* exam books a week before the first mid-term exam (that is by 23 Sept.). No one may take the mid-terms (15%) or the final (20%) 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.

My office is 3725 Coleman Hall (581-6360; e-mail = nekey@eiu.edu). I have scheduled office hours, Tues. and Thurs. 10:00-10:50, Wed. 10:00-11:50 and 14:00-14:50; and by appointment (I am in my office virtually every day).



Notes

1. "How to Read a Document" (on *The Travels of Marco Polo, the Venetian*, written 1298), in *Sources of World History*, ed. Mark A. Kishlansky (New York, 1995), II:xv-xxii.

2. *The Secret History of the Mongols* (13th century), in *Makers of World History*, ed J. Kelley Sowards, 2nd ed. (New York, 1995), 1:242-50; "Marco Polo Travels to Kublai Khan," in *Readings in World Civilizations*, 1, *The Great Traditions*, ed. Kevin Reilly, 2nd ed. (New York, 1992), 274-80.

3. Martin Luther, "Sermon at Castle Pleissenburg" (1539), and Ignatius Loyola, *Spiritual Exercises* (1540), in *Selections from Longman World History*, ed. George F. Jewsbury (New York, 2003), II: 1-8; Niccolò Machiavelli, *The Prince*, chs. 7, 17, 21 (1513), ed. and trans. David Wootton (Indianapolis, 1995), 21-27, 51-53, 67-70.

4. Olympe de Gouges, "Declaration of the Rights of Woman and the Female Citizen" (1791) and Maximilien Robespierre, "The More and political Principles of Domestic Policy" (1794), in *Encounters in World History: Sources and Themes from the Global Past*, 2, *From 1500*, ed. Thomas Sanders et. al. (Boston, 2006), 179-86.