Crisis & Expansion

EUROPE AND THE WORLD, 1200–1648

INSTRUCTOR INFORMATION

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Office Hours: TR 1:00–2:30
or by appointment via Skype
COURSE DESCRIPTION

This course examines the dynamic transformation of world cultures across four centuries of social, religious, political, and economic change. It begins by exploring the major commercial networks that led to the transference of goods and ideas across Afro-Eurasia. We then proceed to examine major cultural spheres—the Islamic World, China, India, Europe, sub-Saharan Africa, and the Americas—that experienced political and economic integration as a result of increased commercial and cultural contact. To better understand how encounters, though often violence, can also facilitate the exchange of cultural forms, ideas, and products, we examine the interaction of cultures at three major urban centers—Sicily, Quanzhou, and Calicut. Moving to the age of Global Convergence, we consider the consequences of the colonization of Africa and the Americas on Europe and the world. Finally, we look at the new cultural and political currents of the Scientific Revolution and the challenge posed to the Western Church by the Protestant Reformation. Throughout the course we will pay special attention to the development of new forms of cultural expression in response to periods of perceived crisis and expansion, and consider how the political, economic, social, and religious developments of these four tumultuous centuries transformed the world helping to shape the global society we live in today.

COURSE WEBSITE: https://brightspace.lmu.edu (access through myLMU)

REQUIRED TEXTS

1. Course Reader
   Available on course website

   ISBN: 9781457699917
   Available at LMU Bookstore

   ISBN: 9780393123821
   Available at LMU Bookstore and LMU Library Reserves

4. Reformation Packet
   Available on course website

CORE AREA: Historical Analysis and Perspectives (HAP)

PREREQUISITES: None
LEARNING OUTCOMES

This course combines instructor lectures with close discussion of primary texts and relevant historiographical debates. The goal of the course is:

- To familiarize students with the practice of history and the historical method including the principles of cause and effect, continuity and change, perspective, and significance.
- To help students develop analytical and critical reading skills.
- To help students develop the ability to frame historical questions, take a stance, and craft a written argument.

WHY STUDY HISTORY?

Studying history gives us a deeper understanding of the processes that have led to the development of the world in which we live. Learning about the ideas, values, fears, and dreams of the people of the past helps develop historical empathy, promotes intellectual discourse, and builds cultural literacy. Understanding the connection between ideas and consequences makes us better-informed decision-makers and enhances our ability to distinguish the important from the unimportant, to recognize patterns, and to appreciate cultural differences. The study of history prepares us to participate in events of local, state, national, and international significance.

History in High School: High school history courses teach us how to recognize relevant information and make sense of it through summary and explanation.

History in College: College history courses teach us how to apply information in order to solve a problem. In the process, we learn skills.

SKILLS OF A HISTORIAN

- Critical thinking and problem solving
- Collaboration
- Reading Comprehension
- Communication: verbal and written
- Research
- Data Analysis

SKILLS EMPLOYERS WANT

(Forbes 2015)

- Decision making and problem solving
- Collaboration
- Communication: verbal and written
- Planning and organization
- Research
- Data Analysis
- Field-specific knowledge
- Computer literacy
- Sales and Marketing

WHAT CAN YOU DO WITH A B.A. IN HISTORY?

ADVANCED DEGREES

Graduate School (M.A. & Ph.D.)
Law School
Teaching Credential
Library Science School
Other graduate degree

READY FOR A CAREER?

Jobs to consider: educator, researcher, editor, information manager, analyst, archivist, broadcaster, campaign worker, consultant, congressional aide, foreign service officer, intelligence agent (CIA/FBI/NSA), foundation staffer, information specialist, journalist, legal assistant, lobbyist, personnel manager, public relations staffer.

Careers for History Majors: https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-history-majors
Almost half of your grade will be based on your performance on two essays. Two weeks prior to the due date, you will receive an essay guide with a choice of two prompts, each asking you to craft an argument based upon your analysis of primary sources. You will write a 4–5 page essay on one of the two prompts.

The take-home midterm will consist of 30 multiple choice questions intended to test your comprehension of course material and critical analysis of primary sources.

The in-class final will consist of 10 multiple choice questions, five term identifications, and one primary source analysis essay. You will receive a list of twenty potential identifications one week prior to the exam.

For the fishbowl debate, you and a partner(s) will be assigned a Protestant Reformer. Together you will research the Reformer’s theological views and motivations for reform. The week before Thanksgiving, we will host a fishbowl debate in class during which time you will be asked to defend your Reformer’s position against that of other Reformers. For details on the fishbowl method and preparation guidelines, see “Reformation Project Handbook.”

Before the end of the semester, you must visit the Norton Simon Museum. Choose two art pieces—one from Europe and one from a non-Western civilization. Write a reaction paper (4–5 pages) answering the following questions: What does each artwork reveal about the culture in which it was produced? How does it reflect the institutions and patterns that we have been studying in class? Compare and contrast the two works. How do your chosen pieces reveal the influence of cross-cultural contact and the exchange of ideas? Make sure to include a photo of both artworks and key information (artist, date, place).

**COURSE REQUIREMENTS**

15% Essay #1 (4-5 pages) on travel narratives
*Due Tuesday, September 22*

15% Midterm
*Take-home multiple-choice*
*Due Tuesday, October 11*

25% Essay #2 (4-5 pages) on sites of encounter
*Due Tuesday, November 1*

15% Fishbowl Debate & Source Analysis (2 pages)
*In class on Tuesday, November 15 and Thursday, November 17*

10% Norton Simon Visit & Reaction Paper (4-5 pages)
*Due Finals Week (check schedule)*

20% Final
*In class Finals Week (check schedule)*

**ASSIGNMENT GUIDELINES**

All writing assignments must be submitted via Brightspace (uploaded as a word document) before class on the due date. Failure to complete all requirements will result in an F for the course. Late assignments will not be accepted under any circumstances without proper documentation.

**ACADEMIC HONESTY**

You are required to familiarize yourselves with LMU’s policies on academic honesty and to abide by them fully (see [http://academics.lmu.edu/honesty/](http://academics.lmu.edu/honesty/)). Plagiarism, cheating on examinations, or any other form of academic dishonesty will not be tolerated. It will result in a zero for the assignment and may cause you to fail the course, at my discretion.
ATTENDANCE & PARTICIPATION

Regular attendance and participation in discussion is essential for your success in this class. You are expected to come to class having read all of the assigned material and ready to discuss it. Failure to attend will result in an F grade for the course.

OFFICE HOURS

I will be holding office hours from 1:00-2:30PM Tuesdays and Thursdays. The first hour will be dedicated to reading primary sources. Please visit me! We can read sources together.

PARTNER SYSTEM

It highly recommended that you exchange contact information with at least two other students. Should you anticipate being absent and need to review the course material, your partners can be a great resource.

COURSE RESERVES

If you miss lecture or want to brush up on lecture material, please visit LMU Library Reserves at the LMU Library Circulation Desk. I have placed several textbooks on reserve for your convenience.

E-MAIL COMMUNICATION

I will be communicating with the class using campus e-mail systems, so it is essential that you regularly check your lion.lmu.edu e-mail address or forward your lion account e-mail to your preferred email address.

WRITING SUPPORT

Visit the ARC. The Academic Resource Center offers free tutoring in many subjects, including history and writing. You can even register for a 1-unit writing lab where you will have your own personal tutor for a semester. The ARC is located on the second floor of Daum Hall and can be found online @ http://academics.lmu.edu/arc/.

ACCOMMODATIONS

Any student with a documented disability requiring accommodation should contact the Disability Support Services (DSS) Office (Daum Hall 2nd floor; 310.338.4216; www.lmu.edu/dss) as early in the semester as possible. All discussions will remain confidential. While every effort will be made to accommodate students, special accommodations will only be made with proper DSS documentation.
## UNIT 1: TRADE AND TRAVEL: THE MOVEMENT OF PEOPLE, GOODS, AND IDEAS IN AFRO-EURASIA, 500–1500

What motivated and sustained long-distance commerce? In what ways did commercial exchange foster other changes? In what ways was Afro-Eurasia a single interacting zone, and in what respects was it a vast region of separate cultures and civilizations? Why did the Eastern Hemisphere develop long-distance trade more extensively than did the societies of the Western Hemisphere?

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
<th>Image Analysis</th>
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<tbody>
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<td></td>
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<td>2. Francesco Pegolotti, “Advice for European Merchants Traveling to China,” ca. 1340</td>
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<td></td>
<td>Thurs. 09/01</td>
<td>Silk Roads: Exchange across Eurasia: Goods, Cultures, and Disease</td>
<td>Image Analysis: Compare and contrast the Borobudur temple complex (Java) and Gede ruins near the port city of Malindi, Kenya</td>
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<td>Image Analysis: Compare and contrast Al-Idrisi’s <em>Tabula Rogeriana</em>, Fra Mauro’s <em>Mappa Mundi</em>, and Cresque’s “Catalan Atlas.” What do these maps suggest about how these cartographers and their patron’s understood the known world?</td>
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<td>2</td>
<td>Thur. 09/08</td>
<td>Travelers’ Tales and Observations</td>
<td>1. The Jesus Sutras, 635–1005</td>
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<td>2. A Biography of the Tripitaka Master, 7th century</td>
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<td>3. Marco Polo, <em>The Travels of Marco Polo</em>, 1299</td>
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# UNIT 2: DEVELOPMENT OF CULTURAL SPHERES, 1000–1500

As trade and travel intensified so did cultural exchange and encounter, presenting local societies with a profusion of new opportunities and dangers. The Eastern Hemisphere, dominated by four cultural spheres—Islamic world, China, India, Europe—would soon be joined by sub-Saharan Africa and the Americas.

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<td>Thurs.</td>
<td>10/06</td>
<td>Review</td>
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</table>
UNIT 3: SITES OF ENCOUNTER, 1000–1500

Moments in which different peoples and cultures encountered each other were often violent, but also generated new cultural forms. Such encounters transcended geographical space and facilitated the exchange of new ideas, products, and technologies. What does the study of encounters reveal about the complex ways that human interaction and movement has shaped the past and the present?

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<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Tues.</td>
<td>10/11</td>
<td>Introduction to unit and reflection on encounter in LA</td>
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<tr>
<td>Thur.</td>
<td>10/13</td>
<td>Sicily</td>
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<tr>
<td>1. Letters from Cairo Geniza and Venetian archives</td>
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<td>2. Ibn Jubayr, “Comments on Sicily,” 1184</td>
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<tr>
<td>Tues.</td>
<td>10/18</td>
<td>Quanzhou</td>
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<tr>
<td>1. Marco Polo, <em>The Travels of Marco Polo</em>, 1299</td>
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<td>3. Zhao Rugua, “Foreign Trade and Description of Foreign Peoples”</td>
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<td>4. Inscription on the Ashab Mosque, Quanzhou</td>
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<td>Thur.</td>
<td>10/20</td>
<td>Calicut</td>
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<td>1. Ibn Battuta, <em>The Travels of Ibn Battuta</em>, “Calicut”</td>
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<td>2. Letter from Joseph b. Abraham to Abraham Ben Yiju</td>
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<td>3. Abdu Razzak, “Description of Calicut, 1442”</td>
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<td>4. Ma-huan, “Description of Calicut and Pepper Production,” 1409</td>
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<td>5. Anonymous description of Vasco da Gama’s, “Round Africa to India, 1498”</td>
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**UNIT 4: GREAT GLOBAL CONVERGENCE, 1450–1650**

The European encounter with Africans and Americans precipitated the first “Global Age.” “The Iberian voyages laid down a communications net that ultimately joined every region of the world with every other region. As the era progressed ships became safer, bigger, and faster, and the volume of world commerce soared. The web of overland roads and trails expanded as well to carry goods and people in and out of the interior regions of Eurasia, Africa, and the American continent. The demographic, social, and cultural consequences of this great global link-up were immense.” *(Bring History Alive, 169).*

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<tr>
<th>Date</th>
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</table>
2. Letter of Dr. Chanca on the Second Voyage of Columbus, 1493  
4. Aztec Account of the Conquest if Mexico |
**Image Analysis:** Compare and contrast Henricus Martellus Germanus’ map of the world from 1489 and Abraham Ortelius’ *Theatrum Orbis Terrarum* from 1570. |
2. “Introduction” in *Reformation Project Handbook*  
Begin Reformation Project. |
| 11/08    | Tues. | Western Christendom Fragmented Part II        | Continue Reformation Project  
Read “Meet your fellow Reformers” in *Reformation Project Handbook* |
**Image Analysis:** Compare and contrast the painting of Mary from the National Palace in Mexico, the Jesuit woodcut from China, and the Moghul painting of Mary, |
| 11/15    | Tues. |                                                | **FISHBOWL DEBATE I** |
| 11/17    | Thur. |                                                | **FISHBOWL DEBATE II** |
| 11/22    | Tues. | NO CLASS! – HAPPY THANKSGIVING                 | |
| 11/24    | Thur. | HAPPY THANKSGIVING                             | |
UNIT 5: A NEW WORLD SCIENCE, 1550–1800

“The scientific revolution of seventeenth and eighteenth centuries occurred in Europe, but it had important roots in Asia and its consequences reverberated throughout the world” (Worlds of History, xvii).

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<th>Reading/Assignment</th>
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<td></td>
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<td>2. Francis Bacon, “The New Organon or True Directions Concerning the Interpretation of Nature”</td>
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<tr>
<td>14</td>
<td>Thur.</td>
<td>The Crisis of Modernity: Magic and the Witch Craze</td>
<td>1. Trial records of Suzanne Gaudry, 1652</td>
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<tr>
<td>15</td>
<td>Tues.</td>
<td>Crisis or Expansion</td>
<td>1. Walter Benjamin, <em>Theses on the Philosophy of History</em></td>
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<td><strong>Critical Thinking/Reflection:</strong> Benjamin wrote, There is no document of civilization which is not at the same time a document of barbarism.” Do you agree or disagree?</td>
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<tr>
<td>15</td>
<td>Thurs.</td>
<td>Presentations &amp; Review</td>
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Finals

NORTON SIMON REACTION PAPER