

HITO117: Colloquium on Medieval/Early Modern World History

University of California San Diego,
Spring 2010, Tuesday, 3-6pm

Professor Matthew T. Herbst

Office Hours: Tues. 1-2 and Fri. 2:30-3:30

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Course Description

This course is an examination of the world from in the high medieval through the early modern period, covering (roughly) the 13th to the 18th centuries. This is a period of tremendous transition with increased interaction between cultures and continents through trade, exploration, conquest, and missionary activity. It is an era of important developments in political and philosophical ideas, technological advancements, and religious beliefs. This period witnesses the expansion of inter-continental networks that integrated the Americas into the existing Afro-Eurasian system and created a global system which systematically moved products, ideas, technologies, peoples, and diseases across cultural and continental divides. *Since this course serves as a colloquium, class format is discussion and research intensive, rather than lecture based. The particular focus of the curriculum will be the use of architecture (defined in the broadest possible terms) as a critical historical source to understand cultures, societies, and states as they transition and change through the period under examination.*

Required Reading

1. Felipe Fernandez-Armesto. *1492. The Year the World Began.* HarperOne: New York, 2009.
2. Robert Strayer. *Ways of the World. A Brief Global History.* New York: Bedford/St. Martin's, 2009.
3. Jack Weatherford. *Genghis Khan and the Making of the Modern World.* Three Rivers Press: New York, 2004.
4. J. Goldstone. *Why Europe? The Rise of the West in World History, 1500-1850.* New York: McGraw Hill, 2009.
5. E-Reserve Readings.

Course Work

	% of Final Grade
Discussion/Presentations/Opinion Essays:	40%
Research Project (Presentation and Paper):	30%
Cumulative Final Exam:	30%

IV. Class Guidelines—

Class Environment: I do not allow computers to be used in the seminar environment in order to minimize distractions from the learning community. Since 40% of your final grade comes from work done in class, your preparation for each class is critical. This means coming to class having carefully read the assigned material and being prepared to present on the material and/or to engage in critical discussion to enhance the collective understanding of the course material. Since we meet only nine times (excluding the introductory class meeting), your prompt attendance and active participation are essential. Therefore, any absence will negatively impact your participation grade for the course.

Academic Integrity: Each student is responsible to observe the UCSD rules concerning academic integrity. These can be found at:
< <http://senate.ucsd.edu/manual/appendices/app2.htm> >.

All work submitted must be a student's own. In order to make this clear to the reader, it is necessary to give credit to all sources used in developing and writing your papers by citing (in MLA format) all words, content, and/or ideas taken from all primary and secondary sources (whether found in print or on-line). Cite these upon each occurrence in your paper where you have drawn upon them. It will not suffice to cite a source only once in your paper if you have used it on more than one occasion. *In addition, it is forbidden to submit the work of another writer as one's own or to submit one's own work from another class (thereby receiving credit for work completed in another course). Any student found to have violated UCSD's academic integrity standards will be subject to penalties, depending on the severity of the violation, ranging from grade reduction and academic probation to suspension or expulsion.*

Useful information about matters of academic integrity can be found on the University's Academic Integrity Office's website: <http://www.ucsd.edu/current-students/academics/academic-integrity/plagiarism.html>

NOTE WELL: If you use on-line or print material in your paper and fail to cite this, your paper will receive an "F" as a grade. If Wikipedia shows up anywhere in your paper, you will receive an "F" as a grade. In addition, you may be subject to additional sanctions stated above. Remember: whatever you use, cite! If you have questions about what constitutes plagiarism, how to credit the work or ideas of others, how to evaluate sources for credibility, or any other related issue, please consult with me.

Email Correspondence: If you wish to contact me, email should only be used for scheduling appointments or for any other brief communication. Email is not appropriate for substantive questions about the course material. For the latter, visit my office hours or make an appointment with me. I will answer appropriate correspondence within three (3) business days (barring emergencies). For all correspondence by email, adhere to a standard courteous professional format, such as the following:

Dear Professor/Mr./Ms./Dr. [Last Name],
 [Your Message]

Sincerely,
 Your Name,
 Your Class (e.g., MMW 3)/ Your Section/TA

COURSE OUTLINE

Week	Lecture Themes	Readings
Week 1	Course Introduction and General Overview of the World in 1200 (Worlds of Christianity and Words of Islam)	
		F. Bordewich. "Fading Glory." <i>Smithsonian</i> (Dec. 2008): 54-64. J. Hammer. "Demolishing Kashgar's History." <i>Smithsonian</i> (March 2010).
Week 2	Approaches to Using Architecture to Explore History: The Thirteenth Century	Strayer, Chapters 8-11. Group 1: India Anthony Welch and Howard Crane. "The Tughluqs: Master Builders of the Delhi Sultanate." <i>Muqarnas</i> 1 (1983): 123-166. Anila Verghese. "Deities, Cults and Kings at Vijayanagara." <i>World Archaeology</i> 36/3 (Sep. 2004): 416- 431. Group 2: India Anthony Welch. "Architectural Patronage and the Past: The Tughluq Sultans of India." <i>Muqarnas</i> 10 (1993): 311-322. John M. Fritz. "Vijayanagara: Authority and Meaning of a South Indian Imperial Capital." <i>American Anthropologist</i> New Series 88/1 (Mar. 1986): 44-55.

		<p>Group 3: West M. Gaposchkin. "The King of France and the Queen of Heaven: the Iconography of the Porte Rouge of Notre Dame of Paris." <i>Gesta</i> 39/1 (2000): 58-72.</p> <p>Heather Ecker. "The Great Mosque of Córdoba in the Twelfth and Thirteenth Centuries." <i>Muqarnas</i> 20 (2003): 113-141.</p>
Week 3	The Mongol Impact: 13th – 14th Century	<p>Strayer, Ch. 12.</p> <p>Jack Weatherford. <i>Genghis Khan and the Making of the Modern World</i>.</p> <p>Lawrence G. Potter. "Sufis and Sultans in Post-Mongol Iran." <i>Iranian Studies</i> Vol. 27, No. 1/4 (1994): 77-102.</p>
Week 4	15th Century **Research Proposal Discussion**	<p>Strayer, Chapter 13.</p> <p>Felipe Fernandez-Armesto. 1492. <i>The Year the World Began</i>.</p> <p>Group 1: Aptullah Kuran. "A Spatial Study of Three Ottoman Capitals: Bursa, Edirne, and Istanbul." <i>Muqarnas</i> 13 (1996): 114-131.</p> <p>Group 2: Daniel B. Rowland. "Moscow-The Third Rome or the New Israel?" <i>Russian Review</i> 55/4 (Oct. 1996): 591-614.</p> <p>Group 3: Nancy Shatzman Steinhardt. "Why Were Chang'an and Beijing so Different?" <i>Journal of the Society of Architectural Historians</i> 45/4 (Dec. 1986): 339- 357.</p>
Week 5	Interactions, Influence, and Response: 16th and 17th Century	<p>Strayer, 14-15.</p> <p>Everyone: Gulru Necipoğlu-Kafadar. "Framing the Gaze in Ottoman, Safavid, and Mughal Palaces." <i>Ars Orientalis</i> 23 (1993): 303-342.</p> <p>Excerpt from Kenneth. McPherson. <i>The Indian Ocean. A History of People and the</i></p>

		<p>Sea (1993).</p> <p>Group 1: Gulru Necipoğlu-Kafadar “The Suleymaniye Complex in Istanbul: An Interpretation.” <i>Muqarnas</i> 3 (1985): 92-117.</p> <p>Group 2: Wayne E. Begley. “The Myth of the Taj Mahal and a New Theory of Its Symbolic Meaning.” <i>The Art Bulletin</i> 61/1 (Mar., 1979): 7-37.</p> <p>Group 3: Matthew Liebmann, T. J. Ferguson, Robert W. Preucel. “Pueblo Settlement, Architecture, and Social Change in the Pueblo Revolt Era, A.D. 1680 to 1696.” <i>Journal of Field Archaeology</i> 30/1 (Spring, 2005): 45-60.</p> <p>Kenneth G. Kelly. “The Archaeology of African-European Interaction: Investigating the Social Roles of Trade, Traders, and the Use of Space in the Seventeenth- and Eighteenth-Century Hueda Kingdom, Republic of Benin.” <i>World Archaeology</i> 28/3 (Feb., 1997): 351-369.</p>
Week 6	<p>Centers of Power: Early Modern States: in the 17th and 18th Century</p> <p><i>Presentations</i></p>	<p>Everyone: William Coaldrake. “Edo Architecture and Tokugawa Law.” <i>Monumenta Nipponica</i> 36/3 (Autumn, 1981): 235-284.</p> <p>Presentations on Early Modern State Centers of Power: East Asia: Qing Dynasty and Beijing Europe : Louis XIV and Versailles Near East: Shah Abbas and Safavid Isfahan Russia: Peter the Great and St. Petersburg New World: Options Africa: Options Other</p>
Week 7	The West Ascendant	<p>Strayer, Chapter 16 and pp. 490-98.</p> <p>J. Goldstone. <i>Why Europe? The Rise of the West in World History, 1500-1850</i>. New York: McGraw Hill, 2009.</p>

Week 8	Final Project Presentations	<i>No Readings Assigned.</i>
Week 9	Final Project Presentations	<i>No Readings Assigned.</i>
Week 10	Course Conclusion Final Paper Due in Class (12-15 pages).	<i>No Readings Assigned.</i> <i>Final paper due. Paper must also be submitted to turnitin.com by time of submission.</i>
Week 11	Final Exam	Monday, June 7, 3-6pm ***Blue Book Required ***