Welcome

Human curiosity and inquiry changed and varied widely across Eurasia. We will survey and understand how the curiosity and inquiry were framed in three major civilizations (China, Islam and Judeo-Christian) from the Mongol conquest of Eurasia in the thirteenth century to the beginning of industrial capitalism in the nineteenth century. During this period, most people lived in an agrarian society and political hierarchy of various kinds. It was a different world from our industrial and even post-industrial world and it will take quite a lot of imagination and understanding to venture into their world: Why and how did they watch sky, track the movement of the Sun, draw maps, make tools and weapons, heal the sick, preserve and pass on what they had learned?

We will examine a small segment of the elite membership in each complex societies across Eurasia. The elite members across Eurasia (1300-1800) could recognize their differences in the ways they dressed, the linguistic systems they used, and the role they played in their own political hierarchy. When they traveled to a different society in a different civilization, they could identify their elite position in a given society more strongly and readily than their dresses or languages. Their political roles were way more important than their cultural and linguistic ones. For instance, when the missionaries from the Society of Jesus traveled to China in the 1600s, they were quickly identified as "masters" and "scholars" at the top of Chinese social hierarchy despite the fact they could barely speak any dialects in China.

More importantly, the "European superiority" in science, technology and medicine as we reckon today was NOT yet apparent across Eurasia. In fact the European elite perception was quite the opposite. As we will learn, the elite members in the Judeo-Christian world regarded the East as the land of wisdom and wealth. In this course, we will challenge the conventional argument known as "the rise of the West" and question how far we could trace the European (industrial and scientific) superiority back in history.

Syllabus: Online Structure (Remote Instruction)
● Students are expected to review the video lectures before participating in their weekly live sessions. Students are expected to attend the live session prepared with questions, and discussion topics. The attached syllabus shows the videos that will be discussed in each class.

● Quizzes will accompany each video lecture and reading materials. The quizzes will be delivered online through the Canvas LMS quiz tool, and will provide opportunities to review video lecture content, and to revisit and remediate any gaps in learning.

● All students will be evaluated by Wikipedia assignment, online quizzes and forum participation:
  (1) Wikipedia assignment is designed to evaluate students' information literacy, research and writing skills. All students shall learn how to discern sources of information online or in print. Each student will create a Wikipedia account and go through training sessions provided by Wikipedia. He or she will then work in small groups to select and edit existing entries specified by the instructor.
  (2) Online quizzes: All reading materials are academic articles or book chapters, written for professional scholars. Students are required to learn the academic genre and extract the main arguments from them. Mastery of these readings is tested by completion of online quizzes; these quizzes may be repeated once, and the higher score will be recorded in the Canvas gradebook. (3) Forum participation: Participation in assigned discussion is mandatory; each week students are required to participate in assigned discussion forums and to respond thoughtfully to at least one other student’s contribution. Each discussion assignment will begin with writing prompts, and students are supposed to address the prompts meticulously by showing their mastery and understanding of the reading materials both in interaction with their peers and the instructor or TA.
  (3) Environmental photography assignment:

Assignments will be weighted as follows to determine the final grade:

- Quizzes 25%
- Discussion 25%
- First Wikipedia article 25%
- Second Wikipedia article 25%

Readings: Readings for this course will be provided in each module every week. While I do not expect you to read every word, you should understand and be comfortable discussing the factual content of the readings as well as the author's argument and his or her use of sources. You should also be able to think critically about the theoretical and interpretative issues raised by the readings.

DISABILITY STATEMENT:
UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, we would also like us to discuss ways we can ensure your full participation in the course. We encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

ACADEMIC MISCONDUCT
The due process of academic misconduct policy can be found here.
Plagiarism is presenting someone else's work as if it were your own. It can occur intentionally or unintentionally. Intentional plagiarism is cheating; it's when you deliberately copy another person's words or ideas without acknowledgment. Examples of this include copying all or any portion of an encyclopedia entry or published essay, downloading a paper off the internet, and handing in a paper from a fraternity's files. Keep in mind that your instructors read widely, and have a lot of experience reading student work. Believe us when we tell you that words that are not your own are easy to spot. The consequences for plagiarizing are severe.

Unintentional plagiarism is by far the most common form, and usually involves improper citation of your reference sources. The best way to avoid this is to learn how to cite your sources correctly. In history classes, you will often find yourself working with the words and ideas of others. Careful note-taking and a clear understanding of the rules for quoting, paraphrasing, and summarizing sources, according to a recognized manual of style, will help prevent accidental plagiarism. Proper citation tells your instructors where you got your information, and demonstrates to them that you are not trying to cheat.

REQUIRED TEXTS:

I select a body of literature in each module for you to study. The amount of readings is limited roughly between 300 and 500 pages so that you will have sufficient time to study them with care and attention. Your reading activity will be followed by discussion or quiz, both of which will be graded and included in your participation of this course.

Reading is an arduous mental activity to learn. You will be surprised by how much you could learn from reading! Please take notes while you are going through some rather unfamiliar and rightly written materials.

WEEK ONE readings:

1. Civilization as a Unit of World History:

   Farmer, Edward L. “Civilization as a Unit of World History: Eurasia and Europe's Place in It.” The History Teacher 18, no. 3 (May 1985): 345–363. doi.org/10.2307/493055 (Links to an external site.).

2. Biological Old Regime:

   Chapters 1 and 2 of:


3. Complex Societies:

   Chapter 1 of:


4. **Science and Civilizations:**


Chapter 2, 3 and 4 of:


5. **Introduction to Celestial Sphere:**

Chapter 12 through 15 of:


Chapters 12 and 13 of:


6. **Eurasian Cosmology and East Asian Mathematics:**


Chapters 2, 3, 4 and 5 of:


7. **Scientific Ideas Traveled across Eurasia:**

Chapters 2 of:

Chapter 2 of:


8. **Scientific Revolution and Catholic Church:**

Chapters 1 through 5 of:


WEEK TWO Readings:

1. **How Big Is Our World?**


2. **Territorial Empires and Borders**

Chapters 2 of:


Chapter 9 of:
3. Solar Movement and East Asia

Chapter 3 of:


Aslaksen, Helmer. "When is Chinese New Year?"

http://www.math.nus.edu.sg/aslaksen/calendar/chinese.shtml (Links to an external site.)

4. Solar Movement and Cathedral


5. Solar Movement and Mecca

Chapter 7 of:


Chapter 4 of:


Chapter 6 of:


2. Silver and Copper

Chapter 3 of:


3. Gourmet Food

Chapters 3, 4 and 5 of:


4. Manuscripts and Books

Chapters 9 and 10 of:


Chapters 1, 2 and 3 of:


5. Houses and Palaces

Chapters 1 and 2 of:


6. Ocean-going Ships


Chapters 6 through 10 of:

WEEK FOUR Readings:

1. Human Body and Violence in the Early Modern World


Chapter 1 of:


Chapter 1 and 3 of:


2. Sexed Bodies and Disorder

Chapter 3 of:


Chapters 1 and 7 of:


3. Mortality and Mortal Remains

Chapters 11, 12 and 14 of:


Chapter 1 of:

4. Making Weapons

Part II of:


5. Gunpowder Empires in East Asia

Chapters 12 and 13 of:


WEEK FIVE Readings:

1. Max Weber and the Rise of the west

Chapters 1, 2 and 3 of:


2. The "Chinese Science"?

Chapters 7, 8 and 9 of:


3. How Do We Measure the Success of Civilizations?


Chapter 2 of:


Chapter 1 and 2 of:

<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly Schedule and Topics</th>
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| 1    | **Week One: Eurasian Historical Framework and Cosmology**  
     | Civilization as a Unit of World History  
     | Biological Old Regime  
     | Complex Societies  
     | Science and Civilizations  
     | Introduction to Celestial Sphere  
     | Eurasian Cosmology and East Asian Mathematics  
     | Scientific Ideas Traveled Across Eurasia  
     | Scientific Revolution and Catholic Church |
| 2    | **Week Two: Astronomy and Cartography**  
     | How Big Is Our World?  
     | Territorial Empires and Borders  
     | Solar Movement and East Asia  
     | Solar Movement and Cathedrals  
     | Solar Movement and Mecca |
| 3    | **Week Three: Circulations of Artifacts**  
     | Global Trade & Luxury Goods  
     | Silver & Copper  
     | Gourmet Food  
     | Manuscripts and Books  
     | Houses & Palaces  
     | Ocean-Going Ships |
| 4    | **Week Four: Body and Empires**  
     | Human Body and Violence in Early Modern World  
     | Sexed Bodies & Disorder  
     | Mortality and Mortal Remains  
     | Making Weapons  
     | Gunpowder empires in East Asia |
| 5 | **Week Five: Comparative History of Civilizations**  
Max Weber and the Rise of the West  
The "Chinese Science"?  
How Do We Measure the Success of Civilizations? |