Welcome to HIS-101D!

Since the beginning of Eurasia's long history and vast space, human curiosity and inquiry have changed widely. This course will examine how three significant civilizations (China, Islam, and Judeo-Christian) framed their curiosity and inquiry from 1200 to 1800. Most people lived in an agrarian society and a political hierarchy of various types during this period. The world was different from our industrial and even post-industrial world. It will require quite a bit of imagination to venture into their world: Why and how did they observe the sky, track the movement of the Sun, draw maps, make tools, make weapons, heal the sick, preserve and transmit their achievements?

We will examine a small segment of the elite population in each complex society throughout Eurasia. In Eurasia (1300-1800), the elite members could recognize their differences in dress, linguistic systems, and political importance. They could identify their privileged position in society more quickly and firmly than their dresses or languages when they traveled to another society in an alien civilization. Their political roles were way more important than their cultural and linguistic ones. Chinese scholars are at the top of the social hierarchy and speak a national language called Mandarin with limited proficiency in local dialects. Missionaries who traveled to China in the 1600s and learned to read classical Chinese and speak Mandarin, for example, were quickly identified as "masters."

Furthermore, Europe's superiority in science, technology, and medicine, as we know it today, wasn't yet apparent across Europe. Both in the history of science and global history, the dominant narrative is about the Scientific Revolution in Western Europe and its rise in the West. As we will learn, the Judeo-Christian world's elite members viewed the East as the land of wisdom and wealth. This course challenges the conventional notion of the rise of the West and examines how far we can trace European superiority (industrial and scientific) back to history.

We will read only one book: Huff, Toby E. *The Rise of Early Modern Science*. Cambridge: Cambridge University Press, 2017. This book contains ten chapters. Each week, we read one chapter and use Hypothes.is to annotate the chapters.

Assignment:

1. Quizzes (30%)

The quiz will consist of ten questions and 10 points, and you will have 20 minutes to complete the quiz. Take your time. During your quiz, you are permitted to consult your readings.

There will be three attempts in each quiz. Your quiz will consist of 10 questions randomly drawn from a quiz bank of 20 questions on each attempt. Therefore, you will likely encounter different questions during your second and third attempts. You may use
these attempts to earn your satisfaction score. We will record the average score of all your attempts so that each attempt counts.

2. Social Annotations (40%)

We will use a social annotation tool called hypothes.is. As this tool is already embedded in Canvas, you do not need to install it.

1. Annotation as Gloss

You should look up difficult words or obscure allusions in a text and share their research as annotations. You should look up at least four words or allusions. Think of the activity as creating a kind of inline Wikipedia on top of your course reading. For complex texts, sharing the burden of the research necessary for comprehension can help students better understand their reading. And something is compelling about students beginning to imagine themselves as scholars, responsible for guiding an audience through a text, whether their peers or a broader intellectual community.

2. Annotation as Question

You should highlight, tag, and annotate four passages you find confusing. An annotation need not be and often is not an answer. A simple question mark in the margin of a book can flag a word or passage for discussion. And such discussions can be generative of critical explication and analysis. The instructor will not respond to such student annotations. Instead, any of your classmates should engage and respond to each other's questions.

3. Annotation as Summary

Students should summarize four arguments at work. Students should select a few paragraphs or even an entire section in close reading and identify a substantive and summative argument in their selection. It would be best if you summarized this argument succinctly. What does an author try to deliver? What components does the author use to build his argument? What evidence does the author use? How persuasive is the author's argument?

4. Annotation as Critical Engagement

Students should select and respond to four different classmates' questions. Although we would love to have completely accurate responses, students should not feel the need to provide "correct" answers. Students should engage the questions by, for example, extending the question to more detailed questions, retorting the questions, agreeing or challenging the premise of the question, or reversing the questions.

This is not your social media posting. In contrast to those who post their opinions recklessly on social media without providing concrete evidence to support their claims, we expect the practice of Social Annotation to demonstrate academic integrity. How do we annotate? Here are some tips:

Your comments should include Clarification, Remarks, and Responses to other students' comments.
When clarifying a concept, do NOT merely copy it from an online dictionary. Please explain why this term or concept helps you better understand the context or argument.

When citing information from others, you must provide a reference (including the author's name, article/book title, and page number, if applicable) and an external link to acknowledge the authors' intellectual effort.

3. Story Maps Term Project (30%)

With the help of a Story Maps platform, you can curate information with photos and locations to tell a unique story about the intersection of places and culture. This project will push you to rethink and approach historical scholarship in a new way—as it relates to geographic location and chronological thinking. You may log in to ArcGIS Online/StoryMaps using UCSC Gold.

We offer optional video quizzes (extra credits) to help you excel in this course. A total of ten weeks' worth of video quizzes will add 5% to your final grade. If you complete all the video quizzes and do well, you should be able to add 4 to 5 percent to your final grade. If your final grade exceeds 100%, I will consider you a grade of A+. If you fail a few quizzes or the story maps project, the extra credits will be helpful at the end of the summer.

Late policy:

If you miss the assignment, Canvas will assign zero to the missing assignment. Canvas will automatically deduct 10% each day if your assignment is late. The lowest grade for a late assignment, which should be better than a missing assignment, is 10% of each assignment's total points.
Course Modules: World History of Science

Collapse All  View Progress  + Module

- **Introduction**
  - **Start here!**
  - **Campus resources** ([https://sites.google.com/ucsc.edu/campusresources](https://sites.google.com/ucsc.edu/campusresources))
  - **How to succeed in this (and any) course**
  - **Guidelines for communication & academic integrity**
  - **Using Hypothesis**

- **Week 1: Comparative Study of Science**
  - **DISCUSS: Introduce yourself!**
  - **LECTURE: Civilization as a Unit of World History**
    - Video Quiz: Civilization as a Unit of World History
      - Sep 28 | 3 pts
  - **LECTURE: Biological Old Regime**
    - Video Quiz: Biological Old Regime
      - Sep 28 | 3 pts
  - **READ and ANNOTATE: Comparative Study of Science**
    - Sep 28 | 20 pts
  - **QUIZ: Comparative Study of Science**

https://canvas.ucsc.edu/courses/56763/modules
Week 2: Arabic Science and the Islamic World

Prerequisites: Week 1: Comparative Study of Science

Complete All Items

- **WATCH: Complex Societies**
  - Oct 5 | 3 pts

- **Video Quiz: Complex Societies**
  - Oct 5 | 3 pts

- **LECTURE: Science & Civilizations**
  - View

- **Video Quiz: Science & Civilizations**
  - Oct 5 | 3 pts

- **LECTURE: Solar Movement & Mecca**
  - View

- **Video Quiz: Solar Movement & Mecca**
  - Oct 5 | 3 pts

- **READ and ANNOTATE: Arabic Science and the Islamic World**
  - Oct 5 | 20 pts

- **QUIZ: Arabic Science and the Islamic World**
  - Oct 7 | 10 pts

Week 3: Philosophy, Science, and Civilizational Configurations

Complete All Items

- **LECTURE: Intro to Celestial Sphere**
  - View

- **Video Quiz: Intro to Celestial Sphere**
  - Oct 12 | 3 pts
**Course Modules: World History of Science**

**Week 4: The European Legal Revolutions**
Prerequisites: Week 3: Philosophy, Science, and Civilizational Configurations

完成所有项目

- **LECTURE: How Big Is Our World?**
  - 观看
  - 视频测验: How Big Is Our World?
    - Oct 19 | 5 pts

- **LECTURE: Solar Movement & East Asia**
  - 视频测验: Solar Movement & East Asia
    - Oct 19 | 5 pts

- **LECTURE: Solar Movement & Cathedrals**
  - 视频测验: Solar Movement & Cathedrals
    - Oct 19 | 5 pts

将解锁于10月7日12点整
### Course Modules: World History of Science

#### Week 5: Madrasas and the Transmitted Sciences

**Prerequisites:** Week 4: The European Legal Revolutions

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<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
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<tr>
<td><strong>READ and ANNOTATE: The European Legal Revolution</strong></td>
<td>Oct 19</td>
<td>20 pts</td>
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<tr>
<td><strong>QUIT: The European Legal Revolution</strong></td>
<td>Oct 21</td>
<td>10 pts</td>
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<tr>
<td><strong>WATCH: How to use StoryMaps</strong></td>
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<td><strong>WATCH: Remember to publish your StoryMaps to UCSC</strong></td>
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<td><strong>READ: Finding &amp; Evaluating Sources for Story Maps</strong></td>
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<tr>
<td><strong>Term Project: Short Story Maps Assignment</strong></td>
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Will unlock Oct 14 at 12am
Week 6: Universities and the Institutionalization of Science
Prerequisites: Week 5: Madrasas and the Transmitted Sciences

- 📹 WATCH: Scientific Ideas Traveled across Eurasia
- 🎬 Video Quiz: Scientific Ideas Traveled across Eurasia
- 📚 READ and ANNOTATE: Universities and the Institutionalization of Science
- 💬 QUIZ: Universities and the Institutionalization of Science

Week 7: Science and Civilization in China
Prerequisites: Week 6: Universities and the Institutionalization of Science

- 🗺️ Term Project: Short Story Maps due
- 📽️ WATCH: Gunpowder Empires in East Asia
Week 8: Education, Examinations, and Neo-Confucianism
Prerequisites: Week 7: Science and Civilization in China

- Video Quiz: Gunpowder Empires in East Asia
  Nov 9 | 5 pts

- Watch: How Do We Measure the Success of Civilizations?

- Video Quiz: How Do We Measure the Success of Civilizations?
  Nov 9 | 5 pts

- Watch: Silver & Copper

- Video Quiz: Silver & Copper
  Nov 9 | 5 pts

- Read and Annotate: Science and Civilizations in China
  Nov 9 | 20 pts | View

- Quiz: Science and Civilisation in China
  Nov 11 | 10 pts

- Term Project: Long Story Maps assignment

Will unlock Nov 4 at 12am

- Watch: Making Weapons

- Video Quiz: Making Weapons
  Nov 16 | 5 pts

- Watch: Houses & Palaces

- Video Quiz: Houses & Palaces
  Nov 16 | 5 pts

- Watch: Gourmet Food
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<tr>
<td><strong>Video Quiz: Gourmet Food</strong></td>
<td>Nov 16</td>
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<td><strong>READ and ANNOTATE: Education, Examinations, and Neo-Confucianism</strong></td>
<td>Nov 16</td>
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<td><strong>QUIZ: Education, Examinations, and Neo-Confucianism</strong></td>
<td>Nov 18</td>
<td>10 pts</td>
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<td><strong>Video Quiz: The &quot;Chinese Science?&quot;</strong></td>
<td>Nov 23</td>
<td>5 pts</td>
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<td><strong>WATCH: The &quot;Chinese Science?&quot;</strong></td>
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<td><strong>LECTURE: Mortality &amp; Mortal Remains</strong></td>
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<td><strong>Video Quiz: Human Body &amp; Violence in the Early Modern World</strong></td>
<td>Nov 23</td>
<td>5 pts</td>
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<td><strong>READ and ANNOTATE: Poverties and Triumphs of Chinese Science</strong></td>
<td>Nov 23</td>
<td>20 pts</td>
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<tr>
<td><strong>QUIZ: Poverties and Triumphs of Chinese Sciences</strong></td>
<td>Nov 25</td>
<td>10 pts</td>
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Prerequisites: Week 8: Education, Examinations, and Neo-Confucianism

Will unlock Nov 11 at 12am

Will unlock Nov 18 at 12am
Week 10: The Rise of Modern Science
Prerequisites: Week 9: Poverties and Triumphs of Chinese Science

WATCH: Max Weber and the Rise of the West
Nov 29 | 5 pts

Video Quiz: Max Weber and the Rise of the West
Nov 29 | 5 pts

READ and ANNOTATE: The Rise of Modern Science
Nov 30 | 20 pts | View

QUIZ: The Rise of Modern Science
Dec 2 | 10 pts

Will unlock Nov 25 at 12am

Long Story Maps Project Due

Term Project: Long Story Maps due
Dec 2 | 50 pts