

The Family in the Early Modern World

History 230
Winter 2013

Tuesdays and Thursdays, 2:30 to 4:00 in 1359 Mason Hall

Professor Derek Peterson

Office: 1634 Haven Hall

Phone: 615-3608

Email: drpeters@umich.edu

Office hours: Thursdays, 11:30 to 12:30 pm
and by appointment

Welcome! This course provides an introductory survey of world history from 1500 to about 1920. Through a variety of primary documents, films, photographs and other material, we will explore the rich history of four specific societies: the Swahili Coast of East Africa; the Holy Roman Empire/Germany; New Spain/Mexico; and China. In each of these four cases, we'll be exploring an interrelated set of issues:

1. How were political communities created, consolidated and reformed?
2. How is family life historical? How did large-scale economic and political processes effect the ways that husbands, wives and children organized their lives together?
3. How did European economies come to dominate the rest of the world? What is globalization, and what are its roots in history?
4. To what social, political and religious purposes did people put new commodities? How is trade also a cultural factor in people's lives?

At the heart of the reading list is a selection of memoirs, fictional writings, and "primary" documents, drawn from each of our four case studies. Over the course of the semester, you'll learn how to read, evaluate, and use primary source material. The aim is to teach you how to *do* history, not simply to read it.

Course requirements:

1. Participation: Attendance at all class meetings, including the lectures, is required, and if you must miss class, a valid excuse is required. *Please bring copies of the reading with you to class during our Thursday meetings.* Occasionally I will ask you to come to class with a

thought paper, written in response to a question I've distributed. These papers will serve as the basis for class discussion, and will figure into the class participation mark.

3. Primary document interpretation: On Tuesday, 5 February, you'll turn in a 3-4 page analysis of one of the primary documents we've discussed during Weeks Two, Three or Four. Your paper should describe what the document teaches us about history, using the lectures and the analytical course readings to cast light on the issues that the primary document raises. I'll pass out an assignment sheet for this essay at the beginning of the semester.
4. Midterm short answer exam: To be given in class on Thursday, 28 February. This exam will cover material discussed in lecture on Weeks Two through Six.
5. Midterm essay: Due on Thursday, 28 February. This essay will be from 4 to 5 pages in length, and will concern the lectures and readings for Weeks Two through Six. Questions will be distributed in advance.
6. Thematic essay: Due on Tuesday, 9 April. This essay will be for 4-5 pages in length, and will invite you to explore the link between manners and social hierarchy. A specific question will be distributed in advance.
7. Final exam: This exam will have two parts: a short answer exam, and a take-home essay. The essay will be from 9-10 pages in length, and will represent the culmination of your work in the course. The essay will be due on the day of the final exam, which is set by the University: Monday, 29 April at 10:30 am in our usual classroom.

Grading policy:

Participation (including thought papers):	20%
Primary document interpretation:	10%
Midterm short answer exam:	5%
Midterm essay:	15%
Thematic essay:	20%
Final exam:	10%
Final essay:	20%

Grading criteria:

Grading papers is a complex business. Sometimes an overwhelmingly good or bad performance in one area outweighs other factors. The following table, therefore, should be read as a guideline only.

GRADE	ARGUMENT	EVDIENCE	STYLE	MECHANICS
A	Argument clearly stated at beginning and developed logically throughout the paper to a clear conclusion.	Extensive and varied evidence supports argument. No significant omissions, irrelevancies, or errors.	Excellent prose style; clear, elegant and persuasive.	No errors of grammar, spelling etc.

B	Argument generally clear, but some digressions or failures to develop fully to a conclusion.	Generally good evidence, but some lack of variety of sources or errors of omission, or some irrelevant data.	Clear and understandable prose, but less than elegant.	A few minor errors.
C	Argument is implied, but not explicitly states and/or not well developed to a conclusion.	Some evidence, but excessive dependence on a single source, substantial omissions or irrelevancies, and/or minor errors of fact.	Understandable writing, but sometimes vague, wooden, or choppy.	Substantial errors which detract from overall effect of the paper.*
D	Argument is barely discernable and/or very poorly developed.	Very little or largely irrelevant evidence, and/or substantial errors of fact.	Writing is confusing, vague, and/or hard to understand.	Frequent and serious errors which make paper hard to understand.*
F	No discernable argument or paper totally digresses from argument.	Virtually no relevant evidence and/or very serious errors of fact.	Writing is nearly unintelligible.	Massive errors which render paper nearly unintelligible.*

*Note: comments on your paper will not aim to correct your grammar and mechanics, but any paper in which these are present cannot get a grade above C+, regardless of the quality of the argument and evidence.

Ground rules:

*Plagiarism and cheating will **not** be tolerated.* LS&A policy prohibits all forms of academic dishonesty, including plagiarism, cheating, double submission of papers, and fabrication. Any piece of work found to have violated these rules will automatically receive a zero (not simply an F). Violations will also be reported to the Assistant Dean. Depending on the severity of the infraction, the University may impose additional penalties.

When in doubt, be sure to cite carefully and completely all sources from which information is obtained. This includes books, articles, documents, internet sites, encyclopedias, and periodicals. You must provide a citation if you exactly quote a source, paraphrase it, or extract information from it. If you have any questions about what constitutes plagiarism, feel free to speak to the course instructor, or the staff at the Sweetland Writing Center.

Late papers:

Papers turned in late will be docked at the rate of one letter grade per day. Thus a paper which otherwise would earn an A- will earn a B- if turned in one day late, a C- if turned in two days late, and a D- if turned in three days late. Only in the case of a genuine, documented emergency will this rule be waived.

Required books:

All books are available for purchase from Ulrichs.

- Jonathan Spence, *God's Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan* (Norton, 1996)
 Miguel Leon-Portillo, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico* (Beacon, 1992)
 Cyril Birch, ed., *Stories from a Ming Collection* (Grove, 1958)
 Jose de Cuellar, *The Magic Lantern* (Oxford, 2000)
 Thomas Mann, *Buddenbrooks* (Vintage, 1994)
 Emily Ruete, *Memoirs of an Arabian Princess from Zanzibar* (Markus Wiener, 1989)
 Patricia Seed, *To Love, Honor, and Obey in Colonial Mexico: Conflicts over Marriage Choice, 1574-1821* (Stanford, 1988)

In addition, a number of required readings are posted to the course's CTools site. The readings available on CTools are marked with a ** below.

* * * * *

Schedule

For each week the assigned reading should be completed in advance of the **Thursday** class meeting, when it will be discussed. *Please bring a copy of the assigned readings to class on Thursdays.*

Week One: Introduction to the course

10 January

Mechanics: Themes, case studies, and political histories

Discussion of Christopher Columbus, "A Letter Concerning Recently Discovered Islands" (1493) (distributed in class)

Week Two: Empire and Political Community, 1500-1800

Reading:

Analysis:

- Inga Clendinnen, "'Fierce and Unnatural Cruelty': Cortes and the Conquest of Mexico," *Representations* 33 (1991), 65-100. **

Primary Sources:

- Leon-Portilla, *The Broken Spears*, entire book.
- de Sepulveda, "Democrates Secundes, or the treatise on the just causes..." (1550) **
- de Las Casas, "In Defense of the Indians" (1550) **

Tuesday, 15 Jan.

Lecture: The Conquest of Mexico

Screening: *Mexico: The Rise and Fall of the Aztecs*

Thursday, 17 Jan.

Discussion: How were empires made?

Week Three: Religious Power and Social Hierarchies, 1500-1700

Reading:

Analysis:

- Mary Fulbrook, "The age of confessionalism," in *History of Germany*, 31-69. **

Primary Sources:

- Martin Luther, "Salvation through faith alone" **
- Luther, "The ninety-five theses" (1517) **
- Luther, "Address at the Diet of Worms" (1521) **
- Charles V, "The Edict of Worms" (1521) **
- Luther, "On Celibacy and Marriage" (1524)
- Luther, "Condemnation of the Peasant Revolt" (1524)
- "The Twelve Articles of the Upper Swabian Peasants" (1525) **

Tuesday, 22 Jan.

Lecture: Religion and Society

Screening: *Luther and the Reformation*

Thursday, 24 Jan.

Discussion: What was the Protestant Reformation?

Week Four: The Family and the State, 1500-1700

Reading:

Primary Source:

- Cyril Birch (ed.), *Stories from a Ming Collection*, 7-115.

Tuesday, 29 Jan.

Lecture: Families and kinship systems

Thursday, 31 Jan.

Discussion: What was a family in Ming China?

Week Five: Marriage, Gender, and Law in New Spain

Reading:

Analysis:

- Patricia Seed, *To Love, Honor, and Obey in Colonial Mexico*, entire book.

Tuesday, 5 Feb.

Lecture: Marriage, family, and choice

Due: Primary document interpretation

Thursday, 7 Feb.

Discussion: Marriage and Economic Change in New Spain

Week Six: Global Economy, 1500-1900

Reading:

Primary Source:

- Emily Ruete, *Memoirs of an Arabian princess from Zanzibar*, entire book.

Tuesday, 12 Feb.

Lecture: Trade and economy

Thursday, 14 Feb.

Discussion: The performance of social hierarchy in Zanzibar

Week Seven: The Slave Trades

Reading:

Primary Sources:

- "Grandmother Narwimba," "Msatulwa Mwachitete," "Chisi-Ndjurisiye-Sichyajunga" and "Mama Meli," in Marcia Wright, ed., *Strategies of Slaves and Women*, 47-121. **

Tuesday, 19 Feb.

Lecture: The slave trade and the East African economy

Thursday, 21 Feb.

Discussion: Family life in eastern Africa

Week Eight: Midterm

Tuesday, 26 February

Review for midterm

Thursday, 28 February

In class: Midterm short answer exam**Due:** Midterm essay**Week Nine: Spring Break**

5 and 7 March

No class.

Week Ten: The Industrial Revolution, 1700-1900

Reading:

Fiction:

- Thomas Mann, *Buddenbrooks*, 3-166.

Tuesday, 12 March

Lecture: Industrial capitalism and social change

Thursday, 14 March

Discussion: Did clothes make the man?

Week Eleven: Family, gender and citizenship, 1700-1900

Reading:

Fiction:

- de Cuellar, *The Magic Lantern*, pp. 3-118.

Tuesday, 19 March

Lecture: Social order and the politics of independence in Mexico

Thursday, 21 March

Discussion: Manners and culture in 19th century Mexico

Week Twelve: Nation, identity and conquest, 1700-1900

Reading:

Analysis:

- Thaddeus Sunseri, *Vilimani: Labor Migration and Rural Change in Early Colonial Tanzania*, 1-25. **
- Dietrich Orlow, "The road to unity," "The founders' generation," and "Wilhelmian Germany," in *A History of Modern Germany*, 1-61 and 88-94. **

Primary Sources:

- Karl Marx and Friedrich Engels, *The Communist Manifesto* (1847) **
- Heinrich von Treitschke, "Conquest and National Greatness" (1897) **
- Otto von Bismark, "Making German Patriotism Effective" **

Tuesday, 26 March

Lecture: The making of nations

Thursday, 28 March

Discussion: How was Germany made?

Week Thirteen: Colonization and resistance

Reading:

Analysis:

- Thaddeus Sunseri, "Statist Narratives and Maji Maji Elipses," *Int. Jo. Afri. Hist. Studies* 33 (3) (2000), 567-584 **

Primary Sources:

- Ebrahim Hussein, *Kinjekitile* (1970) **

Tuesday, 2 April

Lecture: German colonialism in East Africa

Thursday, 4 April
 Discussion: What was Maji Maji?

Week Fourteen: A Trip to the DIA

Reading:
 TBD

Tuesday, 9 April
 Screening: "The Storm that Swept the World"
Due: Thematic essay

Thursday, 11 April (in the afternoon)
 Class trip to the Detroit Institute of Arts

Week Fifteen: Revolutions, 1900-1920

Reading:

Analysis:

- Jonathan Spence, *God's Chinese Son*, whole book (it reads quickly)

Primary Sources:

- Francisco Madero, "Plan of San Luis Potosi" (1910) **
- Emperor Ch'ien-lung, "Letter to King George III" (1793) **
- Lin Tse-hsu, "Letter of Moral Admonition" (1839) **
- "Manifesto of the Chinese United League" (1905) **

Tuesday, 16 April
 Lecture: Conflict and revolution in the early 20th century

Thursday, 18 April
 Discussion: Understanding the Taiping Rebellion

Week Sixteen: Conclusions

Reading:
 None

Tuesday, 23 April
 Review for the final exam.

Final exam (and final paper due) on Monday, 29 April at 10:30 am!