

HI2B8-15 Caravans and Traders: Global Connections, 1200-1500

25/26

Department

History

Level

Undergraduate Level 2

Module leader

Guido van Meersbergen

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module follows the circulation of people, knowledge, religion, and goods in the late medieval world, and compares regions from the Mediterranean and Islamic world to India and China.

[Module web page](#)

Module aims

This module introduces students to the history of global interactions between different parts of the world through a focus on early connections in the period 1200-1500. The module will be set within the theoretical framework of global history. Topics include diasporas, material culture, the Mongol and Timurid empires, the silk roads, global cities, and medieval travellers.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

1. Global Connections and the thirteenth-century world
2. Central Asia and the Silk Roads
3. Maritime explorations: Zheng He and the Arab seafarers
4. Travel and Travellers: Marco Polo, Ibn Battuta and Zhou Daguan
5. Religious connections and the spread of Islam
6. Reading week
7. Cities and migrating communities
8. Science and technology: China and the Islamic World
9. Empires: Mongols, Timurids and Mali
10. Global connections and the sixteenth-century world

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a detailed knowledge of non-European histories, and their connections with and impact on medieval and early modern European history.
- Communicate ideas and findings, adapting to a range of situations, audiences and degrees of complexity.
- Generate ideas through the analysis of a broad range of primary source material, including visual, material and textual sources.
- Analyse and evaluate the contributions made by existing scholarship, including key concepts in global history.
- Act with limited supervision and direction within defined guidelines, accepting responsibility for achieving deadlines.

Indicative reading list

- C.A. Bayly, *The Birth of the Modern World*, (2004). [D 299.B2]
- Lynn Hunt, *Writing History in the Global Era* (New York, 2014), especially ch. 2 [D13.H856]
- Jürgen Osterhammel and Niels P. Peterson, *Globalization: A Short History* (2005) [JZ1318.O8713] Charles H. Parker, *Global Interactions in the Early Modern Age, 1400-1800* (2010) [HN13.P37]. Also available as an E-Book.
- Jack Goldstone, *Why Europe? The Rise of the West in World History, 1500-1850* (2009). [HN373.G65].
- Sanjay Subrahmanyam, 'Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia', *Modern Asian Studies*, 31 (1997), pp. 735-762.
- Christian, David, 'Silk Roads or Steppe Roads? The Silk Roads in World History', *Journal of World History*, 11, 1 (2000).
- Ghobrial, John-Paul, 'The Secret Life of Elias of Babylon and the Uses of Global Microhistory', *Past & Present*, 222:1, (2013), pp. 51-93.
- Cohen, Robin. *Global Diasporas: An Introduction* (London, 1997), chapter 1. [JV6021.C64]
- Xinru Liu, 'A Silk Road Legacy : The Spread of Buddhism and Islam', *Journal of World History* 22/1 (2011), pp. 55-81.
- Jerry Bentley, 'Seas and Ocean Basins as Frameworks for Historical Analysis', *Geographical Review*, 89:2, (1999), pp. 215-225.

- Peter Turchin, 'A theory for formation of large Empires', Journal of Global History, 4 /2 (2 009), pp. 1 91 -217.
- Huff, Toby E., The Rise of Early Modern Science. Islam, China, and the West (2003) [Q 125.H8]
- Hsia, Florence, Sojourners in a Strange Land: Jesuits and Their Scientific Missions in Late Imperial China (University of Chincago Press, 2009) [BV 2290.H75]
- Mokyr, Joel, The Lever of Riches. Technological Creativity and Economic Progress, 1990, chs. 7 and 9, pp. 151-192, 209-238. [HC79. T4 M648]. Also available as an Oxford Scholarship E-Book, and as an ACLS E- Book.
- C. Brauner, 'Connecting Things: Trading Companies and Diplomatic Gift-Giving on the Gold and Slave Coasts in the Seventeenth and Eighteenth Centuries', Journal of Early Modern History 20, no. 4 (2016), pp. 408-28.
- Zoltán Biederman, Anne Gerritsen and Giorgio Riello, eds., Global Gifts: the Material Culture of Diplomacy in early modern Eurasia (CUP 2017).

[View reading list on Talis Aspire](#)

Subject specific skills

See learning outcomes.

Transferable skills

See learning outcomes.

Study

Study time

| Type | Required |
|---------------|---------------------------|
| Lectures | 9 sessions of 1 hour (6%) |
| Seminars | 9 sessions of 1 hour (6%) |
| Tutorials | 2 sessions of 1 hour (1%) |
| Private study | 130 hours (87%) |
| Total | 150 hours |

Private study description

History modules require students to undertake extensive independent research and reading to prepare for seminars and assessments. As a rough guide, students will be expected to read and

prepare to comment on three substantial texts (articles or book chapters) for each seminar taking approximately 3 hours. Each assessment requires independent research, reading around 6-10 texts and writing and presenting the outcomes of this preparation in an essay, review, presentation or other related task.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A4

| Assessment component | Weighting | Study time | Eligible for self-certification |
|--|-----------|------------|---------------------------------|
| Seminar contribution | 20% | | No |
| Reassessment component | | | |
| 1000 word reflective essay in lieu of Seminar Contribution | | | Yes (extension) |
| Assessment component | | | |
| 3000 word essay | 80% | | Yes (extension) |
| Reassessment component is the same | | | |

Feedback on assessment

Written feedback provided via Tabula; optional oral feedback in office hours.

Availability

Courses

This module is Optional for:

- Year 2 of UENA-VQ32 Undergraduate English and History
- Year 2 of UFRA-R1VA Undergraduate French and History
- Year 2 of UGEA-R2V1 Undergraduate German and History
- Year 2 of ULNA-R4V1 Undergraduate Hispanic Studies and History
- UHIA-V100 Undergraduate History
 - Year 2 of V100 History
 - Year 2 of V100 History
- UPDA-Y306 Undergraduate History (Part-Time)
 - Year 2 of Y306 History (Part Time)
 - Year 2 of Y306 History (Part Time)
- Year 2 of UHIA-V102 Undergraduate History (Renaissance and Modern History Stream)
- Year 2 of UIPA-V1L8 Undergraduate History and Global Sustainable Development
- Year 3 of UITA-R3V2 Undergraduate History and Italian
- Year 2 of UHIA-V1V5 Undergraduate History and Philosophy
- Year 2 of UHIA-V1V7 Undergraduate History and Philosophy (with a term in Venice)
- UHIA-VM11 Undergraduate History and Politics
 - Year 2 of VM11 History and Politics
 - Year 2 of VM11 History and Politics
 - Year 2 of VM11 History and Politics
- Year 2 of UHIA-VM13 Undergraduate History and Politics (with a term in Venice)
- Year 2 of UHIA-VL13 Undergraduate History and Sociology
- Year 2 of UHIA-VL15 Undergraduate History and Sociology (with a term in Venice)
- UVCA-LA99 Undergraduate Liberal Arts
 - Year 2 of LA99 Liberal Arts
 - Year 2 of LA92 Liberal Arts with Classics
 - Year 2 of LA73 Liberal Arts with Design Studies
 - Year 2 of LA83 Liberal Arts with Economics
 - Year 2 of LA82 Liberal Arts with Education
 - Year 2 of LA95 Liberal Arts with English
 - Year 2 of LA81 Liberal Arts with Film and Television Studies
 - Year 2 of LA80 Liberal Arts with Global Sustainable Development
 - Year 2 of LA93 Liberal Arts with Global Sustainable Development
 - Year 2 of LA97 Liberal Arts with History
 - Year 2 of LA91 Liberal Arts with Life Sciences
 - Year 2 of LA75 Liberal Arts with Modern Languages and Cultures
 - Year 2 of LA96 Liberal Arts with Philosophy
 - Year 2 of LA94 Liberal Arts with Theatre and Performance Studies