

HIS 716 Graduate Colloquium in World History
Tuesdays, 3:30-6:20, MHRA 1304

INSTRUCTOR INFORMATION:

Dr. Jill Bender, MHRA 2116, (no phone), jcbender@uncg.edu, Office Hours: Mondays, 1:30-2:30, Thursdays, 1:00-2:00, and by appointment

Dr. Linda Rupert, MHRA 2106, (no phone), lmrupert@uncg.edu, Office Hours: Thursdays, 10:00-12:00, and by appointment

Dr. Greg O'Brien, MHRA 2110, 336-334-3988, wgobrien@uncg.edu, Office Hours: Thursdays, 1:00-3:00, and by appointment

Dr. Asa Eger, MHRA 2113, 336-334-5203, aaeger@uncg.edu, Office Hours: Mondays and Wednesday, 2:00-3:00

COURSE DESCRIPTION:

How does one study World History? How does one examine multiple sites within a particular analytical framework? This course attempts to answer these questions by introducing students to a variety of methodological approaches to the growing field of Global History. In particular, we will examine World History through the lens of the Atlantic World, Modern Imperialism, Environmental History, and Cities of the Ancient World. The course is team-taught and comprised of multiple three week units. Students will be encouraged to examine both the possibilities and challenges posed by World History.

Student Learning Outcomes:

Upon successful completion of the course students will be able to:

1. Describe broad knowledge of the field of world history (SLO1)
2. Demonstrate mastery of the methodology of world history through written essays (SLO2)
3. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods (SLO3)
4. Synthesize material read from a variety of sources to produce a larger analytical conclusion (SLO4)
5. Compose written work utilizing scholarly studies of specific topics within world history (SLO5)

EVALUATION AND GRADING:

Each three week unit will have its own requirements and assignments, which will be assigned and graded by that unit's professor (see below for more details). Throughout the entire course, you will develop skills in reading, writing, and analysis by writing a thoughtful analysis of each week's readings. Incorporate all of the week's readings (to the extent possible) into your analysis and find a unifying theme that connects all (or most) of the readings together. These papers should do more than summarize your readings. They should put the readings in conversation with each other and demonstrate your ability to draw out common threads and themes. Furthermore, all papers should conform to professional norms of historical analysis and writing.

Graduate students should own, and consult often, the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press).

All readings and assignments for each week will be completed before the start of class and are due on the dates listed (for example, you should read Stearns' *World History* and complete the assigned critical response in preparation for class on January 21, 2014—this particular essay will be counted with the Modern Imperialism unit led by Dr. Bender). We will discuss the findings and implications of the book chapters and articles we read. You must participate in class discussion in order to do well on that portion of your grade.

There is no final exam for this graduate course. **Assignments for each unit will be given equal weight in the overall course grading, each worth 25%.** Unit grades will be determined according to the following calculation:

Unit 1: The Atlantic World (Dr. Linda Rupert)

Class Discussion	25%
Papers	75% (25% each)

Unit 2: Modern Imperialism (Dr. Jill Bender)

Class Discussion	20%
Papers	80% (20% each)

Unit 3: World Environmental History (Dr. Greg O'Brien)

Class Discussion	20%
Reading Analysis	60% (20% each)
Book Review	20%

Unit 4: Cities of the Ancient World (Dr. Asa Eger)

Class Discussion	25%
Papers (3)	75% (25% each)

Attendance Policy: You are expected to attend every class and to complete all required work. Students who miss a class must contact the professor for that week as soon as possible to discuss the possibility of making up incomplete work.

Academic Integrity Policy: Please cite your sources using footnotes or endnotes. Plagiarism is a breach of the university's academic integrity policy. For more information on this policy, see <http://academicintegrity.uncg.edu/complete/>.

Letter grades for PhD students assigned as follows:

93-100 A	87-89 B+	<82 F
90-92 A-	83-86 B	

Letter grades for MA students assigned as follows:

93-100 A	87-89 B+	77-79 C+
90-92 A-	83-86 B	73-76 C
	80-82 B-	<72 F

REQUIRED BOOKS:

The following books are available for purchase at the university bookstore.

Bernard Bailyn, *Atlantic History: Concepts and Contours* (Harvard University Press, 2005).

Anthony N. Penna, *The Human Footprint: A Global Environmental History* (Wiley-Blackwell), 2010.

Marcus, J. and J. Sabloff, eds. *The Ancient City: New Perspectives on Urbanism in the Old and New World* (School for Advanced Research Press, 2008).

Peter N. Stearns, *World History: The Basics*, (London and New York: Routledge, 2011).

Book chapters will be available via the Course Documents section of the class Blackboard site. Journal articles are available via the UNCG library or e-reserves. **Always bring copies of all the week's readings to class.**

SEMESTER SCHEDULE

INTRODUCTION (Dr. Jill Bender)

January 14: Introduction to World History

Readings: David Bell, "This Is What Happens When Historians Overuse the Idea of the Network," *New Republic* (October 25, 2013)

<http://www.newrepublic.com/node/114709/print>.

January 21: Concepts of World History

Readings: Peter N. Stearns, *World History: The Basics*, (London and New York: Routledge, 2011).

Assignment: Please write a 2-3 page critical response to the required reading. According to Stearns, what is World History? What does the field of World History offer to our understanding of the past? What challenges does the field face? (SLO1, SLO2)

UNIT I: THE ATLANTIC WORLD (Dr. Linda Rupert)

Unit Description:

This course introduces students to the Atlantic World both as an historical phenomenon and as a conceptual and methodological framework of analysis. Readings and class discussion will examine the parameters, contours, strengths, and limitations of one of the newest and fastest-growing fields in our discipline. We will consider the Atlantic World both as an expansion of nation-based histories and as a subset of a wider world history, with particular attention to the integration of geographic and spatial dimensions into temporal and thematic narratives. Papers for this unit should be 3-5 pages, double spaced (750-1500 words)

January 28: The Atlantic as an Historical Phenomenon

Readings: John Thornton, “The Formation of the Atlantic World, 1250-1600,” in *A Cultural History of the Atlantic World, 1250-1820* (Cambridge University Press, 2012): 5-28; Alfred W. Crosby, “Infectious Disease and the Demography of the Atlantic Peoples,” *Journal of World History* 2:2 (Fall, 1991): 119-133; Timothy P. Grady, “Contact and Conquest in Africa and the Americas,” in Kevin D. Roberts and Toyin Falola, eds., *The Atlantic World, 1450-2000* (Indiana University Press, 2008): 27-47; Wim Klooster, “The Rise and Transformation of the Atlantic World,” in Wim Klooster and Alfred Padula, eds., *The Atlantic World: Essays on Slavery, Migration, and Imagination* (Pearson/Prentice Hall, 2005): 1-42.

Paper #1: Briefly summarize and compare the relative weight the four authors give to different factors in the rise of an Atlantic system. (SLO2, SLO3, SLO4, SLO5)

February 4: Atlantic Geneologies

Readings: Bernard Bailyn, “The Idea of Atlantic History,” in *Atlantic History: Concepts and Contours* (Harvard University Press, 2005): 1-56; Martin W. Lewis and Kären Wigen, “A Maritime Response to the Crisis in Area Studies,” *Geographical Review* 89:2 (April 1999): 161-168; Douglas Chambers, “The Black Atlantic: Theory, Method and Practice,” in Kevin D. Roberts and Toyin Falola, eds., *The Atlantic World, 1450-2000* (Indiana University Press, 2008): 151-174.

Paper #2: Briefly summarize, compare, and assess the relative weight the authors give to various factors in the development of the Atlantic World as a framework for historical analysis, with attention to similarities and differences in their emphasis. (SLO2, SLO3, SLO4, SLO5)

February 11: Parameters

Readings: Bernard Bailyn, “On the Contours of Atlantic History,” in *Atlantic History: Concepts and Contours* (Harvard UP, 2005): 59-111; Jerry H. Bentley, “Sea and Ocean Basins as Frameworks of Historical Analysis,” *Geographical Review* 89:2 (April 1999): 215-224; Paul W. Mapp, “Atlantic History from Imperial, Continental, and Pacific Perspectives,” *The William and Mary Quarterly*, Third Series, 63:4 (Oct., 2006): 713-

724; Alison Games, "Beyond the Atlantic: English Globetrotters and Transoceanic Connections," *The William and Mary Quarterly*, Third Series, 63:4 (Oct., 2006): 675-692.

Paper #3: Briefly compare the authors' different perspectives on the parameters of the Atlantic World as a framework for historical analysis, its potential, and limitations. (SLO2, SLO3, SLO4, SLO5)

UNIT II: MODERN IMPERIALISM (Dr. Jill Bender)

Unit Description:

The last twenty years have witnessed a renewed interest in both global history and imperial history. As such, the two fields have informed and shaped each other. Historians in both fields have sought (and often struggled) to examine diverse peoples and places within one analytical framework. This section of the world history colloquium will examine the complementary relationship between world history and imperial history, paying particular attention to methodology and conceptualization.

February 18: Conceptualizing Empires, Conceptualizing Worlds

Readings: Ann Laura Stoler and Frederick Cooper, "Between Metropole and Colony: Rethinking a Research Agenda," in *Tensions of Empire: Colonial Cultures in a Bourgeois World*, ed. Cooper and Stoler (Berkeley: University of California Press, 1997), 1-56.; Durba Ghosh, "Another Set of Imperial Turns?" *The American Historical Review* 117, 3 (June 2012): 772-793.

Assignment: Write a 3-4 page paper that compares the assigned readings and critically reflects on the relationship between world history and imperial history. Is imperial history world history? How do the two fields complement each other? What challenges do both face? (SLO2, SLO4)

February 25: Networks, Links, and Webs in the British Empire

Readings: Alan, Lester, "Imperial Circuits and Networks: Geographies of the British Empire," *History Compass* 4, 1 (2006): 124-141; Simon J. Potter, "Webs, Networks, and Systems: Globalization and the Mass Media in the Nineteenth- and Twentieth-Century British Empire," *Journal of British Studies* 46, 3 (July 2007): 621-646; Barry Crosbie, "Ireland, Colonial Science, and the Geographical Construction of British Rule in India, c. 1820-1870," *The Historical Journal* 52:4 (December 2009): 963-987.

Assignment: Write a 3-4 page paper that summarizes the argument of the assigned readings and places the readings within historiographical context. How have historians

sought to study the disparate locations of the British Empire? What are the similarities and differences in their methodology? (SLO2, SLO3, SLO5)

March 4: Global Empires

Readings: Jane Burbank and Frederick Cooper, “Imperial Trajectories,” *Empires in World History: Power and the Politics of Difference* (Princeton and Oxford: Princeton University Press, 2010), 1-22; Tony Ballantyne and Antoinette Burton, “Empires and the Reach of the Global,” in *A World Connecting, 1870-1945*, ed. Emily Rosenberg (Cambridge, Mass.: Harvard University Press, 2012), 285-431.

Assignment: Write a 3-4 page paper that summarizes the argument of the assigned readings and places the readings within historiographical context. What do the authors argue? What are the similarities and differences in their methodologies and theses? What are the strengths and weaknesses of these readings? (SLO2, SLO3, SLO5)

March 11: SPRING BREAK – No Classes

UNIT III: WORLD ENVIRONMENTAL HISTORY (Dr. Greg O’Brien)

Unit Description

The natural environment intersects with major themes in world history, including colonialism, industrialization, and war. We investigate the environmental context and consequences of these and other subjects, with the understanding that the environment is an agent and a presence in human history. Because environmental change often transcends national boundaries, this unit places important subjects in environmental history into a global context.

March 18: Key Concepts and “Big History”

DUE: Reading Analysis #1

We will also choose/assign books for the book review due April 1.

Readings:

Book: Penna, *Human Footprint*, pp. 1-81

Articles:

David Christian, “The Case for ‘Big History,’” *Journal of World History* vol. 2, no. 2 (Fall 1991), pp. 223-238

J. R. McNeill, “Observations on the Nature and Culture of Environmental History,” *History and Theory* vol. 42, no. 4, (Dec. 2003), pp. 5-43

Alf Hornburg, “Toward a Truly Global Environmental History,” *Review (Fernand Braudel Center)* vol. 33, no. 4 (2010), pp. 295-323

March 25: Food, Manufacturing, Trade & Case Studies

DUE: Reading Analysis #2

Readings:

Book: Penna, *Human Footprint*, pp. 82-240

Articles:

Alfred W. Crosby, "An Ecohistory of the Canary Islands: A Precursor of European Colonization in the New World and Australasia," *Environmental Review* vol. 8, no. 3 (Autumn 1984), pp. 214-235

Stephen J. Pyne, "Nataraja: India's Cycle of Fire," *Environmental History Review* vol. 18, no. 3 (Autumn 1994), pp. 1-20

J. R. McNeill, "Woods and Warfare in World History," *Environmental History* vol. 9, no. 3 (July 2004), pp. 389-410

Robert B. Marks, "Commercialization without Capitalism: Processes of Environmental Changes in South China, 1550-1850," *Environmental History* vol.1, no. 1 (1996), pp. 56-82

April 1: "Natural" Disasters as Shapers of Human History

DUE: Reading Analysis #3 and Book Review

Approximately half of this class will be devoted to discussion of the weekly readings and half to your presentation of the material in the book you read for your book review.

Readings:

Book: Penna, *Human Footprint*, pp. 241-305

Articles:

Myron Echenberg, "Pestis Redux: The Initial Years of the Third Bubonic Plague Pandemic, 1894-1901," *Journal of World History* vol. 13, no. 2 (Fall 2002), pp. 429-449

Clive Oppenheimer, "Climatic, Environmental, and Human Consequences of the Largest Known Historic Eruption: Tambora Volcano (Indonesia) 1815," *Progress in Physical Geography* vol. 27 no. 2 (2003), pp. 230-259

J. R. McNeill, "Yellow Jack and Geopolitics: Environment, Epidemics, and the Struggles for Empire in the American Tropics, 1640-1830," *Review (Fernand Braudel Center)* vol. 27, no. 4 (2004), pp. 343-364

Shujh Cao, Yushang Li, and Bin Yang, "Mt. Tambora, Climatic Changes, and China's Decline in the Nineteenth Century," *Journal of World History* vol. 23, no. 3 (Sept. 2012), pp. 587-607

Specific Graded Assignments:

Reading Analysis Papers (3-5 pages, double-spaced) on weekly readings (SLO1, SLO2, SLO3, SLO4)

Book Review of a book on a Natural Disaster in World History (SLO1, SLO2, SLO3)

You will further develop skills in reading, writing, and analysis by writing a professional-quality book review on a book chosen from the attached list. The review will be 500-750 words, the typical word limit for book reviews in *Environmental History*. In the review identify the thesis of the reading. Summarize the most important ideas and evidence that support the thesis. Evaluate the reading. Does the author make a convincing case? Do the author's sources, methods, insights, or angle of approach stand out? How does this reading relate to others? Obviously, you must be concise yet thorough. Never tell me that a book is "interesting." Instead, explain *why* it is important. You will also inform the class orally about your disaster and its impact on human history in a 10 minute or so presentation that is meant to be informal but thorough. I and your class peers will ask you questions about it after your presentation. Due in class April 1.

Book List for April 1 Book Review:

- Aberth, John. *Plagues in World History*, 2011.
- Benedictow, Ole J. *The Black Death, 1346-1353: The Complete History*, 2004.
- Brinkley, David. *The Great Deluge: Hurricane Katrina, New Orleans, and the Mississippi Gulf Coast*, 2006.
- Davis, Mike. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*, 2002.
- Fagan, Brian. *Floods, Famines, and Emperors: El Niño and the Fate of Civilizations*, 2009.
- _____. *The Little Ice Age: How Climate Made History, 1300-1850*, 2002.
- _____. *The Long Summer: How Climate Changed Civilization*, 2004.
- Fenn, Elizabeth A. *Pox Americana: The Great Smallpox Epidemic of 1775-82*, 2001.
- Fonseca, Joao D. *1755: The Lisbon Earthquake*, 2005.
- Johns, Alessa, ed. *Dreadful Visitations: Confronting Natural Catastrophe in the Age of Enlightenment*, 1999.
- Killingray, David. *The Spanish Influenza Pandemic of 1918-1919: New Perspectives*, 2003.
- McNeill, William. *Plagues and Peoples*, 1998.
- Parker, Geoffrey. *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*, 2013.
- Post, John D. *Food Shortage, Climate Variability, and Epidemic Disease in Preindustrial Europe*, 1985.
- Steinberg, Ted. *Acts of God: The Unnatural History of Natural Disasters in America*, 2000.
- Svensen, Henrik. *The End is Nigh: A History of Natural Disasters*, 2009 & 2012.
- Winchester, Simon. *Krakatoa: The Day the World Exploded, 27 August 1883*, 2004.

UNIT IV: CITIES OF THE ANCIENT WORLD (Dr. Asa Eger)

Unit Description

Studying and teaching history on a global scale and over millennia presents particularly daunting challenges to historians who are trained in modern history and are accustomed to working solely with written sources. This section of the World History Colloquium introduces students to ancient world history by focusing on the varying ways scholars have defined and viewed cities, the types of primary sources that provide evidence of them (instead of or in addition to written

sources, e.g. the built environment, material culture, historical linguistics, etc.), and how those sources can be interpreted to reveal changes in social and economic complexity over time in the transition from ancient to medieval cities.

Requirements

+ Essay #1: One 3-5 page position paper on comparative definitions of and approaches to the city in ancient history, based on required readings in Week 1. (SLO1, SLO2, SLO3, SLO5)

+Essay #2 (3-5 pages) catalogues and discusses the general time frame of the study and the types of primary sources that serve as evidence for cities in one geographical region or chronological period. (SLO2, SLO5)

+Essay #3 (3-5 pages) analyzes how those primary sources are interpreted to reveal historical change by examining social complexity or the economy over time and in comparison between cities. (SLO3, SLO4, SLO5)

Schedule

April 8: *The Ancient City, Changing Views*

* Essay #1 is due and will be discussed in class.

Readings:

Wirth, Louis, "Urbanism as a Way of Life," *American Journal of Sociology* 44 (1938): 1-24. [23pages]

Childe, V. Gordon. "The Urban Revolution," *Town Planning Review* 21 (1950): 3-17. [14 pages]

Mumford, L. "Chapter Three: Ancestral Forms and Patterns," pp. 55-94, "Chapter Four: The Nature of the Ancient City," pp. 94-118. In: *The City in History: Its Origins, Its Transformations, and Its Prospects*. New York: Harcourt Brace, 1961. [63 pages]

Wheatley, P. "The Concept of Urbanism." In Peter J. Ucko, Ruth Tringham, and G.W. Dimbely, eds., *Man, Settlement, and Urbanism*. 1972. Pp. 601-637. [37 pages]

Smith, Monica, ed., 2003. *The Social Construction of Ancient Cities*. Washington DC: Smithsonian Institution Press (Chapters as assigned in seminar meeting).

Marcus, J. and J. Sabloff. "Introduction." *The Ancient City: New Perspectives on Urbanism in the Old and New World*. Santa Fe, NM: School for Advanced Research Press, 2008. pp. 3-26. [23 pages]

Laurence, Ray. Review of J. Marcus and J. Sabloff (eds), *The Ancient City: New Perspectives on Urbanism in the Old and New World*. H-Urban, Sept. 2009.

April 15: *Varieties of Evidence of Ancient Cities in the Old and New Worlds*

* Essay #2 is due and will be discussed in class

Readings:

Cowgill, George "Origins and Development of Urbanism: Archaeological Perspectives."
Annual Review of Anthropology 33 (2004): 525-542. (27 pages)

Individual Reading

+ Pick one monograph of a city or time period from the list below and read it. Pay close attention to the types of primary sources and methods of analysis used in assessing the city. You will present this in class to your classmates in the first half of class. This will form the core of your Essay #2.

Old World: Ancient Near East

Algaze, Guillermo. *Ancient Mesopotamia at the Dawn of Civilization: The Evolution of an Urban Landscape*. Chicago: University of Chicago Press, 2008.
Cooper, Lisa. *Early Urbanism on the Syrian Euphrates*. London: Routledge, 2006.
Van de Mieroop, Marc. *The Ancient Mesopotamian City*. Oxford: Clarendon, 1997.

Old World: Greece and Rome

de Polignac, François. *Cults, Territory, and the Origins of the Greek city-State*. Chicago: University of Chicago Press, 1995 (translation of 1984 French edition).
Engells, Donald. *Roman Corinth: An Alternative Model for the Classical City*. Chicago: University of Chicago Press, 1990.
Gorman, Vanessa. *Miletos, the Ornament of Ionia: A History of the City to 400 B.C.E.* Ann Arbor: University of Michigan Press, 2001.
Hansen, Mogens H. *Polis: An Introduction to the Ancient Greek City-State*. Oxford: Oxford University Press, 2006.
McInerney, Jeremy. *The Folds of Parnassos: Land and Ethnicity in Ancient Phokis*. Austin: University of Texas Press, 1999.

Old World: Egypt and Africa

Edwards, David. *The Nubian Past: An Archaeology of the Sudan*. New York: Routledge, 2004.
New York: Macmillan, 1971.
Lacovara, Peter. *The New Kingdom Royal City*. New York: Columbia University Press, 1997.
McIntosh, Roderick. *Ancient Middle Niger: Urbanism and the Self-Organizing Landscape*. Cambridge: Cambridge University Press, 2005.

Old World: South and East Asia

Fairservis, Walter A. *The Roots of Ancient India: The Archaeology of Early Indian Civilization*.
Kenoyer, Jonathan M. *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press, 1998.
Wheatley, Paul. *The Pivot of the Four Quarters: A Preliminary Enquiry into the Origins and Character of the Ancient Chinese City*. Chicago: Aldine, 1971.
Wright, Rita P. *The Ancient Indus: Urbanism, Economy, and Society*. New York: Cambridge University Press, 2010.

New World

Andrews, George. *Maya Cities: Placemaking and Urbanization*. Norman, OK: University of Oklahoma Press, 1975.

- Folan, William, Ellen Kintz, and Laraine Fletcher. *Cobá, A Classic Maya Metropolis*. New York: Academic Press, 1983.
- Janusek, John. *Ancient Tiwanaku*. Cambridge: Cambridge University Press, 2008.
- Kolata, Alan. *The Tiwanaku: Portrait of an Andean Civilization*. Cambridge, MA: Blackwell, 1993.
- Silverman, Helaine. *Ancient Nasca Settlement and Society*. Iowa City: University of Iowa Press, 2002.

April 22: Social and Economic Complexity in the Transformation from Ancient to Medieval City

* Essay #3 is due and will be discussed in class

Readings:

- Wheatley, P. *The Places Where Men Pray Together: Cities in Islamic Lands, seventh through tenth centuries*. Chicago: University of Chicago Press, 2001. Selected pages: read pp. 59-85, 238-262. [46 pages]
- Wickham, Chris. *Cities. Framing the Early Middle Ages: Europe and the Mediterranean, 400-800* (Oxford University Press, 2005), 591-692. [99 pages]
- Francovich, R. & R. Hodges. *Villa to Village: the transformation of the Roman countryside in Italy, c. 400-1000*. (London: Gerald Duckworth & Co. Ltd., 2003), pp. 31-60 [29 pages]
- Kennedy, H. "From *Polis* to *Madina*: Urban Change in Late Antique and Early Islamic Syria," *Past and Present* 106 (1985): 3-27. [24 pages]
- Abu-Lughod, J. "The Islamic City – Historic Myth, Islamic Essence, and Contemporary Relevance," *IJMES* 19.2 (1987): 155-76. [21 pages]
- Whitcomb, D. "An Urban Structure for the Early Islamic City" *Cities in The Pre-Modern Islamic World* (2007), 15-26. [11 pages]

Individual Reading:

Pick one other work from the same region as the one you did for your second essay, using the same list in the previous week (or you may introduce another study with my permission). You will compare two different cities over time and pay special attention to 1) urban theory utilized, 2) methods of primary sources, and finally 3) what differences can you observe in either or both social complexity and economy between the two cities? This will be Essay #3 due April 22. *See supplementary sources for full list of suggested readings.*