

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

INSTRUCTOR INFORMATION:

Dr. Asa Eger, MHRA 2113, 336-334-5203, aaeger@uncg.edu, Office Hours: Mondays and Wednesdays, 1:00-2:00, and by appointment

Dr. Jill Bender, MHRA 2116, (no phone), jcbender@uncg.edu, Office Hours: Mondays and Wednesdays, 9:45-10:45, and by appointment

Dr. Linda Rupert, MHRA 2106, (no phone), lmrupert@uncg.edu, Office Hours: Mondays, 1:00-3:00, and by appointment

Dr. Greg O'Brien, MHRA 2110, 336-334-3988, wgobrien@uncg.edu, Office Hours: By appointment only.

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.

Discussion

We will discuss the findings and implications of the book chapters and articles we read. Come to class having carefully read and compared the readings, and be prepared to discuss them knowledgeably, with reference to appropriate sections (with page numbers) to back up your

assertions. You should have a clear idea of the central argument of each piece and how the author develops it. Before class you also should have given serious thought to how each week's readings complement and engage with each other. Each week you should prepare several points that you would like to bring to the table, including connections you see between the readings, as well as questions and puzzlements you have. However, do not try to present more than one point at a time; be clear and concise; and present your ideas in a way that invites dialogue with your fellow students. Listen carefully to what your peers say, and be prepared to engage with their arguments with your own thoughtful take on the readings. Note that class discussion is a significant portion of your grade; failure to participate in discussion will result in a poor/failing course grade.

Analysis Paper

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 papers should be in standard format (Times New Roman 12" type or similar, double spaced, with one inch margins), with a clear title, and a brief introduction and conclusion that frame your main point. Please be sure to number your pages!

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 the articles by Stearns and Northrup and complete the assigned critical response **FOR FRIDAY JANUARY 16th** —this particular essay will be counted with the Cities of the Ancient World unit led by Dr. Eger). 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. Unit grades will be determined according to the following calculation:

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

Class Discussion	40%
Papers	60%

Unit 2: Modern Imperialism (Dr. Jill Bender)

Class Discussion	40%
Analysis Paper	60%

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

Class Discussion	40%
Analysis Paper	60%

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

Class Discussion	40%
Papers (2)	60% (30% 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.

McNeill, J.R. and Alan Roe, eds., *Global Environmental History: An Introductory Reader* (Routledge, 2013).

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. Asa Eger)

January 13: Introduction to World History

Readings:

David Northrup, “Globalization and the Great Convergence: Rethinking World History in the Long Term,” *Journal of World History* 16.3 (September 2005): 249-267.

Peter N. Stearns, “Social History and World History: Prospects for Collaboration,”

Journal of World History 18.1 (March 2007): 43-52.

Assignment: Please write a 2-3 page critical response to the required readings. According to Stearns and Northrup, 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)

***THIS IS DUE BY FRIDAY, JANUARY 16th at 5pm.**

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

Unit Description

The Atlantic World is both a historical reality and a conceptual framework. In essence, it focuses on connections and interactions between peoples in Europe, Africa, and the Americas, across political borders, especially in the early modern period. In this brief survey we will read a very small selection of works that begin to provide a basic introduction to the field, with particular attention to its relationship to global history.

Schedule of Readings

Week 1: *The Atlantic in World History*

J. H. Elliott, "Atlantic History: A Circumnavigation," in David Armitage and Michael J. Braddick, eds., *The British Atlantic World, 1500-1800* (Palgrave, 2002): 233-249.

David Eltis, "Atlantic History in Global Perspective," *Itinerario* 23:2 (July 1999): 141-161.

Wim Klooster, "The Rise and Transformation of the Atlantic World," Chapter One in *The Atlantic World: Essays on Slavery, Migration, and Imagination* (Pearson/Prentice Hall, 2005): 1-42.

Elizabeth Mancke, "Empire and State," in David Armitage and Michael J. Braddick, eds., *The British Atlantic World, 1500-1800* (Palgrave, 2002): 175-195.

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.

Week 2: *The Atlantic World Environment*

Jerry H. Bentley, "Sea and Ocean Basins as Frameworks of Historical Analysis," *Geographical Review* 89:2 (April 1999): 215-224.

Alfred W. Crosby, "Winds," in *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (Cambridge University Press, 1986): 104-131.

Paul W. Mapp, "Atlantic History from Imperial, Continental, and Pacific Perspectives," *The William and Mary Quarterly*, Third Series, 63:4 (Oct., 2006): 713-724

J. R. McNeil, "The Ecological Atlantic," in Philip D. Morgan and Molly A. Warsh, eds., *Early North American in Global Perspective* (Routledge, 2014): 77-93.

Reed Ueda, "Pushing the Atlantic Envelope: Interoceanic Perspectives on Atlantic History," in Jorge Cañizares-Esguerra and Erik R. Seeman, eds., *The Atlantic in Global History, 1500-2000* (Pearson/Prentice Hall, 2007): 163-175.

Week 3: *Empires and Revolutions in the Atlantic World*

David Armitage and Sanjay Subrahmanyam, eds., *The Age of Revolutions in Global Context, c.*

1760-1840 (Palgrave MacMillan, 2010): “Introduction” by Armitage and Subrahmanyam, and “Afterward” by C. A. Bayly: xii-xxxii and 209-217.
Felipe Fernández –Armento, “Empires in their Global Context, 1500 to ca. 1800,” in Cañizares-Esguerra and Seeman, eds., *The Atlantic in Global History*: 93-109.
David Geggus, “The Haitian Revolution in Atlantic Perspective,” in Nicholas Canny and Philip Morgan, eds., *The Atlantic World c.1450-c.1820* (Oxford University Press, 2011): 533-549.
Wim Klooster, “The Revolutions Compared: Causes, Patterns, Legacies,” in *Revolutions in the Atlantic World: A Comparative History* (New York University Press, 2009): 158-174.
Jaime E. Rodriguez O., “The Emancipation of America,” *The American Historical Review* 105:1 (February 2000): 131-152.

Note: *Discussion of week three readings will take place via Blackboard. During the class period we will attend David Geggus’s lecture “The Haitian Revolution in the Atlantic World” (4 pm; room TBA) and his post-lecture discussion with graduate students (MHRA 3rd floor lounge). Each of you should plan to ask at least one question in either venue. (Come prepared with several questions, but please don’t monopolize the discussion.)*

Analysis Paper

DUE: February 5th

The unit paper is an opportunity for you to bring together material across all three units (including the discussion with D. Geggus). You should bring several articles from each week into dialogue with each other. Some questions you might consider: How is the Atlantic World a useful framework for analysis? What are some of the different approaches to the field and what do they bring to the table? What are the strengths and weaknesses of an Atlantic approach? How does it intersect with the study of world history? When is the Atlantic World too small, too big, or just right as a framework for analysis? You are welcome to bring in material from outside this course, and you are certainly encouraged to reference material that reflects your own research interests. However, make sure you deeply engage with the readings for this unit. (SLO2, SLO3, SLO4, SLO5)

The paper should be 7-10 pages.

Note: *The due date for this unit’s paper is to allow you to incorporate insights from the discussion with D. Geggus. Normally papers in this course will be due on the final day of the unit.*

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 10: 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.

February 17: 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.

February 24: Global Empires

Readings: 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; 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>; John Darwin, “Globe and Empire,” *Writing the History of the Global*, ed. Maxine Berg (Oxford: OUP, 2013).

Assignment: Analysis Paper

Analysis Paper:

DUE: February 24

Please write a 7-10 page paper that examines the intersections between world and imperial history. How have historians sought to study imperial history? What does the study of imperial history add to our understanding of world history and vice versa? Incorporate as many of the Unit II readings as possible into your analysis. This paper should both evaluate the arguments of the various readings and place the readings into context or conversation with each other. (SLO2, SLO3, SLO4, SLO5)

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

Unit Description

The natural environment intersects with major themes in world history, including trade, migrations, 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 course places important subjects in environmental history into a global context.

March 3: Key Concepts

Readings:

Book: McNeill and Roe, Introduction and Chapters 1, 3-5, 7-9

March 10: UNCG's Spring Break! (No Class)

March 17: Reading Perspectives – Happy St. Patrick's Day!

Readings:

Book: McNeill and Roe, Chapters 6, 10-14

Articles:

Tim Pat Coogan, "Ireland's Path to Desolation." 2013. *History Today* 63, no. 2. Available via the library's EBSCOhost database – I recommend downloading the pdf – it is a short article.

Barbara Maranzani, "After 168 Years, Potato Famine Mystery Solved," History.com, May 21, 2013, <http://www.history.com/news/after-168-years-potato-famine-mystery-solved>

March 24: Environmentalisms and the Future

DUE: Analysis Paper

Readings:

Book: McNeill and Roe, Chapters 2, 15-18

Analysis Paper

DUE: March 24

You will develop skills in reading, writing, and analysis by writing a 7-10 page (double-spaced) paper addressing the following questions: Define environmental history – what is it and how is it different from other approaches to human history? How does environmental history contribute to our understanding of World History? Cite specific examples of how an environmental history approach can reveal trends and causations in global human history that might otherwise be missed by not incorporating an environmental history focus. (SLO1, SLO2, SLO3, SLO4)

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.

March 31: *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 7: *Varieties of Evidence of Ancient Cities in the Old and New Worlds*

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 part of your Essay #2, due the following week.

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

* Essay #2 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 #2 due April 22. ***See supplementary sources for full list of suggested readings.***

Analysis Papers (2)

+ Essay #1: One 3 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 (4-7 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)

FINAL THOUGHTS AND WRAP-UP (Dr. Eger, Dr. Rupert, Dr. Bender, Dr. O'Brien)

April 21: Round-Table Discussion on World History

Reading:

Aslanian, Sebouh David, Joyce E. Chaplin, Ann McGrath, and Kristin Mann. "AHR *Conversation*: How Size Matters: The Question of Scale in History." *American Historical Review* 118.5 (December 2013) :1431-1472.

*Please be prepared to contribute to the round-table discussion on the last class meeting, integrating themes learned from all units with your own thoughts acquired during the semester.