

HIS 716: GRADUATE COLLOQUIUM IN WORLD HISTORY

Spring 2016

Tuesdays, 3:30-6:20, MHRA 1304

Instructor of Record: Dr. Linda Rupert

INSTRUCTOR INFORMATION

Dr. Jill Bender (jcbender@uncg.edu)

Office Hours: Tuesdays and Thursdays, 2-3 pm and by appointment (MHRA 2116)

Dr. Asa Eger (336-334-5203, aaeger@uncg.edu)

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Dr. Greg O'Brien (336-334-3988, wgobrien@uncg.edu)

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Office Hours: Tuesdays 1-3 pm and by appointment (MHRA 2106)

COURSE DESCRIPTION

How does one study World History? How does one examine multiple sites within a particular analytical framework? This course grapples with these questions by introducing students to a variety of methodological approaches to the growing field of Global History. 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 four three-week units, plus two joint sessions on world and global history. Students will be encouraged to examine both the possibilities and challenges posed by World History.

READINGS

The following books are required and available for purchase at the university bookstore:

J.R. McNeill and Alan Roe, eds., *Global Environmental History: An Introductory Reader* (Routledge, 2013) (for Unit 3)

Christoph Strobel, *The Global Atlantic: 1400 to 1900* (Taylor & Francis, 2015) (for Unit 1)

Book chapters will be posted as PDFs in the Files section of the course Canvas site. Journal articles are available via electronic links on the Website of the UNCG library. **Always bring copies of all the unit's readings to class and be prepared to cite specific page numbers.**

STUDENT LEARNING OUTCOMES

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

- Describe broad knowledge of the field of world history (SLO1)
- Demonstrate mastery of the methodology of world history through written essays (SLO2)
- 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)
- Synthesize material from a variety of sources to produce a larger analytical conclusion (SLO4)
- Compose written work using scholarly studies of specific topics within world history (SLO5)

GENERAL COURSE INFORMATION

Written Assignments: Each three-week unit has its own requirements, which will be graded separately by the unit professor. Pay close attention to each professor's expectations and due dates/times.

Upload a copy of each assignment to the course Canvas site and also deliver an identical hard copy to the professor by the deadline. 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 number and staple your pages.

Graduate students should know, and closely follow, all professional norms of writing, citations, etc. Consult the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press). All written work should follow rigorous standards of grammar, punctuation, spelling, and style. Clear writing showcases clear thinking. Carefully edit and proofread everything you write. Plagiarism, including incomplete citations, is a breach of UNCG's academic integrity policy. See <http://academicintegrity.uncg.edu/complete/>.

Due dates: Written assignments are due on the following days:

Wednesday, January 20	Wednesday, February 3	Thursday, February 25
Thursday, March 24	Tuesday, March 29	Tuesday, April 12

Discussion: Active participation in class discussions and engagement with classmates' ideas is a vital part of any graduate class. Students will receive a separate participation grade for each unit, plus one for the two jointly-taught classes (first and last days), each worth 20% of the overall course discussion grade. Attendance is required. In the event of an emergency or illness contact the unit professor immediately.

Come to class each week having carefully read and compared the readings, and be prepared to discuss them knowledgeably, with reference to specific sections and pages. 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, and, as appropriate, with previous readings. Prepare several points that you would like to bring to the table, as well as questions and puzzlements you have. Express your ideas in a way that invites dialogue with your fellow students; listen carefully to your peers; and engage courteously with their arguments.

Grading: The final course grade will be an average of the unit grades, with equal weight given to written assignments and discussion.

Letter grades

<i>for all students:</i>	4.0: A	3.75: A-	3.5: B+	3.0: B
<i>for PhD students:</i>	<3.0: F			
<i>for MA students:</i>	2.75: B-	2.5: C+	2.0: C	<2.0: F

See the individual unit descriptions for more information.

INTRODUCTION
(Drs. Bender, Eger, O'Brien and Rupert)

January 12: World History, Global History

Readings:

Jerry H. Bentley, "The Task of World History." In Jerry H. Bentley, ed. *The Oxford Handbook of World History* (Oxford University Press, 2011): 1-16.

Bruce Mazlish, "Comparing Global History to World History," *Journal of Interdisciplinary History* 28:3 (Winter 1998): 385-395.

Jurgen Osterhammel, "Globalizations." In Jerry H. Bentley, ed. *The Oxford Handbook of World History* (Oxford University Press, 2011): 89-104.

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, primarily in the early modern period (roughly 1400s-1700s). In this brief survey we will read a small selection of works that explore the Atlantic World's relationship to wider historiographic currents in world and global history.

Assignments: Two 5-7 page papers, due on January 21 & February 4 (Thursdays). See below.

January 19: The Atlantic in Global and World History

Readings:

Nicholas Canny, "Atlantic History and Global History." In Jack P. Greene and Philip D. Morgan, eds., *Atlantic History: A Critical Appraisal* (Oxford University Press, 2009): 317-336.

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

Christoph Strobel, *The Global Atlantic: 1400 to 1900* (Routledge, 2015).

Paper 1: Due on Wednesday, January 20 by 3 pm

Bring the readings from weeks 1 and 2 into conversation with each other. How is the Atlantic World related to global history and world history? Is the Atlantic World a subset of one or the other? Or is it a slightly different creature? What factors are important? How and why?

January 25: The Atlantic as a Maritime Space

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

Rainer F. Buschmann, "Oceans of World History: Delineating Aquacentric Notions in the Global Past," *History Compass* 2 (2004): 1-10.

Wim Klooster, "Atlantic and Caribbean Perspectives: Analyzing a Hybrid and Entangled World." In Peter N. Miller, ed., *The Sea: Thalassography and Historiography* (University of Michigan Press, 2013): 60-83.

- 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.

February 2: Scale in Atlantic World History

Readings:

- Nicholas Canny, "Writing Atlantic History; or, Reconfiguring the History of Colonial British America," *Journal of American History* 86:3 (December 1999): 1093-1114.
- Douglas Egerton, "Rethinking Atlantic Historiography in a Postcolonial Era: The Civil War in a Global Perspective," *Journal of the Civil War Era* 1:1 (March 2011): 79-95.
- Forum: Beyond the Atlantic, *The William and Mary Quarterly Third Series* 63:4 (October 2006): 675-742 (articles by Games, Stern, Mapp, and Coclanis).
- Ian K. Steele, "Exploding Colonial American History: Amerindian, Atlantic, and Global Perspectives," *Reviews in American History* 26:1 (March 1998): 70-95.

Paper 2: Due on Wednesday, February 3 by 3 pm

Bring the readings from the past two weeks into dialogue with each other and with your previous analysis of the Atlantic World's relationship to global and world history. How do the maritime characteristics of the Atlantic World matter? How do issues of scale contribute to the discussion? While you are encouraged to develop and refine some of your ideas from the first paper, based on the comments you received, this paper should also engage significantly with new material.

UNIT II: MODERN IMPERIALISM (Dr. Jill Bender)

Unit Description:

The last twenty years have witnessed a renewed interest in world, global, and imperial history. As such, these fields have informed and shaped each other. Historians in each field 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, global history, and imperial history, paying particular attention to methodology and conceptualization.

Assignment: One 7-10 page paper, due Thursday, 25 February. See below.

February 9: 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 16: 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.

Carl Bridge and Kent Fedorowich, "Mapping the British World," *The New Imperial Histories Reader*, ed. Stephen Howe (London and New York: Routledge, 2010): 147-159.

Individual Readings: Students will select monographs from the list provided in week 1.

February 23: Global Empires

Readings:

Kenneth Pomeranz, "Empire & 'civilizing' missions, past & present," *Daedalus* (Spring 2005): 34-45.

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.

Antoinette Burton, "Getting Outside of the Global: Repositioning British Imperialism in World History," *Empire in Question: Reading, Writing, and Teaching British Imperialism* (Durham and London: Duke University Press, 2011): 275-292.

David Bell, "This Is What Happens When Historians Overuse the Idea of the Network," *New Republic* (October 25, 2013) <https://newrepublic.com/article/114709/world-connecting-reviewed-historians-overuse-network-metaphor>.

Individual Readings: Students will select monographs from the list provided in week 1.

Class Discussion/Presentation:

Discussion is a crucial part of this class, and a significant portion of your grade. Each week, please come prepared to discuss the assigned readings; you will be expected to contribute to every meeting. During weeks 2 and 3 of Unit II, different students will be responsible for leading discussion and introducing individual readings.

Analysis Paper:

Required Length: 7-10 pages

DUE: Please upload to Canvas, by 5pm on February 25

This paper is an opportunity to reflect upon the intersections between world, global, and imperial history. Some questions you may wish to address: How have historians sought to study imperial history? How might imperial history provide an analytical framework for world histories? 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.

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.

Assignment: One 7-10 page paper, due Thursday, 24 March. See below.

March 1: Key Concepts

Readings:

McNeill and Roe, *Global Environmental History*, Introduction and Chapters 1, 3-5, 7-9.

March 8: UNCG's Spring Break! (No Class)

March 15: Reading Perspectives – Happy St. Patrick's Day Week!

Readings:

McNeill and Roe, *Global Environmental History*, Chapters 6, 10-14.

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 22: Environmentalisms and the Future

Readings:

McNeill and Roe, *Global Environmental History*, Chapters 2, 15-18.

Analysis Paper DUE: Thursday, 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.

Assignments: One three-page essay due 29 March; one 4-7 page essay due 12 April.

March 29: *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.

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

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.

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.

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.

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 5: *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.

Emberling, Geoff, "Mesopotamian Cities and Urban Process, 3500-1600 BCE," in *The Cambridge World History, Volume III: Early Cities in Comparative Perspective, 4000 BCE-1200 CE*, edited by Norman Yoffee. 2015.

Individual Reading

Pick one monograph of a city or time period from the list provided by the professor 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.

April 12: 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.
- Wickham, Chris. *Cities. Framing the Early Middle Ages: Europe and the Mediterranean, 400-800* (Oxford University Press, 2005), 591-692.
- 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.
- Kennedy, H. "From *Polis* to *Madina*: Urban Change in Late Antique and Early Islamic Syria," *Past and Present* 106 (1985): 3-27.
- Abu-Lughod, J. "The Islamic City – Historic Myth, Islamic Essence, and Contemporary Relevance," *IJMES* 19.2 (1987): 155-76.
- Whitcomb, D. "An Urban Structure for the Early Islamic City" *Cities in The Pre-Modern Islamic World* (2007), 15-26.

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 12. *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 (Drs. Eger, Bender, O'Brien, and Rupert)

April 19: World History, Global History: Scale, Morality, and Nation

Readings:

- Sebouh David Aslanian, 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.
- Jerry H. Bentley, "Myths, Wagers, and Some Moral Implications of World History," *Journal of World History* 16: 1 (March 2005): 51-82.
- Kenneth Pomeranz, "Histories for a Less National Age," *American Historical Review* 119:1 (February 2014): 1-22.