

HIS 716: GRADUATE COLLOQUIUM IN WORLD HISTORY

Spring 2017

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

Instructor of Record: Dr. Greg O'Brien

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INSTRUCTORS

Dr. James Anderson (jamie_anderson@uncg.edu), MHRA 2135

Dr. Jill Bender (jcbender@uncg.edu), MHRA 2116

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COURSE DESCRIPTION

How does one study World History? What approaches and analytical frameworks are utilized by historians of world history? This course grapples with these questions by introducing students to a variety of methodological approaches to the growing field of World History. We will examine World History through the lens of Environmental History, East Asian History, Christianity as a Global Phenomenon, and Modern Empires. Students will be encouraged to examine both the possibilities and challenges posed by World History.

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

1. J.R. McNeill and Alan Roe, eds., *Global Environmental History: An Introductory Reader* (Routledge, 2013) (for Unit 1)
2. Tonio Andrade, *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History* (Princeton University Press, 2016) (for Unit 2) *Also available as an e-book via the UNCG Library Catalog

In addition, some book chapters will be posted as PDFs in the Files section of the course Canvas site and others may be available via the e-book version available on the UNCG Library catalog. Journal articles are available via the electronic databases of the UNCG library. Always bring copies of all the unit's readings to class and be prepared to cite specific page numbers.

COURSE INFORMATION

The course is team-taught and comprised of four three-week units, plus two joint sessions on the first and last classes of the semester. You will receive a grade for each unit, based on

written work and discussion participation, and those four grades will be averaged together to determine your course grade. There is no final exam for this graduate course.

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.

Course Letter Grades assigned as follows:

MA students:

93-100 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

<73 F

PhD students:

93-100 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

<80 F

(PhD students have to repeat any course that earns less than a B)

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. All papers should be in standard format (Times New Roman 12-point 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* - link: http://press.uchicago.edu/books/turabian/turabian_citationguide.html

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.

***Note:** Be sure to read ahead on the syllabus to make sure that you are prepared with readings, written assignments, and presentations. In some units, you will have an assignment due on the first class meeting for that unit. See the detailed schedule below.

Discussion: Active participation in class discussions and engagement with classmates' ideas is a vital part of any graduate class. 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. Express your ideas in a way that invites dialogue with your fellow students; listen carefully to your peers; and engage courteously with their arguments.

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)

SCHEDULE SUMMARY:

January 17: Introduction to World History / Discussion (All instructors)

Unit 1: 1/24-2/7: World Environmental History (Dr. O'Brien)

Unit 2: 2/14-2/28: China and the "Rise of the West" (Dr. Anderson)

Unit 3: 3/7-3/28: Christianity In The First Global Age, 1450-1800 (Dr. Bilinkoff)

Unit 4: 4/4-4/18: Modern Empires (Dr. Bender)

April 25: Conclusions and Summary / Discussion (All instructors)

Detailed Schedule:

INTRODUCTION (All instructors)

January 17: World History as a Field of Study

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.

Jerry Bentley, "Cross-cultural Interaction and Periodization in World History." *American Historical Review*. 101.3 (1996): 749-70.

Peter N. Stearns, "Social History and World History: Prospects for Collaboration." *Journal of World History* 18, no. 1 (2007): 43-52.

Merry Wiesner-Hanks, "World History and the History of Women, Gender, and Sexuality," *Journal of World History* 18 (2007):53-68.

UNIT 1: WORLD ENVIRONMENTAL HISTORY (Dr. Greg O'Brien)

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 unit of the course places important subjects in environmental history into a global context.

Assignment: One 7-10 page paper, due Thursday, February 9. See below.

January 24: Key Concepts

Readings:

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

January 31: Perspectives

Readings:

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

February 7: Environmentalisms and the Future

Readings:

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

Analysis Paper DUE: Thursday, February 9 (by 5:00 p.m.)

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, SLO5)

UNIT 2: CHINA AND “THE RISE OF THE WEST” **(Dr. James Anderson)**

In his 2010 textbook *A History of East Asia: From the Origins of Civilization to the Twenty-First Century*, Charles Holcombe confronted many lingering misunderstandings of East Asian history in the Western classroom. Chief among these misinterpretations was the “static East Asia” fallacy, which had supported various “Rise of the West” theories prevalent in English language world history texts. Historians have long debated why Asian nations appeared to have embraced “modernity” well after most Western nations had done so, and Holcombe was certainly not alone in questioning the one-sided nature of much “Rise of the West” scholarship, but his incorporation of this scholarship in a widely-used secondary source marked a high point in this particular debate. In this section of our World History course, we will examine elements

of this “Rise of the West” debate before and after Holcombe’s publication, focusing on the themes of trade, military innovation and state formation.

Assignments:

1. Read assigned articles each week. Discussion is an essential element of this class, and your grade will reflect its importance. Please come to class prepared to discuss the assigned readings.
2. Lead discussion of an individual chapter in Andrade’s *The Gunpowder Age* during Week #1 and Week #2.
3. Give an oral presentation and submit a 7-10 page paper on chosen monograph or edited volume, due Week #3. Please bring a hard copy to class. Please also upload a copy of your paper to Canvas by 5pm on Tuesday, February 28. See instructions below.

February 14: The “Rise of the West” and Early Debates in World History

Assigned Article Readings:

McNeill, William H., "The Rise of the West after Twenty-Five Years," *Journal of World History* 1, no. 1 (1990): 1–21.

Buck, David, "Was It Pluck or Luck that Made the West Grow Rich?" *Journal of World History* 10, no. 2 (Fall 1999): 413–30.

Book Readings: Andrade, *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History* (Princeton University Press, 2016), Part I: “Chinese Beginnings” and Part II: “Europe Gets the Gun” (**Students will lead the discussions of individual chapters**)

February 21: The “Great Divergence”

Assigned Article Readings:

Pomeranz, Kenneth. "Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conjuncture." *American Historical Review* 107, no. 2 (April 2002): 425–46.

Wong, R. Bin. "The Search for European Differences and Domination in the Early Modern World: A View from Asia." *American Historical Review* 107, no. 2 (April 2002): 447–69.

Book Readings: Andrade, *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History* (Princeton University Press, 2016), Part III: “An Age of Parity” and Part IV: “The Great Military Divergence” (**Students will lead the discussions of individual chapters**)

February 28: Debating the “Rise of the West” Debate after Pomeranz

Assigned Article Readings:

Duchesne, Ricardo, "Peer Vries, The Great Divergence, and the California School: Who Is In and Who Is Out?" *World History Connected* May 2005, Vol. 2 Issue 2:

<http://worldhistoryconnected.press.illinois.edu/2.2/duchesne.html>

Vries, Peer, "Peer Vries: Is California the measure of all things global? A rejoinder to Ricardo Duchesne, 'Peer Vries, the Great Divergence, and the California School: Who's in and who's out?'," *World History Connected* May 2005, Vol. 2 Issue 2:

<http://worldhistoryconnected.press.illinois.edu/2.2/vries.html>

Andrade, Tonio, "Garbage In, Garbage Out: Challenges of Model Building in Global History, A Military Historical Perspective" *Canadian Journal of Sociology* Vol 41, No 1 (2016).

Instructions for Individual Book Papers and Presentations (due February 28 in class):

In Week #1 students will select one monograph or edited volume from the list below.

1. Frank, André Gunder. *ReOrient: Global Economy in the Asian Age*. Berkeley: University of California Press, 1998.
2. Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton: Princeton University Press, reprint edition, 2001.
3. Landes, David S. *The Wealth and Poverty of Nations: Why Some Are so Rich and Some so Poor*. New York: W.W. Norton, 1998.
4. Wong, Roy Bin. *China Transformed: Historical Change and the Limits of European Experience*. Ithaca: Cornell University Press, 1997.
5. Marks, Robert. *The Origins of the Modern World: A Global and Ecological Narrative, World Social Change*. Lanham, MD.: Rowman & Littlefield, 2002.
6. Vries, Peer. *Via Peking Back to Manchester: Britain, the Industrial Revolution and China*. The Netherlands: Leiden University, CNWS Publications, 2003.
7. Daly, Jonathan W. *Historians Debate the Rise of the West*. New York: Routledge, 2014.
8. Hobson, John M. *The Eastern Origins of Western Civilization*. Cambridge, UK: Cambridge University Press, 2004.
9. Duchesne, Ricardo. *The Uniqueness of Western Civilization*. Leiden: Brill, 2011.
10. Mielants, Eric. *The Origins of Capitalism and the "Rise of the West"*. Philadelphia: Temple University Press, 2007.

The 7-10 page paper and your 10-minute classroom presentation are opportunities to explore the "Rise of the West" debate from your own perspective. How does the book you've chosen fit into the overall debate we've studied, in terms of its date of publication and the topics covered? Comparing your book with the Andrade monograph, do you see similarities or differences in the two works' conclusions? You can extend beyond your chosen book to touch on the main scholarly preoccupations of the "Rise of the West" literature you've explored in this unit. Where would you place the "Rise of the West" issue in the larger scope of World History? Please include discussion of as many Unit II readings as possible in your analysis. (SLO1, SLO2, SLO3, SLO4, SLO5)

UNIT 3: CHRISTIANITY IN THE FIRST GLOBAL AGE, 1450-1800 (Dr. Jodi Bilinkoff)

On 12 October, 1492, Christopher Columbus made landfall in New World; almost exactly twenty-five years later, Martin Luther posted his 95 Theses, initiating the Protestant Reformation. These two world historical events emblemize the recent efforts of scholars to integrate two broad historiographical fields and chronological constructs: the Age of European Expansion and the Age of Reformations. In this unit, we will use a comparative framework to examine encounters between European missionaries and the peoples of the Americas, Asia, and Africa who were the subjects of their proselytizing zeal. World History both informs, and is informed by a critical engagement with religious identity and religious change in a period of intense competition for souls as well as territories and commodities.

Assignments: One oral presentation and one 7-10-page paper based on outside reading, due Friday March 31.

Each student will choose a monograph from a bibliography handed out at the course's first meeting, Tuesday January 17. A student may choose yet another book after consultation with the instructor. During each class meeting a group of students will report on their chosen books and relate them to issues, approaches, and case studies covered in the common readings, stimulating general discussion. I will be in e-mail contact with students in the early part of the semester to announce the schedule for oral presentations and provide more information about expectations for these assignments and guidelines for structure and formatting. (SLO1, SLO2, SLO3, SLO4, SLO5)

March 7: European Expansion in the Age of Reformations

Readings:

Simon Ditchfield, "Decentering the Catholic Reformation: Papacy and Peoples in the Early Modern World," *Archiv für Reformationsgeschichte/Archive for Reformation History*, vol. 101 (2010): 186-207.

Allan Greer and Kenneth Mills, "A Catholic Atlantic," in *The Atlantic in Global History, 1500-2000*, ed. Jorge Cañizares-Esguerra and Erik Seeman. London: Routledge, 2007, pp.3-20. [Available as E-Book]

Dennis C. Landis, "Lutherans Meet the Indians: A Seventeenth-Century Conversion Debate," and Mark Meuwese, "Dutch Calvinism and Native Americans: A Comparative Study of the Motivations for Protestant Conversion among the Tupis in Northeastern Brazil and the Mohawks in Central New York," in *The Spiritual Conversion of the Americas*, ed. James Muldoon. Gainesville, University Press of Florida, 2004, pp. 78-98; 118-141. [Available as PDFs]

THREE STUDENTS REPORT ON THEIR MONOGRAPH, FACILITATE DISCUSSION

March 14: SPRING BREAK, NO CLASS

March 21: Missionaries and Natives: Gauging Success and Failure
(And, are these even helpful terms?)

Readings:

Emma Anderson, "Blood, Fire, and 'Baptism: Three Perspectives on the Death of Jean de Brébeuf, Seventeenth-Century Jesuit 'Martyr,'" in *Native Americans, Christianity, and the Reshaping of the American Religious Landscape*, ed. Joel W. Martin and Mark A. Nichols. Chapel Hill: University of North Carolina Press, 2010, pp. 125-158. [Available as E-Book]

Dot Tuer, "Old Bones and Beautiful Words: The Spiritual Contestation between Shaman and Jesuit in the Guaraní Missions," in *Colonial Saints: Discovering the Holy in the Americas, 1500-1800*, ed. Allan Greer and Jodi Bilinkoff. NY: Routledge, 2003, pp.77-97. [Available as PDF]

John Nelson, "Myths, Missions, and Mistrust: The Fate of Christianity in Sixteenth and Seventeenth Century Japan," *History and Anthropology* vol. 3-2 (2002):93-111.

R. Po-Chia Hsia, "Translating Christianity: Counter-Reformation Europe and the Catholic Mission to China, 1580-1780," in *Conversion: Old Worlds and New*, ed. Kenneth Mills and Anthony Grafton. Rochester, NY: University of Rochester Press, 2003, pp. 87-108. [Available as PDF]

THREE STUDENTS REPORT ON THEIR MONOGRAPHS, FACILITATE DISCUSSION

March 28: Christianity Transplanted and Transformed

Readings:

John Thornton, "Afro-Christian Syncretism in the Kingdom of the Kongo," *Journal of African History* vol. 54-1 (2013): 53-77.

Erin Kathleen Rowe, "After Death, Her Face Turned White: Blackness, Whiteness, and Sanctity in the Early Modern Hispanic World," *American Historical Review* vol.121-3 (June, 2016): 727-54.

Douglas L. Winiarski, "Practicing Religion: Native American Popular Religion in New England's Old Colony, 1670-1770," in *Native Americans, Christianity, and the Reshaping of the American Religious Landscape*. Chapel Hill, University of North Carolina Press, 2010, pp. 93-124. [Available as E-Book]

William B. Taylor, "Our Lady in the Kernel of Corn, 1774," *The Americas* vol. 59-4 (April, 2003):559-570.

Carolyn Dean, "The Painted Face of the City: Images of Corpus Christi in Colonial Cuzco," in *Imagery, Spirituality and Ideology in Baroque Spain and Latin America*, ed. Jeremy M.N. Roe and Marta Bustillo. Newcastle upon Tyne, UK: Cambridge Scholars, 2010, pp.71-84. [Available as E-Book]

THREE STUDENTS REPORT ON THEIR MONOGRAPHS, FACILITATE DISCUSSION

7-10-page paper based on outside reading, due Friday March 31. (SLO1, SLO2, SLO3, SLO4, SLO5)

UNIT 4: MODERN IMPERIALISM (Dr. Jill Bender)

Unit Description:

The last twenty years have witnessed a renewed interest in world, global, and imperial histories. 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 relationships between world history, global history, and imperial history, paying particular attention to methodology and conceptualization.

April 4: 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; Simon J. Potter and Jonathan Saha, "Global History, Imperial History and Connected Histories of Empire," *Journal of Colonialism and Colonial History* 16, 1 (Spring 2015) 1.

<https://login.libproxy.uncg.edu/login?url=http://search.proquest.com/docview/1672106031?accountid=14604>.

April 11: 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: Rutledge, 2010): 147-159.

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

April 18: 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; 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>; Melissa Mouat, "The Establishment of the Tongwen Guan and the Fragile Sino-British Peace of the 1860s," *Journal of World History* (December 2015): 733-755.

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

Grading Summary for this unit:

Class Discussion/Presentation:	40%
Analysis Paper:	60%

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 IV, 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 Friday, April 21

This paper is an opportunity to reflect upon the intersections between world, global, and imperial history. Some questions you may wish to address: How might imperial history provide an analytical framework for world or global histories? What does the study of imperial history add to our understanding of world history and vice versa? While you should incorporate at least one reading from each week of the Unit IV readings into your analysis, I particularly encourage you to situate your individual reading into the broader historiographical trajectory. (SLO1, SLO2, SLO3, SLO4, SLO5)

CONCLUSIONS AND SUMMARY (All instructors)

April 25:

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 Pomerantz, "Histories for a Less National Age," *American Historical Review* (February 2014): 1-22.
