

HIS 716: GRADUATE COLLOQUIUM IN WORLD HISTORY

Spring 2018

Mondays, 3:30-6:20 PM MHRA 3204

Instructor of Record: Dr. Jodi Bilinkoff

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INSTRUCTORS

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

Dr. Jodi Bilinkoff (jodi_bilinkoff@uncg.edu), MHRA 2127

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COURSE DESCRIPTION

How does one study World History? What sorts of 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 lenses of Maritime History, Ancient and Medieval Cities, East Asian History, and Christianity as a Global Phenomenon. Students will be encouraged to examine both the possibilities and challenges posed by World History.

READINGS

The following book is required and available for purchase at the university bookstore:

Tonio Andrade, *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History* (Princeton, NJ: Princeton University Press, 2016) [for Unit 3]. This book is 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 instructor 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 instructor. Pay close attention to each instructor'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. See the detailed schedules 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:

Jan 8: Introduction to World History / Discussion (All four instructors)

Jan 15: Martin Luther King Day Holiday, No Class

Unit 1: Jan 22-Feb 5: Maritime Approaches to World History (Dr. Rupert)

Unit 2: Feb 12-Feb 26: Cities, Ancient and Medieval (Dr. Eger)

Mar 5: Spring Break, No Class

Unit3: Mar 12-Mar 26: China and the "Rise of the West" (Dr. Anderson)

Unit 4: Apr 2-Apr 16: Christianity In the First Global Age, c. 1450-1800 (Dr. Bilinkoff)

Apr 23: Conclusions and Summary / Discussion (All four Instructors)

Detailed Schedule:

**INTRODUCTION
(All four instructors)****Jan 8: World History as a Field of Study****Readings:**

Jerry H. Bentley, "The Task of World History," in *The Oxford Handbook of*

World History, ed. Jerry H. Bentley (New York: Oxford University Press, 2011): 1-16.

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

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: MARITIME APPROACHES TO HISTORY (Dr. Linda Rupert)

For more information about the weekly readings and the assignment specifications, please see the separate unit description, which will be posted in the Files section of the course Canvas site and also handed out on the first day of the class.

Dates: January 22, 29, February 5

Assignments: Two five to seven-page papers, each due on the Thursday after class in the first and third weeks of the unit (Thursday January 25 and Thursday February 8). Deliver a hard copy to Dr. Rupert's mailbox by 5:00 pm on the due date and upload an identical copy to Canvas.

There are no required books for this unit. Readings will be journal articles and book chapters; the former are available electronically via the Jackson Library Website, the latter will be posted as PDFs in the Files section of the course Canvas site (in the folder, "Unit 1: Rupert"). Please bring a hard copy of all readings to class.

UNIT 4: CITIES, ANCIENT AND MEDIEVAL (Dr. Asa Eger)

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:

1. Paper 1, 3-5 pages, due on the first class, February 12th. Write a historiography analysis/position paper on comparative definitions of and approaches to the city in ancient history, based on required readings in Week 1. Provide your own critiques, and locate your own views.
2. Presentation in class of an individual monograph on February 19th.
3. Paper 2, 4-7 pages, due on the third class, February 26th. Compare two different cities over time and pay special attention to 1) urban theory utilized, 2) methods of primary sources, and finally 3) differences in either or both social complexity and economy between the two cities. *See supplementary sources for full list of suggested readings.*

February 12: *The Ancient City, Changing Views*

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.

February 19: *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)
- 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 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 Paper #2, due the following week. A list will be provided separately.

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.

February 26: Social and Economic Complexity in the Transformation from Ancient to Medieval City

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).

UNIT 3: 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 such 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 publications, focusing on the themes of trade, military innovation and state formation. In the context of World History the notion that European traders in Asia entered into a pre-existing global network is a specific topic for further classroom discussion.

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. An oral presentation and 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 to Canvas by 5pm on Monday, March 26. See instructions below.

March 12: 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.

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

Book Readings: Tonio 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**)

March 19: The "Great Divergence"

Assigned Article Readings:

Pomeranz, Kenneth. "Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conjunction." *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: Tonio 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**)

March 26: Debating the "Rise of the West" Debate after Pomeranz

Assigned Article Readings:

Duchesne Ricardo. "Paul 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>

Peer Vries, "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

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

Tonio Andrade, "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 March 26 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.; Oxford: Rowman & Littlefield, 2002.
6. Vries, Peer. *State, Economy and the Great Divergence: Great Britain and China, 1680s-1850s*. London: Bloomsbury Academic, 2015.
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.
11. Parthasarathi, Prasannan. *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600–1850*. New York: Cambridge University Press, 2011.
12. Goldstone, Jack. *Why Europe: The Rise of the West in World History, 1500-1850*. New York: McGraw Hill Higher Education, 2008.

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.

UNIT 4: CHRISTIANITY IN THE FIRST GLOBAL AGE, c. 1450-1800
(Dr. Jodi Bilinkoff)

On 12 October 1492, Christopher Columbus made landfall in the 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:

Please see separate handout and unit bibliography.

Apr 2 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. [available as PDF in Files section of course Canvas site]

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]

Kristina Bross, “From London to Nonantum: Mission Literature in the Transatlantic English World,” in *Empires of God: Religious Encounters in the Early Modern Atlantic World*, ed. Linda Gregerson and Susan Juster. Philadelphia: University of Pennsylvania Press, 2011, pp.123-142. [available as e-book]

Apr 9: 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.

Apr 16: 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): 727-754.

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

CONCLUSIONS AND SUMMARY (All four instructors)

Apr 23: Parting Thoughts and Tasks

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.

Sebough 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.

