HIS 716: GRADUATE COLLOQUIUM IN WORLD HISTORY

Spring 2018
Mondays, 3:30-6:20 PM MHRA 3204
Instructor of Record: Dr. Jodi Bilinkoff

Department of History on Facebook: https://www.facebook.com/UNCGDepartmentofHistory/
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INSTRUCTORS
Dr. James Anderson (jamie_anderson@uncg.edu)  MHRA 2135
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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:


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:

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<tr>
<th>MA students:</th>
<th>PhD students:</th>
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<tr>
<td>93-100 A</td>
<td>93-100 A</td>
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<tr>
<td>90-92 A-</td>
<td>90-92 A-</td>
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<td>87-89 B+</td>
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<td>80-82 B-</td>
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<tr>
<td>77-79 C+</td>
<td>&lt;80 F</td>
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<tr>
<td>73-76 C</td>
<td>(PhD students have to repeat any course that earns less than a B)</td>
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<td>&lt;73 F</td>
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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](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
Unit 3: 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:
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:

February 19: Varieties of Evidence of Ancient Cities in the Old and New Worlds

Readings:

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

Old World: Greece and Rome

Old World: Egypt and Africa

Old World: South and East Asia
Fairservis, Walter A. *The Roots of Ancient India: The Archaeology of Early Indian Civilization*.

New World

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

*Readings:*


*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:**


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


March 19: The “Great Divergence”

**Assigned Article Readings:**


March 26: Debating the “Rise of the West” Debate after Pomeranz
Assigned Article Readings:


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.


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:


Apr 9: Missionaries and Natives: Gauging Success and Failure
(And, are these even helpful terms?)

**Readings:**


Apr 16: Christianity Transplanted and Transformed

**Readings:**


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**CONCLUSIONS AND SUMMARY**
*(All four instructors)*

**Apr 23:** Parting Thoughts and Tasks

