

## HIS 716: GRADUATE COLLOQUIUM IN WORLD HISTORY

Spring 2019

Mondays, 3:30-6:20pm in SOEB 110

Instructor of Record: Dr. James Anderson

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### INSTRUCTORS

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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 Slavery in the Premodern Period, East Asian History, Christianity as a Global Phenomenon, and the Global Cold War. 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:

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  
Raleigh, Donald J., *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation* (Oxford University Press, 2013); [for Unit 4]. This book is available as an e-book via the UNCG Library Catalog.

Westad, Odd Arne, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press, 2007) [for Unit 4]. This book is 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 instruction 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 must 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](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 14: Introduction to World History / Discussion (All four instructors)

Jan 21: Martin Luther King Day Holiday, No Class

Unit 1: Jan 28-Feb 11: Slavery in the Pre-Modern World (Dr. Barton)

Unit 2: Feb 18-Mar 11: China and the "Rise of the West" (Dr. Anderson)

Mar 5: Spring Break, No Class

Unit 3: Mar 18-Apr 1: Christianity In the First Global Age, c. 1450-1800 (Dr. Bilinkoff)

Unit 4: Apr 8-Apr 22: The Global Cold War (Dr. Jones)  
Apr 29: Conclusions and Summary / Discussion (All four Instructors)

## Detailed Schedule:

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## 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.

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## Unit 1: Slavery in the Pre-Modern World Dr. Richard Barton

It is a tragic fact of global human history that humans have enslaved or otherwise forced other humans into servitude nearly everywhere across the globe, and from prehistory to the present. This unit focuses on comparative slavery in the period before 1492, and focuses on the ancient Mediterranean, ancient China, and medieval Africa. We shall follow a topical approach, not a geographic or temporal approach. Thus, we begin by considering definitions and conceptions of slavery, and then move to discuss freedom and manumission in week 2, and resistance in week 3. We have several goals (and more may become apparent during the course of the semester): 1) to what extent is slavery a global, universal human institution, and/or do regional differences signify meaningful differences in slave systems, or are they epiphenomena; 2) does the history of slavery require a complementary historicized consideration of

‘freedom’?; 3) what do experiences of resistance to enslavement reveal about slave systems and conceptions of freedom?

**Dates:** January 28, February 4, February 11

### **Assignments**

1. **Reading and Discussion:** Complete all the assigned reading and come prepared to discuss it. I recommend taking notes on each piece, and then producing a summary document with the main point of each separate reading clearly enumerated. You should be able to produce specific examples from the readings to support your views about what the main point/argument of each piece is.

2. **First Essay:** write a 4-6 page essay that argues for a definition of slavery derived from one or more of the readings for January 28<sup>th</sup>. You may “simply” agree with one of the theorists, but you will need to defend your choice by comparing it to other conceptualizations. Or, you may present your own definition; here, too, you must defend your position against the others we have read.

Due: Friday, February 1 by noon. Please submit hard copy to my box and also upload a copy to Canvas.

3. **Lead Discussion of An Assigned Article:** each student will select one article on February 4 and another on February 11 and offer the class a 5-minute introduction to the piece. The introductions should give a quick biography of the author (focusing on his/her intellectual career and publications) and a reminder about where the article falls in the chronology/historiography of the sub-field of which it is a part.

4. **Second Essay:** write a 5-6-page essay that addresses the following question: “Can we speak of a global institution of slavery, or do cultural, regional and temporal differences prevent us from making such a claim?” You should discuss multiple readings from February 4 and February 11 in your answer.

Due: Thursday, February 14, by noon. Please submit hard copy to my box and upload a copy to Canvas.

### **Schedule of Classes and Readings**

Note on readings: unlike some of the other professors, I am not requiring you to read a monograph outside of class. This fact explains the seemingly heavy reading load. All readings will be found on Canvas.

### **January 28: Conceptualizing Slavery and Servitude**

#### ***Readings:***

1. Moses Finley, "The Emergence of a Slave Society," in Finley, *Ancient Slavery and Modern Ideology*, ed. Brent Shaw (orig. Penguin 1980; new edn., Markus Wiener, 1998; rev. and expanded, 2017], p. 135-160
2. Claude Meillassoux, *The Anthropology of Slavery: The Womb of Iron and Gold* (Chicago, 1991), p. 9-22.
3. Orlando Patterson: *Slavery and Social Death: a Comparative Study* (Harvard University Press, 1982; 2<sup>nd</sup> edition 2018), 35-76
4. Suzanne Miers, "Slavery: A Question of Definition," *Slavery and Abolition* 24 (2003), 1-16.
5. J. C. Miller, "History as a Problem of Slaving," in Miller, *The Problem of Slavery as History: a Global Approach* (New Haven, 2012), 36-73
6. John Bodel and Walter Scheidel, "Introduction," in John Bodel and Walter Scheidel, eds., *On Human Bondage: After Slavery and Social Death* (Wiley-Blackwell, 2017), 1-14.
7. David Lewis, "Orlando Patterson, Property, and Ancient Slavery: The Definitional Problem Revisited," in John Bodel and Walter Scheidel, eds., *On Human Bondage: After Slavery and Social Death* (Wiley-Blackwell, 2017), 31-54.
8. Orlando Patterson, "Revisiting Slavery, Property and Social Death," in John Bodel and Walter Scheidel, eds., *On Human Bondage: After Slavery and Social Death* (Wiley-Blackwell, 2017), 265-296.

#### **February 4: Manumission and Freedom**

##### ***Readings:***

1. Orlando Patterson, "Slavery: the Underside of Freedom," *Slavery and Abolition* 5 (1984): 87-104 [17 pp]
2. Deborah Kamen, "Sale for the Purpose of Freedom: Slave-Prostitutes and Manumission in Ancient Greece," *The Classical Journal* 109 (2014): 281-307. [26 pp]

3. Henrik Mouritsen, *The Freedman in the Roman World* (Cambridge UP, 2011), p. 1-35 [35 pp]
4. Anthony Barbieri-Low, “Becoming Almost Somebody: Manumission and its Complications in the Early Han Empire,” in John Bodel and Walter Scheidel, eds., *On Human Bondage: After Slavery and Social Death* (Wiley-Blackwell, 2017), 122-135. [13 pp]
5. Daniel Pipes, “Mawlas: Freed Slaves and Converts in Early Islam,” in J.R. Willis, ed., *Slaves and Slavery in Muslim Africa. Volume 2: the Servile Estate* (London, 1985; reprint Routledge, 2013), p. 199-247 [47 pp]
6. Alice Rio, *Slavery after Rome, 500-1100* (Oxford UP, 2017), 75-131. [55 pp]

## February 11: Resistance

### *Readings:*

1. James C. Scott, *Domination and the Arts of Resistance* (Yale UP, 1990), ix-xiv, 1-16 [21 pp]
2. Brent Shaw, *Spartacus and the Slave Wars*, 2<sup>nd</sup> ed., Bedford Series in History and Culture (Macmillan, 2018), pp. 1-29 of 1<sup>st</sup> edition [29 pp]
3. Keith Bradley, “Resisting Slavery,” in Bradley, *Slavery and Society at Rome* (CUP, 1994), 107-131 [24 pp]
4. Ghada Hashem Talhami, “The Zanj Rebellion Reconsidered,” *The International Journal of African Historical Studies* 10 (1977): 443-461 [18 pp]
5. Jere Bacharach, “African Military Slaves in the Middle East: the Cases of Iraq (869-955) and Egypt (868-1171),” *International Journal of Middle East Studies* 13 (1981): 471-495. [24 pp]
6. Bok-Rae Kim, Korean *nobi* resistance under the Chosun dynasty (1392-1910),” *Slavery & Abolition* 25 (2004): 48-62. [14 pp]
7. Chris Wickham, “Looking Forward: Peasant Revolts in Europe, 600-1200,” in J. Firnhaber-Baker and D. Schoenaers, *The Routledge History Handbook of Medieval Revolt* (Routledge, 2017), pp. 155-167 [12 pp].

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## 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 such a widely-used secondary source marked a high point in this 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 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 11. See instructions below.

**February 18:** 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**)

**February 25:** 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:** 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 11:** 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 Vol. 2 Issue 2: <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 11 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.
13. Al-Rodhan, N. R. F. (2012) *The Role of The Arab-Islamic World in The Rise of The West: Implications for Contemporary Trans-Cultural Relations*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2012.

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.

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## UNIT 3: 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.

Mar 18: 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*, 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]

Mar 25: 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* 3-2 (2002):93-111.

Apr 1: Christianity Transplanted and Transformed

**Readings:**

John Thornton, “Afro-Christian Syncretism in the Kingdom of the Kongo,” *Journal of African History* 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* 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]

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## **UNIT 4: The Global Cold War**

### **Dr. Jeff Jones**

#### READINGS

- Raleigh, Donald J., *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation* (Oxford University Press, 2013); [for Unit 4]. This book is available as an e-book via the UNCG Library Catalog.
- Westad, Odd Arne, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press, 2007) [for Unit 4]. This book is available as an e-book via the UNCG Library Catalog.

A history as fresh as the Cold War that continues to shape our world today in many direct ways can be difficult to analyze because it is so close to our own time. It is, however, also vitally important to study precisely for that reason, so we top off the course by examining the Global Cold War. Utilizing recent publications this unit of the course looks at the history of the Cold War in layers, including the Soviet perspective that most Americans are unfamiliar with; and a focus on the global impact of the Cold War on different parts of the world.

Assignment: Based on the readings for this Unit write a 7-10 page paper (double-spaced; 12-point font) addressing the following questions: What do you see as the key aspects, factors, and characteristics of the Cold War? How did the Cold War influence life in different parts of the world? How did people in different locations perceive or interpret the Cold War and how did the Cold War shape the histories of countries around the world? In what ways has it shaped our world today? This assignment is due at our last meeting for this Unit (please bring a hard copy to turn in).

Monday, April 8. Donald J. Raleigh, *Soviet Baby Boomers*

Brief Assignment for April 15: come prepared with a brief paragraph explaining which of the articles in the *Slavic Review* “cluster” (that is, *excluding the article by Jones*) you found to be the most interesting and why. If you were to recommend one of these articles to a friend, peer, or colleague, which one would it be (try not to consult with your classmates on this matter).

Monday, April 15. *Slavic Review* “cluster” articles from the Fall 2018 issue: “Beyond the Iron Curtain: Eastern Europe and the Global Cold War”:

[NOTES: these readings are available on Canvas]

- “Introduction,” Theodora Dragostinova and Małgorzata Fidelis (577-587)

- “Polish Economists in Nehru’s India: Making Science for the Third World in an Era of De-Stalinization and Decolonization,” Małgorzata Mazurek (588-610)
  - “Globalized Socialism, Nationalized Time: Soviet Films, Albanian Subjects, and Chinese Audiences across the Sino-Soviet Split,” Elidor Mëhilli (611-637)
  - “The Catholic 1968: Poland, Social Justice, and the Global Cold War,” Piotr H. Kosicki (638-660)
  - “The ‘Natural Ally’ of the ‘Developing World’: Bulgarian Culture in India and Mexico, Theodora Dragostinova (661-684)
- AND (separate from the *Slavic Review* articles)
- [“A Cold War Crusader: Andrew Eiva, the KGB, and the Collapse of the USSR,”](#) Jeff Jones DRAFT ARTICLE (1-37)

Monday, April 22. Odd Arne Westad, *Global Cold War*

➤ **Assignment due (hard copy) Thursday, April 25 in the Instructor’s mailbox**

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## CONCLUSIONS AND SUMMARY

(All four instructors)

**Apr 29:** 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.

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.