

History 716

Graduate Colloquium in World History



Course Information: History 716-01 (CRN 11755). Time: M 3:30-6:20. Room: Virtual class, all meetings on zoom (get links from course site on UNCG Canvas)

Instructor of Record

Dr. Richard Barton; Office 2115 MHRA; Office phone 336-334-3998; Mailbox 2118A MHRA
Email: rebarton@uncg.edu

Co-Instructors

Dr. James Anderson: 2121 MHRA; jaander2@uncg.edu

Dr. Jeff Jones: 2139 MHRA; jwjones@uncg.edu

Dr. Linda Rupert: 2105 MHRA; lmrupert@uncg.edu

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 the world

through the lenses of Maritime Approaches to History, Slavery in the Premodern World, Christianity in the First Global Age, c. 1450-1800, and the Global Cold War. Students will be encouraged to consider both the possibilities and challenges posed by World History.

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. Students receive a grade for each unit based on written work and participation in discussion, and those four grades are averaged together to determine the course grade.

STUDENT LEARNING OUTCOMES

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

- Describe broad knowledge of the field of world history.
 - Critically appraise varying historical arguments and formulate their own interpretations.
 - Critically read and distinguish between different methodologies and “read between the lines” of differing points of view.
 - Participate in a respectful and thoughtful manner in discussions of a variety of topics.
 - Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
 - Synthesize material from a variety of sources to produce a larger analytical conclusion.
 - Compose written work using scholarly studies of specific topics within world history.
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Course Books

The majority of the readings are posted as PDFs in the Files section of the Canvas site and/or are available through Jackson Library.

Three books are required for purchase (through the UNCG bookstore)

1. Andrade, Tonio. *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History* (Princeton University Press, 2016), for Unit 3; [available as an ebook](#) via UNCG Library
 2. Raleigh, Donald, *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation* (Oxford University Press, 2013), for Unit 4; [available as an eBook](#) via the UNCG Library.
 3. Westad, Odd Arne, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press, 2007), for Unit 4; [available as an eBook](#) via the UNCG Library.
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Attendance Policy

Students 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 Grade Breakdown

Discussion	20%
Unit 1 Instructor	5%
Unit 2 Instructor	5%
Unit 3 Instructor	5%
Unit 4 Instructor	5%
Unit 1 Assignments	20%
Unit 2 Assignments	20%
First Paper	10%
Second Paper	10%
Unit 3 Assignments	20%
Class Presentation	10%
Essay	10%
Unit 4 Assignments	20%
Total	100%

Course Letter Grades will be 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

PhD students:

93-100 A
90-92 A-
87-89 B+
83-86 B
80-82 B-
<80 F

Assignments

Each three-week unit has its own requirements, which will be graded separately by the unit instructor. Notice that discussion is central to this course, and counts for 20% of your course grade; each instructor contributes 5% of that discussion grade based on their assessment of your discussion in Weeks 1 and 14 and the instructor's own unit. With regard to unit-specific assignments, please pay close attention to each instructor's expectations and due dates. All written work should be in standard format (Times New Roman, 12-point font, double-spaced, with one-inch margins), with a clear title as well as a brief introduction and conclusion that frame your main point. Please number your pages. Papers should be uploaded as .doc files to the appropriate link in Canvas. Graduate students should 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*](#). **Note:** Be sure to read ahead on the syllabus to make sure that you are prepared with readings, written assignments, and presentations. See the detailed schedules below.

Class Discussion

Active participation in class discussions and engagement with classmates' ideas is a vital part of any graduate class. As noted above, 20% of your course grade depends on discussion. You should come to class each week having carefully read 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 the source base the author uses to develop it. Give serious thought to how each week's readings complement and engage each other, and, as appropriate, with previous readings. Express your ideas in a way that invites dialogue with your peers, listen carefully to their comments, and engage courteously and respectfully with them.

SCHEDULE OF MEETINGS AND READINGS

Summary Schedule:

January 25: Introduction: World History as a Field of Study (discussion) (All four instructors)
Unit 1: February 1, February 8, February 15: Maritime Approaches to History (Dr. Rupert)
Unit 2: February 22, March 1, March 8: Slavery in the Premodern World (Dr. Barton)
Unit 3: March 15, March 22, March 29: China and "the Rise of the West" (Dr. Anderson)
Unit 4: April 5, April 12, April 19: The Global Cold War (Dr. Jones)
April 26: Conclusion: Parting Thoughts (Discussion) (All four Instructors)

Detailed Schedule:

INTRODUCTION (All four instructors)

January 25. World History as a Field of Study

Readings:

1. 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.
 2. Michael Bentley, "Theories of World History Since the Enlightenment," in *The Oxford Handbook of World History*, ed. Jerry H. Bentley (New York: Oxford University Press, 2011): 19-35.
 3. Jürgen Osterhammel, "Globalizations," in *The Oxford Handbook of World History*, ed. Jerry H. Bentley (New York: Oxford University Press, 2011): 89-104.
 4. Michael Adas, Patrick Manning, Lauren Benton, and Kenneth Pommeranz, "World History as Comparison," in *The New World History: A Field Guide for Teachers and Researchers* (Berkeley: University of California Press, 2016): 331-356.
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Unit 1: Maritime Approaches to History (February 1, 8, & 15)



**** Be sure to read and closely follow all the specifications listed in the full course syllabus. ****

Overview: From antiquity to the present, oceans, seas, and their littorals have been central to human history. Yet they have not received proportional attention in historical inquiry, which has tended to focus on the political and geographic division of landmasses. The second half of the twentieth century saw a notable increase in the development of aqua-centric approaches, reflecting to some extent the rise of world history as a subdiscipline. From the publication of Fernand Braudel's classic, *The Mediterranean and the Mediterranean World in the Age of Philip II* in 1949, to the emergence of the field of Atlantic World studies some fifty years later, historians and historical geographers have turned their attention to the flows of people, ideas, and commodities around maritime basins. This unit introduces students to a variety of scholars and approaches that frame their analysis around the world's waters, across time and place.

Readings: All the readings for this unit are accessible electronically via the Jackson Library Website. Locating them is part of your training. Bring (electronic or paper) copies of each week's readings to class, and be prepared to cite specific passages and page numbers in our discussions.

Assignments and Grading: Two five- to seven-page papers, each due no later than 10 pm on the Thursday after class in the first and third weeks of the unit. Submit each to the relevant Canvas Assignment. Each paper is worth 50% of the unit grade. You will also receive a class participation grade for the unit, which will be averaged with those of the other units. (See general syllabus.)

Paper 1 (due no later than 10 pm on Thursday, February 4): Bring this week's readings into conversation with the world history articles from last week. What does a maritime approach bring to the study of world and global history? What factors are important? How and why?

Paper 2 (due no later than 10 pm on Thursday, February 18): Compare some of the different ways historians have studied the maritime world that we have discussed in weeks 2 and 3. What differences and similarities do you see in their approaches and perspectives? Collectively, how do these works broaden your understanding of what a maritime approach contributes to the study of world history? You can briefly reference previous readings, as relevant, but stay focused on the material from weeks 2 & 3.

Schedule of Readings

These readings come from a rich range of journals and edited volumes. Before you download each one take some time to peruse the context in which it was published and ponder what additional useful information this provides. Also consider the region and time period each article covers.

Monday, February 1: Thinking Globally Beyond the Land

1. Bentley, Jerry H. "Sea and Ocean Basins as Frameworks of Historical Analysis," *Geographical Review* Special Issue: Oceans Connect 89:2 (April 1999): 215-224.
2. Buschmann, Rainer F. "Oceans of World History: Delineating Aquacentric Notions in the Global Past," *History Compass* 2 (2004): 1-10.
3. Manning, Patrick, "Global History and Maritime History," *International Journal of Maritime History* 25:1 (June 2013): 1-22.
4. Palmer, Sarah. "The Maritime World in Historical Perspective." *International Journal of Maritime History* 23:1 (June 2011): 1-12.
5. Pearson, Michael N. "Littoral Society: The Concept and the Problems." *Journal of World History* 17:4 (December 2006): 353-373.

Monday, February 8: Approaches to Maritime History: People

1. Antonaccio, Carla, "Greek Colonization, Connectivity, and the Middle Sea." In Philip de Souza et al, eds., *The Sea in History: The Ancient World* (Boydell Press, 2017): 214-223.
2. Chang, David A., "Borderlands in a World at Sea: Concow Indians, Native Hawaiians, and South Chinese in Indigenous, Global, and National Spaces," *The Journal of American History* (September 2011): 384-403.
3. Cogley, Alan Gregor. "That Turbulent Soil: Seafarers, the 'Black Atlantic,' and Afro-Caribbean Identity." In Jerry H. Bentley et al, eds., *Seascapes: Maritime Histories, Littoral Cultures, and Transoceanic Exchanges* (University of Hawai'i Press., 2007): 153-168.
4. Ewald, Janet. "Crossers of the Sea: Slaves, Freedmen, and other Migrants in the Northwestern Indian Ocean, c. 1750-1914." *The American Historical Review* 105:1 (February 2000): 69- 91.
5. Reese, Ty M. "Wives, Brokers, And Laborers: Women At Cape Coast, 1750–1807." In Douglas Catterall and Jodi Campbell, eds.. *Women in Port: Gendering Communities, Economies, and Social Networks in Atlantic Port Cities, 1500-1800* (Brill, 2012): 291-314.

Monday, February 15: Approaches to Maritime History: Processes and Perspectives

1. Anderson, J.L. "Piracy in World History: An Economic Perspective on Maritime Predation." *Journal of World History* 6:2 (fall 1995):175-199.
2. Bolster, W. Jeffrey. "Putting the Ocean in Atlantic History: Maritime Communities and Marine Ecology in the Northwest Atlantic, 1500-1800." *American Historical Review* 113:1 (February 2008): 19-47.
3. Cameron, Judith. "A Prehistoric Maritime Silk Road: Merchants, Boats, Cloth and Jade." In Robert J. Antony, Angela Schottenhammer, eds., *Beyond the Silk Roads: New Discourses on China's Role in East Asian Maritime History* (Harrassowitz Verlag, 2017):25-41.
4. Salesa, Damon Ieremia. "The World from Oceania." In Douglas Northrop, ed., *A Companion to World History*, First Edition (Blackwell, 2012):391-404.

5. Torres, Joshua M., and Reniel Rodríguez Ramos. "The Caribbean: A Continent Divided by Water." In Basil A. Reid, *Ed.*, *Archaeology and Geoinformatics: Case Studies from the Caribbean* (University of Alabama Press, 2008):13-29.

UNIT 2: 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 societies in Europe, the Middle East, Northern Africa, and Eastern Asia. 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 Finley's classic conception of the 'slave society' in Week 2, before turning to questions of freedom, manumission, 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) is the concept of a 'slave society' a worthwhile one? If so, how can it be distinguished from a 'society with slaves'? 3) does the history of slavery require a complementary historicized consideration of 'freedom'? 4) what do experiences of resistance to enslavement reveal about slave systems and conceptions of freedom?

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 the main point/argument of each piece.
2. **First Essay (10% of the course grade):** write a 4-6 page essay that argues for a definition of slavery derived from one or more of the readings for February 17. You may choose to agree with one of the theorists, but you 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 26 by noon. Upload a copy to Canvas.
3. **Lead Discussion of an Assigned Article (part of my 5% of course participation):** each student will select one article from either February 24 or March 9 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 clarify where the article falls in the chronology/historiography of the sub-field of which it is a part.
4. **Second Essay (10% of the course grade):** write a 4-6 page essay that addresses one of the following questions:
 1. 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 readings from all three weeks in your answer.
 2. Is it worthwhile to define and distinguish a 'slave society'? Why or why not? You should discuss readings from all three weeks in your answer.

****Due:** Friday, March 12, by noon; upload to Canvas.

Schedule of Classes and Readings

All readings can be found on Canvas.

February 22: Conceptualizing Slavery and Servitude

In essence we have four theorists to consider: Miller, Finley, Meillassoux, and Patterson; the piece by Lovejoy comments on (and explains) Meillassoux, while the last 3 pieces evaluate Patterson.

Readings:

1. J.C. Miller, "The Problem of Slavery as History," in Miller, *The Problem of Slavery as History: a Global Approach* (New Haven, 2012), 1-35.
2. Moses Finley, "The Emergence of a Slave Society," in Finley, *Ancient Slavery and Modern Ideology*, ed. by Brent Shaw (orig. Penguin 1980; new edn., Markus Wiener, 1998; rev. and expanded ed., 2017), 135-160.
3. Claude Meillassoux, *The Anthropology of Slavery: The Womb of Iron and Gold* (University of Chicago Press, 1991), 9-22.
4. Paul E. Lovejoy, "Miller's Vision of Meillassoux," *The International Journal of African Historical Studies* 24 (1991): 133-145.
5. Orlando Patterson, *Slavery and Social Death: A Comparative Study* (Harvard University Press, 1982; 2nd edition 2018), 35-76.
6. John Bodel and Walter Scheidel, "Introduction," in Bodel and 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 Bodel and 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 Bodel and Scheidel, eds., *On Human Bondage: After Slavery and Social Death* (Wiley-Blackwell, 2017), 265-296.

March 1: Manumission and Freedom

Readings:

All readings are chapters from Noel Lenski and Catherine Cameron, eds., *What is a Slave Society? The Practice of Slavery in Global Perspective* (Cambridge University Press, 2018), which is [available as an eBook](#) via the UNCG Library.

1. Lenski and Cameron: "Introduction: Slavery and Society in Global Perspective," 1-14.
2. Noel Lenski: "Framing the Question: What is a Slave Society?" 15-58.
3. Peter Hunt, "Ancient Greece as a 'Slave Society,'" 59-85.
4. Catherine Cameron, "The Nature of Slavery in Small-Scale Societies," 151-168.
5. Christina Snyder, "Native American Slavery in Global Context," 169-190.
6. Fernando Santos-Granero, "Slavery as Structure, Process, or Lived Experience, or Why Slave Societies Existed in Precontact Tropical America," 191-219.
7. Bok-rae Kim, "A Microhistorical Analysis of Korean Nobis through the Prism of the Lawsuit of Damulsari," 383-409.
8. Anthony Reid, "'Slavery So Gentle': A Fluid Spectrum of Southeast Asian Conditions of Bondage," 410-428.

March 8: Freedom, Manumission, and Resistance

Readings:

1. Orlando Patterson, "Slavery: The Underside of Freedom," *Slavery and Abolition* 5 (1984): 87-104.
 2. Deborah Kamen, "Sale for the Purpose of Freedom: Slave-Prostitutes and Manumission in Ancient Greece," *The Classical Journal* 109 (2014): 281-307.
 3. Henrik Mouritsen, *The Freedman in the Roman World* (Cambridge University Press, 2011), 10-35.
 4. Anthony Barbieri-Low, "Becoming Almost Somebody: Manumission and its Complications in the Early Han Empire," in Bodel and Scheidel, eds., *On Human Bondage: After Slavery and Social Death* (Hoboken, NJ: Wiley-Blackwell, 2017), 122-135.
 5. James C. Scott, *Domination and the Arts of Resistance* (Yale University Press, 1990), ix-xiv, 1-16.
 6. Keith Bradley, "Resisting Slavery at Rome," in Keith Bradley and Paul Cartledge, eds., *The Cambridge World History of Slavery. Volume 1: the Ancient Mediterranean World* (Cambridge University Press, 2011), 362-384.
 7. Abdul Sheriff, "The Zanj Rebellion and the Transition from Plantation to Military Slavery," *Comparative Studies of South Asia, Africa and the Middle East* 38 (2018), 246-260.
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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.

Grading:

In my unit I require students to lead discussions of assigned book chapters and articles (part of my 5% for course participation), give a class presentation (10% of final grade) and write a 7-10 page historiographical essay (10% of final grade).

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 29. See instructions below.

March 15: The "Rise of the West" and Early Debates in World History

Assigned Article Readings:

1. McNeill, William H., "The Rise of the West after Twenty-Five Years," *Journal of World History* 1, no. 1 (1990): 1–21.
2. 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 22: The "Great Divergence"

Assigned Article Readings:

1. 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.
2. Jack A. Goldstone, 'Effloresces and economic growth in world history: rethinking the 'Rise of the West' and the Industrial Revolution', *Journal of World History*, 13 (Fall 2002) pp. 323–89.

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 29: Debating the "Rise of the West" Debate after Pomeranz

Assigned Article Readings:

1. Dushesne 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>
2. 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>
3. Deng, Kent and O'Brien, Patrick (2017) *How well did facts travel to support protracted debate on the history of the Great Divergence between Western Europe and*

Instructions for Individual Book Papers and Presentations (due March 29 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. A. W. Crosby, *Ecological Imperialism. The Biological Expansion of Europe 900–1900* (Cambridge, 1986).
14. Robert Allen *et al.*, *Living Standards in the Past: New Perspectives on Well Being in Asia and Europe* (Oxford, 2005).
15. Daly, Jonathan W. *How Europe Made the Modern World : Creating the Great Divergence*. (London: Bloomsbury Academic, 2019).
16. Hoffman, Philip T. *Why Did Europe Conquer the World?* Princeton Economic History of the Western World. (Princeton: Princeton University Press, 2015).

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: The Global Cold War

Dr. Jeff Jones

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; a comparative US-Soviet experience that underscores similarities on both sides of the Cold War divide; and a focus on the global impact of the Cold War on different parts of the world.

Assignment (worth 15% of the unit grade): 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).

Brief Assignment for Week 2 (worth 5% of the unit grade): come prepared with a brief paragraph explaining which of the articles in the *Slavic Review* “cluster” 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).

April 5:

Reading:

1. Donald J. Raleigh, *Soviet Baby Boomers*

April 12: Beyond the Iron Curtain

Readings:

Slavic Review “cluster” articles from the Fall 2018 issue: “Beyond the Iron Curtain: Eastern Europe and the Global Cold War”:

[NOTES: see the Brief Assignment for this week above; these readings are available on Canvas]

1. “Introduction,” Theodora Dragostinova and Małgorzata Fidelis (577-587)
2. “Polish Economists in Nehru’s India: Making Science for the Third World in an Era of De-Stalinization and Decolonization,” Małgorzata Mazurek (588-610)
3. “Globalized Socialism, Nationalized Time: Soviet Films, Albanian Subjects, and Chinese Audiences across the Sino-Soviet Split,” Elidor Mëhilli (611-637)
4. “The Catholic 1968: Poland, Social Justice, and the Global Cold War,” Piotr H. Kosicki (638-660)

5. “The ‘Natural Ally’ of the ‘Developing World’: Bulgarian Culture in India and Mexico, Theodora Dragostinova (661-684)

April 19:

Reading:

1. Odd Arne Westad, *Global Cold War*

Assignment due in class

CONCLUSION and SUMMARY (All four instructors)

April 26: Parting Thoughts

Readings: TBA

UNCG COVID-19 and Health and Wellness Statement

Approved by the Faculty Senate on July 1, 2020

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG’s culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](mailto:OARS@uncg.edu) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Approved by the Faculty Senate Executive Committee on July 30, 2020

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>