

# HIS 716: GRADUATE COLLOQUIUM IN WORLD HISTORY

## Spring 2022

Mondays, 4:00-6:50 pm

Coleman 225D



### Faculty:

Dr. Linda Rupert: Instructor of Record & Unit 1  
([lmrupert@uncg.edu](mailto:lmrupert@uncg.edu))

Dr. Denisa Jashari: Unit 2 ([d\\_jashari@uncg.edu](mailto:d_jashari@uncg.edu))

Dr. Richard Barton: Unit 3 ([rebarton@uncg.edu](mailto:rebarton@uncg.edu))

Dr. Jeff Jones: Unit 4 ([jwjones@uncg.edu](mailto:jwjones@uncg.edu))

### OVERALL COURSE DESCRIPTION

How does one study World History? How does one examine multiple sites within a particular analytical framework? This course grapples with these questions by introducing students to a variety of methodological approaches to this growing field. We will examine World History through the lenses of the Maritime World, Slavery in the Premodern World, Urban Global Cities, and the Global Cold War. Students will be encouraged to examine both the possibilities and the challenges posed by a World History approach.

This team-taught course is comprised of four three-week units, each taught by a different professor, plus two joint sessions on the first and last classes, on world and global history. Each unit has its own separate syllabus, with readings and assignments that are graded independently.

**Unit 1 syllabus: pp. 4-5**

**Unit 2 syllabus: pp. 6-7**

**Unit 3 syllabus: pp. 8-10**

**Unit 4 syllabus: pp. 11-12**

### REQUIRED READINGS

Most of the weekly readings are book chapters or journal articles; these will be posted to Canvas as PDFs and/or are available electronically through Jackson Library. Units 2 and 4 each have two required books, which are available as eBooks via Jackson Library, or you can purchase them at the university bookstore. (Do so early in the semester, before the bookstore returns them.)

#### **Required books for Unit 2:**

De la Fuente, Alejandro. *Havana and the Atlantic in the Sixteenth Century* (UNC Press, 2008).

Lane, Kris. *Potosi: The Silver City that Changed the World* (U of California Press, 2019).

#### **Required books for Unit 4:**

Raleigh, Donald J., *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation* (Oxford University Press, 2013).

Westad, Odd Arne, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press, 2007).

## STUDENT LEARNING OUTCOMES

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

- Show broad knowledge of the field of world history
- 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

## GENERAL COURSE REQUIREMENTS AND GRADING

Each three-week unit has its own readings and assignments. Read each unit syllabus (below) carefully for more information about requirements and expectations, and pay close attention to each professor's due dates, etc. It is not possible to pass this course without successfully completing all the assignments for all four units.

**Written Assignments:** Graduate students should closely follow all professional norms of writing, citations, etc. You will find it helpful to regularly consult the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Enrollment in this course and submission of each assignment constitute a student's acceptance of [UNCG's Academic Integrity Policy](#), especially as it relates to plagiarism. Make sure you understand the rules—when in doubt, ask!

All written work should be in standard format (Times New Roman, 12-point font or similar, double-spaced, with one-inch margins), with a clear title and brief introduction and conclusion that frame your main point. Please number your pages. Papers should be uploaded as .doc files (not PDFs) to the appropriate Assignment in Canvas. When in doubt, feel free to ask!

**Discussions:** Active participation in class discussions and engagement with classmates' ideas and the assigned readings is a central part of a graduate seminar. Attendance is required, barring illness or an emergency, in which case please contact the unit professor as soon as possible.

**Grading:** Each unit's written work is worth 20% of the final course grade. Participation in class discussions is worth another 20%; students will receive a separate participation grade for each unit, plus one for the two jointly-taught classes (first and last days); these all will be averaged for the final discussion grade. Here is the breakdown:

Unit 1 assignments	20%
Unit 2 assignments	20%
Unit 3 assignments	20%
Unit 4 assignments	20%
Participation in discussions (averaged across all classes)	20%

### **Letter grades for MA students:**

93-100: A	90-92: A-	87-89: B+	83-86
80-82: B-	77-79: C+	73-76: C	<73: F

## SCHEDULE OVERVIEW

*For more detailed information see the individual unit syllabi below.*

**Monday, January 10: Introduction to World History** (joint class with all 4 instructors)

*Readings* (available in Canvas, with full citations):

- Jerry H. Bentley, "The Task of World History"
- Martin W. Lewis, "Geographies"
- Micol Seigel, "World History's Narrative Problem"
- Various, "World History as Comparison"

**Monday, January 17: No class (MLK Day)**

**Unit 1: Maritime Approaches to History:** January 24, 31; February 7 (Dr. Rupert)

- *Thursday, January 27:* Unit 1 paper #1 due
- *Thursday, February 10:* Unit 2 paper #2 due

**Unit 2: Urban Global Cities:** February 14, 21, 28 (Dr. Jashari)

- *Thursday, February 24:* Unit 2 paper #1 due
- *Thursday, March 3:* Unit 2 Paper #2 due

**Monday, March 7: No class (spring break)**

**Unit 3: Slavery in the Pre-Modern World:** March 14, 21, 28 (Dr. Barton)

- *Friday, March 18:* Unit 3 essay due
- *Friday, April 1:* Unit 3 paper due

**Unit 4: The Global Cold War:** April 4, 11, 18 (Dr. Jones)

- *Monday, April 4:* Unit 4 short paragraph due
- *Monday, April 18:* Unit 4 paper due

**Monday, April 25: Conclusions: World History as a Field of Study** (joint class)

*Readings TBA*

**COVID-19 POLICIES (This is a summary of the full Covid-19 syllabus statement, in Canvas)**

Please regularly review [UNCG's Covid-19 policies](#) and strictly follow all protocols. Policies may well change in this volatile and highly contagious pandemic. For now:

- Everyone is required to wear an adequate protective face covering indoors at all times, and outdoors when distance cannot be maintained, regardless of vaccination status. ***Cloth masks alone do not offer adequate protection from the Omicron variant of Covid-19.*** Please either wear an N-95, or a cloth mask plus a surgical mask. UNCG offers free surgical masks at [designated on-campus locations](#).
- Please make sure your mask fully covers your nose and mouth at all times and avoid touching your face.
- Absolutely no eating or drinking in class at any time. Thoroughly wash and/or sanitize your hands after eating or drinking anything before (re)entering the classroom.
- Always maintain six feet of distance from others and adhere to the class seating chart.
- You must not come to campus if you have any symptoms of Covid-19.

**Contingency Plans:** If a class is cancelled due to adverse weather, plan to participate in an online Discussion via Canvas. If you are unable to attend class due to illness, an emergency, or because you have symptoms of Covid-19, contact the unit professor ASAP to discuss the possibility of making up the work.

## Unit 1: Maritime Approaches to History

(January 24, 31; February 7)



**Professor: Dr. Linda Rupert**  
([lmrupert@uncg.edu](mailto:lmrupert@uncg.edu))

**Office:** MHRA 2105

**Office hours:** Mondays 2-3 pm and by appointment (via Zoom or in person)

### UNIT 1 OVERVIEW

From antiquity to the present, oceans, seas, their coasts, and 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 almost fifty years later, historians and historical geographers have turned their attention to the maritime flows of people, ideas, and commodities. This unit introduces students to a variety of scholars and approaches that frame their analysis around the world's waters, across time and place.

### UNIT 1 ASSIGNMENTS

Two five- to seven-page papers, each due no later than Thursday of Weeks 1 & 3.

**Paper 1 (due no later than Thursday January 27):** Bring this week's readings into conversation with those about world history from the course introduction. 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 Thursday February 10):** 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? Compare several articles from each week, covering a range of times, places, and approaches. You may briefly reference some readings from previous weeks, if appropriate, but stay focused on the new ones.

### UNIT 1 READINGS

Readings come from a wide range of journals and edited volumes. All are accessible electronically via the Jackson Library Website. Locating and contextualizing them is part of your training. Take some time to peruse the journal or volume in which each was published and consider what additional useful information this provides. 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.

**UNIT 1 SCHEDULE OF CLASSES AND READINGS**

**Monday, January 24: Thinking Globally Beyond the Land**

- Bentley, Jerry H. "Sea and Ocean Basins as Frameworks of Historical Analysis," *Geographical Review* Special Issue: Oceans Connect 89:2 (April 1999): 215-224.
- Buschmann, Rainer F. "Oceans of World History: Delineating Aquacentric Notions in the Global Past," *History Compass* 2 (2004):1-10.
- Manning, Patrick, "Global History and Maritime History," *International Journal of Maritime History* 25:1 (June 2013):1-22.
- Palmer, Sarah. "The Maritime World in Historical Perspective." *International Journal of Maritime History* 23:1 (June 2011):1-12.
- Salesa, Damon Ieremia. "The World from Oceania." In Douglas Northrop, ed., *A Companion to World History*, First Edition (Blackwell, 2012):391-404.

**\*\*\*Paper #1 due no later than Thursday, January 27\*\*\***

**Monday, January 31: Approaches to Maritime History: People**

- 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.
- 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.
- Cobley, 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.
- Ewald, Janet. "African Bondsmen, Freedmen, and the Maritime Proletariats of the Northwestern Indian Ocean World, 1500-1900." In Robert W. Harms et al, eds., *Indian Ocean Slavery in the Age of Abolition* (Yale University Press, 2013):200-222.
- 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 7: Approaches to Maritime History: Processes and Perspectives**

- Anderson, J.L. "Piracy in World History: An Economic Perspective on Maritime Predation." *Journal of World History* 6:2 (fall 1995):175-199.
- 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.
- 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.
- Pearson, Michael N. "Littoral Society: The Concept and the Problems." *Journal of World History* 17:4 (December 2006):353-373.
- 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.

**\*\*\*Paper #2 due no later than Thursday, February 10\*\*\***

## Unit Two: Urban, Global Cities

(February 14, 21, 28)

**Professor** Dr. Denisa Jashari (d\_jashari@uncg.edu)

**Office:** MHRA 2112

**Office Hours:** By appointment, in person or via Zoom

### UNIT 2 OVERVIEW

In this unit, we examine colonial Latin America and the Caribbean through both the lens of world history and urban history. Doing so allows us to interrogate the following questions: What makes cities global? How does the urban connect to changing regional and world political-economic trends? How does thinking about scales (urban, national, global) impact our understanding of the early modern world? We begin this unit with a theoretical exploration of space and place before we examine two concrete case studies, Havana and Potosí, as emblematic of the twin processes of global economic trade and urban formation.

### UNIT 2 ASSIGNMENTS

Your grade for this unit will be calculated as follows:

**Participation (5%):** Everyone is required to participate in class discussions. This means that you are expected to come to class having done the readings and ready to share thoughtful comments and questions.

#### **Analytical Papers (20% of total course grade)**

In this unit, you will write two, 5–6-page analytical papers of the monographs assigned. You are expected to analyze the book's argument and evidence and place the work in its historiographical context. Think about the structure of the chapters and how it helps make the author's case. Discuss how the work contributes to the theme of global cities. Do not simply summarize the book. An example of an analytical essay can be found on Canvas.

**Paper 1 (10 %):** Write a 5–6-page analytical essay of Alejandro de la Fuentes's *Havana and the Atlantic in the Sixteenth Century*. See class schedule for further instructions.

**DUE: Thursday, February 24**

**Paper 2 (10 %):** Write a 5–6-page analytical essay of Kris Lane's *Potosí: The Silver City that Changed the World*. See class schedule for further instructions.

**DUE: Thursday, March 3**

### UNIT 2 REQUIRED TEXTS

You are required to read and bring to class the following two monographs. Both are available at the bookstore, from online vendors, or as eBooks from Jackson Library:

Alejandro de la Fuente, *Havana and the Atlantic in the Sixteenth Century* (UNC Press , 2008).

Kris Lane, *Potosí: The Silver City that Changed the World* (Univ. of California Press, 2019).

## UNIT 2 SCHEDULE OF CLASSES AND READINGS

### Monday, February 14: Theories of Space

This week we examine classic texts by geographers and social scientists on space and place. The list of authors below is by no means exhaustive, but each of them has significantly shaped the field. As you grapple with the somewhat dense material below, you will also learn to detect key interventions from secondary ones, trace transformations in the field, and discover important overlaps and novel contributions.

*A useful exercise to try this week is to take notes as you read and then write a 1-2 sentence summary of each author's argument/interventions before coming to class.*

#### **Required Readings** (All uploaded as PDFs to Canvas)

- Henri Lefebvre, *The Production of Space*. Translated by Donald Nicholson-Smith (Oxford, UK: Blackwell Publishing, 1991), 1-67.
- Michel de Certeau, *The Practice of Everyday Life*. Translated by Steven Rendall (Berkeley, University of California Press, 1988). Read Part III, Spatial Practices.
- Doreen Massey, *For Space* (London: Sage, 2005). Read "Three Propositions on How to Imagine Space Differently."
- Dolores Hayden, *The Power of Place: Urban Landscapes as Public History* (Cambridge, MA: MIT Press, 1995). Read Chapter Two.

### Monday, February 21: Port Cities of the Colonial Atlantic

This week we explore the transformation of Havana from a small town to one of the most important trading port cities of the Spanish Atlantic.

#### **Required Reading**

Alejandro de la Fuente, *Havana and the Atlantic in the Sixteenth Century* (UNC Press, 2008).

#### ***In your analytical paper, consider the following questions:***

- How did Havana's transformation described above take place? What role did the slave trade play in this shift?
- What role does the local play in this text? (Consider the author's source base.)
- How does this book exemplify approaches to both maritime history and urban history?

### Monday, February 28: Cities of Extraction and Global Trade

This week we focus on the Andean city of Potosí and its transformation into a global city as it underwent silver production booms and busts between the sixteenth and early nineteenth century.

#### **Required Reading:**

Kris Lane, *Potosí: The Silver City that Changed the World* (Univ. of California Press, 2019).

#### ***In your analytical paper, consider the following questions:***

- How did Potosí embody the contradictions of the early modern Iberian world?
- What made Potosí a global city? What were the roles of Andean men and women, African slaves, merchants and traders, consumers, and producers in transforming Potosí into a city of global importance?

## UNIT 3: Slavery in the Pre-Modern World

(March 14, 21 & 28)

Dr. Richard Barton ([rebarton@uncg.edu](mailto:rebarton@uncg.edu))

Office: MHRA 2115

Office hours: Mondays 10-11, Wednesdays 11-12, and by appointment

### UNIT 3 OVERVIEW

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?

### UNIT 3 ASSIGNMENTS

**Reading and Discussion (5% of total course grade):** 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.

**First Essay (5% of total course grade):** write a 2-3 page essay that argues for a definition of slavery derived at least in part from one or more of the readings for March 14. 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, March 18 by noon. Upload a copy to Canvas.

**Second Essay (15% of total course grade):** write a 5-6 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, April 1, by noon; upload to Canvas.



### UNIT 3 SCHEDULE OF CLASSES AND READINGS

All readings can be found on Canvas.

#### March 14: Conceptualizing Slavery and Servitude

In essence we have three theorists to consider: Miller, Finley, and 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. Kostas Vlassopoulos, "Finley's Slavery," in *M.I. Finley: An Ancient Historian and His Impact*, ed. Daniel Jew, Robin Osborne and Michael Scott (Cambridge UP, 2016), 76-99.
4. Orlando Patterson, *Slavery and Social Death: A Comparative Study* (Harvard University Press, 1982; 2<sup>nd</sup> edition 2018), 1-14, and 35-76.
5. 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.
6. 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 21: What constitutes a 'slave society'?

**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 28: Freedom, Manumission, and Resistance

**Readings:**

1. Deborah Kamen, "Sale for the Purpose of Freedom: Slave-Prostitutes and Manumission in Ancient Greece," *The Classical Journal* 109 (2014): 281-307.
2. Henrik Mouritsen, *The Freedman in the Roman World* (Cambridge University Press, 2011), 10-35.
3. 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.

4. James C. Scott, *Domination and the Arts of Resistance* (Yale University Press, 1990), ix-xiv, 1-16.
5. 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.
6. 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.

## UNIT 4: The Global Cold War

(April 4, 11, 18)

**Professor:** Dr. Jeff Jones ([jwjones@uncg.edu](mailto:jwjones@uncg.edu))

**Office:** MHRA 2139

**Office hours:** Mondays 11-12, Wednesdays 9-10 and by appointment

### UNIT 4 DESCRIPTION

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.

### UNIT 4 READINGS

- Raleigh, Donald J., *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation* (Oxford University Press, 2013; ISBN: 0199744343). 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; ISBN: 9780521703147). This book is [available as an e-book](#) via the UNCG Library Catalog.

### UNIT 4 ASSIGNMENTS

**Assignment (worth 15% of total course grade):** Based on the readings for this Unit write a 6-8 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 submit online).

**Brief Assignment for Week 2 (worth 5% of total course 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.)

#### UNIT 4 SCHEDULE OF CLASSES AND READINGS

**Monday, April 4:** Donald J. Raleigh, *Soviet Baby Boomers*

**Monday, April 11:** *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]

- “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)

**Monday, April 18:** Odd Arne Westad, *Global Cold War*

➤ **Assignment due online**