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)
Dr. Denisa Jashari: Unit 2 (d_jashari@uncg.edu)
Dr. Richard Barton: Unit 3 (rebarton@uncg.edu)
Dr. Jeff Jones: Unit 4 (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:
Lane, Kris. Potosi: The Silver City that Changed the World (U of California Press, 2019).

Required books for Unit 4:
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:

<table>
<thead>
<tr>
<th>Unit 1 assignments</th>
<th>20%</th>
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<tr>
<td>Unit 2 assignments</td>
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<td>Unit 3 assignments</td>
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<td>Unit 4 assignments</td>
<td>20%</td>
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<tr>
<td>Participation in discussions (averaged across all classes)</td>
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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

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

Monday, January 31: Approaches to Maritime History: People

Monday, February 7: Approaches to Maritime History: Processes and Perspectives

***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:


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)

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

*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)  
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? 3) 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:
4. Orlando Patterson, Slavery and Social Death: A Comparative Study (Harvard University Press, 1982; 2nd edition 2018), 1-14, and 35-76.

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.

March 28: Freedom, Manumission, and Resistance

Readings:
UNIT 4: The Global Cold War  
(April 4, 11, 18)

Professor: Dr. Jeff Jones (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

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 Malgorzata Fidelis (577-587)
- “Polish Economists in Nehru’s India: Making Science for the Third World in an Era of De-Stalinization and Decolonization,” Malgorzata Mazurek (588-610)
- “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