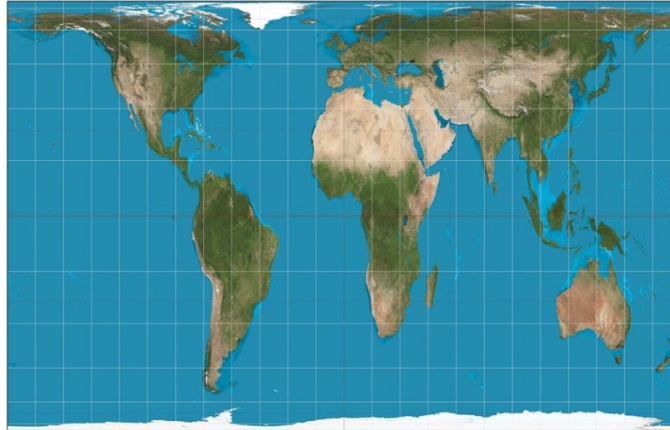


HIS 716: GRADUATE COLLOQUIUM IN WORLD HISTORY

Mondays, 5:00 – 7:50 PM

MHRA 1304



Course Faculty

Dr. Denisa Jashari	Instructor of Record & Unit 2	d_jashari@uncg.edu	MHRA 2123
Dr. Linda Rupert	Unit 1	lmrupert@uncg.edu	MHRA 2105
Dr. Richard Barton	Unit 3	rebarton@uncg.edu	MHRA 2115
Dr. Teresa Walch	Unit 4	tmwalch@uncg.edu	MHRA 2117

Course Description

World history is a capacious field. In this colloquium, you will gain an understanding of the emergence of world history as a discipline, encounter different methodologies and approaches, and distinguish world history from global history, transnational history, and international history. The course is organized into four units, each taught by a different professor. In Unit I, you will encounter maritime approaches to world history and in Unit II, you will think about what makes cities global. In Unit III, you'll examine slavery in the pre-modern world, and in Unit IV, you will grapple with scalar and spatial approaches to global history. Taken together, these units will provide you with a solid foundation of the challenges and promises of world history as a discipline. During the first and last week of class, we will have joint discussions on assigned readings.

Student Learning Outcomes:

- Describe broad knowledge of the field of world history
- Demonstrate mastery of the methodology and approaches of world history through written work
- Analyze historical duration, succession, and change in terms of human agency and larger systems or structure in a wide variety of places and periods

Required Readings

- *All books are available as E-books from the Jackson Library, at the bookstore, or online
- **Units 1 and 3 have assigned articles. Refer to their individual unit syllabi below.**
 - **Books for Unit 2**

- 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).
- **Books for Unit 4**
 - Maya Jasanoff, *Liberty's Exiles: American Loyalists in the Revolutionary War* (New York: Vintage Books, 2011).
 - Heidi J. S. Tworek, *News from Germany: The Competition to Control World Communications, 1900-1945* (Cambridge: Harvard University Press, 2019).
 - Timothy Brook, *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World* (New York: Bloomsbury, 2008).

Course Assignments and Grading

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 font, double spaced, one-inch margins), with a clear title, and a brief introduction and conclusion. Please number your pages and submit papers as .doc files and not PDFs. Graduate students should know, and closely follow, all professional norms of writing and citations. Consult the latest edition of Kate L.

Tarubian, *A Manual for Writers of Terms Papers, Theses, and Dissertations*, <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>

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.

Discussions: Active participation in class discussions and engagement with classmates' ideas and the assigned readings is a central part of a graduate seminar. 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.

Attendance Policy: 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 B
80-82: B- 77-79: C+ 73-76: C <73: F

Letter grades for 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

ABBREVIATED COURSE CALENDAR

*For detailed information, refer to each unit's syllabus below and check Canvas modules

January 9 – First Day of Class. All together

Readings: On Canvas

- Jerry H. Bentley, "The Task of World History"
- Sebastian Conrad, *What is Global History?* (Princeton: Princeton University Press, 2016), 1-36. (Chapters 1 & 2)
- Akira Iriye, *Global and Transnational History: The Past, Present, and Future* (New York: Palgrave Macmillan, 2013), 1-19. (Chapter 1)
- Martin W. Lewis, "Geographies"
- Micol Seigel, "World History's Narrative Problem"

January 16 – NO CLASS. MLK Day

UNIT 1: Dr. Rupert. Maritime Approaches: January 23, 30 and February 6.

- Paper 1: Due Thursday, January 26
- Paper 2: Due Thursday, February 9

UNIT 2: Dr. Jashari. Global Urban Cities: February 13, 20, 27

- Paper 1: Due Thursday, February 23
- Paper 2: Due Thursday, March 2

SPRING BREAK: March 6-10. No Class

UNIT 3: Dr. Barton. Slavery in the Pre-Modern World: March 13, 20, 27

- Paper 1: Due Friday, March 17 by noon
- Paper 2: Due Friday, March 31 by noon

UNIT 4: Dr. Walch. Methodological Approaches to Global History: April 3, 10, 17

- Final Paper: Due Thursday, April 20

April 24- Last day of classes. All together

Unit 1: Maritime Approaches to History

(January 23, 30; February 6)

Please note that N-95 masks are required in my classrooms at all times. This is mandatory.



Professor: Dr. Linda Rupert

(lmrupert@uncg.edu)

Office: MHRA 2105

Office hours: Mondays 3-4 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. See the Assignments in the Unit 1 Canvas Module for full specifications.

Paper 1 (due no later than Thursday January 26): 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 9): 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 to and perspectives on people and processes? Collectively, how do these works broaden your understanding of what a maritime approach contributes to the study of world history?

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 23: 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 26*****

Monday, January 30: 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 6: 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 9*****

Unit Two: Urban, Global Cities (February 13, 20, 27)

Professor Dr. Denisa Jashari (d_jashari@uncg.edu)

Office: MHRA 2123

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 scale (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 23

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 2

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 13: 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 20: 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 27: 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 13, 20, 27

Dr. Richard Barton

It is a tragic fact of global human history that humans have enslaved or otherwise forced into servitude other humans 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 (5% of 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.
2. **First Essay (5% of 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 13. 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 17 by noon. Upload a copy to Canvas.
3. **Second Essay (15% of 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, March 31, by noon; upload to Canvas.

Schedule of Classes and Readings

All readings can be found on Canvas.

March 13: Conceptualizing Slavery and Servitude

This week we consider two major theorists (Finley and Patterson) as well as some surveys of pre-modern slavery in various parts of the world.

Readings:

1. Kostas Vlassopoulos, "Does Slavery Have a History? The Consequences of a Global Approach," *Journal of Global Slavery* 1 (2016), 5-27.

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. Orlando Patterson, *Slavery and Social Death: A Comparative Study* (Harvard University Press, 1982; 2nd edition 2018), 1-14, and 35-76.
4. Orlando Patterson, "Slavery: the Underside of Freedom," *Slavery and Abolition* 5 (1984), 87-104.
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. Pamela Kyle Crossley, "Slavery in Early Modern China," in *Cambridge World History of Slavery. Volume 3: AD 1420-1804*, ed. David Eltis and Stanley L. Engerman (Cambridge, 2011), 186-213
7. Ehud R. Toledano, "Enslavement in the Ottoman Empire in the Early Modern Period," in *Cambridge World History of Slavery. Volume 3: AD 1420-1804*, ed. David Eltis and Stanley L. Engerman (Cambridge, 2011), 25-46
8. Stefan Brink, *Thralldom. A History of Slavery in the Viking Age* (Oxford, 2021), 1-4 (Introduction), 5-30 (Difficulties of Defining Slavery and the Borders between Free and Unfree), 31-69 (Slavery in Europe during Antiquity and the First Millennium)

March 20: What constitutes a 'slave society'?

The theme this week offers a deeper evaluation of Sir Moses Finley's famous distinction between 'slave societies' and 'societies with slaves'.

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 27: Freedom, Manumission, and Resistance

For the final week we consider ways in which slavery was historically ended.

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. Richard Helle, "The Manumission of Russian Slaves," *Slavery and Abolition* 10 (1989), 23-39.
5. James C. Scott, *Domination and the Arts of Resistance* (Yale University Press, 1990), ix-xiv, 1-16.
6. Sara Forsdyke, "Slaves Tell Tales: the Culture of Subordinate Groups in Ancient Greece", in Forsdyke, *Slaves Tell Tales and Other Episodes in the Politics of Popular Culture in Ancient Greece* (Princeton, 2012), 37-89.
7. Bok-Rae Kim, "Korean *Nobi* Resistance under the Chosun Dynasty (1392-1910)," *Slavery and Abolition* 25 (2004), 48-62.
8. Keith Bradley, "Slave Kingdoms and Slave Rebellions in Ancient Sicily," *Historical Reflections/Réflexions historiques* 10 (1983), 435-451.

Unit Four: Methodological Approaches to Global History (April 3, 10, 17)

Professor Dr. Teresa Walch (tmwalch@uncg.edu)

Office: MHRA 2117

Office Hours: By appointment, in person or via Zoom

UNIT 4 OVERVIEW

In this final unit of HIS 716, we examine some methodological approaches to studying and writing global histories. How do we actually “do” global history? How might you apply a transregional or global lens to your own research interests? We will focus on the different *spatialities* and *scales* involved in writing histories that expand beyond the boundaries of the nation state. Sebastian Conrad’s four-part schema for “rethinking global space” will serve as a foundation for our analysis in this unit.

UNIT 4 ASSIGNMENTS

Your grade for this unit will be calculated as follows:

Participation (5%): This is a small, reading intensive seminar. Attendance and active participation are crucial. It is your task to come to class prepared. Your participation grade will be based on the *quality* (more than quantity) of your contributions to discussion. You must come to class with a hard copy of the book *or* the ebook available to you on an electronic device.

Final Paper (20% of total course grade): In this unit, you will write one 8–10-page historiographical paper that reviews and analyzes the readings you’ve read in class according to the methodologies employed by their authors. Using Sebastian Conrad’s four-part schema to structure your paper, you should explain how the readings employ the following methodologies: (1) transnational regions; (2) following; (3) networks; (4) microhistories of the global. How effectively did the authors employ these methods in writing global histories? Which method do you find the most compelling? Which other methods did they utilize that do not neatly fit into one of these 4 categories? You will find a more detailed paper prompt for this paper on Canvas.

DUE: Thursday, April 20

UNIT 4 REQUIRED TEXTS

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

Maya Jasanoff, *Liberty’s Exiles: American Loyalists in the Revolutionary War* (New York: Vintage Books, 2011).

Heidi J. S. Tworek, *News from Germany: The Competition to Control World Communications, 1900-1945* (Cambridge: Harvard University Press, 2019).

Timothy Brook, *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World* (New York: Bloomsbury, 2008).

UNIT 4 SCHEDULE OF CLASSES AND READINGS

The listed books below constitute the *main* assigned readings. There *may* be additional articles assigned. If so, I will notify you ahead of time. Please refer to the Unit 4 module on Canvas as the authoritative list of readings.

Monday, April 7: Following

During this class we will read Chapter 6 from Sebastian Conrad's book *What is Global History?* In this chapter, he discusses various methods for "rethinking global space": (1) transnational regions; (2) following; (3) networks; (4) microhistories of the global. Then we will examine three of those methods in detail by reading monographs that utilize one of the four methods Conrad discusses. On this first day of Unit 4, we discuss the methodology of "following"—things, people, commodities—throughout the globe to write global histories. We will discuss how Maya Jasanoff's book on the diaspora of American loyalists models this methodology.

Required Readings

Sebastian Conrad, "Space in Global History," in *What is Global History?* (Princeton: Princeton University Press, 2016), 115-140. (Chapter 6)

Maya Jasanoff, *Liberty's Exiles: American Loyalists in the Revolutionary War* (New York: Vintage Books, 2011).

Monday, April 10: Networks

During this class, we will discuss how writing the history of networks (religions, diasporas, infrastructure, technology, communications, NGOs, e.g.) can be used to write global histories. We will read Heidi Tworek's book to learn how communications at the advent of the twentieth century became a pawn in global politics.

Required Reading

Heidi J. S. Tworek, *News from Germany: The Competition to Control World Communications, 1900-1945* (Cambridge: Harvard University Press, 2019).

Monday, April 17: Microhistories of the Global

In this final class of Unit 4, we will discuss how "microhistories of the global" can also expand our views beyond the nation-state. Oftentimes, such histories focus on global cities. Sometimes they follow an individual person or group who travels the world. But in this class, we will discuss how microhistories of commodities similarly open vistas on a globalizing world in the seventeenth century.

Required Reading:

Timothy Brook, *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World* (New York: Bloomsbury, 2008).