

Please note: The instructor reserves the right to make changes to any part of the syllabus if the needs of class participants call for such changes.

**HISTORY 164/264 – WINTER 2014
EARLY MODERN GLOBAL HISTORY
Thursday 2.00p-5.00p
HSS 5086**

Professor: Ulrike Strasser
Office: HSS 6086B
Office Hours: Tuesdays 2:30p-4:00p

Telephone: 858 822 2544
Email: ustrasser@ucsd.edu

Course Description:

This seminar is designed to introduce graduate students to methods, theories, and critiques of writing early modern Global/World history. It seeks to familiarize students with the main historiographical debates and defining narratives about the first phase of intensifying global connectivity that commenced in the fifteenth century. The course tracks the different ways in which various scholars have analyzed the dramatic expansion of cross-cultural interactions and economic exchanges during the centuries leading up to the formalization of the modern nation state.

Readings:

All required readings are listed below. Readings marked with @ are available online through Ted. Readings marked with * should be purchased.

Requirements:

1. *Participation:* This is a colloquium, so your active and energetic engagement with the material and one another is absolutely indispensable to the success of the course. Come well prepared and ready to enter the conversation every week. Graduate students are required to read all readings listed on the syllabus. Undergraduate students are required to read all readings marked with UG.

2. *Class Presentation:* Each graduate student will be asked to present the readings and jumpstart the discussion on one occasion. The presentation should be approximately 15 minutes long. You should offer a solid introduction to the readings and themes addressed that week. You need to highlight the author's key argument and assess the strengths and weaknesses, contribution and limitations of the author's claims. You should conclude by raising a few issues for a broader discussion.

These are oral presentations, so the expectation is that you do not read off a formal script. Speak your points instead. It is fine, however, to write out notes in preparation and

consult them during the presentation. You may also find it helpful to practice the presentation to time yourself and gain familiarity with your script.

Each undergraduate student will be asked to submit electronically three substantive questions on each week's reading (1 page) by Wednesday of any given week excepting the week of their journal report (see below).

3. *Report on a Global/World History Resource*: Graduate students are required to present an oral and written report on a monograph for our recurring class segment on "Classical Texts in World and Global History". You will be asked to write a book report of 3-5 pages. You will present this report in class and distribute copies to all class participants. If your book covers a time span that goes beyond the chronological parameters of this course, make sure to spend the majority of your report on the sections relevant to the early modern period.

Your book report needs to include the following components

- A brief discussion of the type of scholarly intervention the author aimed to make
- A summary of the author's main arguments that includes evidentiary examples
- An evaluation of the author's success and/or limitation in making these claims
- A discussion of how the works has been received and revised since its publication

Undergraduate students are required to present on one of the leading academic journals in the field. You will be asked to write a report of 2-4 pages. You will present your journal report to the class and distribute copies of it to all class participants.

Your journal report needs to include the following components

- A discussion of who founded this journal, when and why and who publishes it
- A discussion of the types of topics that have been covered over time
- Information about the availability of the journal and its publishing policies

4. *Final analytic paper*. Graduate students will be asked to produce a historiographic essay. The specific focus will be determined in consultation with me and with an eye towards each student's intellectual and professional trajectory. The essay should be approximately 12 - 15 pg. long.

Undergraduate students will be asked to write a thematic essay that will deal with a topic or theme and readings covered in the course. The specific focus will be determined in consultation with me. You will need to deal with at least two sets of texts. Your essay needs to be 7 – 10 pg. long

Whether you write a historiographic or a thematic essay, this assignment asks you to take an analytical and critical (but not necessarily negative) perspective on the readings. That means you should spend relatively little time summarizing the arguments and proceed quickly with an analysis of the ideas and themes. You need to situate the main arguments and interventions of the text in the broader scholarly discussion. You also need to assess the significance and persuasiveness of the claims.

Here are the main elements of a successful analytical paper:

- A short summary of the readings' key arguments or over-all point
- A discussion of the type of scholarly intervention(s) the author aims to make
- An evaluation of the author's success and/or limitations in making these claims
- An indication of some further questions raised by the readings (theoretical, historiographical, research-related, or in connection to other class readings).

A hard copy of this paper is *due on Wednesday March 19 at noon* in my mailbox at school.

SCHEDULE, TOPICS, READINGS

Week 1 or January 9: What is World/Global History?

Reading:

@ Pomeranz, Kenneth and Daniel A. Segal: "World History: Departures and Variations" in Douglas Northrop, ed. *A Companion to World History*, 15-31 (Blackwell Publishing, 2012)

Week 2 or January 16: Is There Such a Thing as Global Early Modernity?

Reading:

@Bentley, Jeremy H. "Cross-Cultural Interaction and Periodization in World History", *The American Historical Review*, Vol. 101, No. 3 (Jun., 1996): 749-770 [UG]

@ Manning, Patrick, "The Problem of Interactions in World History", *The American Historical Review*, Vol. 101, No. 3 (Jun., 1996): 771-782 [UG]

@Fletcher, Joseph. "Integrative History: Parallels and Interconnections in the Early Modern Period, 1500-1800." *Journal of Turkish Studies* 9 (1985): 37-57.

@ Eisenstadt Shmuel and Wolfgang Schluchter, "Introduction: Paths to Early Modernities: A Comparative View" *Daedalus*, Vol. 127, No. 3, Early Modernities (Summer, 1998): 1-18

@Subrahmanyam, Sanjay. (1997). Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia. *Modern Asian Studies*, 31(3), 735-62.

Student Reports:

- Journal of Global History
- Journal of World History
- Journal of Early Modern History

Week 3 or January 23: Empires as Engines of Connectivity Part I

Reading:

*John Darwin, *After Tamerlane: The Rise and Fall of Global Empires, 1400-2000* (New York: Bloomsbury Press, 2008), pp. 1-217. [UG: pp. 1-155]

@Perdue, Peter: "Comparing Empires: Manchu Colonialism." *The International History Review*, Vol. 20, No. 2 (Jun., 1998): 255-262

Student Report

- Timothy Parsons, *The Rule of Empires*. (New York: Oxford University Press: Spring 2010)

Week 4 or January 30: Empires as Engines of Connectivity Part II

Reading:

@ Ballantyne, Tony and Antoinette Burton, eds. *Bodies in Contact: Rethinking Colonial Encounters in World History* (Duke University Press, 2005) - Excerpts [UG: Introduction and essays by Morgan and Overmeyer-Velazquez]

@ Hostetler, Laura: "Qing Connections to the Early Modern World: Ethnography and Cartography in Eighteenth-Century China", *Modern Asian Studies*, Vol. 34, No. 3 (Jul., 2000): 623-662

@ Daniela Bleichmar. *Visible Empire* (University of Chicago Press, 2012) Excerpts [UG: introduction plus one chapter of your choice]

Student Report:

- Burbank, Jane and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton: Princeton University Press, 2010)

Week 5 or February 6: The Making of World Religions: Islam and Christianity

Reading:

@Luke Clossey, "Merchants, Migrants, and Missionaries, and Globalization in the Early-Modern Pacific", *Journal of Global History* (2006) 1: pp. 41-58.

@Simon Ditchfield, "Decentering the Catholic Reformation: Papacy and Peoples in the Early Modern World," in *Archive for Reformation History* 2010 (101): 186-208.

@ Charles H. Parker, "Converting souls across cultural borders: Dutch Calvinism and early modern missionary enterprises," *Journal of Global History*, (2013): 50-71.

@Amira K. Bennison, "Muslim Universalism and Western Globalization," in A.G. Hopkins, ed., *Globalization in World History*, 74-97.

@Richard Bulliet, *The Case for Islamo-Christian Civilization* (Columbia University Press, 2004) p. 1-45 or chapter 1

@ Richard Bulliet, "Conversion to Islam," Cambridge History of Islam, vol. 3, edited by Anthony Reid and David O. Morgan, 529-538.

Student Report:

- Jeremy H. Bentley: *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times* (Oxford University Press, 1993)

Week 6 or February 13 Worlds of Trade and Consumption: Commodity Exchanges

Reading:

*Timothy Brook: *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World* (Bloomsbury Press, 2008) – UG: pp. 1-53; pp. 115-183.

Student Reports:

- Philipp Curtin, *Cross-Cultural Trade in World History* (Cambridge University Press, 1984)
- Kenneth Pomeranz and Steven Topik, *The World Trade Created: Society, Culture and the World Economy, 1400 to the Present* (Sharpe, 3rd edition, October 2012)

Week 7 or February 20: Trading Labor: Freedom and Un-freedom in the Early Modern World

*Robert Harms, *The Diligent: A Voyage through the Worlds of the Slave Trade* (Basic Books, 2002) [UG – as much as you can!]

@Frederic Cooper, "What Is the Concept of Globalization Good for? An African Historian's Perspective," *African Affairs*, Vol. 100, No. 399 (Apr., 2001): 189-213

Week 8 or February 27: Classics in World History and Visit by Professors Carla Rahn Phillips and Wim Phillips

Student Reports:

- Jared Diamond, *Guns, Germs, and Steel: The Fate of Human Societies* (New York, 1997)
- William McNeil, *Plagues and People* (Anchor Press, 1976)
- Alfred Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Praeger Publishers, 2003)
- Abu-Lughod, Janet L. *Before European Hegemony: The World System A.D. 1250-1350* (Oxford: Oxford University Press, 1989)

Week 9 or March 6 The Great Divergence Debate

- @ Kenneth Pomeranz. 2000. *The Great Divergence : Europe, China, and the Making of the Modern World Economy*, *The Princeton Economic History of the Western World*. Princeton, N.J.: Princeton University Press. Excerpts (UG)
- @ Bin Wong, The Search for Differences and Domination in the Early Modern World: A View From Asia, *American Historical Review* 107/2 (2002): 447-469 [UG]
- @Huang, Philip C. C. 2002. Development or Involution in Eighteenth-Century Britain and China? A Review of Kenneth Pomeranz's *the Great Divergence: China, Europe, and the Making of the Modern World Economy*. *Journal of Asian Studies* 61 (2):501-528.
- @Ken Pomeranz. 2002. Beyond the East-West Binary: Resituating Development Paths in the Eighteenth-Century World. *Journal of Asian Studies* 61 (2):539-590.

Week 10 or March 13: Teaching the History of the World With Visit by Professors Heidi Keller-Lapp and Matthew Herbst

Readings:

- @Ulrike Strasser and Heidi Tinsman: “Engendering World History”, *Radical History Review* 2005 (91): 151-164. UG
- *Antoinette Burton, *A Primer for Teaching World History. Ten Design Principles*