

HIST 510 – Graduate Seminar in World History

Spring 2008

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(and by appointment)

M, W 6:10-8:00pm
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Welcome to History 510 – *Graduate Seminar in Comparative History: Comparative Approaches to World History*. This course is designed to provide an introduction to the major themes and debates in world history and to familiarize students with a variety of approaches that historians have used to understand the history of global integration. This course is not designed as either a survey of world history or an overview of various regional histories. Instead, this course examines what some historians have begun to call “the New World History” or “California-school” world history. Most of the literature we will encounter will emphasize contingency and various external factors affecting the development of global integration, as opposed to the Eurocentric approaches which have dominated the literature in world history until fairly recently. We will explore wide-ranging texts from a variety of different theoretical approaches. From modernization theory to Marxist theory, and from geography to world-systems theory, we will examine a range of angles from which historians have attempted to make sense of the global past. This class will be conducted in seminar format and will be a cooperative process for which attendance and participation will be essential. Course requirements will include weekly written assignments, one book review and presentation, and regular course attendance and participation. There are no prerequisites for this course.

Course Objectives:

- Develop understanding of major theoretical approaches to world history.
- Build knowledge of major themes in world history.
- Build confidence in ability to discuss and critique contemporary research in world history.
- Develop skills in writing reviews of historical works.
- Develop skills in writing and presenting on a range of historical topics.

Required Texts:

- James M. Blaut, *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History* (Guilford Publications, 1993).
- Thomas Bender, *A Nation Among Nations: America's Place in World History* (Farrar, Straus and Giroux, 2006).
- David Christian, *This Fleeting World: A Short History of Humanity* (Berkshire Publishing, 2008).
- Jared Diamond, *Guns, Germs & Steel: The Fates of Human Societies* (Norton, 1999).
- Andre Gunder Frank, *ReOrient: Global Economy in the Asian Age* (University of California Press, 1998).
- Martin W. Lewis & Kären Wigen, *Myth of Continents: A Critique of Metageography* (University of California Press, 1997).
- Patrick Manning, *Navigating World History: Past, Present, and Future of a Global Field* (Palgrave Macmillan, 2003).
- William H. McNeill, *The Pursuit of Power: Technology, Armed Force, and Society since A.D. 1000* (University of Chicago Press, 1984).
- Sidney Wilfred Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (Penguin, 1986).
- Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton University Press, 2001).
- Various articles and book chapters via on-line course reader or reserve in Kennedy Library.

Grading:

As this class will be conducted in a seminar format, no quizzes or examinations will be given. Likewise, there is no final research paper for the course. Grading will be calculated according to the following rubric:

Attendance & Participation	40%
Book Review	10%
Presentation	10%
Weekly Reading Responses (8)	40%

Course Requirements:**Attendance & Participation:**

Regular attendance and active participation are vital to the learning process in a seminar such as this. Students will be expected to be prepared for each class meeting by reading all assigned texts prior to class. Active participation is evaluated based on students' asking and answering questions in class discussion, thoughtful consideration of all assigned readings, and demonstrating overall preparedness for discussion. Students are required to attend every class meeting and will be penalized for absences. Each absence beyond the first will result in a penalty of 3% from the final course grade. In addition, absence from class will not excuse a student from handing in an assignment. Students who miss class on the day an assignment is due will be penalized for their absence as well as the tardiness of their assignment.

Students who will receive the highest marks for participation will regularly contribute to class discussion but will not dominate it, and will draw on past experience and course work to broaden class dialogues, but will never resort to *ad hominem* remarks about students or authors. Healthy contributions to class discussion will include remarks such as: “*I agree with X’s views, but find the following problems with author Y’s claims...*” or “*when I studied the history of X earlier, I had the following different impression....*” Unhelpful remarks include distracting reference questions which could easily be looked up in an encyclopedia and thinly veiled attempts to distract from a student’s lack of preparedness, including questions unrelated to the discussion (i.e., “*The author mentions Charles VII, does anyone know what his hobbies were?*”). Examples of unhelpful additions to class discussions might include: “*I have to admit that with the playoffs on last night I didn’t do any of the readings, but based on what others have said, I think this author is incorrect,*” or “*I especially like what the author says in chapter one, particularly this opening quote on page one,*” or “*I really liked the pictures between chapters one and two.*”

Students should be prepared to be called on to discuss any portion of the readings in any course meeting, and will have their participation grade reduced if they are unable to do so. In order for a seminar like this to work, everyone must be prepared for every class.

- Book Review & Presentation

Each student will prepare one book review and will present it to the class on the day scheduled in the syllabus. Selection of books to be presented will take place on the first and second class meetings of the quarter. Please come to class on Monday, April 7, with your top three choices of books to review. Students are responsible for obtaining copies of their chosen texts well in advance of their presentation. Inability to obtain a book is not an acceptable excuse for delay in completion of the book review and presentation.

Book reviews should follow the format of the *American Historical Review* [<http://www.indiana.edu/%7Eahr/guidebkrv.html>] and should explain the central themes and theses of the book, its merits and potential criticisms. Thoughtful reviewers should refer to the advice in on reviewing in: Steven Stowe, “Thinking about Reviews,” *Journal of American History* 78, no. 2 (Sep., 1991): 591-595. Book reviews should be 800-1,200 words, typed, single-spaced and should follow the template found on the course Blackboard site. The class presentation should take approximately 15 minutes. Each presenter will prepare copies of the review for each student in the class. Copies should be double-sided if necessary and must not take up more than a single sheet of paper. I will be happy to make these copies for you if I receive a paper version no later than 24 hours in advance of your presentation. The goal is for every student to finish the class with 15-20 reviews of leading texts in world history. Keeping with the format of the template will help with this process.

Failing to appear (on time) for the presentation of the book review on the assigned day will disrupt the course format and inconvenience the entire class. Accordingly, late presentations will not be permitted. Students who fail to present their book review on the assigned day will receive a failing grade for the presentation.

- Reading Responses:

Students will be responsible for writing eight (8) reading responses throughout the quarter. Reading responses are due at the beginning of class each Wednesday throughout the quarter (except week one) and are listed in the course schedule (below). Students may hand in nine (9) reading responses, and the average of a student’s top eight scores from these responses will be factored into 40% of the final grade for the course (with the lowest score dropped). If you fail to hand in a reading response one week, that will be your miss.

Although the weekly assignments are called “reading responses,” it would perhaps be better to think of them in terms of “reading summaries.” These papers are expected to be approximately 1,000 words (about 3 to 4 pages) in length and should articulate the main ideas, arguments, and themes addressed in each of the assigned readings. For weeks that include readings from multiple articles and authors, you should clearly articulate each author's thesis and, most importantly, explain how the various readings relate to one another. (Do the authors agree, disagree, come from radically different perspectives? etc.) Although it would be easier to write longer responses, you are required to keep them short. The challenge is in being concise – an important skill for historians to master.

The object of these papers is not simply to fill 3 or 4 pages of text, but to provide you with an opportunity to demonstrate your mastery of the reading material and allow you to create a series of reference sheets to preserve for future writing and research. These papers will also serve as outlines from which to study for your M.A. exams (if you take this route). Do not start with a creative introduction and print the paper when you reach the third page. Instead, outline your paper first and strive for balance—roughly equal space dedicated to each author or theme for that week. Focus on the major themes and arguments rather than on the details of the text. These papers should save you from needing to re-read these materials prior to your comprehensive exams. (If, for example, on your exams you were asked to explain World Systems Theory, your reading response on that topic should thoroughly prepare you to explain Immanuel Wallerstein's thesis and the major forms of criticism of the theory from authors like Steve Stern and Robert Brenner.)

In other words, these papers are designed for your benefit and should be treated as study aids in addition to course requirements. Accordingly, you should include numerous references to the texts using parenthetical notes or footnotes to clearly indicate the pages on which your remarks are based. These notes will help me know the parts of the text you are citing and will help you find the most important parts of these books again if you need to refer to them in a future paper or presentation. Because these papers are intended to be concise, block quotes should never be used, and direct quotations should be used sparingly. Put simply, this is not just “busy work.” It is a tool which, if done properly, should be infinitely useful in the future. Please take these papers seriously.

Course Policies:

- **Late Work:** The late submission of reading responses is discouraged and will be penalized according to the following policy: 1 day late (includes any assignment submitted after the beginning of class on the day it is due) = score reduced by 10%; 2-6 days late (assignments submitted more than one day late but less than a week following the submission deadline) = score reduced by 20%; 7 to 14 days late = score reduced by 30%; more than 14 days late = not accepted.
- **Cellular Phones:** All cellular telephones and pagers must be switched completely off or to “silent” (NOT vibrate) mode prior to entering the classroom.
- **Recording Seminars:** The audio recording of class sessions is prohibited without the prior written consent of the instructor.
- **Plagiarism:** No form of plagiarism will be tolerated in this course. Submission of plagiarized work will result in a failing grade in the course as per C.A.M. 684.2. Furthermore, all instances of plagiarism will be reported to the Office of Student Rights and Responsibilities without exception as per university Executive Order 969 (2006).

Course Schedule

Week 1 - Introduction

Wednesday, April 2 - What is World History?

Readings:

- Jerry H. Bentley, “The New World History,” in Lloyd Kramer and Sarah Maza (eds.), *A Companion to Western Historical Thought* (Oxford: Blackwell, 2002), 393-416.
- Patrick Manning, *Navigating World History: Historians Create a Global Past* (New York: Palgrave Macmillan, 2003), Chapters 1-3.

Week 2 - Beyond Eurocentrism

Monday, April 7 - Modernization Theory & Marxism

Readings:

- Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (Routledge, 1930, 2005), xxviii-xlii; 13-38.
- John Sitton, “Weber and Modernity,” in *Habermas and Contemporary Society* (Palgrave Macmillan, 2004), 1-19.
- Perry Anderson, *Passages from Antiquity to Feudalism* (Verso, 2006), 147-153; 182-209.
- David Landes, *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor* (Norton, 1998), selection.
- Dinesh D’Souza, “Two Cheers for Colonialism,” *Chronicle of Higher Education* (May 10, 2002), B7 [<http://chronicle.com/free/v48/i35/35b00701.htm>].
- Craig A. Lockard, “Global History, Modernization and the World-System Approach: A Critique,” *The History Teacher* 14, no. 4. (Aug. 1981), 496-500 only.

Wednesday, April 9 - Critiquing Eurocentrism

Readings:

- James M. Blaut, *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History* (Guilford Publications, 1993).

Presentations:

- Eric R. Wolf, *Europe and the People Without History* (Berkeley, CA: University of California Press, 1982).
- Peter Gran, *Beyond Eurocentrism: A New View of Modern World History* (Syracuse, NY: Syracuse University Press, 1996).

Week 3 - World Systems Theory & Its Discontents

Monday, April 14 - Immanuel Wallerstein & The Modern World System

Readings:

- Thomas R. R. Shannon, *Introduction to the World-System Perspective* (Perseus Publishing, 1996), 1-37.
- Immanuel Wallerstein, *The Modern World System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century* (New York, 1974), 67-129.

Presentations:

- Immanuel Wallerstein, *World-Systems Analysis: An Introduction* (Duke University Press, 2004).
- Christopher Chase-Dunn and Thomas D. Hall, *Rise and Demise: Comparing World-Systems* (Boulder: Westview, 1997).

Wednesday, April 16 - Critiques of World Systems

Readings:

- Steve J. Stern, "Feudalism, Capitalism, and the World-System in the Perspective of Latin America and the Caribbean," *American Historical Review* 93, no. 4 (1988): 829-872.
- Robert Brenner, "The Origins of Capitalist Development: A Critique of Neo-Smithian Marxism" *New Left Review* 104 (1977): 25-92.
- Adam Smith, *The Wealth of Nations* (Modern Library Classics, 1776, 2000), 14-23; 426-453.
- James Blaut, "Chapter 4 - Robert Brenner: The Tunnel of Time," in *Eight Eurocentric Historians* (New York: The Guilford Press, 2000), 45-72.
- Giovanni Arrighi, "Capitalism and the Modern World-System: Rethinking the Non-Debates of the 1970s," Paper presented at the American Sociological Association Meetings, New York (August 16-20, 1996), [Available at: <http://www.binghamton.edu/fbc/gaasa96.htm>]

Presentations:

- Janet L. Abu-Lughod, *Before European Hegemony: The World System A.D. 1250-1350* (New York: Oxford University Press, 1989).

Week 4 - Geography & Ecology

Monday, April 21 - Ecological Perspectives, Part I

Readings:

- Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies* (New York: W. W. Norton & Co., 1999).

Wednesday, April 23 - Ecological Perspectives, Part II

Readings:

- Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies* (New York: W. W. Norton & Co., 1999), continued.
- James M. Blaut, "Jared Diamond: Euro-Environmentalism," in *Eight Eurocentric Historians* (Guilford Press, 2000), 149-172.

Presentations:

- Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (Cambridge: Cambridge University Press, 1984).
- Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Greenwood, 2002).

Week 5 - Technology, Conflict & Power

Monday, April 28 - Special Presentation (TBA)

Wednesday, April 30 - Technology, Conflict & Power

Readings:

- William H. McNeill, *The Pursuit of Power: Technology, Armed Force, and Society since A.D. 1000* (University of Chicago Press, 1984).

Presentations:

- Geoffrey Parker, *Military Revolution: Military Innovation and the Rise of the West, 1500-1800* (Cambridge University Press, 1996).
- Daniel R. Headrick, *Tools of Empire: Technology and European Imperialism in the Nineteenth Century* (New York: Oxford University Press, 1981).

Week 6 - Commodities, Capitalism & Slavery

Monday, May 5 - Global Commodity Chains

Readings:

- Sidney Wilfred Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (Penguin, 1986).
- Ha-Joon Chang, "The Double Life of Daniel Defoe," in *Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism* (Bloomsbury Press, 2008), 40-64.

Presentations:

- Timothy Brook, *Vermeer's Hat, The Seventeenth Century and the Dawn of the Global World* (Bloomsbury, 2008).
- Richard von Glahn, *Fountain of Fortune: Money and Monetary Policy in China, 1000-1700* (University of California Press, 1996).
- Kenneth Pomeranz & Steven Topik, *The World That Trade Created: Society, Culture, and the World Economy* (M.E. Sharpe, 2006).

Wednesday, May 7 - Capitalism & Slavery

Readings:

- Eric Williams, *Capitalism and Slavery* (University of North Carolina Press, 1994), 51-84 and 98-107.
- Seymour Drescher, "Global History, Modernization and the World-System Approach: A Critique," *History and Theory* 26, no. 2. (May, 1987), 180-196.
- Joseph Inikori, "Slavery and the Development of Industrial Capitalism in England," in Barbara L. Solow and Stanley Engerman, eds., *British Capitalism and Caribbean Slavery: The Legacy of Eric Williams* (Cambridge University Press, 1987), 79-102.
- David Eltis & Stanley Engerman, "The Importance of Slavery and the Slave Trade to Industrializing Britain," *Journal of Economic History* 60, no. 1 (March 2000): 123-144.

Presentations:

- Eric Williams, *Capitalism and Slavery* (University of North Carolina Press, 1994).
- Walter Rodney, *How Europe Underdeveloped Africa* (Howard University Press, 1981).
- Philip D. Curtin, *The Rise and Fall of the Plantation Complex* (Cambridge, 1999).

Week 7 - Reorienting World History

Monday, May 12 - Asia Before Europe, Part I

Readings:

- Andre Gunder Frank, *ReOrient: Global Economy in the Asian Age* (University of California Press, 1998).

Wednesday, May 14 - Asia Before Europe, Part II

Readings:

- Andre Gunder Frank, *ReOrient: Global Economy in the Asian Age* (University of California Press, 1998), continued.

Presentations:

- K. N. N. Chaudhuri, *Asia before Europe: Economy and Civilisation of the Indian Ocean from the Rise of Islam to 1750* (Cambridge University Press, 1990).
- R. Bin Wong, *China Transformed: Historical Change and the Limits of European Experience* (Cornell University Press, 1997).

Week 8 - The Great Divergence

Monday, May 19 - The Great Divergence, Part I

Readings:

- Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton University Press, 2001).

Presentations:

- E. L. Jones, *The European Miracle: Environments, Economics and Geopolitics in the History of Europe and Asia* (Cambridge, 1986).
- Karl Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (Beacon Press, 1944, 2001).
- Gregory Clark, *A Farewell to Alms: A Brief Economic History of the World* (Princeton, 2007).

Wednesday, May 21 - The Great Divergence, Part II

Readings:

- Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton University Press, 2001), continued.

Special Guest:

- Dr. Kenneth Pomeranz (Department of History, University of California, Irvine)

Week 9 - Questions of Scale: Time & Space

Monday, May 26 - **No Class – Academic Holiday – Memorial Day Observed**

Tuesday, May 27 - Questions of Scale: Time

Readings:

- David Christian, *This Fleeting World: A Short History of Humanity* (Berkshire Publishing, 2008).

Presentation:

- David Christian, *Maps of Time: An Introduction to Big History* (University of California Press, 2005).

Wednesday, May 28 - Questions of Scale: Space

Readings:

- Martin W. Lewis, Kären Wigen, *Myth of Continents: A Critique of Metageography* (University of California Press, 1997).

Presentation:

- Felipe Fernandez-Armesto, *Civilizations: Culture, Ambition, and the Transformation of Nature* (Simon & Schuster, 2002).

Week 10 - National Histories and Global History

Monday, June 2 - U.S. History and World History

Readings:

- Thomas Bender, *A Nation Among Nations: America's Place in World History* (Farrar, Straus and Giroux, 2006).
- Michael Adas, "From Settler Colony to Global Hegemon: Integrating the Exceptionalist Narrative of the American Experience into World History," *The American Historical Review* 106, no. 5. (Dec. 2001), 1692-1720.

Wednesday, June 4 - Provincializing Europe

Readings:

- Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton, NJ: Princeton University Press, 2000), selection.