

Fall 2015

HIST 6201

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HISTORY 6201:
PROSEMINAR IN WORLD HISTORY: THEORY, THEMES AND PRACTICE

University of New Orleans, Fall 2015
History Conference Room, Wednesdays 5:00-7:40pm
Jim Mokhiber LA 125, jmokhibe@uno.edu
Office Hours: M/F 10:15-11:15, Th 11:00-12:00 and by appt.

Is this the end of “Western Civilization?” In recent years, globally-oriented approaches have reshaped the way we understand, research and teach the broadest span of human history. In some circles, the fourteenth-century Chinese mariner Zheng He receives as much historical attention as European luminaries like Prince Henry the Navigator and Christopher Columbus. However as historians have turned away from traditional “Western Civ” courses, curricula and approaches, many have found that the “New World History” approach can be a daunting – and sometimes controversial – undertaking. Even the definition of “world history” has become increasingly complicated. This course examines the theory, narratives and themes that provide the architecture of the intertwined sub-disciplines of world, global and transnational history. The course will also offer practical advice for those interested in researching and/or teaching World History, with overviews of resources, syllabi, textbooks and primary source materials.

Proseminar participants will:

- Gain an understanding of the origins of world history as a sub-field;
- Become familiar with current scholars and works;
- Develop an appreciation for distinctions between world, global and transnational history;
- Learn to identify themes and trends in research;
- Evaluate a wide range of published materials, ranging from textbooks to online sources.
- Discuss and develop their own research and teaching strategies.

Required Texts

The majority of the texts we will be reading will be found via the course’s Moodle website. We will be drawing readings from a number of collections, including Ross Dunn, ed. *The New World History* (Bedford/St. Martin’s, 2000) [ISBN: 0312183275].; J. Bentley, ed. *The Oxford Handbook of World History* (2011); Bruce Mazlish and Akira Iriye, eds. *The Global History Reader* (Routledge, 2004) [978-0415314602]; Marnie Hughes-Warrington, ed. *World Histories* (Palgrave, 2005); A. G. Hopkins, ed. *Globalization in World History* (W.W. Norton, 2002) [ISBN 978-0-393-97942-8].

I will ask students to purchase, though, several of our longer texts, which are available in the bookstore. These include: Patrick Manning, *Navigating World History* (Palgrave/McMillan, 2003); Julia Clancy-Smith, *Mediterraneans* (Berkeley: UC Press, 2012) [ISBN: 978-0520274433] and Paul Kramer, *The Blood of Government: Race, Empire, the United States and the Philippines* (UNC Press, 2006) [ISBN: 978-0-8078-5653-6]. I will also distribute copies of world history survey textbooks for comparative review by class members. Please note that other required readings are available on our Moodle site and (often but not always) in the folder by my office door. Check the Moodle site regularly for announcements and other class-related matters. Over the course of the semester, any changes in scheduling, assignments and other matters may be announced in class or via the Moodle site.

Your grade in the course will reflect the following elements:

- Attendance and Participation (20%)

- Journal analysis, 5-6 pages (10%)
- Historiographical Essay, 8-12 pages (30%)
- Contextualized Comparative Textbook Analysis, 5-6 pages (10%)
- Final paper, lecture, annotated syllabus or research proposal, 8-12 pages (30%)

As a graduate course, this class will involve close reading and discussion of texts as a group. *Consistent attendance* is thus a crucial aspect of this course, as is, of course, *participation*. If you come to see me I will be happy to give you feedback about where you stand mid-semester.

For the *comparative textbook analysis* you should compare the world/global historical approaches of two of the texts I give you. You will be given a series of questions of the type that textbook publishers distribute to reviewers when new editions or publications appear. For the *journal analysis project*, you will select a recent volume of one of the major journals in the field, such as the *Journal of World History*, *Journal of Global History*, or *Itinerario* for analysis and presentation (5-10mins.) to the class. Regarding written assignments, the *historiographical essay* will ask you to describe both the emergence of the sub-field of world history and the debates that have shaped it. You can, of course, go beyond the course readings, but this is not intended to be a research paper; this is an exercise to make sure that you have read, considered and processed the readings.

For your final project, I would very much like you to choose a path that will be most personally productive, from among four options. You may choose to write a paper, for example, examining a topic relevant to your own research (e.g. an examination of world history approaches to piracy or cotton production). If you would like to get some experience behind the lectern, we can discuss the possibility for you to give a lecture in either my HIST 1001 World History class, or my HIST 2701 Africa in World History class. If you would like to devise a class of your own, you may submit an *annotated syllabus* of the kind you would submit for a job interview in world history. Rather than an introductory level course, however, I would prefer you create a thematically-focused course (e.g. “commodities in world history,” “slavery in world history,” women in world history, etc.) relevant to your own interests and research. Alternatively, you may prepare a *research proposal* (on a topic new to you) of the type that would be submitted to a granting agency. I am, in other words, flexible if you can make a case for why a particular type of assignment will benefit you professionally or personally.

All seminar participants must have Internet access to www.uno.edu and the Moodle site for HIST 6201. Help with Blackboard can be accessed at <http://instruction.uno.edu>. As a last resort, call the UCC computer help desk at 280-4357. If any student requires course adaptations or accommodations because of a disability, she or he should please see the Office of Disability Services in UC Room 260 or the Accommodative Testing and Adaptive Technology Center in LIB 120. I will be happy to work with everyone to make this a rewarding course and experience. Finally, trust is an essential part of a productive learning environment. Academic dishonesty – including cheating, plagiarism, tampering with academic records and falsifying identity – cannot be tolerated. Refer to the online UNO Judicial Code for further information.

Schedule of Classes (Assignments subject to change)

Week 1, August 19	<i>Introductions</i>	<ul style="list-style-type: none"> • Review of Syllabus • Distribution of World History textbooks for comparative review
Week 2, August 26	Debating origins? The Rise and Fall of ‘Western Civ’	<ul style="list-style-type: none"> • MOO: Dunn, <i>The New World History</i>, pp. 13-59 • MOO: Segal, “‘Western Civ’ and the Staging of History in American Higher Education”
Week 3, Sept. 2	The ‘Grand Syntheses’ through the <i>Rise of the West</i> and the	<ul style="list-style-type: none"> • MOO: Dunn, <i>The New World History</i>, pp. 73-107. • Manning, <i>Navigating World History</i>, pp. 1-55.

	emergence of World History	<ul style="list-style-type: none"> • MOO: McNeill, <i>The Rise of the West</i> (excerpt)
Week 4, Sept. 9	The Maturing of the “New” World History narrative	<ul style="list-style-type: none"> • Dunn, <i>The New World History</i>, pp. 109-158. • Manning, <i>Navigating World History</i>, pp. 79-182 • <u>Journal Analysis Due</u>
Week 5, Sept. 16	From Civilizations to Systems	<ul style="list-style-type: none"> • Dunn: <i>The New World History</i>, pp. 230-245 • MOO: Abu-Lughod, <i>Before European Hegemony</i> (excerpt) • MOO: Gunder Frank, <i>ReOrient</i> (excerpt)
Week 6, Sept. 23	How far back? Big History	<ul style="list-style-type: none"> • Dunn, <i>The New World History</i>, pp. 359-394 • MOO: Christian, <i>Maps of Time: An introduction to Big History</i> (excerpt) • MOO: Stokes-Brown, <i>Big History: From the Big Bang to the Present</i>, pp. 1-71.
Week 7, Sept 30	Breaking with the Trajectory Narrative: Comparative World History	<ul style="list-style-type: none"> • MOO: Curtin, <i>Cross Cultural Trade in World History</i> (excerpt) • Dunn, <i>The New World History</i>, pp. 59-70; 407-433. •
Week 8, Oct. 7	Recapturing the specificity of the present: ‘New’ Global History	<ul style="list-style-type: none"> • MOO: Mazlish and Iriye, <i>The Global History Reader</i>, pp. 1-30. • MOO: Geyer and Bright, “World History in a Global Age” • Osterhammel, “Globalizations” • MOO: Saskia Sassen, <i>The Global City</i> (excerpt)
Week 9, Oct. 14	Transnational History	<ul style="list-style-type: none"> • MOO: “AHR Conversation: On Transnational History” <i>American Historical Review</i> (2006) • Connelly, <i>Algeria: A Diplomatic Revolution</i> (excerpt) • Iriye, “Internationalism” • <u>Historiographical Essay Due</u>
Week 10, Oct. 21	Themes in World History: Migration	<ul style="list-style-type: none"> • Clancy-Smith, <i>Mediterraneans</i> • Manning, “Migration in Modern World History, 1500-2000” (CD-ROM, on reserve in Digital History Lab)
Week 11, Oct. 28	Themes in World History: Environment	<ul style="list-style-type: none"> • Crosby, <i>Ecological Imperialism</i> (excerpt) • MOO: Hughes, “The Greening of World History,” in Hughes-Warrington, <i>World Histories</i>, pp. 206-255.
Week 12, Nov. 4	Themes in World History: Empire	<ul style="list-style-type: none"> • Kramer, <i>Blood of Government</i> • MOO: Duara, “Modern Imperialism”
Week 13, Nov. 11	Themes in World History: “Dealer’s Choice”	<ul style="list-style-type: none"> • Routledge <i>Themes in World History</i> series

Week 14, Nov. 18	Themes in World History: Commodities	<ul style="list-style-type: none"> • Gilbert & Reynolds, <i>Trading Tastes: Commodities and Cultural Exchange to 1750</i> • Beckert, <i>Empire of Cotton</i> (excerpt) • Mintz, <i>Sweetness and Power</i> (excerpt)
Week 15, Nov. 25	Teaching World History & Roundtable	<ul style="list-style-type: none"> • Dunn, <i>The New World History</i>, pp. 481-548. • MOO: Manning, <i>Navigating World History</i>, pp. 325-378. • MOO: Johnston, “World history education,” in Hughes-Warrington, <i>World Histories</i>, pp. 256-278. • MOO: Lockard, “World History and the Public: the National Standards Debate”
Week 16, Dec. 2	Final Project Presentations	

Notes/Changes: