

HIST 7030: ISSUES AND INTERPRETATIONS IN WORLD HISTORY
I.C. FLETCHER
SUMMER 2009

This reading seminar explores a variety of approaches to premodern and modern world history. It should appeal to graduate students interested in global, comparative, imperial/colonial, third world, inter/transnational, diasporic, gender, and subaltern history.

We will work together to enable you to achieve several learning outcomes:

- * a broad understanding of the main contours of world history
- * a strong grasp of relevant basic categories and analytic concepts for the study of world history
- * an enhanced facility with appropriate reading, discussion, research, writing, presentation, and teaching skills

I encourage you to attend to each of these outcomes and to engage with me about them.

This syllabus provides a general plan for the seminar; deviations may be necessary. The format of the seminar is discussion, supplemented by film screenings and group work. We will read a total of nine books. Certain books will be read by all of us; other books will be read by only some of us. In addition to receiving specific book assignments, each member of the seminar will be assigned to a tutorial group. These groups will meet according to the schedule in place of a meeting of the full seminar. I expect you to be a critical reader, open-minded discussant, and clear and thoughtful writer. Needless to say, you should regularly attend meetings of the seminar and the tutorial group to which you belong. I no longer distinguish between excused and unexcused absences. Three or more absences in this course will affect your final grade. Of course, do not attend seminar or tutorial if you are ill; reserve your two permitted absences for such a contingency. Please contact me as soon as possible if you are experiencing a major family, health, or work emergency. *Unless otherwise directed, please turn off and stow all electronic devices, including cellphones and computers, during seminar and tutorial meetings.* Discussion of the ways in which the reading illuminates larger issues and interpretations in world history drives this course. It is important that you come prepared by reading your assigned book and using the reading questionnaire to collect your thoughts about it. *Please bring your book and questionnaire to seminar or tutorial.* Remember that a good discussant is a good listener who is responsive to others in the dialogue. To stimulate discussion, we will oftentimes break into small groups to discuss a book and then come together to exchange ideas and share insights from all the groups.

The final course grade is derived from nine reading questionnaires (30%), a final ten-page paper (30%), and participation (40%). Grading in this seminar uses plus and minus

grades. The *reading questionnaires* consist of seven questions, most of which call for paragraph-length responses. The *paper* involves reflecting on your changing conception of world history, highlighting two or three particularly intriguing key categories and concepts that we have encountered in our readings and discussions, and explaining how you would deploy them in a research project, public history presentation, or secondary school or college survey course. The paper's scholarly apparatus (notes, bibliography, etc.) should be complete, consistent, and correct. Our authorities will be Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed. (2007) and William Strunk, Jr. and E.B. White, *The Elements of Style*, 4th ed. (2000). If you do not already own copies of the current editions of these two books, you should acquire them as soon as possible and always keep them within reach of your writing table. More details about the paper will be provided in due course. *Late written work, without a legitimate excuse, will be marked down.* Again needless to say, it is understood that you will be honest in submitting written work for credit and I will be fair in grading it. For Georgia State University's policy on academic honesty, please see the Faculty Handbook (section 409). In addition to regular attendance, *participation* involves active contribution to our seminar and tutorial discussions, a cooperative approach to our group work, and an equal part with other tutorial group members in making two collective presentations about the books you have read together to the seminar. These presentations should include an interactive exercise as well as a hand-out for everyone.

The two sections of the course meet 12:00 NOON-3:40 PM (CRN 53595 General Classroom Building 221) and 5:30-9:10 PM (CRN 52284 Sparks Hall 421) Tuesday and Thursday. Comments and questions are always welcome inside and outside the seminar room. Please send messages to icfletcher@gsu.edu; type "Hist 7030" in the subject line. My office hours are 11:00 AM-12:00 NOON and 4:30-5:30 PM Thursday and by appointment (404/413-6355) in the Student Center Food Court. I may be found at other times in my office (room 2130) in the Department of History, 34 Peachtree Street (floors 20 and 21).

BOOKS

- * To be assigned for tutorial to one-sixth (1/6) of the students.
- ** To be assigned for tutorial to one-third (1/3) of the students.
- *** To be assigned for seminar to one-half (1/2) of the students.

Immanuel Wallerstein, *World-Systems Analysis: An Introduction*

**Donald R. Wright, *The World and a Very Small Place in Africa: A History of Globalization in Niimi, The Gambia*, 2d ed.

***Janet Abu-Lughod, *Before European Hegemony: The World System A.D. 1250-1350*

***Jerry H. Bentley, *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times*

**Steven Topik, Carlos Marichal, and Zephyr Frank, eds., *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000*

Edmund Burke III and Kenneth Pomeranz, eds., *The Environment and World History*
 **Emma Christopher, Cassandra Pybus, and Marcus Rediker, eds., *Many Middle Passages: Forced Migration and the Making of the Modern World*
 Patrick Manning, *The African Diaspora: A History Through Culture*
 **Tony Ballantyne and Antoinette Burton, eds., *Bodies in Contact: Rethinking Colonial Encounters in World History*
 ***Anne Walthall, ed., *Servants of the Dynasty: Palace Women in World History*
 ***The Modern Girl Around the World Research Group, *The Modern Girl Around the World: Consumption, Modernity, and Globalization*
 **Sanjeev Khagram, James V. Riker, and Kathryn Sikkink, eds., *Restructuring World Politics: Transnational Social Movements, Networks, and Norms*
 ***Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism*
 ***Vijay Prashad, *The Darker Nations: A People's History of the Third World*
 *Aviva Chomsky, *Linked Labor Histories: New England, Colombia, and the Making of a Global Working Class*
 *Suzan Erem and E. Paul Durrenberger, *On the Global Waterfront: The Fight to Free the Charleston 5*
 Giovanni Arrighi, *Adam Smith in Beijing: Lineages of the Twenty-First Century*

MEETINGS, READINGS, ETC.

9 JUNE SEMINAR: WELCOME AND INTRODUCTION

11 JUNE SEMINAR: HISTORICAL WORLDS

Wallerstein, *World-Systems Analysis*

16 JUNE TUTORIAL GROUP 1: WORLD IN FLUX

Wright, *The World and a Very Small Place in Africa*, 2d ed.

18 JUNE SEMINAR: INTERCONNECTED WORLDS

Abu-Lughod, *Before European Hegemony*

OR

Bentley, *Old World Encounters*

23 JUNE TUTORIAL GROUP 2: WORLD ENCHAINED

Topik et al., eds., *From Silver to Cocaine*

25 JUNE SEMINAR: DEVELOPING WORLDS

Burke and Pomeranz, eds., *The Environment and World History*

- 30 JUNE** **TUTORIAL GROUP 3: WORLD IN BETWEEN**
Christopher et al., eds., *Many Middle Passages*
- 2 JULY** **SEMINAR: DIASPORIC WORLDS**
Manning, *The African Diaspora*
- 4 JULY** **INDEPENDENCE DAY**
- 7 JULY** **TUTORIAL GROUP 1: WORLD EMBODIED**
Ballantyne and Burton, eds., *Bodies in Contact*
- 9 JULY** **SEMINAR: GENDERED WORLDS**
Walthall, ed., *Servants of the Dynasty*
OR
The Modern Girl Around the World Research Group, *The Modern Girl Around the World*
- 14 JULY** **TUTORIAL GROUP 2: WORLD IN CONTENTION**
Khagram et al., eds., *Restructuring World Politics*
- 16 JULY** **SEMINAR: (DE)COLONIZING WORLDS**
Manela, *The Wilsonian Moment*
OR
Prashad, *The Darker Nations*
- 21 JULY** **TUTORIAL GROUP 3: WORLD THROUGH MOVEMENT**
Chomsky, *Linked Labor Histories*
OR
Erem and Durrenberger, *On the Global Waterfront*
- 23 JULY** **SEMINAR: POSSIBLE WORLDS**
Arrighi, *Adam Smith in Beijing*
- 1 AUG.** **PAPER DUE IN STUDENT CENTER FOOD COURT (2:00-4:00 PM)**
- 5 AUG.** **GRADES DUE TO REGISTRAR**

NAME

DATE

READING QUESTIONNAIRE #

BIBLIOGRAPHIC CITATION

- 1) How would you describe the subject, theme, or topic of this book? How would you summarize the leading question, main argument, or core thesis of the book?
- 2) How are basic categories and analytic concepts deployed in the book? In your own words, how would you define two or three of the book's *key* terms?
- 3) In terms of historiography or theoretical framework, is the book aligned for or against any particular approach, interpretation, school, discipline, or tradition? What types of primary sources are used?
- 4) If the book is a single- or jointly-authored monograph, what do you think is its most interesting sentence? If the book is an edited collection, what do you think is its most interesting essay? Why?
- 5) What most impressed or intrigued you about the book? If you were the book's author or editor, would you do anything differently?
- 6) Avoiding generalities, how can you connect this book to other books we have read? Are these connections empirical, theoretical, and/or methodological?
- 7) How is this book useful for your own study, research, and/or teaching?

***PLEASE REPRODUCE THE ABOVE FORMAT AND QUESTIONS
IN YOUR COMPLETED QUESTIONNAIRE***

***YOUR COMPLETED QUESTIONNAIRE
SHOULD BE TYPEWRITTEN OR COMPUTER-GENERATED***

***PLEASE BE SURE TO GIVE
A COMPLETE, CONSISTENT, AND CORRECT CITATION***