

APPROACHES TO WORLD HISTORY

History 240a
University of California, Irvine
Fall 2007

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Office Hours

Tuesdays 3:30–5:00 pm
& by appointment

Class Meeting

Wednesdays 1:00–3:50
MKH 200e

Course website: <http://eee.uci.edu/07f/28580/>

OVERVIEW

Through reading, writing and discussion, students in this class will engage with contemporary perspectives on world history. The course does not seek to be definitive or comprehensive, but instead aims to structure a conversation around themes that make for compelling reading, writing, and teaching.

OBJECTIVES

1. Establish working definitions of world history.
2. Understand the historiographical framework of the field.
3. Consider the relative abundance (and paucity) of some themes in world history compared to others.
4. Explore the dynamics between a research field and a teaching area.
5. Enhance your critical reading, writing, and thinking skills.

BOOK LIST

Resources for teaching

1. Ross E. Dunn, ed. *The New World History, A Teacher's Companion*. Bedford/ St. Martin's, 2000.
2. Marnie Hughes-Warrington, ed. *Palgrave Advances in World Histories*. Palgrave, 2005.

We will read selected chapters from the Dunn and Hughes-Warrington collections, but not the entire books. The chapters in Dunn are all reprinted from other sources, and so are available in journal databases (JSTOR, Proquest, Project Muse, etc) and in their original books.

Dunn and Hughes-Warrington will be on reserve in Langson Library, but the original source material will not.

3. David Christian, *This Fleeting World: A Short History of Humanity*. Berkshire Publishing Group, 2007.

Research Monographs

4. Janet Abu-Lughod, *Before European Hegemony: The World System AD 1250-1350*. Oxford University Press, 1991.
5. Nayan Chanda: *Bound Together: How Traders, Preachers, Adventurers and Warriors Shaped Globalization*. Yale University Press, 2007.
6. Natalie Zemon Davis, *Trickster Travels: A Sixteenth-Century Muslim Between Worlds*. Hill and Wang, 2007.
7. Jared Diamond: *Guns, Germs and Steel: The Fate of Human Societies*. W.W. Norton, revised edition 2005.
8. Engseng Ho, *The Graves of Tarim: Genealogy and Mobility Across the Indian Ocean*. University of California Press, 2006.
9. Martin W. Lewis & Kären Wigen, *The Myth of Continents: A Critique of Metageography*. University of California Press, 1997.
10. Kenneth L. Pomeranz, *The Great Divergence: China, Europe and the Making of the Modern World Economy*. Princeton University Press, 2001.

World History in other forms

11. Amitav Ghosh, *In an Antique Land*. Vintage, 1994. (memoir)
12. Amin Malouf, *Leo Africanus*. New Amsterdam Books, 1990. (novel)

In addition, please familiarize yourself with some of the resources available on the web.

H-net: a collection of discussion lists in various humanities and social science disciplines. You don't need to subscribe to H-net to view the discussion logs. We will address some of the issues raised by contributors to **H-World** (both archived discussions, and anything relevant that happens to come up during the fall) during the quarter. As you navigate the H-net site to get to H-World, get a sense of the range of available lists, and see what other lists might suit your needs. (I don't suggest subscribing to a bunch of lists right away—depending on the lists, you'll be overwhelmed by the amount of email. However, it's useful to know the lists are there, and the discussion threads archived, so you can browse them when time permits.)

<http://www.h-net.org/>

<http://www.h-net.org/~world/>

The World History Association website has links useful for both research and teaching:

<http://www.thewha.org>

A commercial plug: if you're going to buy books online and you enter Amazon.com through the portal on the WHA website, Amazon will return a portion of your purchase (between 3-5%) to the WHA. Your purchase price is the same as if you went directly to Amazon.

http://www.amazon.com/?_encoding=UTF8&tag=wwwthewhaor04-20

World History Connected: an on-line journal aimed at world history teachers at the high school and college level: <http://worldhistoryconnected.press.uiuc.edu/>

World History Matters: a collection of links to useful websites, including primary source materials: <http://worldhistorymatters.org/>

COURSE OUTLINE

- 1. World History: theory, method, pedagogy** (2 presenters + pedagogy) **10/3**
 Dunn, part 3: "Redefining World History, Some Key Statements"
 Hughes-Warrington: "World Histories" [in H-W]
 Mazlish: "Terms" [in H-W]
 Deborah Smith Johnston, "World History Education," [in H-W]
- 2. Getting a handle on temporality** (2 presenters + pedagogy) **10/10**
 Dunn, part 7: "Periodizing World History"
 Christian, "Scale" [in H-W]
 Christian, "The Case for Big History" (in Dunn, p. 575)
- 3. Constructing a unitary framework: human scales**(2 presenters + pedagogy)**10/17**
 Diamond: *Guns, Germs and Steel*
 Christian: *This Fleeting World*
- 4. Constructing a unitary framework: world systems** **10/24**
 Dunn, part 5: "World Systems and World History"
 Abu-Lughod, *Before European Hegemony*
- 5. Dissecting unitary frameworks: regions** **10/31**
 Dunn, Part 4: "Interregional and Superregional History"
 Lewis & Wigen, *The Myth of Continents*
- 6. A California School? Economic History** **11/7**
 Pomeranz, *The Great Divergence*
 Jack A. Goldstone, "Efflorescences and Economic Growth in World History: Rethinking the "Rise of the West" and the Industrial Revolution," *Journal of World History* 13.2 (2002) 323-389.
 Ricardo Duchesne, "Peer Vries, the Great Divergence, and the California School: Who's In and Who's Out?," *World History Connected* 2:2, available on-line:
<http://worldhistoryconnected.press.uiuc.edu/2.2/duchesne.html>
 Peer Vries, "Is California the measure of all things global? A rejoinder to Ricardo Duchesne, 'Peer Vries, the Great Divergence, and the California School: Who's in and who's out?'" *World History Connected* 2:2, available on-line:
<http://worldhistoryconnected.press.uiuc.edu/2.2/vries.html>

- 7. Globalization** **11/14**
 Hughes-Warrington: "Readers, Responses and Popular Culture"
 Chanda: *Bound Together*
 FYI: California World History Association meeting at Cal State Fullerton, 11/16 & 11/17
- 8. Social History** (2 presenters + pedagogy) **11/21**
Journal of World History Forum: Social History, Women's History, and World History
 Peter N. Stearns, "Social History and World History: Prospects for Collaboration," *JWH* 18.1 (2007) 43-52
 Merry Wiesner-Hanks, "World History and the History of Women, Gender, and Sexuality," *JWH* 18.1 (2007) 53-67
 Kenneth Pomeranz, "Social History and World History: From Daily Life to Patterns of Change," *JWH* 18.1 (2007) 69-98
 Ulrike Strasser and Heidi Tinsman, "Engendering World History: A Team-Taught Survey Course at the University of California Irvine," *World History Connected* 4:2 (June 2007) [reprinted from *Radical History Review*, (Winter 2005)] available on-line: <http://worldhistoryconnected.press.uiuc.edu/4.3/strasser.html>
 Browse through the rest of the *WHC* June 2007 issue on Women & World History <http://worldhistoryconnected.press.uiuc.edu/index.html>
 Zinsser, "Gender" [in H-W]
 Ann B. Waltner and Mary Jo Maynes, "Family History as World History," in *Women's History in Global Perspective*, ed Bonnie G. Smith, 48-91. Urbana: University of Illinois Press, 2004.
 Pamela Scully, "Race and Ethnicity in Women's and Gender History in Global Perspective," in *Women's History in Global Perspective*, ed Bonnie G. Smith, 195-228. Urbana: University of Illinois Press, 2007.
- 9. Diaspora** (2 presenters + pedagogy) **11/28**
 Ho, *The Graves of Tarim*
 Ghosh, *In an Antique Land*
- 10. Narrative strategies across time and place**(2 presenters + pedagogy) **12/5**
 Davis, *Trickster Travels: A Sixteenth-Century Muslim Between Worlds*
 Malouf, *Leo Africanus*

REQUIREMENTS

Participation: 10%

I expect students to complete all reading assignments, attend seminar every week, and participate actively with questions and comments. More than one absence will negatively affect your grade.

Presentations

Thematic presentation: 20%

Presenters are responsible for providing background and context for the weekly readings (including author bio and bibliography). Presentations should identify major themes and questions raised by the readings, and should help to provoke class discussion with questions of their own.

Pedagogy presentation: 20%

Each week, one student will be responsible for identifying key issues and leading a discussion related to teaching world history. In general, we will devote the third hour of class to teaching questions. Pedagogy presentations might include (but are not limited to) evaluating web-based resources, identifying useful bibliographies, identifying research and literature on world history teaching, evaluating syllabi or textbook chapter coverage of the week's topic, or discussing learning objectives for students at various levels. I encourage students to talk to me well ahead of their scheduled presentation for suggestions.

Writing

Weekly summary and response: 20%: 2-3 pages each; 1-2 prose paragraphs plus responses to questions, which can be in outline form. Turn in 3 for a grade; you must submit at least one by week 3. We will experiment with drop box, partners, and reading groups throughout the quarter.

Final paper: 30% (choose one of these options)

1. Identify a major theme in world history and relate it to your own research (regionalism, trans-regional approaches, world systems, periodization, globalization, etc)
2. Write a 50-minute lecture for a world history class (high school or undergraduate level). The lecture should be accompanied by a rough course outline and a narrative text that discusses how your lecture relates to the course, how your lecture raises significant themes or approaches in world history, and desired student learning objectives.
3. Write a syllabus for a world history class (high school or undergraduate level). It should be accompanied by a narrative text that discusses your choices for periodization, thematic focus, and theoretical and/or methodological underpinnings, along with desired student learning objectives.

READING RESPONSE: BOOKS

1. In a paragraph, identify the book's major arguments, discuss the choices for periodization, describe the logic for the geographic focus, and evaluate the author's use of sources.
2. What debates, scholarly conversations, and/or strands of literature is this book engaging with?
3. Find and bring to class at least one review (some coordination with your colleagues will ensure a broad range of reviews). Comment on the insightfulness and utility of the review.
4. Discussion prompt: develop three specific questions, comments, points of praise or criticism.
5. Pedagogy prompt: how would you include aspects or elements of this book in a high school or undergraduate class? What specifically, would you want students to learn (events, chronology, analytical skills, etc.)?

READING RESPONSE: ARTICLES

1. Is the article a research monograph, a literature review, or a synthetic essay?
2. If the article is monographic, then in a paragraph, identify the major arguments, discuss the choices for periodization, describe the logic for the geographic focus, and evaluate the author's use of sources.

For other articles, in a paragraph, identify the major arguments; determine the scope of the essay, and evaluate the author's use of sources.

3. When there is a suite of articles, identify the common threads and the terms of debate. In some cases, the authors are arguing directly with each other. What is the point of contention? Are you persuaded by one position in the argument?
4. Discussion prompt: develop three specific questions, comments, points of praise or criticism.
5. Pedagogy prompt: how would you include aspects or elements of the article or suite of articles in a high school or undergraduate class? What specifically, would you want students to learn (events, chronology, analytical skills, etc.)?

CLASS POLICIES

[standard language from my undergraduate syllabi: perhaps a point of discussion in a conversation on pedagogy]

This course is based on reading and discussion. Students are expected to prepare diligently for each class session. Assigned reading indicated in the syllabus should be completed before class. Active participation—including posing questions and engaging in class discussion—is encouraged. Regular class attendance is crucial to success in this course. As a courtesy to the rest of the class, students are expected to arrive on time, to stay until the end of class, and to refrain from personal conversations, reading, and other distracting behavior. *Please turn off cell phones and pagers.*

All assignments are due at the beginning of the class period.

Late assignments will be marked down 10% per day. In-class work cannot be made up.

Examinations and papers can only be made up with medical documentation or other valid excuse.

Students celebrating religious holidays and students absent on official University business will be allowed to make up missed work. In order to ensure fairness to all students in the class, students who will miss class for sanctioned reasons must give one week's written notice before their absence and turn in any work due in the missed class period BEFORE that date.

If you need help with the work for this class, please see me. For help with written work, you may also consult the Learning and Academic Resource Center (<http://www.larc.uci.edu/>), the Campus Writing Coordinator in MKH 550D (<http://www.writing.uci.edu/>) or Peer Academic Advising (<http://www.due.uci.edu/paap/index.html>). If you have difficulty with written or spoken expressions of English please see me, especially if you are not a native speaker of English.

Support services are available to students with documented disabilities through the UCI Disability Services Center (949-824-7494; <http://www.disability.uci.edu/>) Students are encouraged to contact the office before the beginning of the quarter to arrange for assistance.

Academic Integrity

In written assignments, as in examinations, there will be zero tolerance for academic dishonesty. Any student caught cheating or plagiarizing will be penalized to the fullest extent allowed by University regulations.

Plagiarism. Please read the university policy on plagiarism available on the Registrar's website: http://www.senate.uci.edu/senateweb/9_IrvineManual/3ASMAppendices/Appendix08.html . Submitting a paper that includes researched information that is not cited is grounds for failure in the course. All information borrowed from print sources or the internet must be identified. Failure to do so is theft. Plagiarists fail the course and have their offense recorded in their School and in the School of Humanities. Violations of academic honesty can affect a student's graduation, financial aid, and eligibility for honors (Text from the syllabus of Writing 39 C)
If you are unsure about how to cite sources, **ASK ME** before there is a problem.

Group Work

Students are encouraged to work with their colleagues outside of class time to review materials, prepare for class, and discuss assignments. This spirit of cooperation does not, however, extend to the final preparation of assignments. Students are expected to complete and turn in individual papers and assignments.

A note about email: I am pleased to correspond with students by email. Keep in mind that in this context, email is business correspondence, and so should conform to professional etiquette. Some guidelines: open with a polite salutation; "Dear Professor" is a good start. Mention what class you are enrolled in, and include your first and last name. Expect a reasonable turn-around time; wait at least a day before following up—longer if you sent your message late at night or on a weekend. I am not often on email after 5 pm or on the weekend.

Remember-

The last day to add or drop this course (or any other course in the School of Humanities) is Friday of the second week, which is October 12 for Fall 2007.