

History 200WD  
Winter 2010

HSSB 2201  
Wednesday 4:00-6:50

### Graduate Seminar in World Historical Literature

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Office hours: Wednesday 9:30-11:30 a.m.  
and by appointment.

### Course Objectives

The goal of this course is to help the student begin to think systematically about the history of the world as a whole. It is intended to give an orientation to the field of world history, both as a teaching subject and as a field for research and writing. The lists of topics and readings are by no means definitive. Other themes that might have been chosen include gender, the problem of nations, ethnicity, colonialism, the problem of periodization, and many others. The list of good books that might have been selected is nearly endless. The topics and readings chosen here are intended to introduce the student to some important ways, among many, of thinking about world history, and to a few provocative thinkers.

### Schedule of Topics and Readings

Week 1 – January 6

#### **The History of World History**

Read Ross E. Dunn, *The New World History*, 1-72, 109-60  
William H. McNeill, *Rise of the West*

#### Suggestions for further reading:

Patrick Manning, *Navigating World History*  
Paul Costello, *World Historians and Their Goals: Twentieth-Century Answers to Modernism*  
Marshall G. S. Hodgson, *Rethinking World History*  
Arnold Toynbee, *A Study of History*  
H. G. Wells, *The Outline of History*  
Oswald Spengler, *The Decline of the West*  
Paul Spickard, James V. Spickard, and Kevin M. Cragg, *World History by the World's Historians*  
Marnie Hughes-Warrington, ed., *World Histories*

Week 2 – January 13

#### **World History Versus Western Civ**

Read Dunn, 73-108

Andre Gunder Frank, *ReORIENT: Global Economy in the Asian Age*  
David S. Landes, *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor*

#### Suggestions for further reading:

John Hobson, *The Eastern Origins of Western Civilization*  
R. Bin Wong, *China Transformed: Historical Change and the Limits of the European Experience*  
Thomas C. Patterson, *Invention Western Civilization*  
Daniel A. Segal, "'Western Civ' and the Staging of History in American Higher Education,"  
*American Historical Review*, 105.3 (2000), 770-803.

E. L. Jones, *The European Miracle: Environments, Economies, and Geopolitics in the History of Europe and Asia*

Gary B. Nash, Charlotte Crabtree, and Ross E. Dunn, *History on Trial: Culture Wars and the Teaching of the Past*

Week 3 – January 20

**Economic Ways of Conceiving World History**

Read Dunn, 225-288

Janet L. Abu-Lughod, *Before European Hegemony*

Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy*

Suggestions for further reading:

Andre Gunder Frank and Barry K. Gills, *The World System: Five Hundred Years or Five Thousand?*

Immanuel Wallerstein, *The Modern World-System*

L. S. Stavrianos, *Global Rift: The Third World Comes of Age*

Fernand Braudel, *Civilization and Capitalism, 15th-18th Century*

Janet L. Abu-Lughod, *Before European Hegemony: The World System*

E. L. Jones, *Growth Recurring: Economic Change in World History*

Week 4 – January 27

**Continents, Nations, Civilizations: Problems of Received Categories**

Read Dunn, 289-358

Read two:

Martin W. Lewis and Kären Wigen, *The Myth of Continents: A Critique of Metageography*

Patrick J. Geary, *The Myth of Nations: The Medieval Origins of Europe*

Marshall G. S. Hodgson, *Rethinking World History: Essays on Europe, Islam, and World History*

Suggestions for further reading:

J. M. Blaut, *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History*

Edward L. Farmer, et al., *Comparative History of Civilizations in Asia*

Samuel P. Huntington, *The Clash of Civilizations and the Remaking of World Order*

Matthew Melko and Leighton R. Scot, *The Boundaries of Civilizations in Space and Time*

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*

Eric Hobsbawm and Terence Ranger, eds., *The Invention of Tradition*

Anthony D. Smith, *The Ethnic Origins of Nations*

Week 5 – February 3

**Interregional and Superregional History**

Read Dunn, 161-205, 222-24

Patrick Manning, *The African Diaspora: A History Through Culture*

Jerry H. Bentley, *Old World Encounters*

Suggestions for further reading:

Linda M. Heywood and John K. Thornton, *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585-1660*

John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*, 2nd ed.

Michael A. Gomez, *Reversing Sail: A History of the African Diaspora*

Kenneth McPherson, *The Indian Ocean: A History of People and the Sea*

Mark Cocker, *Rivers of Blood, Rivers of Gold: Europe's Conquest of Indigenous Peoples*

Eric Jones, Lionel Frost, and Colin White, *Coming Full Circle: An Economic History of the Pacific Rim*

S. A. M. Adshead, *Central Asia in World History*

Philip D. Curtin, *The Rise and Fall of the Plantation Complex*

Joanna Waley-Cohen, *The Sextants of Beijing: Global Currents in Chinese History*

### Midterm Paper – Due February 3 at the beginning of class

Write a 6-8 page paper analyzing a problem presented by the readings thus far, choosing your topic in consultation with the instructor.

Week 6 – February 10

#### Human Migrations

Read Dunn, 206-21

Dirk Hoerder, *Cultures in Contact: World Migrations in the Second Millennium*

Philip A. Kuhn, *Chinese Among Others: Emigration in Modern Times*

Sau-ling C. Wong, “Denationalization Reconsidered: Asian American Cultural Criticism at a Theoretical Crossroads”

Come to class prepared to report on an instance of human migration that is essential to understanding the period and part of the globe with which you are most familiar.

#### Suggestions for further reading:

Donna Gabaccia, *Italy's Many Diasporas*

Adam M. McKeown, *Melancholy Order: Asian Migration and the Globalization of Borders*

Wang Gungwu, *Global History and Migrations*

Robert P. Clark, et al., *The Global Imperative: An Interpretive History of the Spread of Humankind*

Clive Gamble, *Timewalkers: The Prehistory of Global Colonization*

Lucie Cheng and Edna Bonacich, *Labor Immigration Under Capitalism*

Robin Cohen, *Global Diasporas*

J. P. Mallory, *In Search of the Indo-Europeans*

Paul Gilroy, *The Black Atlantic*

Lynn Pan, *Sons of the Yellow Emperor*

Patrick Manning, *Migration in World History*

Paul Spickard, Joanne L. Rondilla, and Debbie Hippolite Wright, eds., *Pacific Diaspora*

Christiane Harzig and Dirk Hoerder, *What is Migration History?*

Emma Christopher, Cassandra Pybus, and Marcus Rediker, eds., *Many Middle Passages: Forced Migration and the Making of the Modern World*

Week 7 – February 17

#### Biological Encounters

Read William H. McNeill, *Plagues and Peoples*

Alfred W. Crosby, *The Columbian Exchange*

#### Suggestions for further reading:

Judith A. Carney and Richard Nicholas Rosomoff, *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World*

Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe*

I. G. Simmons, *Changing the Face of the Earth: Culture, Environment, and History*

Vaclav Smil, *Energy in World History*

William Cronon, *Changes in the Land*

Philip Ziegler, *The Black Death*

Edmund Burke III and Kenneth Pomeranz, eds., *The Environment and World History*

Week 8 – February 24

#### Racial and Ethnic Systems

Read Paul Spickard, *Race and Nation*

Suggestions for further reading:

Kevin Reilly, Stephen Kaufman, and Angela Bodino, eds., *Racism: A Global Reader*

Stephen Cornell and Douglass Hartmann, *Ethnicity and Race*

Philip Mason, *Patterns of Dominance*

R. A. Schermerhorn, *Comparative Ethnic Relations*

Paul Spickard and W. Jeffrey Burroughs, eds., *We Are a People: Narrative and Multiplicity in Constructing Ethnic Identity*

**Note: February 28 – March 6 is a designated furlough week.** A book has been assigned and the class will meet and discuss it in my absence. There will be no office hours during that week, and I will not be reachable by email. You are responsible for that week's reading and class participation.

Week 9 – March 3

**Genocide**

Read Ben Kiernan, *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*

Suggestions for further reading:

Samuel Totten and William S. Parsons, eds., *Century of Genocide: Critical Essays and Eyewitness Accounts*

Robert Gellately and Ben Kiernan, eds., *The Specter of Genocide: Mass Murder in Historical Perspective*

Eric D. Weitz, *A Century of Genocide: Utopias of Race and Nation*

Adam Jones, *Genocide: A Comprehensive Introduction*

Frank Chalk and Kurt Jonassohn, *The History and Sociology of Genocide*

Week 10 – March 10

**Teaching World History**

Read Dunn, 359-439, 481-549

Jerry Bentley and Herbert Ziegler, *Traditions and Encounters*, 4th ed.

Suggestions for further reading:

Felipe Fernández-Armesto, *The World: A History*

Paul Spickard, James V. Spickard, and Kevin M. Cragg, *World History by the World's Historians*

Kevin Reilly, *Worlds of History*

Steven Adams, Michael Adas, and Kevin Reilly, *World History: Selected Course Outlines and Reading Lists from American Colleges and Universities*, 2nd ed.

Ainslee T. Embree and Carol Gluck, *Asia in Western and World History: A Guide for Teaching*

Bruce Mazlish and Ralph Buultjens, *Conceptualizing Global History*

*Journal of World History*

Jared Diamond, *Guns, Germs, and Steel*

Fred Spier, *The Structure of Big History: From the Big Bang until Today*

**Term Paper – Due March 10 at the beginning of class**

Construct a syllabus for a course in World History (4-5 pages), at whatever level and for whatever time period and shape you find most appropriate. Include course objectives, a schedule of topics to be covered, assigned readings, and written requirements. Then write an essay of 12-15 pages explaining why you constructed the course the way you did, in light of the readings and issues discussed in this seminar.

Week 11 - March 17 - Final Experience

**Final Cautions**

Read C. Wright Mills, *The Sociological Imagination*  
Linda Tuhiwai Smith, *Decolonizing Methodologies*

Suggestions for Further Reading:

Paolo Freire, *Pedagogy of the Oppressed*

Henry A. Giroux, *Take Back Higher Education: Race, Youth, and Crisis in the Post-Civil Rights Era*

Henry A. Giroux, *Border Crossings: Cultural Workers and the Politics of Education*

David Theo Goldberg, *Racist Culture: Philosophy and the Politics of Meaning*

Cornel West, *Race Matters*