

AH-HIST107
World History
Fall - 2019



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World History
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Classroom: C-19

Class times: Tuesday 13.45-15.45 & Friday 16.00-18.00

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Tel: -

Office no. & location: Franklin

Office hours: Tuesday & Friday by appointment

I. Track information

This 100-level course is part of the History Track. There are no prerequisites for taking the course. For the History Track, see the track document available on the UCR intranet.

II. Course description

The aim of this 100-level introductory course to (World) History is to give you a world-historical point of view on humankind since the formation of early societies to the highly complex industrial and globalized societies of today. The course introduces you to the making of what some now call the Anthropocene from the perspective of history as a critical discipline. Apart from becoming more knowledgeable about long-term and macro-trends in history, you will also learn to approach (world) history from local and other micro-perspectives, and you will look at particular places in time and space from a global or transregional vantage point.

During the semester you will explore the history of the world and in so doing become more knowledgeable about non-European regions, long-term history and the link between human societies and globalization. The course invites you to read, think, talk and write about fundamental (world) historical processes such as continuity and change, encounter and exchange, or isolation and rejection, across time, space, socio-cultural and other divides. An important theme running through the course is the deeply embedded eurocentrism of (still) current academic history writing, and how to deal with that when looking at world history.

The course aims to make you **think critically** about what you already know (which is mostly based on so called *tertiary sources*), what historians have said (so called *secondary sources*), and what people have left behind in writing or artefacts (*primary sources*). You will be introduced to **key historical skills**, with a focus on critical reading, the interpretation of sources, and the shaping of historical arguments.

Course readings consist of three types of sources that define the practice of all historiography:

- 1) **Tertiary sources:** (selections from) classical world history textbooks that are surveys of the long-term history of world civilizations and their entanglements will help you acquire a deeper sense of world history as an academic discipline.
- 2) **Secondary sources:** articles and chapters that introduce you to work by world/global historians. Moving away from the Atlantic World of the Eurocentric perspective; a focus will be the world historical relevance of the Indian Ocean World, and its related seas.
- 3) **Primary sources:** textual, visual, and material sources from the past, including urban space and landscapes.

The course introduces you to *how* to find, read, deal with and discuss scholarly work and historical sources, write well-argued papers, and present your work to a group. In line with a good liberal arts and science education, the course helps you develop **general scholarly skills and attitudes**. The teaching method is based on the **Socratic method**.

Visits to the **academic Library of Zeeland (ZB)**, the **state Archives of Zeeland (ZA)**, the **Zeeuws Museum**, and excursions to nearby Flushing (focus: the **Maritime Museum**) and Antwerp, Belgium (focus: **Red Star Line Museum** on the history of migration) are included.

Offered: Every Fall

In its current form, this course has been taught at UCR since the Fall of 2014. This Fall is its eighth edition. The course develops over time in line with the expertise of its current teacher, student evaluations, significant events in the world today, and the state of the art in the field of (world) history. Between Fall 2014 and Fall 2016, the course was offered twice a year. Since 2017, it is taught annually in the Fall semester.

III. Study Load

This course earns students 4 credits (equivalent to 7.5 ECTS). Class meets twice a week for two hours (Tuesday & Friday). Preparation time is approximately 10 hours per week (reading texts, taking notes, preparing presentations in class, research). Smaller working groups may meet separately (sometimes with the instructor during or outside class hours). Individual meetings of students with the instructor will mostly be scheduled on Tuesdays and Fridays.

IV. Course materials

To prepare class-meetings the course requires you to use two textbooks, a selection of articles and chapters from world historical literature, and primary sources. See also the **bibliography**.

The textbook:

J.R. McNeill. & William H. McNeill, *The Human Web. A Bird's Eye View of World History* (New York/London: W.W. Norton & Company, 2003), 350 pages.

STUDENTS ARE RESPONSIBLE FOR ACQUIRING ALL ADDITIONAL READING INDIVIDUALLY. MOST OF THE COURSE'S ASSIGNED JOURNAL ARTICLES ARE AVAILABLE THROUGH UTRECHT UNIVERSITY'S ELECTRONIC JOURNAL SUBSCRIPTION. THE REMAINING BOOK CHAPTERS AND ARTICLES ARE AVAILABLE THROUGH THE ZEELAND LIBRARY (ZB) [HTTP://OPAC.ZEBI.NL/WEBOPAC/VUBIS.CSP](http://opac.zebi.nl/webopac/vubis.csp) (SET TO ENGLISH BY CLICKING THE BRITISH FLAG IN THE UPPER LEFT CORNER) AND/OR OTHER LIBRARIES. IN ACCESSING READINGS, STUDENTS SHOULD

ALSO MAKE USE OF PICARTA'S INTER-LIBRARY LOANS SYSTEM AND OTHER ONLINE SERVICES (E.G. GOOGLE BOOKS). SOME SOURCE MATERIAL INTENDED FOR CLASS READING WILL BE PROVIDED BY THE INSTRUCTOR.

The ZB Library of Zeeland holds great scholarly collections in history (including world history) and the other humanities, in many languages (Dutch, English, French, German in particular); including important old and rare books and manuscript collections related to places from all over the world. The same is true for the Zeeuws Museum (ZM, Regional Museum of Zeeland), and the Zeeuws Archief (ZA, state Archives of Zeeland). These institutions provide great material for original and interesting papers in World History, also later in your UCR career.

V. Course organization and requirements

Class work & participation

Class meets twice a week in two-hour sessions. These sessions require a **high level of participation based on a thorough reading of the literature**. Thorough reading means: take extensive notes while reading a text carefully, looking for its argument and main evidence. Intensive reading is best helped by **reading from paper (so to print texts provided digitally)**, with an additional paper notebook for note-taking on the side.

Most sessions will start with a brief discussion about the focus of the meeting, followed by an in-depth discussion of the reading and/or reading exercises. These sessions are based on active student input in informal discussions led by the instructor and/or the students. The course uses several types of sessions depending on *what is being discussed*:

1. Textbook sessions (*based on your reading of textbooks and textbook material*);
2. Literature sessions (*based on your reading of articles and chapters of books*);
3. Primary source sessions (*discussions of primary sources, including artefacts*);
4. Individual and group sessions (meetings with the instructor outside of class hours);
5. Library, archive and museum sessions (focus on the materiality of books, documents and artefacts, and how these primary sources are used by historians).

The course has developed a special regional focus over time: the **Indian Ocean World**. This year's primary source sessions will also focus on that world region (and subsidiary regions) in preparation of a *primary source paper* (see **assignments**).

The primary source to be studied is: Ludovico di Varthema, *Itinerario de Ludouico de Varthema bolognese nello Egipto, nella Surria, nella Arabia deserta & felice, nella Persia, nella India, & nella Ethiopia. La fede, el uiuere, & costumi de tutte le prefate prouincie* (Roma: Stephano Guillireti de Loreno & Hercule de Nani, 1510). It became a bestseller all over Europe.

The book was translated into English by the famous Hakluyt Society in 1863. This is the edition we will be reading in its online reproduction:
<https://archive.org/details/travelsofludovic00vartrich>

Ludovico di Varthema, *The travels of Ludovico di Varthema in Egypt, Syria, Arabia Deserta and Arabia Felix, in Persia, India, and Ethiopia, A.D. 1503 to 1508*. John Winter Jones and George Percy Badger eds. (London: Hakluyt Society, 1863).

Procedures

Some of the assignments require students to co-operate in groups.

Rules

- a) **Class attendance is mandatory. You may miss 6 class meetings**, if you miss more you will fail the course. It is important that you inform the instructor before class if you cannot attend due to illness or other urgent reasons.
- b) **Deadlines are deadlines**. If you fail to hand in an assignment in time this will reflect in the grade for that assignment (**you will lose 5% of the grade for every day that you are too late**). If you do not hand in assignments at all or if you hand in assignments without proper references you are set to fail the course.
- c) **Check your email or Moodle announcements regularly (several times a week)**. They will be used intensively for additional information.
- d) **Phones and computers or any other electronic devices are NOT permitted in class. Eating or drinking (except for water) in class is also prohibited.**
- e) **Do not hesitate to contact the instructor with any questions you have** about the course or your course work. Communicating with your instructor will reflect well on your participation grade and it will have a good effect on your other grades too.
- f) **If for some good reason you cannot meet the deadline for an assignment:** contact the instructor and ask for an extension.

This course is subject to UCR academic rules and procedures. Both students and instructors are required to know and follow these rules and procedures. In case of problems, please contact the instructor and/or your tutor so we can sort out any issues.

VI. Assessment

The course does not have traditional exams. Specifications of the requirements for each assessment will be explained in brief guidelines on Moodle. If you struggle with an assignment, please contact the instructor or ask in class.

1. **Regular attendance, preparation, participation in class and group participation [20%]**, includes seminar-style engagement in discussions based on course readings (literature and sources). **You should be able to voice an informed opinion on the assigned readings at all times.** Continuous assessment of your performance of alternating roles in class, in project/focus groups and in individual meetings (also includes email exchanges with instructor). One or two **co-teaching** sessions (group work) will be part of the assessment.
2. **The Varthema Project (primary sources, group work) [25%]:**

- i. **The Varthema *Itinerario* Pre-Paper [10%]:** write a 1,500 word paper on the first and later (early modern) editions and translations, and summarize the existing historiographical literature on Varthema's book.
 - ii. **The Varthema Project Essay [15%]:** write a 1,500 word paper on one aspect or section of the Varthema *Itinerario* using your pre-paper and one or more of the early modern editions and/or the modern edition of the text as your *main* source.

- 3. **The Relevance of World History (secondary/tertiary sources) [20%]:** a 2,000 word essay with proper footnote references (excluded from word count), based on the course literature up until the Fall break.
 - i. **Draft Mid-term Paper:** submit the first version of your final essay for comments (will not be graded)
 - ii. **Mid-term Paper [20%]:** answering the question *What is world history and why should it be studied?*

- 4. **World History Final Essay [25%]:** 2,500 word paper (excluding proper footnote references) on a world historical topic taken from the course literature, from the spatial perspective of 'sea worlds', using the knowledge and skills developed during the course, using one or two primary sources, the course literature, and additional literature relevant to your particular topic.
 - i. **Proposal [5%]:** define the topic of your final essay, narrow down in terms of time and space, and discuss your essay question/problem.
 - ii. **Draft Final Essay:** submit the first version of your final essay.
 - iii. **Final Essay [20%].**

- 5. **In-class presentation of the Final Essay (10%).**

Main criteria for assessing written assignments:

- Written assignments will be assessed based on the following criteria:
 - relevance to World/Global History;
 - application of the assignment guidelines;
 - ability to define a topic;
 - originality of topic and thought;
 - critical nature of the interpretation of the (primary, secondary or tertiary) sources and quality of the argument;
 - correct use of English style and grammar;
 - the (academic) quality of the literature cited;
 - quality of the references and bibliography;
 - the complexity of the chosen topic will be taken into account.

A **grading rubric** will be provided with the assignment guidelines on Moodle.

- **All papers should have proper references.** References MUST be **footnotes** according to the **Chicago Manual of Style**.
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
- **All documents should have a document name including: Your Surname(s) + Name of Assignment.**
- Class participation will be stimulated through various forms. It is graded as follows: A = always critically engaged and well-informed in class; B = engaged and informed in class; C = low levels of engagement, not well-informed; D/F = never engaged, and not informed at all. **A high participation grade is ONLY earned if you engage in discussions and show a thoughtful reflection of the reading. These are the student's responsibility.**
- **All written assignments should be submitted in Word, NO SPACING Style, Times New Roman 12 (footnotes TNR 10), line spacing 1.5.**

VII. Course schedule

Time	Topics to be discussed	Required reading	Assignments/Deadlines
Week 1 Session 1 [27-08]	<i>The relevance of world history 1</i>	Zalasiewicz et al, "The New World of the Anthropocene".	Make sure to bring a paper notebook to take notes during class at all times.
Week 1 Session 2 [30-08]	<i>The relevance of world history 2</i>	Zelko, "Scaling Greenpeace". Di Varthema, "Privilege", 160-162.	
Week 2 Session 1 [03-09]	<i>The relevance of world history 3</i>	Chakrabarty, "Anthropocene Time". Di Varthema, 164-4 (!)	
Week 2 Session 2 [06-09]	<i>The relevance of world history 4</i>	Stearns, "Treating Globalization in History Surveys". Di Varthema.	
Week 3 Session 1 [10-09]	<i>The relevance of world history 5</i>	O'Rourke and Williamson, <i>Globalization and History</i> , chapter 7 and 10. Di Varthema.	
Week 3 Session 2 [13-09]	<i>The relevance of world history 6</i>	Harari, part one. We will watch a segment from the Ted-interview with Harari: https://www.youtube.com/watch?v=szt7f5NmE9E	
Week 4 Session 1 [17-09]	<i>The relevance of world history 7</i>	Hunt, 44-77. Di Varthema.	
Week 4 Session 2 [20-09]	<i>The history of world history 1: civilizations instead of nations</i>	Toynbee, preface, 1-47. Di Varthema.	

Week 5 Session 1 [24-09]	ZB LIBRARY		The Varthema Project i: Pre-Paper
Week 5 Session 2 [27-09]	NO CLASS		
Week 6 Session 1 [01-10]	<i>Globalizations before globalism 1</i>	McNeill & McNeill, 3-81. <i>Co-teaching.</i>	
Week 6 Session 2 [04-10]	<i>Globalizations before globalism 2</i>	McNeill & McNeill, 82-212. <i>Co-teaching.</i>	The Relevance of World History i: Draft Mid-term
Week 7 Session 1 [08-10]	<i>Globalizations before globalism 3</i>	McNeill & McNeill, 213-267. <i>Co-teaching.</i>	
Week 7 Session 2 [11-10]	<i>Globalizations before globalism 4</i>	McNeill & McNeill, 268-328. <i>Co-teaching.</i>	The Relevance of World History ii: Mid- term Paper
[15-10]	FALL BREAK		
[18-10]	FALL BREAK		
Week 8 Session 1 [22-10]	<i>The history of world history 2: the idea of purpose</i>	Hegel, Introductions, preface, p. 1-11.	
Week 5 [23-10]	EXCURSION Red Star Line Museum Antwerp		
Week 8 Session 2 [25-10]	<i>The history of world history 3: the idea of purpose</i>	Hegel, 11-57.	Proposal Final Essay
Week 9 Session 1 [29-10]	<i>The history of world history 4: the idea of purpose</i>	Hegel, 57-102.	
Week 9 [30-10]	EXCURSION Flushing		
Week 9 Session 2 [01-11]	NO CLASS Revision & Moderation		
Week 10 Session 1 [05-11]	<i>The history of world history 5, the idea of sea worlds</i>	Braudel, 13-22, 108-137, 224-231. Di Varthema.	
Week 10 Session 2 [08-11]	<i>The history of world history 6: world systems theory</i>	Wallerstein, Introduction, chapter 1 and 2. Di Varthema.	

Week 11 Session 1 [12-11]	NO CLASS		The Varthema Project ii: Project Essay
Week 11 Session 2 [15-11]	<i>The history of world history 7: world systems theory revisited</i>	Abu-Lughod, chapter I and II.	
Week 12 Session 1 [19-11]	<i>World sea cultures: the antiquity of world sea cultures 1</i>	Hughey et al.	
Week 12 Session 2 [22-11]	<i>World sea cultures: the antiquity of world sea cultures 2</i>	Sherratt & Sherratt.	
Week 13 Session 1 [26-11]	<i>World sea cultures: the antiquity of world sea cultures 3</i>	Fitzpatrick.	First Draft Final Essay
Week 13 Session 2 [29-11]	<i>World sea cultures 3: India and the Industrial Revolution</i>	Parthasarathi, chapter 1 and 2.	
Week 14 Session 1 [03-12]	<i>The future of world history: India and its hyper- Europe</i>	Chakrabarty, Preface, chapter 1.	
Week 14 Session 2 [06-12]	<i>Sea worlds projects 1</i>		Final Paper Presentations
Week 15 Session 1 [10-12]	<i>Sea worlds projects 2</i> EVALUATION & DRINKS		Final Paper Presentations
Week 15 Session 2 [13-12]	NO CLASS International conference academies, UCR 13/14 December		World History Final Essay

VIII. Student learning outcomes

If you have finished the World History course you (1) have acquired insight into some of the major developments in the history of the world. (2) You will be able to discern, compare and discuss long-term developments and entanglements on a global scale. (3) You will also develop an insight into the historical depth of processes of globalization. (4) You will have an emerging

understanding of the variety of approaches to and issues and debates in world and global history as a scholarly discipline. (5) You will have learned to interpret and discuss primary, secondary and tertiary sources coherently (from written texts to images, artefacts and landscapes); and you will be able to summarize and apply these interpretations both orally and in writing. (6) You will be able to compare historical interpretations, judge the quality of arguments and shape and share your own informed opinion. (7) In general, you will have enhanced your information retrieval skills, reading, speaking, and writing skills.

IX. Bibliography

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Fitzpatrick, Matthew P., "Provincializing Rome: The Indian Ocean Trade Network and Roman Imperialism", *Journal of World History*, 22 (2011) 1, 27-54.

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Wallerstein, Immanuel, *World-systems Analysis: An Introduction* (Durham, Duke University Press, 2007).

Zalasiewicz, Jan, Mark Williams, Will Steffen and Paul Crutzen, "The New World of the Anthropocene", *Environmental Science and Technology* 44 (2010), 2228-2231.

Zelko, Frank, "Scaling Greenpeace: From Local Activism to Global Governance", *Historical Social Research* / *Historische Sozialforschung*, 42 (2017) 2, 318-342.