

AH-HIST107
World History
Fall - 2020



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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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Office no. & location: Franklin

Office hours: 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

This course explores the history of the world by focusing on non-European regions. World history (the study of the history of interactions of and between complex societies) and global history (the study of the process of globalization) are central to our understanding of the past. The class will investigate how the rise of complex (urban and imperial) societies has always intertwined with processes of exchange across long distances before and after the integration of the Americas and Oceania into the modern-world-system from 1500 on. By analysing a world-history textbook in comparison with work by earlier and recent world historians, students acquire an understanding of the history of humankind from the first migrations out of Africa to the high-tech global societies of today. They also learn about the different ways that historians have dealt with this past. The focus of world historians tends to be on a top down perspective of humanity, which ignores lived experiences of actual people. By studying a popular sixteenth century travel account, for example, students learn how case-studies from below (microhistories) enrich our understanding of world history.

Offered: Every Fall

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 a textbook, 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.

If the corona crisis permits we will be visiting the rich collections of heritage institutions in the region. Since Zeeland was a core region in the Low Countries and a center in the Dutch empire, the region holds many great collections related to its rich (world) history. The ZB Library of Zeeland holds great scholarly collections in history (including world history) and the other humanities, and 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), and the Zeeuws Archief (ZA, the State Archives of Zeeland). These institutions provide great material for original and interesting papers in world history or many other topics, also later in your UCR career.

Normally the course includes an excursion to the world historical city of Antwerp and its Red Star Line Museum. Due to corona this will most likely not be possible this year. The alternative will be a walk across Middelburg and its surroundings, the world historical site close at home.

V. Course organization and requirements

Class work & participation

Class meets twice a week in two-hour sessions or under a different scheme during the corona-crisis (one hour meetings per group). 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 it is advisable to print texts provided digitally)**, with an additional paper notebook for note-taking on the side. You can of course also take notes digitally, but make sure not to simply copy-paste from a digital source. Summarize and paraphrase as much as possible.

Most sessions revolve around an in-depth discussion of the reading. 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 (textbooks and textbook material);
2. Literature sessions (articles and chapters of books);
3. Primary source sessions (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).

Disclaimer: the organization of sessions outside of UCR depends on COVID-19 rules that are subject to change. If we cannot go to certain places we will be using online material.

This year's primary source sessions will also focus on travel accounts in preparation of a paper that uses *primary sources* (see **assignments**).

The main 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>

In Chicago bibliography style: 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. COVID-19 rules apply.
- 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.

1. **Regular attendance, preparation, participation in class and group participation [15%]**, 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).
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) [25%]:** a 2,000 word essay with proper footnote references (excluded from word count), based on the course literature discussed 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 [25%]:** 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.

Grading rubrics 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 be uploaded in Word-format on Moodle. They should have a document name including: Your Surname(s) + Name of Assignment.**
- **All written assignments should be submitted in Word, NO SPACING Style, Times New Roman 12 (footnotes TNR 10), line spacing 1.5.**
- 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.**

VII. Course schedule

| Time | Topics to be discussed | Required reading | Assignments/Deadlines |
|--------------------------------|---|---|---|
| Week 1 Session 1 [01-09] | <i>What is world history and why is it studied? 1</i> | | Make sure to bring a paper notebook to take notes during class at all times. |
| Week 1 Session 2 [04-09] | <i>What is world history and why is it studied? 2</i> | Alam Khan, "Early Use of Cannon and Musket in India". JSTOR Full title in bibliography. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 2 Session 1 [08-09] | <i>Sources of World History: The Varthema Project 1</i> | Voigt and Brancaforte, "The Traveling Illustrations of Sixteenth-Century Travel Narratives". JSTOR | Summarize the argument and apply the text to the topic to be discussed. |

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| Week 2 Session 2 [11-09] | What is world history and how is it studied? 1 | Gunder Frank, <i>ReOrient</i> , 1-24. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 3 Session 1 [15-09] | What is world history and how is it studied? 2 | Gunder Frank, <i>ReOrient</i> , 25-51. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 3 Session 2 [18-09] | Sources of World History: The Varthema Project 2 | Di Varthema, <i>The travels of Ludovico di Varthema</i> , 160-page 4 (!) https://archive.org/details/travelsofludovic00vartrich | Read the source and figure out how it can be used to write world history. What are the problems of a source like this? Also take into account <i>ReOrient</i> . |
| Week 4 Session 1 [22-09] | What is world history and how is it studied? 3 | Hunt, <i>Writing History in the Global Era</i> 44-77. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 4 Session 2 [25-09] | <i>The history of world history 1: civilizations instead of nations</i> | Toynbee, <i>A study of history</i> , preface, 1-47. | Summarize the argument and apply the text to the topic to be discussed. Varthema Project i: Pre-Paper |
| Week 5 Session 1 [29-09] | <i>The history of world history 2, the idea of sea worlds</i> | Braudel, <i>The Mediterranean and the Mediterranean World</i> , 13-22, 108-137, 224-231. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 5 Session 2 [2-10] | <i>The history of world history 3: world systems and sea worlds</i> | Wallerstein, <i>World-systems Analysis</i> , Introduction, chapter 1 and 2. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 6 Session 1 [06-10] | <i>The history of world history 4: world systems and sea worlds</i> | Abu-Lughod, <i>Before European Hegemony</i> , chapter I and II. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 6 Session 2 [09-10] | <i>The history of world history 5: world systems and sea worlds</i> | Sherratt & Sherratt, "The Growth of the Mediterranean Economy in the Early First Millennium". JSTOR | Summarize the argument and apply the text to the topic to be discussed. The Relevance of World History i: Draft Mid-term |
| Week 7 Session 1 [13-10] | <i>The history of world history 6: world systems and sea worlds</i> | Fitzpatrick, "Provincializing Rome: The Indian Ocean Trade Network and Roman Imperialism". JSTOR | Summarize the argument and apply the text to the topic to be discussed. |
| Week 7 Session 2 [16-10] | <i>The history of world history 7: world systems and the Indian Ocean world</i> | Malekandathil, "Winds of Change and Links of Continuity". JSTOR | Summarize the argument and apply the text to the topic to be discussed. Varthema Project ii: Project Final Essay |
| [20-10] | FALL BREAK | | |

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| [23-10] | FALL BREAK | | |
| Week 8 Session 1 [27-10] | <i>The history of world history 8: world systems and the Indian Ocean World</i> | Parthasarathi, <i>Why Europe grew Rich and Asia did not</i> , chapter 1 and 2. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 8 Session 2 [30-10] | <i>Globalizations before globalism 1</i> | McNeill & McNeill, <i>The Human Web</i> , 3-81. | Summarize the argument and apply the text to the topic to be discussed. The Relevance of World History ii: Mid-term Paper |
| Week 9 Session 1 [03-11] | <i>Globalizations before globalism 2</i> | McNeill & McNeill, <i>The Human Web</i> , 82-212. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 9 [06-11] | NO CLASS Moderation | | |
| Week 10 Session 1 [10-11] | <i>Globalizations before globalism 3</i> | McNeill & McNeill, <i>The Human Web</i> , 213-267. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 10 Session 2 [13-11] | <i>Globalizations before globalism 4</i> | McNeill & McNeill, <i>The Human Web</i> , 268-328. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 11 Session 1 [17-11] | NO CLASS Revision | | Proposal Final Essay |
| Week 11 Session 2 [20-11] | <i>The history of world history 7: the idea of purpose</i> | Hegel, <i>The Philosophy of History</i> , Introductions, preface, plus pages 1-11. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 12 Session 1 [24-11] | <i>The history of world history 8: the idea of purpose</i> | Hegel, <i>The Philosophy of History</i> , 11-57. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 12 Session 2 [27-11] | <i>The history of world history 9: the idea of purpose</i> | Hegel, <i>The Philosophy of History</i> , 57-102. | Summarize the argument and apply the text to the topic to be discussed. |
| Week 13 Session 1 [01-12] | NO CLASS Revision | | |
| Week 13 Session 2 [04-12] | <i>World history and provincializing Europe</i> | Chakrabarty, <i>Provincializing Europe</i> , Preface, chapter 1. | Summarize the argument and apply the text to the topic to be discussed. First Draft Final Essay |
| Week 14 Session 1 [08-12] | <i>Sea worlds projects 1</i> | | Final Paper Presentations |
| Week 14 Session 2 [11-12] | <i>Sea worlds projects 2</i> | | Final Paper Presentations |

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| Week 15 Session 1 [15-12] | Sea worlds projects 3 | | Final Paper Presentations |
| Week 15 Session 2 [18-12] | Concluding session | CONCLUDING REMARKS; EVALUATION & DRINKS | 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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Voigt, Lisa, and Elio Brancaforte. "The Traveling Illustrations of Sixteenth-Century Travel Narratives." *PMLA* 129, no. 3 (2014): 365-398.

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