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Office hours: W 10-12 and by appointment

# WOH 5932: Topics in World History

Thursdays, 3-6 pm    Fall 2019

## DESCRIPTION

This seminar introduces graduate students to the growing and exciting bod(ies) of scholarship known as world/global history. As we shift our attention from the nation-state to other geographic units (transnational or comparative, empires, oceanic shores, planet Earth), we will emphasize movement, contact, exchange, and systemic transformation. Our readings explore the flow of peoples, ideas, institutions, commodities, and diseases across the globe, from the early modern to the modern world. This course fulfills the core requirement in the graduate WOH minor.

## COURSE OBJECTIVES

Students will:

- 1) Gain in-depth knowledge of world/global historiography, including the different methods, theories, and interpretive paradigms that inform it;
- 2) Recognize, compare, and analyze the diversity of human experience across space and time;
- 3) Critically examine, interpret, and explain how individual, political, cultural, economic, and religious experiences and structures shaped global history;
- 4) Strengthen oral presentation and writing skills, especially with regard to evaluating the extant historical scholarship and constructing an argument based on evidence; and
- 5) Apply knowledge of the field to develop an individual pedagogical approach to teaching world history at the undergraduate level

## ASSIGNMENTS & GRADES

- 1) Weekly reaction essays (2 pages); identify one primary source from each reading that would be useful for teaching on the theme [10 total, 20% of grade] – **due by 9 am on class days; submit to canvas discussion board.**
- 2) Presentation on one week's reading incorporating a second new reading, preferably from your field, + longer reaction essay that engages both sources in dialogue (4 pages) [10%] – **due by 9 am on presentation day.**
- 3) World history syllabus shell (including attention to dighum) [20%] – **due 11/25 at 9 am.**

- 4) Thematic essay examining the literature in your field (8-10 pages) [30%] – due 12/11 at 9 am.
- 5) Active participation in class sessions [20%]
  - a. Students are expected to prepare for and attend every class session other than in case of documented illness or emergency, consistent with university policies found at: [catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)

Grade points are assigned consistent with university policy: [catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/](http://catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/)

Late assignments will not be accepted except through prior arrangement with the instructor.

## REQUIRED TEXTS

**These books are on reserve at Library West, or are available as eBooks through the library website. You may also choose to purchase your own copy through the UF Bookstore or an online retailer, or borrow through Borrow Direct or Interlibrary Loan.**

Frederick Cooper and Jane Burbank, *Empires in World History: Power and the Politics of Difference* (Princeton UP, 2010)

Fahad Bishara, *A Sea of Debt: Law and Economic Life in the Western Indian Ocean, 1780-1950* (Cambridge UP, 2017)

Sven Beckert, *Empire of Cotton: A Global History* (Alfred A. Knopf, 2014)

Gregory T. Cushman, *Guano and the Opening of the Pacific World: A Global Ecological History* (Cambridge UP, 2013)

Vanessa Ogle, *The Global Transformation of Time, 1870-1950* (Harvard UP, 2015)

Marilyn Lake and Henry Reynolds, *Drawing the Global Color Line: White Men's Countries and the International Challenge of Racial Equality* (Cambridge UP, 2008)

Cemil Aydin, *The Idea of the Muslim World: A Global Intellectual History* (Harvard UP, 2017)

Shelly Chan, *Diaspora's Homeland: Modern China in the Age of Global Migration* (Duke UP, 2018)

Alys Eve Weinbaum, et al, ed. *The Modern Girl Around the World: Consumption, Modernity, and Globalization* (Duke UP, 2008)

Michael Goebel, *Anti-Imperial Metropolis: Interwar Paris and the Seeds of Third World Nationalism* (Cambridge UP, 2015)

Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States* (Farrar, Strauss & Giroux, 2019)

Antoinette Burton, *A Primer for Teaching World History: Ten Design Principles* (Duke UP, 2012)

## SCHEDULE

WEEK 1

AUGUST 22

BY WAY OF BEGINNING

(Class ends at 4:45pm in order to accommodate the department reception)

### Reading:

Kenneth Pomeranz, "Histories for a Less National Age," *AHR* 119/1 (Feb 2014), 1-22, or, in talk form: <https://www.youtube.com/watch?v=kVei7p2x3l0>

Luke Clossey and Nicholas Guyatt, "It's a Small World After All: The Wider World in Historians' Peripheral Vision," *AHA Perspectives on History* May 2013  
<http://www.historians.org/publications-and-directories/perspectives-on-history/may-2013/its-a-small-world-after-all#>

AHA Roundtable, "It's a Small World After All," *AHA Perspectives on History* June 2013  
<https://www.historians.org/publications-and-directories/perspectives-on-history/summer-2013-x41476>

**In-Class Activity:** Explore *Journal of World History*, *Journal of Global History*, *World History Association*



Introducing DigHumBytes:

<http://www.globalmiddleages.org/>

<http://atlas.lib.uiowa.edu/>

WEEK 2

AUGUST 29

EMERGENCE OF THE FIELD & KEY DEBATES

Jerry H. Bentley, "The Task of World History," in *The Oxford Handbook of World History* (2011) [pdf to be distributed]

Gabriela Goldin Marcovich and Rahul Markovits. "Editing the first *Journal of World History*: global history from inside the kitchen." *Journal of Global History* 14.2 (2019): 157-178.

Lauren A. Benton, "From the World-Systems Perspective to Institutional World History: Culture and Economy in Global Theory." *Journal of World History*, vol. 9 no. 2, 1996: 261-295.

Matthias Middell and Katja Naumann. "Global history and the spatial turn: from the impact of area studies to the study of critical junctures of globalization." *Journal of Global History* 5.1 (2010): 149-170.

Kenneth Pomeranz, "Social history and world history: from daily life to patterns of change." *Journal of World History* (2007): 69-98.

Richard Drayton and David Motadel. "Discussion: the futures of global history." *Journal of Global History* 13.1 (2018): 1-21.

**In-Class Presentations:**

Survey one recommended volume below (read intro, skim sections/organization/rationale)

**Recommended:**

Jerry H. Bentley, ed., *The Oxford Handbook of World History* (2011)

Sebastian Conrad, *What is Global History?* (2016) [ebook]

Douglas Northrop, ed., *A Companion to World History* (2012)

Ross E. Dunn et al, eds., *The New World History* (2016)

“Toward a Global Middle Ages” special issue of *Past and Present*

[https://academic.oup.com/past/issue/238/suppl\\_13](https://academic.oup.com/past/issue/238/suppl_13)

**WEEK 3      SEPTEMBER 5      RETHINKING SPACE I: EMPIRES**

Frederick Cooper and Jane Burbank, *Empires in World History: Power and the Politics of Difference*



DigHumByte: Seshat, <http://seshatdatabank.info/>

(related article: “A Macroscope for Global History,” *Digital Humanities Review* 10.4 (2016)

<http://www.digitalhumanities.org/dhq/vol/10/4/000272/000272.html>

<https://spatial.ly/2017/08/mapped-5000-years-of-city-growth/>

**WEEK 4      SEPTEMBER 12      RETHINKING SPACE II: OCEANS**

Rainer F. Buschmann, “Oceans of World History: Delineating Aquacentric Notions in the Global Past,” *History Compass* 2 (2004): 1-10.

Fahad Bishara, *A Sea of Debt: Law and Economic Life in the Western Indian Ocean, 1780-1950*



DigHumByte: Interview with Fahad Ahmad Bishara, <https://newbooksnetwork.com/fahad-bishara-a-sea-of-debt-law-and-economic-life-in-the-western-indian-ocean-1780-1950-cambridge-up-2017/>

**WEEK 5      SEPTEMBER 19      GLOBAL MOVEMENT I: COMMODITIES**

Sven Beckert, *Empire of Cotton: A Global History* (Alfred A. Knopf, 2014)



DigHumByte:

[http://www.slate.com/articles/life/the\\_history\\_of\\_american\\_slavery/2015/06/animated\\_interactive\\_of\\_the\\_history\\_of\\_the\\_atlantic\\_slave\\_trade.html?fbclid=IwAR01VnJEsS6YVS1w0ug0GD99t\\_rWC7Zg5xvqS19FudVz1BGM-l71ggjO2TA](http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html?fbclid=IwAR01VnJEsS6YVS1w0ug0GD99t_rWC7Zg5xvqS19FudVz1BGM-l71ggjO2TA)

**WEEK 6      SEPTEMBER 26      GLOBAL TRANSFORMATIONS I: ENVIRONMENT**

Gregory T. Cushman, *Guano and the Opening of the Pacific World: A Global Ecological History*

 DigHumByte: “Traveling the Silk Road on a Virtual Globe,” *Digital Humanities Quarterly* 7.2 (2013) <http://www.digitalhumanities.org/dhq/vol/7/2/000116/000116.html>

**WEEK 7      OCTOBER 3      GLOBAL TRANSFORMATIONS II: TECHNOLOGY**

Vanessa Ogle, *The Global Transformation of Time, 1870-1950*

 DigHumByte: Podcast – BBC RADIO *A History of the World in 100 Objects* [listen to one episode]

<https://oceanicexchanges.org>

<http://www.getty.edu/art/exhibitions/devices/html/homepage.html>

<http://www.environmentandsociety.org/exhibitions/energy-transitions>

**WEEK 8      OCTOBER 10      GLOBAL IDEAS I: RACE**

Marilyn Lake and Henry Reynolds, *Drawing the Global Color Line: White Men’s Countries and the International Challenge of Racial Equality*

 DigHumByte:

<https://globalsegregation.com/>

<https://www.forbes.com/sites/drsarahbond/2017/10/20/how-is-digital-mapping-changing-the-way-we-visualize-racism-and-segregation/#1296b7f033fa>


**WEEK 9      (~~OCTOBER 17~~ RESCHEDULE CLASS) GLOBAL IDEAS II: RELIGION**

Cemil Aydin, *The Idea of the Muslim World: A Global Intellectual History*

 DigHumByte:

**WEEK 10      OCTOBER 24      GLOBAL MOVEMENT II: MIGRATION AND DIASPORAS**

Shelly Chan, *Diaspora’s Homeland: Modern China in the Age of Global Migration*

 DigHumByte:

<https://scalar.chass.ncsu.edu/bodies-and-structures/border-controls-landing-page>

<http://www.sussex.ac.uk/history/bethlehem/archive>; <https://pbarchiveblog.wordpress.com/>

**WEEK 11      OCTOBER 31      GLOBAL IDEAS III: GENDER AND MODERNITY**

Alys Eve Weinbaum et al, eds., *The Modern Girl Around the World: Consumption, Modernity, and Globalization*



DigHumByte: Women in World History <http://chnm.gmu.edu/wwh/>

**WEEK 12      NOVEMBER 7      GLOBAL IDEAS IV: DECOLONIZATION**

Michael Goebel, *Anti-Imperial Metropolis: Interwar Paris and the Seeds of Third World Nationalism*



DigHumByte: Brett Riley, "The Myth of the Wilsonian Moment: Ho Chi Mihn's Embrace of the Communist International in 1919-20" [https://www.wilsoncenter.org/blog-post/the-myth-the-wilsonian-moment?fbclid=IwAR1CPcgntoT7UxSaBeZu8pvcTL18dEbiuV9YQitnUw\\_D0urrXuscK90Jv3U](https://www.wilsoncenter.org/blog-post/the-myth-the-wilsonian-moment?fbclid=IwAR1CPcgntoT7UxSaBeZu8pvcTL18dEbiuV9YQitnUw_D0urrXuscK90Jv3U)

Episode 11: The Wretched of the Earth, <https://imperialglobalexeter.com/talking-empire/>

**WEEK 13      NOVEMBER 14      EMPIRES REVISITED**

Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States*



DigHumByte:

**WEEK 14      NOVEMBER 21      TEACHING THE WORLD**

Antoinette Burton, *A Primer for Teaching World History: Ten Design Principles*

Adam McKeown, "What Are the Units of World History?" in *A Companion to World History*, ed. Douglas Northrop, 79-93.

Laura L. Lovett, "Sex and the Survey: A New Way of Teaching Global History," *Perspectives on History*, October 2016 <https://www.historians.org/publications-and-directories/perspectives-on-history/october-2016/sex-and-the-survey-a-new-way-of-teaching-global-history>

In-Class Activity: Workshop course shells

## UNIVERSITY POLICIES

- Students with **disabilities** requesting accommodations should first register with the Disability Resource Center (352-392-8565, [dso.ufl.edu/drc](http://dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing **course evaluations** online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.ua.ufl.edu/students/](http://gatorevals.ua.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.ua.ufl.edu/public-results/](http://gatorevals.ua.ufl.edu/public-results/).
- UF students are bound by **The Honor Pledge** which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.
- **Health and Wellness**
  - U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
  - Counseling and Wellness Center: Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
  - Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/). University Police Department: Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
  - UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).
- **Academic Resources**
  - E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
  - Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/).
  - Library Support: [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask) various ways to receive assistance with respect to using the libraries or finding resources.
  - Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)
  - Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)

- Student Complaints On-Campus: [sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/)
- On-Line Students Complaints: [distance.ufl.edu/student-complaint-process/](https://distance.ufl.edu/student-complaint-process/)