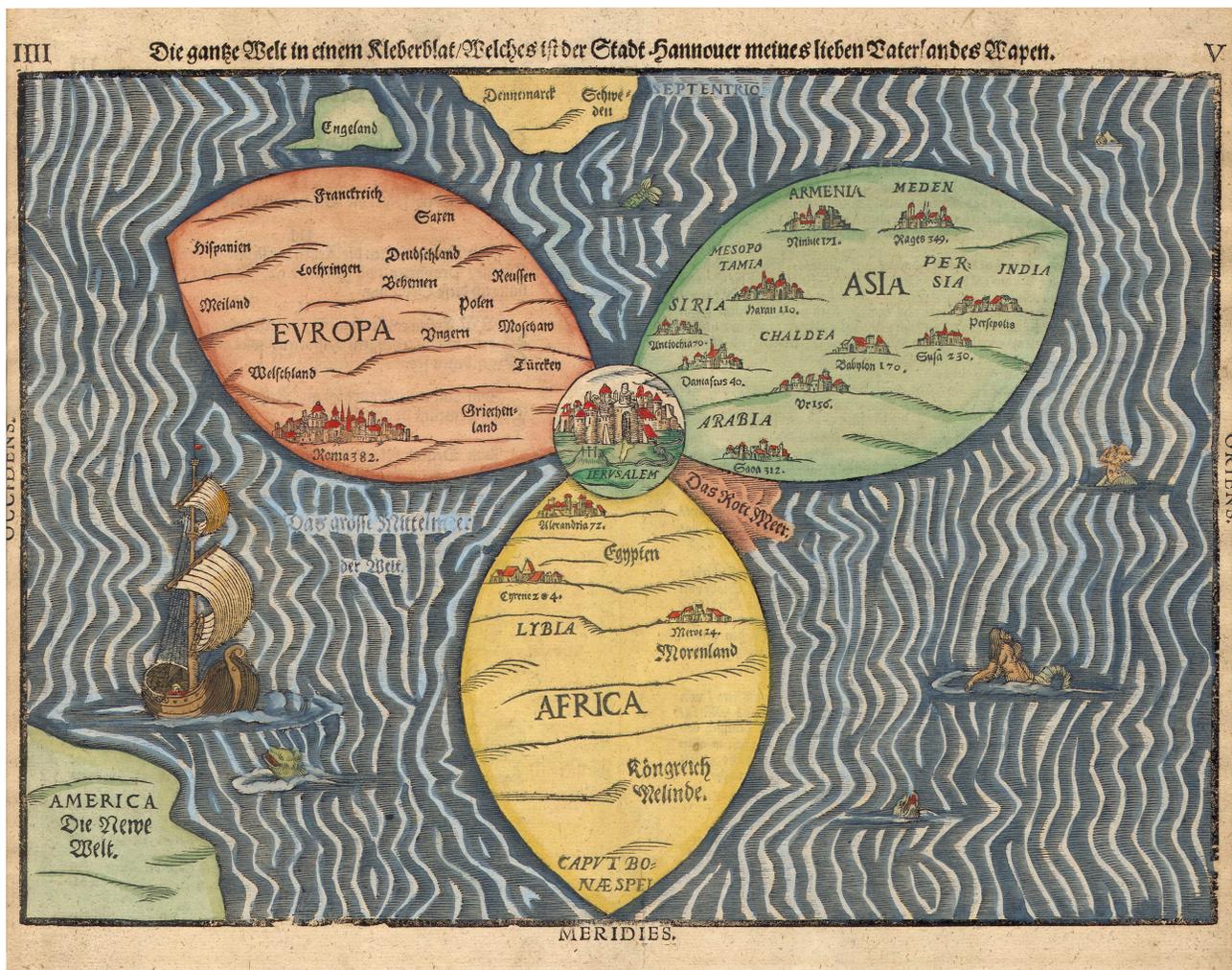


HST 424/524

Global Histories

Spring 2020
Schedule: T 9-11:50am
Room: 8.322B

Professor: Clare Griffin
clare.griffin@nu.edu.kz
Office: 8.402
Office hours: TBA



The Whole World in a Cloverleaf, Heinrich Bunting, 1581.

Course Description:

Globalisation is a common term in current affairs. In its popular usage, it is a recent development that integrates the human world in an unprecedented fashion, and a process in which there are winners and losers. Yet many historians would disagree. Various points in history - the Mongol Empire, the discovery of the Americas - have been presented as the 'real' start of globalisation. Various groups, nations, and regions, have been proposed as the winners or losers of globalisation. This class takes a long-term view, beginning with Ancient World Systems, proceeding through the Medieval Global and Early Modern Globalisation, to get to modernity and claims of

Westernisation and Easternisation. Particular attention will be paid to views of Central Asia, to analyse how this region has been written into or out of global histories.

Course Aims:

- 1) To provide students with a knowledge of transnational, transregional, and global interactions across history, and in particular with the periods and regions claimed by historians as vital to the history of globalisation.
- 2) To familiarize students with the major scholarly debates surrounding globalisation, and the arguments over periodisation and global leadership.
- 3) To enhance students' research skills and writing abilities, in particular with regards to interpreting a wide range of primary source materials as well as secondary literature, and the use of these in constructing a long research essay.
- 4) To develop students' analytical skills through the creation of a 'book report' style presentation that critically considers a secondary source, laying out its primary claims, major limitations, and contributions to histories of globalisation.

Course Learning Outcomes (CLOs):

By the end of the course the student will be expected to:

- 1) Display a good knowledge of the historical events and processes that made the human world more integrated. [A1, A2, A3, A6, B11]
- 2) Show a good understanding of the various ways historians from a range of sub-disciplines have approached the history of globalisation, and what historians have to contribute to modern discussions about globalisation. [A7, A10 B2, B8, B20]
- 3) Demonstrate an ability to analyze primary and secondary source materials, and use them in the construction of an argumentative historical essay. [A11, B3, B4, B5, B6, A4, A5, B10, B12, B13, B17, B18, B19, C7, C9]

Assignments for Undergraduates:

- Book Review Presentation – 15%
- Leading Discussion – 15%
- Contribution to Class Bibliography – 5% [at least 5 works to a shared googledoc, with a one sentence reason why]
- Bi-weekly response papers - 20% [Write 7, top 5 marked (4 marks per paper)]
- Mid-Term Reflection Paper – 10% [2 pages on current state of research ideas]
- Notes towards the Research Paper – 5% [Twice submit ongoing notes/plans on the research paper]
- Final Essay plan – 5%
- Final Essay draft – 5%
- Final Essay – 20%

Assignments for Graduates:

- Book Review Presentation – 10%
- Leading Discussion – 10%
- Contribution to Class Bibliography – 5% [at least 5 works to a shared googledoc, with a one sentence reason why]
- Weekly response papers - 30% [Write 13, top ten marked]
- Notes towards the Research Paper - 5% [Twice submit ongoing notes/plans on the research paper]
- Outline – 15% [includes several stages, and can be re-submitted]
- Final Project – 25%

Presentation:

15-20 minute book review presentation on a book that discusses the theme of this course. The book can either be from the further reading list at the end of this syllabus, or the student can make their own selection. The book MUST be approved by Prof. Griffin AT LEAST ONE WEEK before the presentation date; students are encouraged to discuss which works are suitable as early as possible. You should not just aim to summarise the argument, but also to assess

how the book contributes to wider academic debates and our understanding of globalisation. You should adopt a critical approach, analysing the author's methodology and use of evidence, providing illustrative examples. Your reviews will be structured like an essay, with a strong introduction and conclusion. You must make sure that they contain an argument of your own.

Leading Discussion:

Starting from week 3, students will lead the seminar discussion based on the essential readings. Each student will be assigned a week during which they will lead the discussion. They will be required to email a list of discussion questions to all participants in the class by 5pm on the Monday preceding the class. During the class itself, they will then use a part of the class time to lead the discussion of the texts, asking the rest of the class questions and raising key points about the texts. Students will be graded on the suitability of their discussion questions, and their ability to effectively manage discussion to keep it focused on relevant issues, and promote fair participation of the whole class.

Undergraduate Students only:

Final Essay:

5,000 words

Students will have to formulate their own research question and create their own bibliography.

You will write a long, dissertation-style analytical paper by the end of semester.

First of all, you will need to formulate your own question. Questions should revolve around themes arising from the course. You may want to analyse one of the weekly themes in depth, or explore an issue that spans several weeks of the course.

Secondly, you will need to compile a bibliography. The bibliography should contain scholarly articles and monographs; depending on the topic, it may also contain primary sources.

You will be given an opportunity to submit the first draft of your final paper a few weeks before the final deadline. Prof. Griffin will then be able to offer feedback on how to improve your work.

Bi-weekly discussion papers:

Students will be divided into two groups. Students in Group A will submit position papers in weeks 2, 4, 6, 8, 10, and 12. Students in Group B will submit position papers in weeks 3, 5, 7, 9, 11, and 13. The position papers are **due at the beginning of class**. Each position paper should be **between 500 and 800 words long**.

Response papers may address some of all of that week's readings. They may compare that week's readings to another week's readings, or just focus on the week under consideration. For each paper, your response should address the question, 'how does this work contribute to discussions over the nature of globalisation and/or global history?' You can choose to focus on the idea of 'global history' or of 'globalisation', as you feel is appropriate for each paper. Your paper should explain what you see as the main contributions of the work(s) you are considering, and also any major weaknesses you see in the work, and should come to an overall conclusion as to the contribution of the work to scholarly conversations around 'global history' and/or 'globalisation'.

Graduate Students only:

Outline:

A title, abstract, bibliography, and plan for the final project.

Final Project:

8,000 words on a topic of the student's choosing.

Students will have to formulate their own research question and create their own bibliography.

It is expected students will produce research projects addressing:

Either

A historiographical account of one set of theories about globalisation that seeks to critique that set of theories.

Or

An analysis of the importance of an event, country, or historical process in the processes of globalisation.

You will write a long, dissertation-style analytical paper by the end of semester.

First of all, you will need to formulate your own question. Questions should revolve around themes arising from the course. You may want to analyse one of the weekly themes in depth, or explore an issue that spans several weeks of the course.

Secondly, you will also need to compile a bibliography. The bibliography should contain scholarly articles and monographs; depending on the topic, it may also contain primary sources.

You will be given an opportunity to submit the first draft of your final paper a few weeks before the final deadline, in order to receive feedback on how to improve your work.

Weekly response papers

The position papers are **due at the beginning of class**. (except the first week) Each position paper should be **between 500 and 800 words long**.

Response papers may address some of all of that week's readings. They may compare that week's readings to another week's readings, or just focus on the week under consideration. For each paper, your response should address the question, 'how does this work contribute to discussions over the nature of globalisation and/or global history?' You can choose to focus on the idea of 'global history' or of 'globalisation', as you feel is appropriate for each paper. Your paper should explain what you see as the main contributions of the work(s) you are considering, and also any major weaknesses you see in the work, and should come to an overall conclusion as to the contribution of the work to scholarly conversations around 'global history' and/or 'globalisation'.

Class Policies:

Technology:

You may use laptops, e-readers and/or tablets to consult class materials and/or take notes. You may use smart phones to consult class materials if absolutely necessary, but **STRICTLY NO TEXTING OR EMAILING DURING CLASS**. If you text during class, you may be asked to leave, and marked absent for the session.

Attendance:

You are expected to attend every class and arrive on time.

Participation:

Students are expected to participate in class. Seminars will focus on the assigned reading, so it is expected that all students will arrive at class fully prepared to discuss the text.

Readings:

Students are required to complete the essential readings for each lecture, and are encouraged to also take a look at the further readings (see below). Essential readings will be provided via Moodle, or as an ebook available through NU library's electronic materials portal.

Essays:

Here are some general points on essay writing for this class:

An essay should be an attempt to answer a question based on a range of relevant material organized into a coherent argument. You must refer to a range of sources using one referencing style consistently applied (i.e. do not change reference style mid-way through an essay). The essay should clearly indicate the assignment title, your name, email address and page numbers. Excluding references, your essays should be within the word count ranges set out in the syllabus. Essays **MUST** be your own work. Any essay that bears suspicious similarity to a published work, internet article, the essay of another student, or any other work, will be flagged by the TurnItIn system and may come in for serious penalties. A typical penalty for such violations would be to receive a 0 for the assignment.

Submission of Essays:

Essays must be submitted via Moodle by 8pm on the day of the deadline. Students will lose 10 marks for each part of day late up to a maximum of two days. For example, an essay submitted any time in the 24 hours immediately after the deadline that would receive a 95 for its quality would be marked down to an 85; the same essay submitted between 24 and 48 hours after the deadline would be marked down to a 75. Any essay submitted more than 48 hours after the deadline without prior permission for an extension will not be read, and the student will receive a 0 for that assignment.

Policy on Extensions:

Extensions will only be granted due to serious circumstances. Reasons that may be considered for an extension include (but are not limited to) death of a family member and serious illness. Requests for extensions should usually be made 24 hours before a deadline, although exceptions may be considered for extreme circumstances. Extensions are typically for 48 hours. Extensions will ONLY be granted when the student is prepared to produce some paperwork supporting the reason listed. Such paperwork MUST be submitted no later than one week following the original deadline for the piece of work. Reasons that will not be accepted for an extension include (but are not limited to) computer or other technical failure (students are responsible for backing up their work, and NU has its own computer facilities for students), power outages, multiple deadlines (students are made aware of deadlines substantially in advance, and should manage their time accordingly).

Grading:

These are the general grading criteria applicable to all assignments.

A	95%-100%	Excellent, exceeds the highest standards in the assignment or course
A-	90%-94.9%	Excellent; meets the highest standards for the assignment or course
B+	85%-89.9%	Very good; meets high standards for the assignment or course
B	80%-84.9%	Good; meets most of the standards for the assignment or course
B-	75%-79.9%	More than adequate; shows some reasonable command of the material
C+	70%-74.9%	Acceptable; meets basic standards for the assignment or course
C	65%-69.9%	Acceptable; meets some of the basic standards for the assignment or course
C-	60%-64.9%	Acceptable, while falling short of meeting basic standards in several ways
D+	55%-59.9%	Minimally acceptable
D	50%-54.9%	Minimally acceptable; lowest passing
F	0%-49.9%	Did not satisfy the basic requirements of the course

Academic misconduct policy

Academic and personal misconduct by any student in this course will be dealt with according to the requirements and procedures in the Student Code of Conduct for Nazarbayev University. Plagiarism and cheating will not be tolerated. Students should be familiar with the university’s official statement on plagiarism:

Plagiarism is intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person.

It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Plagiarism occurs when a person:

1. Directly copies one or more sentences of another person's written work without proper citation. If another writer's words are used, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation. This includes cut and paste from the internet or other electronic sources;
2. Changes words but copies the sentence structure of a source without giving credit to the original source, or closely paraphrases one or more paragraphs without acknowledgement of the source of the ideas, or uses graphs, figures, drawings, charts or other visual/audio materials without acknowledging the source or the permission of the author;
3. Submits false or altered information in any academic exercise. This may include making up data for an experiment, altering data, citing nonexistent articles, contriving sources, etc.;
4. Turns in all or part of assignment done by another student and claims it as their own;
5. Uses a paper writing service, has another student write a paper, or uses a foreign language translation and submits it as their own original work.

(Nazarbayev University Student Code of Conduct)

COURSE SCHEDULE¹

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignment</u>
Week 1 14/01	What is global?	Everyone: Syllabus https://blogs.bl.uk/asian-and-african/2019/07/the-buddhas-long-journey-to-europe-and-africa.html	Annotate the syllabus Be ready to discuss research interests
Week 2 21/01	World Systems	Undergraduates: Introduction and Conclusion, Abu-Lughod, Janet L. <i>Before European hegemony: the world system AD 1250-1350</i> . Oxford University Press, USA, 1989. Graduate Students: Abu-Lughod, Janet L. <i>Before European hegemony: the world system AD 1250-1350</i> . Oxford University Press, USA, 1989.	
Week 3 28/01	World Systems: The Centrality of Central Asia	Everyone:	

¹ I reserve the right to change the order of these classes, or the readings for each class, if necessary.

		<p>Frank, Andre Gunder. "The Centrality of Central Asia." <i>Studies in History</i> 8.1 (1992): 43-97.</p> <p>Balland, Daniel, et al. "'The Centrality of Central Asia': A Dialogue with Frank." <i>Studies in History</i> 8.1 (1992): 99-122.</p> <p>Graduate Students:</p> <p>Chase-Dunn, Christopher, and Thomas D. Hall. "Comparing world-systems: Concepts and working hypotheses." <i>Social forces</i> 71.4 (1993): 851-886.</p>	
<p>Week 4</p> <p>04/02</p>	World Systems: The Americas	<p>Everyone:</p> <p>Smith, Michael E., and Frances F. Berdan. "The postclassic Mesoamerican world system." <i>Current Anthropology</i> 41.2 (2000): 283-286.</p> <p>Paris, Elizabeth H. "Metallurgy, Mayapan, and the Postclassic Mesoamerican world system." <i>Ancient Mesoamerica</i> 19.1 (2008): 43-66.</p> <p>Graduate Students:</p> <p>Benton, Lauren A. "From the world-systems perspective to institutional world history: culture and economy in global theory." <i>Journal of World History</i> 9.2 (1996): 261-295.</p>	
<p>Week 5</p> <p>11/02</p>	The Medieval Global	<p>Everyone:</p> <p>Heng, Geraldine. "Early Globalities, and Its Questions, Objectives, and Methods: An Inquiry into the State of Theory and Critique." <i>Exemplaria</i> 26, no. 2-3 (2014): 234-253.</p> <p>Pennock, Caroline Dodds, and Amanda Power. "Globalizing cosmologies." <i>Past & Present</i> 238, no. suppl_13 (2018): 88-115.</p> <p>Graduate Students:</p>	

		Heng, Geraldine. "Reinventing race, colonization, and globalisms across deep time: Lessons from the longue duree." <i>PMLA</i> 130, no. 2 (2015): 358-366.	
Week 6 18/02	Medieval Global: Silk Roads	<p>Everyone:</p> <p>Christian, David. "Silk roads or steppe roads? The silk roads in world history." <i>Journal of world history</i> 11.1 (2000): 1-26.</p> <p>Prazniak, Roxann. "Tabriz on the Silk Roads: Thirteenth-Century Eurasian Cultural Connections." <i>Asian Review of World Histories</i> 1, no. 2 (2013): 169-188.</p> <p>Graduate Students:</p> <p>Prazniak, Roxann. "Siena on the Silk Roads: Ambrogio Lorenzetti and the Mongol Global Century, 1250–1350." <i>Journal of World History</i> 21.2 (2010): 177-217.</p>	
Week 7 25/02	Premodern Global: Pandemics	<p>Everyone:</p> <p>Green, Monica H. "Taking" Pandemic" Seriously: Making the Black Death Global." <i>The Medieval Globe</i> 1, no. 1 (2016): 4.</p> <p>Schamiloglu, Uli. "The impact of the Black Death on the Golden Horde: Politics, economy, society, civilization." (2018).</p> <p>Graduate Students:</p> <p>Green, Monica H. "Putting Africa on the Black Death map: Narratives from genetics and history." <i>Afriques. Débats, méthodes et terrains d'histoire</i> 09 (2018).</p>	
Week 8 03/03	Early Modern Globalisation: Global Science	<p>Everyone:</p> <p>Introduction plus one other from Isis 101 (2010)</p> <p>Graduate Students:</p>	<u>Research Question</u>

		Fan, Fa-ti. "The global turn in the history of science." <i>East Asian Science, Technology and Society: An International Journal</i> 6, no. 2 (2012): 249-258.	
Week 9 10/03	Early Modern Globalisation: 1492 and 1571	<p>Everyone:</p> <p>O’rourke, Kevin H., and Jeffrey G. Williamson. "When did globalisation begin?." <i>European Review of Economic History</i> 6.1 (2002): 23-50.</p> <p>Flynn, Dennis O., and Arturo Giraldez, ‘Globalization Began in 1571’, <i>Globalization and Global History</i> (London and New York: Routledge, 2012), 208-22.</p> <p>Graduate Students:</p> <p>De Vries, Jan. "The limits of globalization in the early modern world." <i>The Economic History Review</i> 63.3 (2010): 710-733.</p>	<u>Bibliography</u>
Week 10 17/03	The Nineteenth-century: Silk Roads	<p>Everyone:</p> <p>Chin, Tamara. "The invention of the Silk Road, 1877." <i>Critical Inquiry</i> 40.1 (2013): 194-219.</p> <p>Whitfield, Susan. "Was There a Silk Road?." <i>Asian Medicine</i> 3, no. 2 (2007): 201-213.</p> <p>Graduate Students:</p> <p>Rezakhani, Khodadad. "The Road That Never Was: The Silk Road and Trans-Eurasian Exchange." <i>Comparative Studies of South Asia, Africa and the Middle East</i> 30.3 (2010): 420-433.</p>	
SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 11 31/03	The Nineteenth-century: Overseas Empires	<p>Everyone:</p> <p>Bayly, Christopher Alan. <i>The birth of the modern world, 1780-1914</i>. Wiley-Blackwell, 2003.</p> <p>Graduate Students:</p>	<u>Outline</u>

		Everill, Bronwen. "'Destiny seems to point me to that country': early nineteenth-century African American migration, emigration, and expansion." <i>Journal of Global History</i> 7, no. 1 (2012): 53-77.	
Week 12 07/04	Modernity: Westernisation	Everyone: Esenbel, Selçuk. "The anguish of civilized behavior: the use of Western cultural forms in the everyday lives of the Meiji Japanese and the Ottoman Turks during the nineteenth century." <i>Nichibunken Japan Review</i> (1994): 145-185. Graduate Students: Hutchinson, Rachael. "Occidentalism and critique of Meiji: the West in the returnee stories of Nagai Kafū." <i>Japan Forum</i> . Vol. 13. No. 2. Taylor & Francis, 2001.	
Week 13 14/04	Modernity: ReOrient	Everyone: Frank, Andre Gunder. <i>ReOrient: Global economy in the Asian age</i> . Univ of California Press, 1998. Graduate Students: Pieterse, Jan Nederveen. "Oriental globalization." <i>Theory, Culture & Society</i> 23.2-3 (2006): 411-413.	<u>First Draft of Final Project</u>
Week 14 21/04	Modernity: China's new Silk Road	Everyone: Fallon, Theresa. "The new silk road: Xi Jinping's grand strategy for Eurasia." <i>American Foreign Policy Interests</i> 37.3 (2015): 140-147. Li, Siyao. "The New Silk Road: Assessing Prospects for "Win-Win" Cooperation in Central Asia." <i>Cornell International Affairs Review</i> 9.1 (2016).	
DATE TBC			<u>Final Project</u>

Further Reading: Articles

Ma, Debin. "The modern silk road: The global raw-silk market, 1850–1930." *The journal of economic history* 56.2 (1996): 330-355.

Romgard, Jan. "Did the Vikings trade with China?: on a controversial passage in Ibn Khordāhbeh's Book of itineraries and kingdoms." (2016).

Further Reading: Books (all available in NU's library as a hard copy or an ebook)

Baldwin, Richard. *The great convergence: information technology and the new globalization* (2016)

Briggs, Jonathyne. *Sounds French: Globalization, Cultural Communities and Pop Music, 1958-1980*. Oxford University Press, 2015.

Brook, Timothy. *Vermeer's Hat: The seventeenth century and the dawn of the global world*. Profile Books, 2010.

Fish, Stanley, and Fredric Jameson. *Tokens of exchange: the problem of translation in global circulations*. Duke University Press, 1999.

Foltz, Richard. *Religions of the Silk Road: Premodern patterns of globalization*. Springer, 2010.

Iriye, Akira, ed. *Global interdependence: the world after 1945*. Belknap Press of Harvard University Press, 2014.

Moyn, Samuel, and Andrew Sartori, eds. *Global intellectual history*. Columbia University Press, 2015.

Needell, Jeffrey D. *Emergent Brazil: Key Perspectives on a New Global Power*. University Press of Florida, 2015.

Osterhammel, Jürgen. *The transformation of the world: a global history of the nineteenth century*. Vol. 15. Princeton University Press, 2015.

Lapidus, Ira M. *Islamic Societies to the Nineteenth Century: A Global History*. Cambridge University Press, 2012.

Levi, Scott C. *The Rise and Fall of Khoqand, 1709-1876: Central Asia in the Global Age*. University of Pittsburgh Press, 2017.

Riello, Giorgio, and Prasannan Parthasarathi, eds. *The spinning world: a global history of cotton textiles, 1200-1850*. Oxford University Press, 2011.

Rosenberg, Emily S., *A World Connecting, 1870-1945*. Harvard University Press, 2012.

Ballantyne Tony & Burton, Antoinette. *Empires and the Reach of the Global: 1870-1945*. (2014).

Mehta, Rini Bhattacharya, and Rajeshwari V. Pandharipande, eds. *Bollywood and globalization: Indian popular cinema, nation, and diaspora*. Anthem Press, 2011.

Carioti, Patrizia, Tonio Andrade, and Xing Hang. *Sea Rovers, Silver, and Samurai: Maritime East Asia in Global History, 1550–1700*. (2016).

Ramachandran, Ayesha. *The worldmakers: global imagining in early modern Europe*. University of Chicago Press, 2015.

Gills, Barry K., and William Thompson. *Globalization and global history*. Routledge, 2012.