Advanced Graduate Colloquium in World History, 1000-1750 C.E.

History 220B is the middle of three colloquia in world history specially designed for the prospective or current world history teacher and also suitable as a foundation course for graduate students majoring or minoring in world history or international studies. The middle period links the pre-1000 era of tentative global contacts to the contemporary period (after 1750) when few questions of social change or continuity can be discussed separate from the phenomenon of globalization. The colloquium attempts to give you some grounding in the world history survey but will concentrate on analyzing important historical phenomena selected by your professor which characterize the period. We will pay particular attention to those that have contributed to globalizing forces.

Course Description

The readings for this course are based on the developing historiography of a relatively new field. World history as a field has been most reliable and indeed impressive in analyzing the economic, technological, and environmental factors of simultaneous and conjunctive events in the history of the world. In addition, world historians have given great impetus to analytical methods of comparative study that had fallen by the wayside in historical studies until recently. Much more work still needs to be done in the area of social and cultural phenomena, especially within a comparative perspective. Therefore, most of the literature we will read is social and economic history. I have added, however, a few works on cultural history to maintain some perspective.

Most graduate courses assume that the student has a fund of knowledge about the field and the courses concentrate rather on the interpretative controversies and historiographical revisions of the field. Of course, it is much more difficult during undergraduate study to acquire a good working knowledge of the history of the world than other histories and most of you are taking this course in order to get this knowledge rather than problematize the interpretations. Therefore, the book list reflects my interest in giving you broad swaths of knowledge and familiarity about important phenomena and events. However, the books were also selected with a keen interest in the analysis of the teaching of these phenomena.

For graduate discussions, it is usual for the professor to ask students to “unpack the book,” that is, summarize the essential thesis and points of the author. I may call on a student to start the discussion by unpacking the book, but it is up to every one else to start jumping in from that point on. Agreement, disagreement, comparison, qualification, new information, “a different take on the issue,” and all of the components of a lively discussion are essentially your job. My job is to keep this discussion going with probing questions, making sure that everyone is participating, and summarize or formulate concluding statements out of your discussion.

Course Requirements

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<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Twelve common reading essays</td>
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<td>Two 7-page synthesis essays</td>
<td>140</td>
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<tr>
<td>Two 10-minute presentations and one-page synopses</td>
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Common Reading Essays

Most of the works on this reading list are also on the history department’s world history bibliography. Since graduate education in world history is relatively new on our campus, the department’s world history bibliography is a work in progress. The current bibliography is the second revision. Please note that most of the common readings are from the required or recommended lists on the bibliography. In discussing the common reading, we will consider the thesis and arguments of the reading and we will consider the methods and manner in which the concept may be taught in the middle school, high school, and community college settings. For each common reading, you will be required to complete a 2-page, double-spaced analysis of the reading, identifying the thesis, the supporting arguments, the critical sources, the way the book fits into the larger historiographical picture, and also the uses of the book for various pedagogical strategies.

Please note due dates for common readings on the syllabus. I have ordered the first common reading from Spartan Bookstore. The other books are most easily obtained from King Library, Interlibrary Services, or CSU Link as a loan or through various internet commercial sites as a purchase. You may buy the course reader with the essays for this class from Maple Press, located on San Carlos between 10th and 11th Streets.

Presentations and Synopses of Individual Readings

In addition to completing the common reading of either full or partial books and essays, I expect you to read two other books one for each section of the course. The book you will select comes from the list of books located below the common reading due in class that evening. However, I am also going to give this class some latitude for locating even more recent literature pertinent to the topic. Please make sure that you email me for approval before you adopt the book. I will ask you to make your first individual book selection in the second week of class. The week that you do an individual reading you are responsible also for the common reading and must complete both assignments. You will make a 10-15 minute presentation of your individual book. In addition to your presentation, you should prepare a two-page synopsis of the book, which you should copy and distribute to your colleagues. One page of the synopsis is a summary--thesis, arguments, sources, etc.--and the other page is a series of critical quotations from the book (cite with page numbers). The purpose of the quotations is to provide information and citations to your colleagues so that they can write a true synthesis essay. So please make sure that the quotes you select will be useful to such an assignment.

Synthesis Essays

There are two seven-page synthesis essays required in this class. University policy sets the amount of writing that needs to be assigned in graduate courses to a minimum 3000 words. There should be a cover sheet and bibliography in addition to the seven pages of text, and there should be footnotes. Each essay is a synthesis of the readings in that section of the class based on a focus question. I will present the focus question. You should quote in your essay the common literature, your own individual literature, and at least 75% of the individual literature of the other students according to the synopses and summaries of their presentations. Please use Turabian for the mechanics of your essay.

Course Schedule
August 26  
Class orientation

September 2  
The Big Picture

*Common Reading:*

*No Individual Readings.* Students identify literature for individual reading.

September 9  
The Chinese Effect in Afro-Eurasia

*Common Reading:*

*Individual Readings:*

September 16  
World Systems and World History

*Common Reading:*

*Individual Readings:*

September 23  
Understanding Islam and World History

*Common Reading:*
Individual Readings:

September 30

Europe and the World of Consumers and Producers

Common Reading:

Individual Readings:

October 7

Militarism and State Power

Common Reading:

Individual Readings:

October 14

No Class/Individual Conferences
October 21

Common Reading:
The Atlantic in World History
First Essay Due


Individual Readings:

October 28

Trade in World History

Common Reading:
Flynn, Dennis O. and Arturo Giralez. “Born with a Silver Spoon: The Origin of Wold Trade in 1571.” Journal of World History Vol. 6, no. 2 (Fall 1995): 201-221. (See Course Reader.)

Individual Readings:

November 4

World Slavery

Common Reading:

Individual Readings:
Oliver, Roland and Anthony Atmore. The African Middle Ages, 1400-1800. Cambridge: Cambridge University, 1981

November 11  
Holiday

November 18  
Encounters and the Making of Culture

Common Reading:

Individual Readings:


November 25  
Holiday

December 2  
Women and World History

Common Reading:

Individual Readings:
December 9  The Other in World History

Common Reading:

Individual Readings:

December 14  Electronic Submission of 2nd Essay by 12:00 midnight.

Course Policy

My policy on late assignments is very simple. Any paper or presentation that is late will receive a 50% reduction on the grade you would have received had it been turned in on time. Participation is always a subjective factor and I will take into account that some people are more gregarious than others. If you follow my advice and summarize your positions on a single sheet, however, you ought to be able to jump in at various moments in discussion and add to the mix. I will be taking note of concerted efforts on your part to participate at all times.

Obviously, attendance is extremely important in a class like this. Lack of attendance will be reflected in your participation grade. If you will be absent for some reason, it is important that you contact me by phone (or my voice mail) before the class meets. If you have more than one absence, please contact me by phone to arrange an individual meeting in my office hour, so that we can discuss your progress in the class. The department has noticed recently that graduate students seem to have developed a more relaxed attitude toward regular attendance in graduate sections. Perhaps, because graduate students are the better students of the department, some may think this gives them a pass on attendance. The department has agreed to be more diligent in rewarding participation and therefore attendance in individual graduate sections.

If for any reason, you feel you must drop this course during the semester, remember that you are responsible for all the paperwork associated with this. As a matter of policy, I do not issue withdrawals for students. If you have dropped and your name is on the roster at the end of the semester, you will receive ‘F’ in the class. However, I will sign very late drops, because I have no desire to see your head on a platter. Be aware that the later you wait to drop the course, the more signatures you have to get (up the administrative food chain) and the more documentation of emergency you will have to present.

University policy requires that the majority of coursework must be completed in order for an incomplete to be issued on the remainder. It specifically prohibits incompletes in the case that a student is absent from a large number of classes. Therefore, I can only issue INC if you have completed 65% of the coursework and have attended all classes. Incompletes are also reserved to students who have experienced a medical or family emergency that prohibits their completing a final assignment, for example, a term paper or test. In other words, “being swamped” – a chronic condition of teachers and graduate students – is not one of them. I will ask you to identify the two
books you will read for this class by the second class meeting. I also make myself readily available to discuss writing and read drafts. Please do not hesitate to contact me.

If you have a learning disability certified by our Disability Resource Center, please let me know as soon as possible. I will make the modifications required by law to accommodate your learning needs. Committing plagiarism is very difficult in the writing assignments for this class; however, please note that plagiarism of any kind is a violation of university policy and any evidence of plagiarism will result in the proper university procedures and penalties, which may include expulsion. Cite and quote carefully and properly, as prescribed by Turabian.