**Context of Module:**

This is the core module for the MA in Global History. The module, taught in the Autumn term, may also be taken by students on the MA in History, the MA in Modern History, or any taught Masters students outside the History Department.

**Module Aims:**

'Themes, Issues and Approaches' is the core course for the **MA in Global History**: it is taught over one ten-week term and is intended to give a critical overview of one of the fastest growing and most dynamic areas of modern historical enquiry - global history. It aims to provide students with an understanding of how global history has emerged from earlier approaches to the study of history, what makes it distinctive and what its principal strengths and weaknesses might be. As the core course, this module not only examines the range of historical methods and interpretations that constitute global history, but also looks at ways in which 'the global' can be investigated in relation to the regional and local by taking up perspectives from Asia, Africa and the Atlantic and Islamic Worlds.

**Intended Learning Outcomes:**

By the end of the module students should be able to:

- Recognise and evaluate the main intellectual traditions and historiographical approaches that have given rise to 'global history'
- Assess the ways in which historians have responded to the idea of 'globalisation' and the various techniques and subject domains they have used to do so.
- Offer an informed critique of 'global history', its sources, methods and outcomes.
- Show that they have developed skills in carrying out library and on-line research and skills in communicating and presenting their work.

**Syllabus:**

*The course is taught in weekly 2-hour seminars; Tuesday 4.00-6.00 (except Weeks 7 & 8)*

**Week 1 (6/10):**  Introduction (Howard Chiang, H0.16)

**Week 2 (13/10):**  Representing the World (Julia McClure, H0.11)

**Week 3 (20/10):**  Global Time (Julia McClure, H0.11)

**Week 4 (27/10):**  Material Culture (Anne Gerritsen, H0.18)

**Week 5 (3/11):**  Globalisation (Giorgio Riello, H0.14)

**Week 6:**  Reading Week (no seminar)

**Week 7 (20/11):**  Global Labour History (Aditya Sakar, H0.25) *[3-5pm]*
**Week 8 (25/11):** The Islamic World (James Baldwin, H0.09) [2-4pm]

**Week 9 (1/12):** Africa in Global History (David Anderson, H0.13)

**Week 10 (8/12):** Global Health (Howard Chiang, H3.58)

**Preliminary Bibliography:**

*Journal of Global History* (commenced 2006): you might want to compare the contents of this journal with other, related journals such as *Journal of Interdisciplinary History*, *Journal of Imperial and Commonwealth History*, and *Journal of World History* or regional journals like *Modern Asian Studies* and *Journal of African History*.


Arjun Appadurai, *Modernity at Large: Cultural Dimensions of Globalization*


Dipesh Chakrabarty, * Provincializing Europe: Postcolonial Thought and Historical Difference*


David S. Landes, *The Wealth and Poverty of Nations*

Bruce Mazlish, 'Comparing Global History to World History', *Journal of Interdisciplinary History, 28:3 (1998), pp. 385-95*

David Palumbo-Liu, Bruce Robbins, and Nirvana Tanoukh, eds., *Immanuel Wallerstein and the problem of the world: system, scale, culture* (2011)

Kenneth Pomeranz, 'Social History and World History: From Daily Life to Patterns of Change', *Journal of World History, 18: 1 (2007), pp. 69-98*

Merry E. Wiesner, 'World History and the History of Women, Gender, and Sexuality', *Journal of World History, 18:1 (2007), pp. 53-67*


**Assessment:**
You are required to submit one assessed essay of 5,000 words (not including footnotes and bibliography). This is due on **Thursday 17th December 2015** (first week after the end of Term 1), to be submitted to the Postgraduate and Research Coordinator, room H340.

You are also encouraged to submit one unassessed, formative essay of up to 2,500 words (not including footnotes and bibliography) by **Tuesday 17th November 2015**, to be submitted to the module convenor.
Week 1: Introduction (October 6)

Tutor: Howard Chiang (H.H.Chiang@warwick.ac.uk)

This is an introductory meeting to familiarise students with the general outline and requirements of the module. The module will consider both thematic dimensions of global history—gender, economy, globalisation, material culture, and modernity—and the organization and distribution of the world according to socio-geographical units. To set the stage for discussion in the subsequent weeks, we will begin by delving into various broad-based theories and approaches to the historical study of the globe.

**Core Readings:**


**Optional Readings:**


Week 2: Representing the World (October 13)

Tutor: Julia McClure (J.McClure@warwick.ac.uk)

Seminar Questions
1. What similarities and differences can you see between medieval and modern maps?
2. How has the world been represented in different places?
3. What do cartographic representations of the world depict?
4. How should we read the source material of world maps?

Seminar Activity: Bring an example of a representation of the world

Primary Sources
- The Hereford Mappamundi
- Kangnido world map

Core Readings
- Cosgrove, Denis, Apollo’s Eye: a cartographic genealogy of the earth in the western imagination (Baltimore, 2001).

Supplementary Readings
Week 3: Global Time (October 20)

Tutor: Julia McClure (J.McClure@warwick.ac.uk)

Seminar Questions
1. What problems does periodisation present for global historians?
2. Is periodisation Eurocentric?
3. How did the ‘Middle Ages’ differ around the world?
4. How has time varied across the world?
5. Is ‘modernity’ a global category?
6. How significant is the difference between the Christian and Islamic calendars?

Core Readings
Davis, Kathleen and Altschul, Nadia, eds, Medievalisms in the Postcolonial World: The Idea of the “Middle Ages” Outside Europe (Baltimore, 2009).

Supplementary Readings
Week 4: Material Culture (October 27)

Tutor: Anne Gerritsen (A.T.Gerritsen@warwick.ac.uk)

Description and questions for discussion:

This seminar asks how objects form part of the global exchanges that structure and shape global history. Students will have their own historical periods and geographical areas of interest, so this session does not seek to consider the specifics of global material culture through individual objects or examples. Instead, it considers more theoretical questions of what global material culture might mean, and what kinds of frameworks might be important to approach the topic. A wide range of theoretical approaches are available (such as art history, area studies, archaeology, anthropology, to name but a few), but for students of global history, some will be more valuable than others.

Key (required) readings:

Further readings:
Daston, Loraine, ed., Things That Talk: Object Lessons from Art and Science (New York, 2004);
Falser, Michael and Monica Juneja, eds., "Archaeologizing" heritage?: transcultural entanglements between local social practices and global virtual realities (proceedings of the 1st International Workshop on Cultural Heritage and the


North, Michael, ed., Artistic and Cultural Exchanges between Europe and Asia, 1400-1900: Rethinking Markets, Workshops and Collections (Ashgate, 2010).

Week 5: Globalisation (November 3)

Tutor: Giorgio Riello (G.Riello@warwick.ac.uk)

What do we mean by globalization? Which are the main features of globalization? And are these historically contingent? When did globalization begin? Can we pinpoint a specific date? Can we see different phases of globalization in the last 250 years? Are they characterised by different attributes? Is globalisation an intensification of specific features at a global level (ex. communication, transnationality, etc)? Or does it entail the birth of new forms of connectivity? And why do so many social scientists insist that globalization is as recent as the 1970s?

Key Readings


Further Readings


Week 7: Global Labour History: Approaches and Debates (November 20)
Tutor: Aditya Sarkar (Aditya.Sarkar@warwick.ac.uk)

The purpose of this seminar is to introduce students to some of the major questions attending the development of labour and working-class history over the last few decades. Two background articles sketch in some of the historiographical departures which have made the idea of a ‘global labour history’, proposed by Marcel van der Linden, compelling to many historians. The principal readings consist of four articles, none of which is directly concerned with the project of ‘global labour history’ in its present form, but which address historical problems with distinctively international and trans-national dimensions. Two of the articles deal with the disposition of early industrial labouring groups towards the imposition of new forms of time-discipline, and the seminar will raise the question of what a comparative study of these two cases might yield. The other two articles deal with labour movements in two very different ‘global’ contexts, respectively that of Atlantic Ocean seafaring in the 18th century, and African decolonization in the 20th. I will begin the session with a brief lecture situating the importance and the problems of the ‘globalization’ of labour history, and the rest of the seminar will be taken up by discussion and comparison of the readings.

**Background Reading:**


**Principal Readings:**

Week 8: The Islamic World (November 25)

Tutor: James Baldwin (J.E.Baldwin@warwick.ac.uk)

As a historiographical category, the “Islamic World” has a controversial past. Critics of the concept argued that it glossed over the great diversity of a vast region, and that it unjustifiably foregrounded Islam as the fundamental force structuring and guiding these societies. In the hands of scholars who instinctively associated progress with secularism, the “Islamic World” became one of several tools with which the modern, dynamic West was distinguished from the moribund, irrational Orient. But the category Islamic World may also have much to offer the global history project. Global historians are interested in global connections created by culture, commerce, migration, and transnational political forms such as empire. These are the things that held together the Islamic World, which created not only a global religion but two global languages (Arabic and Persian), encompassed vital global trade routes (the Indian Ocean and the Silk Road), was home to many diasporas (Greek, Jewish, Armenian, Hadrami), and produced numerous great empires (Abbasid, Timurid, Ottoman, Mughal, British).

In this seminar we will consider key questions that emerge when studying the Islamic World from a global history perspective. What makes the Islamic World a coherent unit? What connection does the Islamic World have with Islam? How do we characterize relations between the Islamic and the non-Islamic worlds? How should historians balance the globalizing pressure of the Islamic World with the local particularities of different Muslim societies? Is the Islamic World still meaningful in the age of modern globalization?

Core readings:


Further reading:


James Gelvin and Nile Green, eds., Global Muslims in the Age of Steam and Print (University of California Press, 2014).


Alan Mikhail and Christine Philliou, “The Ottoman Empire and the Imperial Turn,” *Comparative Studies in Society and History* 54 (2012), 721-45.

Week 9: Africa in Global History (December 1)

Tutor: David Anderson (D.M.Anderson@warwick.ac.uk)

Africa’s place in global history is well understood in terms of economic history and the developments of trade and production since the 1500s. Other impacts of global exchange, through colonial occupation and the social and political changes that were generated from the eighteenth century onwards, are less clear-cut. This class with therefore concentrate on cultural aspects of global history in Africa. You are asked to focus only on THREE sources. Each is a major monograph, written on the history of ritual murders – so-called “leopard murders” - each set in a different part of the continent: one in Lesotho, one in south-east Nigeria, the other in eastern Congo. The struggle to comprehend these murders, to unravel their mystic elements, to make sense of their materiality, and to gain knowledge of the political systems and cultural ideas that gave rise to them, allows us to gain insights on the interaction between internal and external forces in shaping Africa’s political economy.

Select ONE of these sources. Read the book. Read around the book: follow up on issues that interest you, and develop your understanding of the societies that gave rise to these ritual murders, and of the Europeans who tried to come to grips with things of which they had only a slim and uncertain understanding.

Reading

Copies of these books can be collected from my office – H314.


Essay Questions:

How do you account for the similarities between “leopard-murders” in Lesotho, Nigeria, and the Congo?

What caused the “leopard murders”? Answer with reference to cases from Lesotho, OR Nigeria, OR Congo.
Week 10: Global Health (December 8)

Tutor: Howard Chiang (H.H.Chiang@warwick.ac.uk)

This seminar brings together the research agendas of two research centres in the history department: the Global History and Culture Centre and the Centre for the History of Medicine. Specifically, it does so by focusing on the history and cultures of ‘global health’, a concept that has risen to prominence in recent years within policy and research settings. While we will not be able to cover all facets of global health history in a single seminar, we will try to address some of its major themes through selected readings: infectious diseases (plagues, cholera, smallpox, HIV/AIDS, SARS, etc.), colonial and tropical medicine (including theories of race), mental and reproductive health, and institutions and organizations (e.g., the International Red Cross, the Rockefeller Foundation, the League of Nations Health Organization, the World Health Organization, and Biopolis).

Questions:

1. Is global health postcolonial? To what degree does this unifying framework mask or anchor the re-packaging of earlier institutions and agendas, such as ‘tropical medicine’ and the subsequent ‘international health’?
2. Does scholarly engagement with ‘global health’ risk merely echoing our historical subjects’ worldviews, and to what extent does it garner a new analytic lens?
3. What are some of the priorities of global health that help us exceed the limitations of global history or the history of medicine? On the contrary, do global history and the history of medicine converge or diverge in ways beyond the nexus of global health?

Readings:

Core:


**Further:**


For additional references, please consult the seminar tutor.