

**Graduate Seminar
History 701
Prof. Trevor Getz**

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Office hours: Thursday 2-4

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Science 220
Spring 2006

I. Course particulars

Title: World History for graduate students

Abstract:

This research-oriented seminar addresses the connections between societies around the world in the modern era. Readings explore contrasting and complimentary ecological, economic, political, and cultural narratives. The focus is a truly global understanding of this crucial phase of world history.

Student goals:

Students who have completed this course:

- Will be able to explain the principal issues, tropes, and themes of world history, and the challenges facing the development of world history as an independent field and a set of epistemological approaches.
- Will have evaluated ecological, cultural, political, and socio-cultural scholarship on the purported 'rise of the west' in the 16th-18th centuries and will be able to present a critical and academically rigorous synthesis of these works.
- Will be able to demonstrate an understanding of the ways in which societies, populations, and regions interact in the modern period (c.1350-present).
- Will be able to demonstrate the advantages and limitations of thematic, comparative, and regional approaches to world history.
- Will have evaluated core polemical works in world history and will be able to construct a synthesis that addresses the debate between these works.

II. Readings

- Pommeranz, Kenneth, *The Great Divergence: China, Europe, and the Making of the Modern World Economy*, Princeton University Press, 2001.
- Abu-Lughod, Janet, *Before European Hegemony: The World System A.D. 1250-1350*, Oxford University Press, 1989.
- Kennedy, Paul, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*, Vintage Books, 1989.
- Curtin, Philip, *The World and the West : The European Challenge and the Overseas Response in the Age of Empire*, Cambridge University Press, 2000.
- Andre Gunder Frank , *Reorient: Global Economy in the Asian Age*, University of California Press, 1998 .
- Thornton, John, *Africa and Africans in the Making of the Atlantic World, 1400-1800*, Cambridge University Press, 1992.
- Landes, David, *The Wealth and Poverty of Nations*, WW Norton & Co., 1998.
- Crosby, Alfred, *The Columbian Exchange*, Praeger Press, 2003.
- Dunn, Ross E., *The New World History*, Bedford, 1999.
- Adas, Michael, *Machines as the Measure of Men*, Cornell University Press, 1990.

IV. Evaluation

Keep in mind that this course is more about discussion than writing. Assessment will reflect this orientation

Assignment: Participation

40% of course grade

Regular class attendance and active participation in discussions is a requirement in this course. The quality of your class participation is obviously important, and the ideal would be frequent, high quality, participation. We will always be guided by the questions of critical reading and analysis mentioned above and outlined below, and the following points tend to characterize effective participation.

1. Are the points made substantive and relevant to the discussion? Are they linked to the comments of others?
2. Do comments show that the participant has been listening?
3. Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?
4. Is the participant willing to interact with other class members?
5. Do comments show evidence of analysis?
6. Do comments add to our understanding?
7. Does the participant distinguish between facts, opinions, beliefs, and between

positive and normative analysis?

8. Is there a willingness to test new ideas?

Constructive class participation is an essential part of this seminar. I will monitor discussion during each class period. If I come to believe that a particular student is not participating as actively as I think he or she should, then I will make a point of calling on the student in hopes of eliciting a more satisfactory level of class involvement.

Students who do not demonstrate completion of readings each week will be penalized!

Assignment: Syllabus

30% of course grade

The purpose of this assignment is to help students develop an appreciation of pedagogical issues in world history. You will develop a syllabus for a world history course for freshman students at a university like San Francisco State. Required elements include the following:

- 1) A list of learning objects for students.
- 2) Periodization for the course, and for units within the course, including a rationale.
- 3) Thematic breakdown of major themes you intend to address.
- 4) A list of class topics (lectures, discussions etc) for a total of 40 days.
- 5) A description of the attributes you would look for in assigning textbooks and additional texts (although not necessarily the names of the texts).
- 6) A list of short and long questions you would expect students to answer in a final exam.

Assignment: Topical paper

30% of course grade

The purpose of this assignment is to provide students an opportunity to synthesize the various readings on the discipline of history while addressing a specific topic within the discourse of world historians. You will write a c.3000 word paper drawing on course material, and especially the essays in Ross E. Dunn (ed) *The New World History* as well as collateral readings. This paper must be an argument paper as well as a historiographic analysis. The topic is your choice but must be cleared with the instructor. Some sample topics might include: periodization, competing epistemologies, interdisciplinarity, regions such as Africa, North America, or Central Asia.

V. General rules

Academic Honesty

Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an "F" grade. All instances of plagiarism in the College of BSS will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action.

Attendance

Attendance is mandatory

Papers and readings

Failure to be prepared for presentations, to complete readings, or to turn in papers will result in a 0 on that assignment. Exemptions will be granted only in special cases.

VI. Schedule

Schedule		History 740
Master Narratives		
1/31/2006	Introduction: discussion and debate	
2/7/2006	Janet Abu-Lughod, <i>Before European Hegemony</i>	
2/14/2006	Landes, <i>The Wealth and Poverty of Nations</i>	
2/21/2006	Andre Gunder Frank, <i>Reorient</i>	
2/28/2006	Kenneth Pomeranz, <i>The Great Divergence</i>	
3/7/2006	Kennedy, <i>The Rise and Fall of Great Powers</i>	
Expansions and Expressions		
3/14/2006	Topical papers: Assigned readings from Dunn, <i>The New World History</i>	<i>Discussion of topical papers, bibliography and paper proposal due</i>
3/21/2006	Pedagogy: Assigned readings from Dunn, <i>The New World History</i>	<i>Discussion of pedagogy, preliminary course outlines due</i>
3/28/2006	Curtin, <i>The West and the World</i>	
4/11/2006	Crosby, <i>The Columbian Exchange</i>	
4/18/2006	Thornton, <i>Africa and Africans in the Making of the Atlantic World</i>	
4/25/2006	Adas, <i>Machines as the Measures of men</i>	
5/2/2006	Topical papers: class discussion	
5/9/2006	Pedagogy: class discussion	
5/15/2006	Individual meetings to submit final paper	<i>Final paper due</i>