

HIST 283

When the World Became Global: Early Modern Empire, Expansion, and Exchange

Grinnell College, Spring 2, 2021 (April 1st-May 25th)

M-F @ 7:00-8:50 p.m. CST

<https://grinnellcollege.webex.com/grinnellcollege/j.php?MTID=ma666b74c432cdc117c8f269bfc04690a>

Syllabus subject to change

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Office Hours: M-F 9:00-10:00 p.m. CST, or by appointment

Course Description and Objectives

The term 'globalization' conjures images of up novel forms of interaction and connection in the modern age. But the roots of many of these phenomena lie in developments that took place during the period historians now refer to as the 'early modern' – the mid-fifteenth through the eighteenth centuries.

This course will explore how and why the world became integrated, interdependent, and 'global', through 1) imperial expansion and colonization; 2) the emergence of modern capitalist instruments and markets; 3) intensified voluntary and forced migration; and 4) intellectual, cultural, scientific, and biological exchanges. We will engage with foundational and cutting-edge scholarship that has redefined the field of world history by de-centering the role of Europe and distinguishing the heterogeneous imperialism of the early modern era (practiced by Islamic and Asian empires, as well as European ones) from the Western hegemony of the eighteenth through the twentieth centuries.

This course is organized spatially, around four bodies of water that facilitated regional and global entanglement. We begin in the Mediterranean, where we investigate how the flow of ideas, people, and goods from Christian Europe to the Ottoman Empire and vice versa served both to create a common cultural and political space and to sharpen the distinctions (perceived and enforced) between the two. Next, we will examine how the silver trade – driven by Iberian exploitation of mines in Mexico and Peru, the booming Chinese export market, and European desire for Chinese goods – resulted in the first truly global economic system, spanning both the Atlantic and Pacific Oceans. Afterwards, we will turn to the emerging Atlantic world, starting with the forced migration of African slaves to the Americas and the impetus that the 'triangular trade' provided for the invention of modern systems of credit and financing. We will study how the encounter between Europeans and Africans in the Atlantic world resulted in the development of syncretic cultural and religious practices, changing as well as reifying the legal identities of both groups. Finally, we will shift our attention to Asia, examining how the long-standing, (relatively) peaceful trade in the Indian Ocean region between China, East Africa, the Middle East, and Southeast Asia and was upset by the arrival in the early sixteenth century of the Portuguese and Ottomans. In turn, the Portuguese empire in Asia was eclipsed by the Dutch and English East India Companies in the seventeenth century. We will discuss the new forms of 'corporate sovereignty' practiced by these Companies, which also controlled and administered territory, before concluding by investigating two case studies of European and Asian 'co-colonization' in the Pacific, on the islands of Taiwan and the Philippines.

Main Questions

1. At what point can we say that the world became 'global' and why? What was distinctive about globalization in the early modern era, compared to the periods that came before and after?
2. As an emerging field of history, in what directions might global history be taken? What conceptual and intellectual frameworks are most productive for practicing global history (as opposed to regional or national history)?
3. In what ways did European imperial ventures in this period intersect with the priorities and policies of Islamic, Asian, and African powers? Was the imperialism practiced by European polities qualitatively different than the kind practiced by these other powers? Why or why not?
4. How did colonized and subject peoples adapt to and redefine the laws, cultures, and categories imposed on them? How can historians and other scholars best recover the stories of people and groups who may have left no written records of their own, or only heavily mediated ones?
5. Was there indeed a 'Great Divergence' between 'the West' and 'the Rest'? Why are historians, politicians, and cultural commentators so interested in this question? How do the readings and discussions in this course challenge the boundaries and characteristics of 'the West' and its role in shaping and defining modernity for 'the Rest'?

Readings

Textbook

Robert Tignor, et al. *Worlds Together, Worlds Apart, Volume 2* (W.W. Norton)

E-book rental or purchase options:

- a. Directly from publisher: <https://digital.wwnorton.com/worldstogether5v2>
- b. From Amazon: https://www.amazon.com/Worlds-Together-Apart-Fifth-Vol-dp-0393624862/dp/0393624862/ref=dp_ob_title_bk

Daily Readings

1. Uploaded to P-Web (Documents Folder)
2. Uploaded to Perusall: <https://app.perusall.com/courses/when-the-world-became-global>

Week 1: April 1st-7th

Week 2: April 8th-14th

Week 3: April 15th-21st

Week 4: April 22nd-28th

Week 5: April 29th-May 6th

Week 6: May 7th-13th

Week 7: May 14th-20th

Week 7.5 (finals period): May 21st-25th

Assignments and Grading Breakdown

Participation: 20%, including attendance and daily analyses of class readings

Scaffolding assignments for final project: 10% each

#1 (due 04/23)

#2 (due 05/05)

Final Exam: 30% **(due 05/12)**

Final Project: 30% **(due 05/24)**

Scale for individual assignments:

A: 97% B: 85% C: 75%

A-: 91% B-: 81% D: 62%

B+: 88% C+: 78% F: 50%

Scale for final grades:

A: 95%+ B: 84-86% C: 70%-76%

A-: 90-94% B-: 80-83% D: 60-69%

B+: 87-90% C+: 77-80% F: Below 60%

Attendance and Participation: 20%

Your success in this course will depend on your willingness to engage thoughtfully with the material and each other, in your conversation and your note-taking. We will learn a great deal from one another if we come to class prepared, with open minds, ready to contribute and to take intellectual risks. Together, we will practice developing incisive questions, identifying significant passages, tracing common themes, providing evidentiary support for scholarly arguments, and responding productively to disagreements and critiques.

Additional ground rules and guidance for class:

1. For each synchronous class session, please read the instructions posted in the class Google Doc: <https://docs.google.com/document/d/1ZR-liEmQ6qV5guM3yleZPGODrVinLCjKaEWVoGpGtV8/edit?usp=sharing>. Most days, you will also annotate the readings with your small group using Perusall: <https://app.perusall.com/courses/when-the-world-became-global>
2. My general request is that you keep your cameras on during the class discussions (but if you are having a low-bandwidth day, either literally or figuratively, please just let me know!)
3. You are allowed one excused absence for any synchronous class session without penalty, as long as you notify me ahead of time. To save time for the final project and class presentations, we will only have readings and discussions Weeks 1-5. **Therefore, it is very important that you attend each session.**
4. Once during the semester, you will have the chance to lead class discussion with your small groups.

Final exam (30%), due 05/12

There will be one exam for the class, after we have finished all the readings for the term. The exam is open book, so take notes in class and as you read! You may not, however, consult with one another or use online resources aside from what is posted on P-web or the class Google Docs.

Final Project – Design a museum exhibit on any aspect of early modern global history (30%), due 05/24

In a survey course such as this, many worthwhile and understudied topics have been left out. For your final project, you will have the chance to design your museum exhibit on any aspect of early modern European

history that we did not cover in detail together. This is a great opportunity to utilize digital humanities tools like Scalar and Arcgis Storymaps to design a visually-appealing, methodologically-sophisticated exhibit that will appeal to a broader public audience.

Late Assignment Policy

Every student two 24-hour grace periods to use on the midterms or final. You must notify me if you plan to take the extension. Once you have used your grace period, late assignments will be docked by 1/3 of a grade each day.

Honor Code

Please familiarize yourself with the Grinnell Student Handbook honesty policies and abide by them.

Accommodations

If you have any documented needs that require accommodation, please do not hesitate to let me know. More details can be found at: <https://www.grinnell.edu/about/offices-services/accessibility-disability/disability-services>

Readings and Topics

Week One

Thursday, April 1st – Introduction

Friday, April 2nd – No reading, time for small group meetings and logistics

Monday, April 5th – What is ‘early modernity’? What was global about the ‘early modern’?

1. Jack Goldstone, ‘The Problem of the Early Modern World’, *Journal of the Economic and Social History of the Orient*, vol. 41, no. 3 (1998), p. 249-84

Tuesday, April 6th – Beyond Eurocentrism: New Frameworks for Early Modern Eurasia

1. Shumel N. Eisenstadt and Wolfgang Schluchter, ‘Paths to Early Modernities: A Comparative View’, *Daedalus*, vol. 127, no. 3 (Summer 1998), p. 1-18

Wednesday, April 7th – Beyond Eurocentrism: New Frameworks for Early Modern Eurasia

1. Linda T. Darling, ‘Political Change and Political Discourse in the Early Modern Mediterranean World’, *Journal of Interdisciplinary History*, vol. 38, no. 4 (Spring 2008), p. 505-531

Week Two

Thursday, April 8th – Constructing and Navigating the Christian-Muslim Mediterranean

1. Carina Johnson, ‘Imperial Succession and Mirrors of Tyranny in the Houses of Habsburg and Osman’, in *Representing Imperial Rivalry in the Early Modern Mediterranean*, eds. Barbara Fuchs and Emily Weissbourd (University of Toronto Press, 2015), p. 80-100

Friday, April 9th – Constructing and Navigating the Christian-Muslim Mediterranean

1. Robert Davis, 'The Geography of Slaving in the Early Modern Mediterranean, 1500-1800', in *Journal of Medieval and Early Modern Studies*, vol. 37, no. 1 (January 2007), p. 57-74

Monday, April 12th – The Silver Trade and the Emergence of the First Global Economy

1. Dennis O. Flynn and Arturo Giraldez, 'Cycles of Silver: Global Economic Unity through the Mid-Eighteenth Century', *Journal of World History*, vol. 13, no. 2 (Fall 2002) p. 391-427

Tuesday, April 13th – The Silver Trade and the Emergence of the First Global Economy

1. Weiwei Luo, 'Money and the Future in Late Ming China', *Explorations in Renaissance Culture*, vol. 45, no. 1 (2019), p. 50-70

Wednesday, April 14th – The Silver Trade and the Emergence of the First Global Economy

1. Andres Resendez, *The Other Slavery: The Uncovered Story of Indian Enslavement in America* (Houghton Mifflin, 2016)

Week Three

Thursday, April 15th - Pre-Colonial West Africa and the Atlantic World

1. Donald R. Wright, *The World and a Very Small Place in Africa* (London: M.E. Sharpe, 2010)

Friday, April 16th – Pre-Colonial West Africa and the Atlantic World

1. Pernille Ipsen, *Daughters of the Trade: Atlantic Slavers and Interracial Marriage on the Gold Coast* (University of Pennsylvania Press, 2015)

Monday, April 19th – Slavery, the Financial Revolution, and the Development of Global Credit

1. Joseph E. Inikori, 'The Credit Needs of the African Trade and the Development of the Credit Economy in England', in *Explorations in Economic History*, vol. 27 (1990), p. 197-231

Tuesday, April 20th – Reconstructing the Experiences of Enslaved People: Sources and Methods

1. Jenny Shaw, 'Birth and Initiation on the Peers Plantation: The Problem of Creolization in Seventeenth-Century Barbados', *Slavery and Abolition*, vol. 39, no. 2 (2018) p. 290-314

Wednesday, April 21st – East Africa and Portuguese Arrival in the Indian Ocean System

1. Michael N. Pearson, *Port Cities and Intruders: The Swahili Coast, India and Portugal in the Early Modern Era* (Johns Hopkins University Press, 1998)

Week Four

Thursday, April 22nd – East Africa and Portuguese Arrival in the Indian Ocean System

1. Chapurukha K. Kusimba, 'The Swahili and Globalization in the Indian Ocean', in *The Routledge Handbook of Archaeology and Globalization* (Routledge, 2016)

Friday, April 23rd – Overlapping Empires in the Indian Ocean System

1. Giancarlo Casale, *The Ottoman Age of Exploration* (Oxford University Press, 2009)

Scaffolding assignment #1 for Final Project, due Friday, April 23rd by 11:59 p.m.

Monday, April 26th – Overlapping Empires in the Indian Ocean System

1. Jorge Flores, *Unwanted Neighbors: The Mughals, the Portuguese, and their Frontier Zones* (Oxford University Press)

Tuesday, April 27th – Overlapping Empires in the Indian Ocean System

1. Sanjay Subrahmanyam, *Empires Between Islam and Christianity, 1500-1800* (SUNY Press, 2018)

Wednesday, April 28th – Corporate States, Complex Sovereignties: European Company-States in Asia

1. James M. Vaughn, 'John Company Armed: The English East India Company, the Anglo-Mughal War, and Absolute Imperialism, 1675-1690', in *Britain and the World*, vol. 11, no. 1 (2018), p. 101-137

Week Five

Thursday, April 29th – Corporate States, Complex Sovereignties: European Company-States in Asia

1. Adam Clulow, *The Company and the Shogun: The Dutch Encounter with Tokugawa Japan* (New York: Columbia University Press, 2014)

Friday, April 30th – Was Colonialism only a European Phenomenon? On 'Co-Colonization'

1. John Shepherd, *Statecraft and Political Economy on the Taiwan Frontier, 1600-1800* (Stanford University Press, 1993)

Monday, May 3rd – Was Colonialism only a European Phenomenon? On 'Co-Colonization'

1. Emma Teng, *Taiwan's Imagined Geography: Chinese Colonial Travel Writing and Pictures, 1683-1895* (Harvard University Press, 2004)

Tuesday, May 4th – Was Colonialism only a European Phenomenon? On 'Co-Colonization'

1. Birgit Tremml Werner, *Spain, China, and Japan in Manila, 1571-1644: Local Comparisons and Global Connections* (Amsterdam University Press, 2005)

Wednesday, May 5th – The Great Divergence: The Long-Term Paradoxes of Global European Power

1. Dingxin Zhao, 'The Great Divergence: Why did Industrial Capitalism Emerge in Europe, not China?', in *The Sociology of Development Handbook*, ed. Gregory Hooks (University of California Press, 2016), p. 620-644

Scaffolding assignment #2 for Final Project, due Wednesday, May 5th by 11:59 p.m.

Final Exam Posted, due Wednesday, May 12th by 11:59 p.m.

Week Six

Thursday, May 6th – Individual Meetings

Friday, May 7th – Individual Meetings

Monday, May 10th – Individual Meetings

Tuesday, May 11th – Communal work time

Wednesday, May 12th – Communal work time

Week Seven

Thursday, May 13th – Individual Meetings

Friday, May 14th – Individual Meetings

Monday, May 17th – Final Presentations

Tuesday, May 18th – Final Presentations

Wednesday, May 19th – Final Presentations

Exam Period

Final project due May 24th by 11:59 p.m.