

## **HIST 283**

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

Grinnell College, Fall 2019

TTH 8:30-9:50 a.m., HSSC N2112

#### **Syllabus subject to change**

Professor Catherine Chou ([choucath@grinnell.edu](mailto:choucath@grinnell.edu))

Office Hours: TTH @ 1:30-3:30 p.m., or by appointment, Mears Cottage 211

#### **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 fifteenth through the eighteenth centuries.

This course will explore how and why the world became integrated, interdependent, and 'global', through 1) processes of military 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. We will also learn to analyze and contextualize a range of primary sources, grappling in particular with the difficulties of reconstructing the history of encounter and exchange in cases where the written record was produced primarily or exclusively by one side.

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, Africans, and Native Americans in the Atlantic world resulted in the development of syncretic cultural and religious practices, changing as well as reifying the legal identities of all three 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. 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’?

### **Required Books and Readings**

Textbook (Available at Pioneer Bookstore)

1. Robert Tignor, et al. *Worlds Together, Worlds Apart, Volume 2* (New York: W.W. Norton, 2015)

Course packet readings available online via P-web; **print the week’s readings and bring to class**

### **A note on the readings**

We will not discuss the Tignor textbook in class; they are intended as background to our lectures and discussions. You may also draw on them for your papers, exams, and projects. **All of the other primary and secondary sources are uploaded to P-web in the form of a course reader; bringing the correct readings to class is part of your participation grade.**

### **Assignments and Grading Breakdown**

Participation (**including occasional class assignments**): 15%

2 x 1000-word reading responses: 20% (including drafting)

Outline one **due 09/14**; paper one **due 09/22**

Outline two **due 11/10**; paper two **due 11/18**

Exam 1: 20% **Due 10/16**

Exam 2: 25% **Due 12/11**

Final Project: 20% Due 12/19

(plus two 'scaffolding' due dates, 11/14 and 11/26)

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: 15%**

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.

For every class please come prepared with:

1. Hard copies of the readings
2. Daily Analysis (collected and graded at random)
  - **For secondary sources, identify:** 1) The questions being addressed; 2) the author's main arguments; 3) how the author positions themselves in relationship to the extant scholarship; 4) how they substantiate their arguments (including the kinds of evidence they draw on); 5) an analytical question of your own about the text
  - **For primary sources, write a 250- to 300-word paragraph consisting of:** 1) an analytical question about the reading; 2) a thesis/topic sentence; 3) support for your argument drawn from the sources

Additional ground rules for class:

1. Initial meeting with Instructor – Please sign up here (<https://doodle.com/poll/ge5ektsms4z xu6cf>) for a meeting with me (Mears 211) during weeks 1-2. This is so I can get to better know you and your goals for the class!
2. No laptops/phones (with certain exceptions)
3. Check the class Google Doc: I will post pointers for the reading and questions to consider on a Google Doc before each class here:  
[https://docs.google.com/document/d/1W17P2F8vV4P3uSEG2\\_YvGeU\\_KtgN0gJlx\\_uZC94HgZo/edit?usp=sharing](https://docs.google.com/document/d/1W17P2F8vV4P3uSEG2_YvGeU_KtgN0gJlx_uZC94HgZo/edit?usp=sharing)
4. Attendance – You are allowed two excused absences for any reason, without penalty, as long as you notify me ahead of time. **Subsequent absences or late arrivals must be approved by Student Services, Athletics Department, Chaplain, etc., or they will count against your total grade (2% each).** Coming to class every day is the absolute best way you can succeed in the course.

**2 x 1000-word Response Papers – 10% each (see above for draft & final due dates)**

As preparation for each of the exams, you will write a 1000-word analytical paper on the relevant units, building on your daily analyses for each session as well as our class discussions. You will design your own analytical question and argument and submit an outline a week in advance of the deadline. Then, based on feedback from me (and potentially a writing tutor), please revise and complete the paper

Outlines should consist of:

- A complete introductory paragraph, including your analytical question and thesis
- A complete first body paragraph, including a topic sentence and the evidence and analysis you will use to support it (footnotes required)
- The remainder of your paragraphs (about three to four more) sketched out in bullet points. Begin with your topic sentences for each and include the quotations/evidence you will use to make your case. I should be able to follow clearly the logic of your argument.

**All the writing you produce for this class should be footnoted in Chicago-style format. For more information on footnoting, see: <https://owl.english.purdue.edu/owl/resource/717/03/>**

### **Two take-home essays (20% each), Due 10/16 and 12/11**

There are two timed take-home essays. They will cover, respectively, the questions and debates from the first half and second halves of the class. The exams are open book, so take notes in class and as you read! You may not, however, consult with one another once the essay prompts are handed out or use online resources.

### **Final Project – Design a ‘short course’ on global history (25%), Due December 18<sup>th</sup>**

#### **Scaffolding #1 Due 11/14, Scaffolding #2 Due 11/26, Final Due 12/18**

In a survey course covering 300 hundred years and 5 continents in 15 weeks, many worthwhile topics have been left out. For your final project, you will have the chance to design your own four-week ‘short course’ on an aspect of early modern global history that we did not discuss in detail together. The mini-syllabus will consist of a precis of the course, your driving questions and conclusions, plus an annotated bibliography exploring key historiographical debates and useful methodologies for approaching specific pre-modern texts.

### **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, August 29<sup>th</sup> – Introduction**

### Week Two

**Tuesday, September 3<sup>rd</sup> – 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, September 5<sup>th</sup> – Beyond Eurocentrism: New Frameworks for Early Modern Eurasia**

1. Sanjay Subrahmanyam, ‘Connected Histories: Notes Towards a Reconfiguration of Early Modern Eurasia’, *Modern Asian Studies*, vol. 31 (1997), p. 735-62

### Week Three

**Tuesday, September 10<sup>th</sup> – 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

**Thursday, September 12<sup>th</sup> – European and Ottoman Theories of State**

1. *Mustafa Ali’s Counsel for Sultans of 1581*, ed. Andreas Tietze (Vienna: Verlag der Osterreichischen Akademie der Wissenschaften, 1979-82)
2. Niccolo Machiavelli, *The Prince*, ed. Robert M. Adams (New York: W.W. Norton, 1992)

**Draft of 1<sup>st</sup> 1000-word reading response due Saturday, September 14<sup>th</sup> by 11:59 p.m.**

### Week Four

**Tuesday, September 17<sup>th</sup> – Constructing and Navigating the Christian-Muslim Mediterranean**

1. Eric Dursteler, *Venetians in Constantinople: Nation, Identity, and Coexistence in the Early Modern Mediterranean* (Baltimore, MD: Johns Hopkins University Press, 2006)

**Thursday, September 19<sup>th</sup> – 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

**1<sup>st</sup> 1000-word reading response due Sunday, September 22<sup>nd</sup> by 11:59 p.m.**

### Week Five

**Tuesday, September 24<sup>th</sup> – 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
2. *The Plum in the Golden Vase*, trans. David Tod Roy (Princeton: Princeton University Press, 1993)

**Thursday, September 26<sup>th</sup> – The Silver Trade and the Emergence of the First Global Economy**

1. Andrés Reséndez, *The Other Slavery: The Uncovered Story of Indian Enslavement in America* (Houghton Mifflin, 2016)
2. Jose de Acosta, *Natural and Moral History of the Indies*, ed. Jane E. Magan (Durham, NC: Duke University Press, 2002)

**Week Six**

**Tuesday, October 1<sup>st</sup> – 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)

**Thursday, October 3<sup>rd</sup> – Pre-Colonial West Africa and the Atlantic World**

1. Philip J. Havik with Toby Green, 'Introduction: Brokerage and the Role of Western Africa in the Atlantic World and Jose Lingna Nafafe, 'Challenges of the African Voice: Autonomy, Commerce, and Resistance in Precolonial West Africa', in *Brokers of Change: Atlantic Commerce and Cultures in Precolonial Western Africa*, ed. Toby Green (Oxford: Oxford University Press, 2012)

**Week Seven**

**Tuesday, October 8<sup>th</sup> – 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
2. T. Armstrong, 'Slavery Insurance and Sacrifice in the Black Atlantic', in *Sea Changes: Historicizing the Ocean*, eds. Bernard Klein and Gesa Mackenthun (New York: Routledge, 2004), p. 167-86

**Thursday, October 10<sup>th</sup> – Slavery and the Making of Race in the Atlantic World**

1. Pernille Ipsen, *Daughters of the Trade: Atlantic Slavers and Interracial Marriage on the Gold Coast* (University of Pennsylvania Press, 2015)
2. 'The 1619 Project', Nikole Hannah-Jones, Jamelle Bouie, Mary Elliot, Eve Ewing, Tyehimba Jess, Yusef Komunyakaa, Wesley Morris, Jake Silverstein, and Linda Villarosa (<https://www.nytimes.com/2019/08/13/magazine/1619-project-livestream.html>) and <https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>

**Exam #1 distributed, due Wednesday, October 16<sup>th</sup> by 11:59 p.m.**

**Week Eight**

**Tuesday, October 15<sup>th</sup> – Special Collections visit**

#### **Thursday, October 17<sup>th</sup> – Forced Migrations: Slavery and the ‘Triangular Trade’ in the Americas**

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
2. *African Voices on Slavery and the Slave Trade*, ed. Alice Bellagamba, et al (Cambridge University Press, 2013)

**Fall Break! :)**

#### **Week Nine**

#### **Tuesday, October 29<sup>th</sup> – The Indian Ocean System Before European Arrival**

1. Janet Abu-Lughod, *Before European Hegemony: The World System AD 1250-1350* (Oxford: Oxford University Press, 1991)

#### **Thursday, October 31<sup>st</sup> – 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)
2. Michael N. Pearson, *Port Cities and Intruders: The Swahili Coast, India and Portugal in the Early Modern Era* (Johns Hopkins University Press, 1998)

#### **Week Ten**

#### **Tuesday, November 5<sup>th</sup> – East Africa and Portuguese Arrival in the Indian Ocean System**

1. *The Life and Struggles of Our Mother Walatta Petros: A Seventeenth-Century African Biography of an Ethiopian Woman*, ed. (Princeton: Princeton University Press, 2015)

#### **Thursday, November 7<sup>th</sup> – Burling Library visit (to begin final project)**

**Draft of 2<sup>nd</sup> 1000-word reading response due Sunday, November 10<sup>th</sup> by 11:59 p.m.**

#### **Week Eleven**

#### **Tuesday, November 12<sup>th</sup> – The Great Divergence I: The Long-Term Paradoxes of European Power in Asia**

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

#### **Thursday, November 14<sup>th</sup> – Corporate States, Complex Sovereignities: European Company-States in Asia**

1. Phil Stern, *The Company State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India* (Oxford: Oxford University Press, 2011)

**‘Scaffold’ #1 for final project due by Thursday, November 14<sup>th</sup> at 11:59 p.m.**

**2<sup>nd</sup> 1000-word reading response due Sunday, November 18<sup>th</sup> by 11:59 p.m.**

## Week Twelve

### **Tuesday, November 19<sup>th</sup> – 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)

### **Thursday, November 21<sup>st</sup> - Was Colonialism only a European Phenomenon? On 'Co-Colonization'**

1. Bruce Jacobs, 'Review: The History of Taiwan', in *The China Journal*, vol. 65 (January 2011), p. 195-203
2. Tonio Andrade, *How Taiwan Became Chinese* (Princeton: Princeton University Press, 2007)

## Week Thirteen

### **Tuesday, November 26<sup>th</sup> – 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)
2. Yu Yonghe, *Small Sea Travelogue*, 1697

Thanksgiving break! :)

**'Scaffold' #2 for final project due Tuesday, November 26<sup>th</sup> at 11:59 p.m.**

## Week Fourteen

### **Tuesday, December 3<sup>rd</sup> – Was Colonialism only a European Phenomenon? On 'Co-Colonization'**

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

### **Thursday, December 5<sup>th</sup> – The Great Divergence I: The Long-Term Paradoxes of Global European Power**

1. Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton: Princeton University Press, 2001)
2. Joseph M. Bryant, 'The West and the Rest Revisited: Debating Capitalist Origins, European Colonialism, and the Advent of Modernity', *Canadian Journal of Sociology*, vol. 31, no. 4 (2006)

## Week Fifteen

**Tuesday, December 10<sup>th</sup> – No class, time to work on midterm**

**Exam #2 distributed, due Wednesday, December 11<sup>th</sup> by 11:59 p.m.**

**Thursday, December 12<sup>th</sup> – Final Project Round Robins**

## Exam Week

**Short Course Syllabus due by Thursday, December 19<sup>th</sup> at 11:59 p.m.**



