

HIST 283: How the World Became Global – Early Modern Explorations, Exchange, and Empire

Grinnell College, Spring 2023

TTh 8:30-9:50 a.m., HSSC N1112

Syllabus subject to change

Assistant Professor Catherine Chou (choucath@grinnell.edu)

Office Hours: TTh 2:30-4:30 p.m. and by appointment. [Sign up here!](#)

Course Description

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’ in this period, 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.

Our class is organized around 1) empires and 2) geographies. Why did European explorations in this period lead to such divergent outcomes in the Americas versus in sub-Saharan Africa, India, and Southeast and East Asia? What similarities and differences can we discern in the aims and governing logics of various European empires (the Spanish and Portuguese, and later also the English and Dutch), the Ottomans, Mughals, and the Qing? How did the early modern age of empires differ from the age of empires in the nineteenth and twentieth centuries?

Required Books and Readings

Textbook

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

- a. Directly from publisher ([cheapest option for ebook, \\$50](#))
- b. [From Amazon](#) (more expensive for ebook rental, \$69+ but a \$50 hardcover rental option is available)
- c. Via Perusall (ebook also \$69)

Assignments and Grading Breakdown

Participation: 15%

2 x 1500-word response papers **(including drafting): 40%**

Outline one due 02/26; **paper one due 03/06**

Outline two due 03/06; **paper two due 03/17**

Exam: 20% **due 04/22**

Final Project: 25% **due 05/18**

Scaffolding Assignment #1: 04/30

Scaffolding Assignment #2: 05/08

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%

The primary predictor of your success in class is your attendance. We are in this journey together. “Class” is the students coming together to analyze the readings: developing incisive questions, identifying significant passages, tracing common themes, providing evidentiary support for your arguments, and responding productively to critiques. There is no replacement for class, no substitute for showing up together in community.

Please prepare for every class by:

1. [Checking the class Google Doc](#) for announcements, reminders, and daily analysis questions (to be completed before each session). You should be prepared to write a short paragraph or two for each daily analysis question, although your style can be informal.
2. Using my notes on [Perusal!](#) to guide your reading. Our course code for Perusal! is CHOU-AJU8Q. The daily analysis questions are repeated in Perusal!, **marked with an orange question mark**. Annotations for your own benefit are “untagged” (the question marks are greyed out).
3. Bringing your course packet with you, so that we can all be on the same page during discussion.

2 x 1500-word Response Papers – 40% (see above for draft & final due dates)

Twice during the semester, you will write a 1500-word paper based on our class readings and discussions. Please submit an outline a week in advance of the deadline, **drawing on additional secondary or primary sources that we did not cover together in class**. Then, based on feedback from me (and potentially a writing tutor), please revise and complete the paper **(20% each)**.

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 four or five 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 clearly follow 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/>

Exam (20%) due 04/22

There will be one exam for the class, about three-quarters of the way through 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, Perusall, or the class Google Docs.

Final Project – Global History Textbook (25%), due 05/18, plus scaffolding dates

Your final project will consolidate the content, historiography, and methodologies you learned in class, while allowing you to delve more deeply into a particular unit. In small groups, you will create a textbook for an early modern global history course. Each person will write their own introductory “chapter” to the textbook (based on your answers to the exam). Each person will also write one content “chapter” of the textbook. You will have a chance to trade research ideas and resources with your classmates, but your grades for the project are individual (based on your own introductory “chapter” and your own content “chapter”).

Late Assignment Policy

Every student is entitled to two 24-hour grace periods to use on the papers, exams, or final project. You must notify me if you plan to take an extension. Once you have used your grace periods, 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 are available here.](#)

Readings and Topics

Week One

Tuesday, January 24th – Introduction

Thursday, January 26th – What was global about the 15th-17th centuries?

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

Week Two

Tuesday, January 31st – What was global about the 15th-17th centuries?

1. Jerry H. Bentley, "Cross-Cultural Interaction and Periodization in World History", *The American Historical Review*, vol. 101, no. 3 (June 1996), p. 749-770

Thursday, February 2nd – The First World Empire

1. Geoffrey Parker, "David or Goliath? Philip II and his World in the 1580s", in *Spain, Europe, and the Atlantic: Essays in Honour of John H. Elliott*, eds. Richard L Kagan and Geoffrey Parker (Cambridge: Cambridge University Press, 1995), p. 245-266

Week Three

Tuesday, February 7th – The Habsburg and Ottoman Empires in Europe

1. Philip Williams, *Empire and Holy War in the Mediterranean* (London: Bloomsbury Academic, 2014)

Thursday, February 9th – The Spanish Empire in the Americas (the case of Mexico)

1. Bradley Benton, *The Lords of Tetzaco: The Transformation of Indigenous Rule in Postconquest Central Mexico* (Cambridge University Press, 2017)

Week Four

Tuesday, February 14th – The Spanish Empire in the Americas (the case of Mexico)

1. Dana Velasco Murillo, *Urban Indians in a Silver City: Zacatecas, Mexico, 1546-1810* (Stanford University Press, 2016)

Thursday, February 16th – The Spanish Empire in Southeast Asia (the case of the Philippines)

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

Friday, February 17th – Outline for Paper #1 due

Week Five

Tuesday, February 21st – 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

Thursday, February 23rd – 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

Sunday, February 26th – Final draft of Paper #1 due

Week Six

Tuesday, February 28th – 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)

Thursday, March 2nd – 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 Seven

Monday, March 6th – Outline for Paper #2 due

Tuesday, March 7th – Muslim Empires in the Indian Ocean System: The Ottomans

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

Thursday, March 9th – Muslim Empires in the Indian Ocean System: The Mughals

1. John F. Richards, *The Mughal Empire* (Cambridge University Press, 1995)

Week Eight

Tuesday, March 14th – Portuguese-Mughal Coexistence in the Indian Ocean System

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

Thursday, March 16th – No new reading planned

Friday, March 17th – Final draft of Paper #1 due

Spring Break!

Week Nine

Tuesday, April 4th – Dutch-Spanish Rivalry on a World Scale (the case of the Americas)

1. Benjamin Schmidt, *Innocence Abroad: The Dutch Imagination and the New World, 1570-1670* (Cambridge University Press, 2001)

Thursday, April 6th – Dutch-Spanish Rivalry on a World Scale (the case of Taiwan)

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

Week Ten

Tuesday, April 11th – The Qing Dynasty as Empire (the case of Taiwan)

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

Thursday, April 13th – The Qing Dynasty as Empire (the case of Xinjiang)

1. James Millward, *Beyond the Pass: Economy, Ethnicity, and Empire in Qing Central Asia, 1759-1864* (Stanford, CA: Stanford University Press, 1998)

Week Eleven

Tuesday, April 18th – Library Research Session

Thursday, April 20th – Digital Humanities Session

Saturday, April 22nd – Exam Due

Week Twelve

Tuesday, April 25th – Europeans in Pre-Colonial West Africa

1. Patrick Manning, "Slavery and Slave Trade in West Africa 1450-1930", in *Themes in West Africa's History*, ed. Emmanuel Kwaku Akyeampong (Ohio University Press, 2006)

Thursday, April 27th – Europeans in Pre-Colonial West Africa

1. Andrew Phillips and J.C. Sharman, *Outsourcing Empire: How Company-States Made the Modern World* (Princeton: Princeton University Press, 2020)

Sunday, April 30th – Scaffolding Assignment #1 Due

Week Thirteen

Tuesday, May 2nd – 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

Thursday, May 4th – African Slavery in the Atlantic British Empire

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

Week Fourteen

Monday, May 8th – Scaffolding Assignment #2 Due

Tuesday, May 9th – Conclusions

1. Charles H. Parker, *Global Interactions in the Early Modern Age* (Cambridge University Press, 2012)

Thursday, May 11th – No new reading planned

Exam Week

Thursday, May 18th – Museum Exhibit Due