

HIST 295-01

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

Grinnell College, Fall 2018

MW @ 10:00-11:20 a.m., Mears 202

Syllabus subject to change

Professor Catherine Chou (choucath@grinnell.edu)

Office Hours: MW 2:30-4:00 p.m., or by appointment, Mears Cottage 211

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 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**): 20%

Reading Responses: 15% **Three total, due before fall break**

Midterm Essay: 25% **Due Monday, October 15th by 11:59 p.m.**

Final Essay: 15% **Due Sunday, December 9th by 11:59 p.m.**

Final Project: 25% **Due Wednesday, December 19th by 11:59 p.m.**

(plus two 'scaffolding' due dates, Nov. 19th and Nov. 30th)

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 (and enjoyment of!) this course will depend on your willingness to engage thoughtfully with the material and each other, in both 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. **You are entitled to two absences without penalty over the course of the semester as long as you email me before class. Every subsequent absence without written excuse from a chaplain, athletic coach, doctor, etc. will count against your entire grade (2% off for a third absence, 4% for a fourth, and so on). Repeated late arrivals will also be noted as absences.**

For every class please come prepared with:

For primary sources, one of the following in hard copy:

- a. A 500-word reading response (see below)
- b. A completed 'reading guide' (to be handed out the class prior)
- c. Your own 'short reaction', analyzing in about 250-300 words one or two passages you consider especially significant, plus at least one discussion question of your own about the reading

For secondary sources:

- a. Identify and paraphrase 1) the questions being addressed, 2) the author's main arguments, 3) the other scholarship he/she is responding to, 4) the evidentiary support provided, and 5) one way you can challenge the author's conclusions
- b. At least one analytical question of your own about the reading

Additional pointers for class:

1. Initial meeting with Instructor – Please sign up here (<https://doodle.com/poll/z5626vs6znsy3efr>) for a meeting with me in the first two weeks of the semester. This is so I can get to better know you and your goals for the class!
2. No laptops/phones (except for designated days) – this is a discussion-based course, and as such, it is important that you stay focused on listening to and interacting with your classmates. Respect them and respect yourself by making the most of your class time.
3. Check the class Google Doc: I will post pointers for the reading and questions to consider on a Google Doc before every class here: https://docs.google.com/document/d/1-TTn1JmHxiUngdy_rm-Ln3QTOzNxrnsQzXxFih1wrww/edit?usp=sharing

Reading Responses – 15%

To keep you on track (and make class discussion lively), **you will be asked to write a 500-word analysis of three of the assigned *primary sources***. Responses to a particular reading are due the day we discuss it in class, in ***hard copy***. One response must be submitted by the end of week three, all three by week eight, and you can only write a maximum of one response per week. Each response is worth 5% of your overall grade.

These responses are your chance to show me your thought processes concerning the source at hand. One strategy for making your responses coherent and organized is to start with a central question and then develop (and support) an argument in response. Cite specific quotes or details from the source, as well as from the lectures and additional readings. Avoid the temptation to go online for answers or to become fixated on finding one ‘right’ interpretation. These sources can be fruitfully read in a number of ways and I am far more interested in what you think than in what outside critics say. Questions and topics you may consider addressing include:

1. What do you consider to be the central arguments of this piece and why? What is the author or artist’s intention for producing it? (Include evidentiary support and passages from the text!)
2. How should historians approach pre-modern texts that pose challenges in terms of authenticity, reliability, sourcing, authorship, and representativeness?
3. How can you put these sources in meaningful conversation with each other and the secondary readings and lectures?

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 (25% and 15% each), Due October 14th and December 9th

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 19th

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 is entitled to 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 Two

Monday, September 3rd – 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

Wednesday, September 5th – Challenging Eurocentrism: Mediterranean and Eurasian History

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

Week Three

Monday, September 10th – 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)

Wednesday, September 12th – Constructing and Navigating the Christian-Muslim Mediterranean

1. Evliya Celebi, *An Ottoman Traveller: Selections from the ‘Book of Travels’*, eds. Robert Dankoff and Sooyong Kim (London: Eland, 2010)
2. Eric Dursteler, *Venetians in Constantinople: Nation, Identity, and Coexistence in the Early Modern Mediterranean* (Baltimore, MD: Johns Hopkins University Press, 2006)

Week Four

Monday, September 17th – Constructing and Navigating the Christian-Muslim Mediterranean

1. Natalie Zemon-Davis, *Trickster Travels: A Sixteenth-Century Muslim Between Worlds* (New York: Farrar, Straus, and Giroux, 2006)

Wednesday, September 19th – 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

Week Five

Monday, September 24th – The Silver Trade and the Emergence of the First Global Economy

1. Jose de Acosta, *Natural and Moral History of the Indies*, ed. Jane E. Magan (Durham, NC: Duke University Press, 2002)

Wednesday, September 26th – The Silver Trade and the Emergence of the First Global Economy

1. *The Plum in the Golden Vase*, trans. David Tod Roy (Princeton: Princeton University Press, 1993)

Week Six

Monday, October 1st – 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)

Wednesday, October 3rd – Pre-Colonial West Africa and the Atlantic World

1. Randy J. Sparks, *Where the Negroes are Masters* (Cambridge, MA: Harvard University Press, 2014)

Week Seven

Monday, October 8th – 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

Wednesday, October 10th – Forced Migrations: Slavery and the 'Triangular Trade'

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. Edward Littleton, 'The groans of the plantations, or A True Account of their Grievous and Extreme Suffering, By the Heavy Impositions Upon Sugar', 1689

Midterm essay prompts distributed, exam due October 15th by 11:59 p.m.

Week Eight

Monday, October 15th – Special Collections visit

Wednesday, October 17th – Forced Migrations: Slavery and the 'Triangular Trade'

1. Aphra Behn, *Oroonoko; or, The Royal Slave* (New York: Bedford/St. Martin's, 2000)

Fall Break, October 20th-28th

Week Nine

Monday, October 29th – Asia before European Empire

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

Wednesday, October 31st – Asia before European Empire

1. Andre Gunder Frank, 'The World Economic System in Europe before European Hegemony', *The Historian*, vol. 56, no. 2 (Winter 1994), p. 259-76

Week Ten

Monday, November 5th – Asia before European Empire

1. Marco Polo, *The Travels of Marco Polo* (London: Penguin UK, 2015)
2. Zhou Daguan, selections, *A Record of Cambodia: The Land and its People*, translated and edited by Peter Harris (Silkworm Books, 2007)

Wednesday, November 7th – Corporate States, Complex Sovereignities

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

Week Eleven

Monday, November 12th – Library Session for Final Project

Wednesday, November 14th – Corporate States, Complex Sovereignities

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 Monday, November 19th at 11:59 p.m.

Week Twelve

Monday, November 19th – Corporate States, Complex Sovereignities

1. William Atwood, 'An Apology for the East India Company: With an Account of Some Large Prerogatives of the Crown of England, Anciently Exercised and Allowed of in our Law, in Relation to Foreign Trade and Foreign Parts' (London, 1690)

Wednesday, November 21st – Was Colonialism only a European Phenomenon? On 'Co-Colonization'

1. Tonio Andrade, *How Taiwan Became Chinese* (Princeton: Princeton University Press, 2007), Chapter 5 'Taiwan on the Eve of Colonization' and Chapter 6 'The Birth of Co-Colonization'

Week Thirteen

Monday, November 26th – A 'Great Divergence'? Did the West 'Win' and the East 'Lose'?

1. Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton: Princeton University Press, 2001)

2. Bing Wong and Jean-Laurent Rosenthal, *Before and Beyond Divergence: The Politics of Economic Change in China and Europe* (Cambridge: Harvard University Press, 2011), Introduction 'Miracles, Myths, and Explanations in Economic History', p. 1-12

Wednesday, November 28th – A 'Great Divergence'? Did the West 'Win' and the East 'Lose'?

1. Roman Studer, *The Great Divergence Reconsidered: Europe, India, and the Rise to Global Economic Power* (Cambridge University Press, 2015)

'Scaffold' #2 for final project due by Friday, November 30th at 11:59 p.m.

Week Fourteen

Monday, December 3rd – Science, Cartography, and Early Modern European-Chinese Relations

1. Alexander Statman, 'Fusang: The Enlightenment Story of the Chinese Discovery of America', *Isis*, vol. 107, no. 1 (2016), p. 1-25

Wednesday, December 5th – No class, time to work on midterm

Final essay prompts distributed, exam due December 9th by 11:59 p.m.

Week Fifteen

Monday, December 10th – Guest Lecture

Wednesday, December 12th – Final Project Round Robins

Final Project due by Wednesday, December 19th at 11:59 p.m.