

HIST 5341: Approaches to World History

Fall 2020

Instructor Information

Instructor

Kenyon Zimmer

Office Number

University Hall 332A

History Department Telephone Number

817.272.2861

Email Address

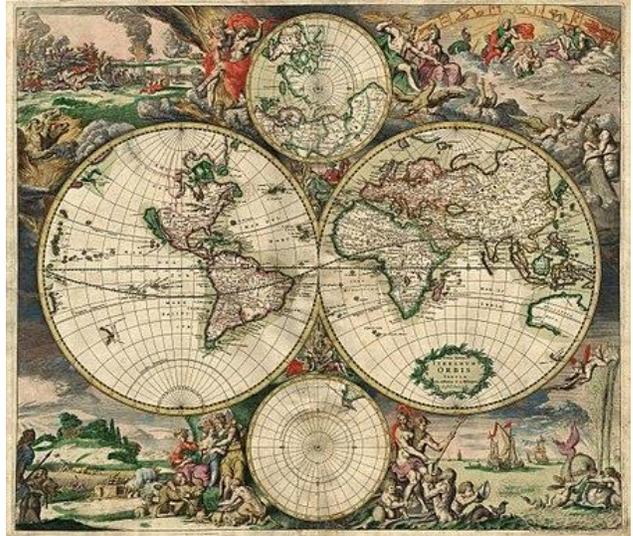
kzimmer@uta.edu

Faculty Profile

<https://mentis.uta.edu/explore/profile/kenyon-zimmer>

Office Hours

Until otherwise announced, all office hours for this course will be held by appointment and remotely via MS Teams. Please email me to schedule a meeting time.



Course Information

Section Information

History 5341-001

Time and Place of Class Meetings

Due to the COVID-19 pandemic, this will be taught as an online course with a synchronous component, meaning that the class will meet online via [MS Teams](#) weekly on Wednesdays from 7:00pm to 9:00pm, with additional online course work to be completed asynchronously each week.

Description of Course Content

This colloquium is an introduction to the study of historical phenomena on a global scale—including comparative, transnational, global, and “big” history. The readings will focus on key works in the historiography, as well as recent innovative works. Students will engage with this scholarship in order to explore the various theories, models, debates, and methodologies within global history and related fields.

Student Learning Outcomes

After successfully completing this course, students will be able to:

1. describe and evaluate the development and current state of the field of world/global history
2. describe and evaluate the central theoretical and historiographical issues in this field
3. produce and exchange critical appraisals of course readings, both in writing and in classroom discussions

Required Textbooks and Other Course Materials

Please note: I have requested that all of the required books be made available in electronic format through the [Central Library](#), but have not yet confirmed that this will be possible in every case. Works that are or will soon be available as ebooks through the library are marked in [blue](#).

1. Janet L. Abu-Lughod, *Before European Hegemony: The World System AD. 1250-1350*
2. [David Christian, *Maps of Time: An Introduction to Big History*](#)
3. [George M. Fredrickson, *The Comparative Imagination: On the History of Racism, Nationalism, and Social Movements*](#)
4. [Michael Goebel, *Anti-Imperial Metropolis: Interwar Paris and the Seeds of Third World Nationalism*](#)
5. [Robert Harms, *The Diligent: A Voyage Through the Worlds of The Slave Trade*](#)
6. Wim Klooster, *Revolutions in the Atlantic World: A Comparative History*
7. [Patrick Manning, *Navigating World History: Historians Create a Global Past*](#)
8. John Robert McNeill and William Hardy McNeill, *The Human Web: A Bird's-Eye View of World History*
9. [Vijay Prashad, *The Darker Nations: A People's History of the Third World*](#)
10. [Stuart Schrader, *Badges without Borders: How Global Counterinsurgency Transformed American Policing*](#)
11. [Jeremy Suri, *Power and Protest: Global Revolution and the Rise of Détente*](#)
12. [Donald R. Wright, *The World and a Very Small Place in Africa: A History of Globalization in Niimi, the Gambia*](#)
13. Natalie Zemon Davis, *Trickster Travels: A Sixteenth-Century Muslim between Worlds*

Descriptions of major assignments and examinations

Short Response Papers

Of the thirteen assigned books, students will choose ten for which they will write a two-page response paper, to be uploaded to the course page in [Canvas](#) by 5:00pm on the Tuesday before the class meeting for which the book is assigned.

These papers should analyze the goals, methodologies, and arguments of the readings, and relate them to previous course readings and discussions as applicable. In particular they should discuss the authors' conceptualization or definition of the kind of history they are doing, the temporal and geographical scales of analysis they are using, and what the objects of their analysis are, with the goal of identifying the advantages and, if applicable, disadvantages of their approach.

Peer Feedback

Each week, each student will read their classmates' Short Response Papers after they have been uploaded to [Canvas](#), and post comments, questions, and feedback.

Author Presentation

Each student will sign up to prepare and record a presentation on one week's book and author. This requires researching the author's intellectual biography (who did they study under, whose work influenced them, etc.), their previous and subsequent works (if applicable), and reviews of the assigned book (if available), and then submit a short recording (approximately 5-10 minutes) of the results to the course page in [Canvas](#) by 5:00pm on the Tuesday before the class meeting for which the book is assigned.

The form and method of recording these presentations is up to each student, as long as they can be uploaded to, or linked to from, the course page in [Canvas](#) page. (Canvas itself can record video and/or audio; [PowerPoint](#) and [Prezi](#) presentations can include recorded audio; you may upload videos to YouTube, etc.).

World History Research Project Proposal

At the end of the semester students will turn in a Research Project Proposal of at least twelve pages. Each student will design a research project on a topic of their choice, utilizing world history frameworks and methods. Drawing on the course readings and discussion, this proposal will identify a research question, summarize pertinent historiographical debates within the field of world history, identify possible primary sources, and outline the framework and methodology of the envisioned project.

Technology Requirements

Students will be required to use both [Canvas](#) and [MS Teams](#) to participate in this course.

Grading Information

Grading

Your final grade for the course will be calculated according to the following rubric:

<u>Synchronous Attendance and Participation:</u>	<u>30%</u>
<u>10 Short Response Papers:</u>	<u>30%</u>
<u>Peer Feedback:</u>	<u>10%</u>
<u>Author Presentation:</u>	<u>10%</u>
<u>World History Research Project Proposal:</u>	<u>20%</u>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

Late Assignments

Assignments will be docked 10% for each day they are turned in past the due date, unless the delay is due to extraordinary circumstances.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Kenyon Zimmer

August 26: Course Introduction

Please read and be prepared to discuss the following documents:

- Organization of American Historians, “The LaPietra Report: A Report to the Profession” (2000), <https://www.oah.org/insights/archive/the-lapietra-report-a-report-to-the-profession/>
- Bruce Mazlish, “Comparing Global History to World History,” *Journal of Interdisciplinary History* 28, no. 3 (1998): 385-395 (available on [JSTOR](https://www.jstor.org/stable/2346488))
- Robert Bain and Lauren McArthur Harris, “A Most Pressing Challenge: Preparing Teachers of World History,” *Perspectives on History* (October 1, 2009), <https://www.historians.org/publications-and-directories/perspectives-on-history/october-2009/a-most-pressing-challenge-preparing-teachers-of-world-history>

September 2: The History of World History

- Patrick Manning, *Navigating World History: Historians Create a Global Past*

September 9: “Big” History

- David Christian, *Maps of Time: An Introduction to Big History*

September 16: History of Civilization(s)

- John Robert McNeill and William Hardy McNeill, *The Human Web: A Bird's-Eye View of World History*

September 23: Microhistory as World History I

- Natalie Zemon Davis, *Trickster Travels: A Sixteenth-Century Muslim between Worlds*

September 30: Microhistory as World History II

- Robert Harms, *The Diligent: A Voyage Through the Worlds of The Slave Trade*

October 7: Comparative History I

- George M. Fredrickson, *The Comparative Imagination: On the History of Racism, Nationalism, and Social Movements*

October 14: Comparative History II

- *Revolutions in the Atlantic World: A Comparative History*

October 21: World Systems and Globalization I

World History Project Synopsis due

- Janet L. Abu-Lughod, *Before European Hegemony: The World System AD. 1250-1350*

October 28: World Systems and Globalization II

- Donald R. Wright, *The World and a Very Small Place in Africa: A History of Globalization in Niimi, the Gambia*

November 4: Postcolonial History I

- Vijay Prashad, *The Darker Nations: A People's History of the Third World*

November 11: Postcolonial History II

Optional First Draft of World History Project Proposal due

- Michael Goebel, *Anti-Imperial Metropolis: Interwar Paris and the Seeds of Third World Nationalism*

November 18: Transnational History I

- Jeremy Suri, *Power and Protest: Global Revolution and the Rise of Détente*

November 25: No Class (Thanksgiving break)

December 2: Transnational History II

- Stuart Schrader, *Badges without Borders: How Global Counterinsurgency Transformed American Policing*

December 8: Submit Final Papers to Canvas

World History Research Project Proposal due

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (<https://resources.uta.edu/provost/course-related-info/institutional-policies.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings and classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect attendance at all synchronous online class discussions and your attendance and participation constitute a large portion of your final course grade.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.