



The University of Western Ontario
HISTORY 9719A
Global History: An Introduction
Fall 2024

Professor Frank Schumacher

Office Hours: Friday 1:00-3:00
Department of History, Office: Lawson Hall 2235
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Course Description:

This seminar explores the theories, methods, and practices of global history. It is an introduction to one of the most vibrant fields of historical inquiry characterized by dynamic research and training opportunities and spirited debates on the scope of inquiry, approaches, and potential outcomes.

Historians of the global engage with questions of a very fundamental nature, such as human agency, time, imagination, and space; they also re-examine the conceptual foundations of historical scholarship and debate issues of interpretative hegemony, such as Euro-centrism or Western developmental conceptions of modernity, civilization, and development. The field of global history thus provides ideal opportunities to engage with a wide range of theoretical paradigms and methodological approaches to historical scholarship.

In this seminar we will read extensively about such methods and their theoretical contexts, interpretative controversies, and research paradigms with a focus on tensions and the interplay between historical actors and structures. Finally, we will explore the practice of global history with specific attention to global economic and social orders, study political hierarchies and legal regimes, and analyze connections and contestations in histories of global integration and fracturing. We will explore:

- theories and methods of global history
- approaches to writing global history
- the role of actors and human agency
- spatial and environmental forces
- conceptions of time
- global economic orders
- global social and cultural orders
- global political and legal orders
- the role of motion, mobility, and networks
- connections and disconnections in global outlooks and practices

Learning Outcomes and Objectives:

- Explain the significance of global perspectives in history.
- Identify historiographical debates and their impacts on theories, methods, and practices of global history.
- Critically interrogate narratives of global integration and fracture.
- Demonstrate the ability to apply analytical frameworks of global political, legal, social, economic, and cultural orders to individual research in a variety of scales and spatial formats.

Graduate Program in History Learning Outcomes:

1. Depth & Breadth of Knowledge
 - Demonstrate a broad knowledge of history and an understanding of its significance, including openness to multiple perspectives and respect for different cultures and traditions.
 - Understand and engage historiographical schools of thought
2. Research & Scholarship
 - Formulate a feasible and interesting research question.
 - Identify, locate, and collect a sufficient body of historiographical evidence.
 - Engage the historiography of their field, locating work within scholarly conversations and public debate, demonstrating awareness of the ways in which ideologies, interests, and particular experiences may influence perspectives and the value of evidence-based analyses
3. Level of Application of Knowledge
 - Interpret and analyze a variety of historical sources with imagination and discernment and displaying respect for different cultures and traditions.
 - Evaluate evidence and assess historical claims.
 - Assess historical approaches and methodology
4. Professional Capacity / Autonomy
 - Adhere to professional standards of ethical and academic integrity
5. Level of Communication Skills
 - Articulate and defend historical ideas, arguments, and conclusions, both orally and in writing, displaying clarity of thought and expression.
 - Engage with faculty and peers in discussion of both source material and the process of writing history.
 - Contribute thoughtfully to debates about historical and methodological issues.
6. Awareness of Limits of Knowledge
 - Demonstrate appreciation of the complexity of historical knowledge, the constructed nature of historical arguments, and the potential contributions of other interpretations, methods, and disciplines

Enrollment Restrictions

Enrollment in this course is restricted to graduate students in history, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Course Materials:

Any serious introduction to the field of global history requires that we tackle a broad range of issues and themes. This is consequently a reading-intensive seminar. The weekly texts interweave explorations of analytical paradigms such as time, space, structures, and actors with discussions of race, gender, and class formations in global political, economic, and social orders. The texts are divided into required and recommended readings; while the former is a necessity for informed discussion, the latter constitutes a potential entry point for further research.

Most of the required readings will be available in digital format through Weldon library; in some cases, however, access to texts is limited by publishing licenses to one reader at a time. I therefore ask that you purchase copies of the following books required for this course/books have not been ordered through the bookstore:

JASANOFF, Maya, *The Dawn Watch. Joseph Conrad in a Global World* (New York: Penguin Press, 2017).

WENZLHUEMER, Roland, *Doing Global History: An Introduction in 6 Concepts*. (London: Bloomsbury, 2020).

Methods of Evaluation:

The final grade for this course is based on the accumulated results of the following assignments:

Participation:	20%
Research Essay:	50%
Research Presentation:	10%
Seminar Moderation:	20%

1. Participation

The success of the seminar depends on your informed and active participation which in turn requires the completion of assigned readings and prepared attendance.

2. Research Essay/Presentation

In this seminar you will have the opportunity to develop a research project in global history; this project consists of two components: a 15-20 minute **presentation of your project on either November 15, 22, or 29**, and a research essay of approx. 20pp on a topic mutually agreed upon. Papers will be double-spaced and in standard size font (i.e. Times New Roman 12pt) with standard margins. Please follow the *Chicago Manual of Style* conventions. **The deadline for electronic submission via email is December 22.**

3. Seminar Moderation

You will have the opportunity to moderate (or co-moderate depending on seminar size) one weekly session; this moderation exercise is intended to support the development of your teaching effectiveness and requires mastery of the week's topic based on the readings, a handout of key aspects of the topic [handouts include name and date], a list of interpretative questions, and the moderation of our discussions.

On Writing:

While a fundamental tool for historians (and scholars in general), most students of history rarely reflect on the very mundane aspects of the writing process. It is somehow assumed that the 'how' is intuitively known to scholars in a process of 'learning by doing'. But how do we write well? How do we transmit our ideas to paper as clearly as possible? Somewhat not surprisingly there are many writing guides on the market which claim to turn their readers into beautifully effective writers. Please take a look at these very short recommendations by Kurt S. Vonnegut "How to Write with Style" (1980), at: <https://kmh-lanl.hansonhub.com/pc-24-66-vonnegut.pdf>

You might find these guides helpful as well:

BECKER, Howard S., *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. Third Edition* (Chicago: University of Chicago Press, 2020).

HARVARD COLLEGE WRITING CENTER, *A Brief Guide to Writing the History Paper*, 2007, at: https://hwpi.harvard.edu/files/hwp/files/bg_writing_history.pdf

Statement on the Use of Generative Artificial Intelligence (AI)

The use of generative artificial intelligence (AI) tools/software/apps is not permitted for any assignments in this course.

Course Schedule and Readings:

September 6 Introduction: "Finding our Way into the Topic"

This first meeting outlines the course structure and mutual expectations; in preparation for this class please listen to Prof. Sebastian Conrad discuss approaches to global history in *The Global History Podcasts*, October 29, 2019: <https://theglobalhistorypodcast.com/2019/10/29/episode-2-sebastian-conrad/>

September 13

What is Global History? Reflections on Theories and Methods

In this session we will discuss fundamental questions about the field based on our readings: what is global history? Is it merely the historical study of globalization? What are differences and similarities between global, world, and transnational history? Which methods of historical inquiry are used by practitioners of global history? What are the main controversies as to the potential merits and shortcomings of the field?

ADELMAN, Jeremy, “What is Global History Now?”, in: *Aeon* (March 2, 2017), at: <https://aeon.co/essays/is-global-history-still-possible-or-has-it-had-its-moment>

CONRAD, Sebastian, *What is Global History?* Princeton: Princeton University Press, 2016.

WENZLHUEMER, Roland, “Shipping Rocks and Sand: Ballast in Global History”, in: *Bulletin of the German Historical Institute* 68 (Spring 2021): 3-17, at: https://www.ghi-dc.org/fileadmin/publications/Bulletin/bu68/bu68_03_updated.pdf

Recommended Readings:

Take a look at published graduate student work in the global history program at the Free University of Berlin. Which topics are studied, which methodologies and theories employed, and which sources are utilized in those articles? In preparation please review some of the issues of *Global Histories: A Student Journal*, at: <https://www.globalhistories.com/index.php/GHSJ> How can this inform your own work?

September 20

How Do We Write Global History? Reflections on Theories and Methods II

This week we will continue our theoretical and methodological reflections with a particular interest in the practicalities of global history and its analytical lenses. We will discuss the following parameters and their specific relevance for writing global history: connections, space, time, actors, and structures. We will also explore criticisms of the field of global history.

Required Readings:

BELL, David, “This is What Happens When Historians Overuse the Idea of the Network”, in: *The New Republic* (October 25, 2013), at: <https://newrepublic.com/article/114709/world-connecting-reviewed-historians-overuse-network-metaphor>

EPPLÉ, Angelika, “Calling for a Practice Turn in Global History: Practices as Drivers of Globalization/s”, in: *History and Theory* 57:3 (September 2018): 390-407.

WENZLHUEMER, Roland, *Doing Global History: An Introduction in 6 Concepts*. London: Bloomsbury, 2020.

Recommended Readings:

BECKERT, Sven, Dominic Sachsenmaier (eds.), *Global History, Globally: Research and Practice around the World* (London: Bloomsbury, 2018).

BELICH, James, John Darwin, Margret Frenz, Chris Wickham (eds.), *The Prospect of Global History* (Oxford: Oxford University Press, 2016).

BERG, Maxine (ed.), *Writing the History of the Global: Challenges for the Twenty-First Century* (Oxford: Oxford University Press, 2013).

HUNT, Lynn, *Writing History in the Global Era* (New York: W.W. Norton, 2014).

MARCOVICH, Gabriela Goldin, “On the Potentialities (and Limits) of Collaboration in Global History”, in: *L’Atelier du Centre de recherches historiques* 2018, at: <https://journals.openedition.org/acrh/8074?lang=en>

PALEN, Marc-William, “In Defense of Global History”, *Imperial & Global Forum*, November 17, 2013, at: <https://imperialglobalexeter.com/2013/11/17/in-defense-of-global-history/> --- please also read the response by David Bell.

September 27 Actors, Networks, and Practices in Global History

In this class we will explore how actors, networks and agency relate to structural forces in global history. We will pay specific attention to cosmopolitan biographies and ask how biographical writing offers a vantage point for writing the history of the global.

Required Readings:

JASANOFF, Maya, *The Dawn Watch. Joseph Conrad in a Global World* (New York: Penguin Press, 2017).

KLEIN, Thoralf, “Biography and the Making of Transnational Imperialism: Karl Gutzlaff on the China Coast, 1831-1851, in: *Journal of Imperial and Commonwealth History* 47:3 (2018): 415-445.

Recommended Readings:

COSSART, Brice, “‘Global Lives’: Writing Global History with a Biographical Approach”, in: *Entremons. UPF Journal of World History* 5 (June 2013): 1-14, at: <https://raco.cat/index.php/Entremons/article/view/266751>

JANZ, Oliver, Daniel Schönplflug (eds.), *Gender History in a Transnational Perspective: Networks, Biographies, Gender Orders* (New York: Berghahn Press, 2014).

OGBORN, Miles, *Global Lives: Britain and the World, 1550-1800* (Cambridge: Cambridge University Press, 2008).

SCHENCK, Marcia C., Jiyoon Kim, “A Conversation about Global Lives in Global History: South Korean Overseas Travelers and Angolan and Mozambican laborers in East Germany during the Cold War”, in: *L’Atelier du Centre de recherches historiques* 2018, at: <https://journals.openedition.org/acrh/8113>

OSSART, Brice, “‘Global Lives’: Writing Global History with a Biographical Approach”, in: *Entremons. UPF Journal of World History* 5 (June 2013): 1-14, online.

October 4

Spaces and Spatial Imaginations in Global History

This week we will explore the impact of the ‘spatial turn’ on the field of global history. In difference to world history, global history is less concerned with a complete planetary perspective but primarily interested in understanding how space is socially and culturally constructed with an eye to global interconnectedness or fracturing. A key question is: How have humans interacted with spaces and how has this interaction shaped or restrained their agency as actors in global history?

Required Readings:

MIDDELL, Matthias, Katja Naumann, “Global History and the Spatial Turn: From the Impact of Area Studies to the Study of Critical Junctures of Globalization”, in: *Journal of Global History* 5:1 (March 2010): 149-170.

OSTERHAMMEL, Jürgen, *The Transformation of the World. A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2014), chapter III “Where Was The Nineteenth Century”, 77-116.

SCHUMACHER, Frank, “Reclaiming Territory: The Spatial Contours of Empire in U.S. History”, in: Steffi Marung, Matthias Middell (eds.), *Spatial Formats under the Global Condition* (Berlin/Boston: DeGruyter, 2019), 107-148.

Recommended Readings:

EPPLÉ, Angelika, Kirsten Kramer, “Globalization, Imagination, Social Space: The Making of Geopolitical Imaginaries”, in: *Forum for Inter-American Research* 9:1 (2016): 41-63.

HOGANSON, Kristin L., *The Heartland: An American History* (New York: Penguin, 2019).

MAIER, Charles S., *Once Within Borders. Territories of Power, Wealth, and Belonging since 1500* (Cambridge, MA: Belknap Press, 2016).

MARUNG, Steffi, Matthias Middell (eds.), *Spatial Formats under the Global Condition* (Berlin/Boston: DeGruyter, 2019).

MIDDELL, Matthias (ed.), *The Routledge Handbook of Transregional Studies* (New York: Routledge, 2019).

October 11

Environments, Space, and Landscapes

This week we will explore the interaction of humans with their environment with specific attention to three aspects of global environmental history, the role of oceanic spaces, and the impact of natural catastrophes on the development of a global consciousness of interconnectivity, and the function of landscapes in visual culture and cultural memory.

Required Readings:

ARMITAGE, David, Alison Bashford, Sujit Sivasundaram (eds.), *Ocean Histories* (Cambridge: Cambridge University Press, 2017), “Introduction”, 1-28.

WHITMAN, Stephen “On Landscape, Space, and Global Connections at the Kangxi Emperor’s Estate at Rehe”, *The Global History Podcast*, February 15, 2021, at: <https://theglobalhistorypodcast.com/2021/02/15/stephen-whiteman/>

WOOD, Gillen D’Arcy, *Tambora: The Eruption that Changed the World* (Princeton: Princeton University Press, 2015).

Recommended Readings:

ARMITAGE, David, Allison Bashford (eds), *Pacific Histories: Ocean, Land, People* (Basingstoke: Palgrave, 2014).

BENTON, Lauren, Nathan Pearl Rosenthal (eds.), *A World at Sea: Maritime Practices and Global History* (Philadelphia: University of Pennsylvania Press, 2020).

CROSBY, Alfred W., *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, CT: Greenwood Press, 1972).

CUSHMAN Gregory T., *Guano and the Opening of the Pacific World: A Global Ecological History* (Cambridge: Cambridge University Press, 2014).

MCNEILL, J.R., Erin Stewart Mauldin (eds.), *A Companion to Global Environmental History* (Chichester: Wiley-Blackwell, 2012).

October 25 Global Conceptions of Time

As Roland Wenzlhuemer observed in *Doing Global History*: “Just as space was shown to be a dynamic socio-cultural phenomenon produced by social relations, the same applies to time. As the temporal relations between entities change, so does time change in terms of its perception, representation, and measurement.” (70) Like space, temporal perceptions are thus shaped by cultural and social preferences and this week we will explore the struggle for and resistance to unified global time. We will also reflect on the issue of periodization in history in general and global history in particular with specific reference to synchronic and diachronic understandings of global historical developments.

Required Readings:

OGLE, Vanessa, *The Global Transformation of Time, 1870-1950* (Cambridge, MA: Harvard University Press, 2015).

OSTERHAMMEL, Jürgen, *The Transformation of the World. A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2014), chapter II “When Was The Nineteenth Century”, 45-76.

Recommended Readings:

KERN, Stephen, *The Culture of Time and Space, 1880-1918, 2nd edition* (Cambridge, MA: Harvard University Press, 2003).

NANNI, Giordano, *The Colonisation of Time: Ritual, Routine, and Resistance in the British Empire* (Manchester: Manchester University Press, 2012).

OGLE, Vanessa, “Whose Time Is It? The Pluralization of Time and the Global Condition, 1870s-1940s”, in: *American Historical Review* 118:5 (December 2013): 1376-1402.

SCHMIDTPOTT, Katja, “Die Propagierung moderner Zeitdisziplin in Japan, 1906-1931“, in: *Geschichte und Gesellschaft* 25 (2015): 123-155.

November 1 Global Economic Orders

The development of global economic orders provides an excellent trajectory to measure integrative and disruptive dynamics in global history. In this class we will discuss the relationship between trade and ideas about global disconnection and de-globalization; furthermore we will study how the intersections of the spread of capitalist modes of production and colonialism have advanced ‘commodity frontiers’ across the globe and transformed labor regimes with devastating consequences for lives of human beings and the environment around the world.

Required Readings:

BECKERT, Sven, Ulbe Bosma, Mindi Schneider, Eric Vanhaute, „Commodity Frontiers and the Transformation of the Global Countryside: A Research Agenda“, in: *Journal of Global History* 16:3 (November 2021): 435-450. Please also read the rejoinders and comments by Maxine Berg (451-455), Ruth Mostern (456-461), Ronald Findlay, Kevin Hjortschoj O’Rourke (462-465), and Beckert et.al. (466-469).

HELLEINER, Eric, “The Return of National Self-Sufficiency? Excavating Autarkic Thought in a De-Globalizing Era”, in: *International Studies Review* 23:3 (September 2021): 933-957.

PALEN, Marc-William, *Pax Economica: Left-Wing Visions of a Free Trade World*, Princeton: Princeton University Press, 2024).

Recommended Readings:

BECKERT, Sven, *Empire of Cotton: A Global History* (New York: Alfred A. Knopf, 2014).

ECKERT, Andreas (ed.), *Global Histories of Work* (Berlin/Boston: DeGruyter, 2016).

ELTIS, David, Stanley L. Engerman, Seymour Drescher, David Richardson (eds.), *The Cambridge World History of Slavery, Volume 4 AD 1804 - AD2016* (Cambridge: Cambridge University Press, 2017).

HELLEINER, Eric, *The Neomercantilists: A Global Intellectual History* (Ithaca: Cornell University Press, 2021).

OSTERHAMMEL, Jürgen, *The Transformation of the World. A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2014), chapter XIII “Labor: The Physical Basis of Culture”, 673-709.

POMERANZ, Kenneth, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton: Princeton University Press, 2000).

TOPIK, Steven C., Allen Wells, „Commodity Chains in a Global Economy”, in: Emily S. Rosenberg, *A World Connecting 1870-1945* (Cambridge, MA: The Belknap Press of Harvard University Press, 2012), 593-812.

WONG, R. Bin, “Possibilities of Plenty and the Persistence of Poverty: Industrialization and International Trade”, in: Sebastian Conrad, Jürgen Osterhammel (eds.), *An Emerging Modern World 1750-1870* (Cambridge, MA: The Belknap Press of Harvard University Press, 2018), 251-409.

WALLERSTEIN, Immanuel, *The Modern World System, 4 volumes* (Berkeley: University of California Press, 2011).

ZEUSKE, Michael, “Historiography and Research Problems of Slavery and the Slave Trade in a Global-Historical Perspective”, in: *International Review of Social History* 57:1 (April 2012): 87-111.

November 8 Global Social and Cultural Orders

In global history economic, social and cultural orders have always been intertwined. For example capitalist modes of production deeply affected conceptions of time and forced fundamental changes and adjustments where civilizations appeared to be lacking the appropriate ‘modernizing’ cultural contexts. At the same time, economic orders and their work regimes and labor practices also shaped and sustained social hierarchies. Those orders were often underwritten by racialized violence and advanced the global formation of social strata and their respective class cultures. This week we will explore the potential contours of a global social history.

Required Readings:

DRAYTON, Richard, “Race, Culture, and Class: European Hegemony and Global Class Formation, circa 1800-1950”, in: Christof Dejung, David Motadel, Jürgen Osterhammel (eds.), *The Global Bourgeoisie: The Rise of the Middle Classes in the Age of Empire* (Princeton: Princeton University Press, 2019), 339-358.

OSTERHAMMEL, Jürgen, *The Transformation of the World. A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2014), chapter XV “Hierarchies: The Vertical Dimensions of Social Space”, 744-778.

Recommended Readings:

BALLANTYNE, Tony, Antoinette Burton, “Introduction : Bodies, Empires, and World Histories”, and “Postscript: Bodies, Genders, Empires: Reimagining World Histories”, in: Ballantyne, Burton (eds.), *Bodies in Contact. Rethinking Colonial Encounters in World History* (Durham, NC: Duke University Press, 2005), 1-17 and 405-424.

ECKERT, Andreas (ed.), *Global Histories of Work* (Berlin/Boston: DeGruyter, 2016).

ELTIS, David, Stanley L. Engerman, Seymour Drescher, David Richardson (eds.), *The Cambridge World History of Slavery, Volume 4 AD 1804 - AD2016* (Cambridge: Cambridge University Press, 2017).

LENSKI, Noel, Catherine M. Cameron (eds.), *What Is A Slave Society? The Practice of Slavery in Global Perspective* (Cambridge: Cambridge University Pres, 2018).

OSTERHAMMEL, Jürgen, “Hierarchies and Connections: Aspects of a Global Social History”, in: Sebastian Conrad, Jürgen Osterhammel (eds.), *An Emerging Modern World 1750-1870* (Cambridge, MA: The Belknap Press of Harvard University Press, 2018), 663-888.

WIESENER-HANKS, Merry E., “Gendered World History”, in: David Christian (ed.), *The Cambridge World History Vol. 1 Introducing World History, to 10,000 BCE* (Cambridge: Cambridge University Press, 2015), 234-260.

November 15 Global Political and Legal Orders

Both economic and socio-cultural orders were deeply embedded in and connected to the historical development of empires and nation-states. This week we will explore the dynamic interplay between those dimensions of the global during the ‘long nineteenth century’ and discuss how these polities, their simultaneously universalist and exclusionary ideologies, and their legal regimes laid the structural foundations for multiple and competing global visions for political order.

Required Readings:

HILL, Christopher, “National Histories and World Systems: Writing Japan, France, and the United States”, in: Q. Edward Wang, Georg G. Iggers (eds.), *Turning Points in Historiography: A Cross-Cultural Perspective* (Rochester: University of Rochester Press, 2002), 163-184, online:

<https://clhilldotnet.files.wordpress.com/2013/09/hill-national-histories-and-world-systems.pdf>

ROSHWALD, Aviel, “On Nationalism”, in: J. R. McNeill, Kenneth Pomeranz (eds.), *The Cambridge World History Vol. 7 Production, Destruction and Connection, 1750-Present, Part One: Structures, Spaces, and Boundary Making* (Cambridge: Cambridge University Press, 2015), 306-330.

WONG, R. Bin, “Self Strengthening and Other Political Responses to the Expansion of European Economic and Political Power in: J. R. McNeill, Kenneth Pomeranz (eds.), *The Cambridge World History Vol. 7 Production,*

Destruction and Connection, 1750-Present, Part One: Structures, Spaces, and Boundary Making (Cambridge: Cambridge University Press, 2015), 366-394.

Recommended Readings:

AYDIN, Cemil, “Regions and Empires in the Political History of the Long Nineteenth Century”, in: Sebastian Conrad, Jürgen Osterhammel (eds.), *An Emerging Modern World 1750-1870* (Cambridge, MA: The Belknap Press of Harvard University Press, 2018), 35-247.

AYDIN, Cemil, *The Politics of Anti-Westernism in Asia. Visions of World Order in Pan-Islamic and Pan-Asian Thought* (New York: Columbia University Press, 2007).

BALLANTYNE, Tony, Antoinette Burton, “Empires and the Reach of the Global”, in: Emily S. Rosenberg, *A World Connecting 1870-1945* (Cambridge, MA: The Belknap Press of Harvard University Press, 2012), 285-431.

BENTON, Lauren, *Rage for Order: The British Empire and the Origins of International Law, 1800-1850* (Cambridge, MA: Harvard University Press, 2016).

COOPER, Frederick, Jane Burbank, *Empires in World History: Power and the Politics of Difference* (Princeton: Princeton University Press, 2010).

FASSBENDER, Bardo, Anne Peters, “Introduction: Towards a Global History of International Law”, in: Fassbender/Peters (eds.), *The Oxford History of International Law* (Oxford: Oxford University Press, 2012), 1-26.

GETACHEW, Adom, *Worldmaking after Empire: The Rise and Fall of Self-Determination* (Princeton: Princeton University Press, 2019).

MAIER, Charles S., “Leviathan 2.0: Inventing Modern Statehood”, in: Emily S. Rosenberg, *A World Connecting 1870-1945* (Cambridge, MA: The Belknap Press of Harvard University Press, 2012), 29-282.

WEITZ, Eric D., *A World Divided. The Global Struggle for Human Rights in the Age of Nation-States* (Princeton: Princeton University Press, 2019).

November 22 Research Project Presentations

--Today’s seminar is devoted to research project presentations and discussions--

November 29 Research Project Presentations

--Today’s seminar is devoted to research project presentations and discussions--

December 6

Connections, Contestations, and Challenges

In our last seminar we will return to some of the fundamental questions about the field of global history discussed at the outset. How do current practitioners see the future of the field? What are their criticisms of field's evolution and which solutions do they propose? Most importantly, we will reflect on how learning about this field, its theoretical parameters, methodological approaches, and empirical insights, has affected the way we think and write about history.

Required Readings:

DIRLIK, Arif, "Performing the World: Reality and Representation in the Making of World Histor(ies), in *Journal of World History* 16:4 (December 2005): 391-410.

DRAYTON, Richard, David Motadel, "Discussion: The Futures of Global History", in: *Journal of Global History* 13 (2018): 1-21.

EPPLÉ, Angelika, "Calling for a Practice Turn in Global History: Practices as Drivers of Globalization's", in: *History and Theory* 57:3 (September 2018): 390-407.

OSTERHAMMEL, Jürgen, "Global History and Historical Sociology", in: James BELICH, John Darwin, Margret Frenz, Chris Wickham (eds.), *The Prospect of Global History* (Oxford: Oxford University Press, 2016), 23-43.

GHOBRIAL, John-Paul A., "Introduction: Seeing the World Like a Microhistorian", in: *Past & Present* 242 Issue Supplement 14, November 2019: 1-22.

Additional Statements

Accessibility Options:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for

extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Francine McKenzie (fmckenzi2@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Statement on the Use of Generative Artificial Intelligence (AI)

Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html To connect with a case manager or set up an appointment, please contact support@uwo.ca

Copyright

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

For more information on plagiarism and other scholastic offenses at the graduate level see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote

number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks are necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

If a history graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will decide about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm, affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

- Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our

own McIntosh Gallery <http://www.mcintoshgallery.ca/>

- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>

- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: [Academic Support & Engagement - Western University \(uwo.ca\)](#)

If you have any further questions or concerns, please contact, Heidi Van Galen, Department Manager, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.