

## **Global Histories – Spring Term**

Instructor: Dr. Aleks Tiberio

Instructor's email address: [a.tiberio@bathspa.ac.uk](mailto:a.tiberio@bathspa.ac.uk)

Lecture: Monday mornings 10-11am (online)

Seminars: Wednesday afternoons 12-2pm and 3-5pm (on campus)

### **Module Outline**

This course will equip you to think critically about Euro-centric understandings of “Global History” and will train you to appreciate world history as being made of a plurality of “global histories”, each to be studied in ways that de-center dominant European/North-Western narratives, thus re-centering history elsewhere and otherwise.

In a short two-week introduction, we will read the key text “The World is Flat” by Thomas Friedman and begin our critique of Eurocentrism and simplistic understandings of “Global History”. Then in Part 1 we are going to study forms of interconnection between different world regions by tracing their historical roots across the centuries up to contemporary times, studying each interconnection as a “global history” in ways that remain critical of Eurocentric perspectives. Finally, after spring break, in Part 2 we will clarify the analytical tools we will need to be able to analyse both historical and contemporary forms of “globalisation”, which cannot be understood in their inequalities and contradictions if not by appreciating the complexity and multiplicity of histories that made and remade the globe for centuries and millennia before the idea of “globalization” was even conceived.

This module will connect the study of the world from a historical and a historian's perspective to a number of other disciplinary approaches in the humanities and social sciences, including politics, international relations, English literature, psychology, sociology, geography, philosophy and ethics. This will become more clearly apparent in Part 2 of the module, namely in the ways in which we will bring it all back together by using a range of theoretical approaches to world history, hopefully in ways that may enhance each other and also our own understanding of the world.

#### **Intended learning outcomes:**

1. A critical understanding of dominant Euro-centric understandings of “Global History”.
2. A systematic knowledge and understanding of a plurality of “global histories”.
3. An appreciation of the inequalities and contradictions of the contemporary “globalised” world in a historical perspective.

#### **Skills to be developed:**

1. The critical analysis and assessment of the impact of European/North-Western perspectives in different contexts and of alternative non-Eurocentric understandings of the world;
2. A capacity to identify, select, analyse, interpret and critically evaluate a variety of sources and data;
3. The application of relevant approaches to the use of sources in the construction of sound historical arguments about the nature of culture and politics in different periods and world regions.

## Lectures & Seminars:

The module is delivered through a mixture of lectures and seminars. We will meet on Mondays for our seminar (10-11am, online), whereas our seminars will be held on campus on Wednesdays (12-2pm and 3-5pm). Attendance to both lectures and seminars is monitored and required. Please email me if you won't be able to attend on a specific week for a relevant reason, thanks. Every week please:

- complete the readings by the Sunday evening before each week's Monday lecture;
- post a short response note on that week's Google Doc with your take on the reading material (150 words maximum) by the Tuesday evening before that week's Wednesday seminar meeting. Your weekly commentaries will come handy for the writing of the two main assignments (S1, the mid-term essay, and S2, the research essay), as explained below.

## Assignments and class activities:

There will be two assignments for summative assessment (S1 is a structured essay due right before spring break and S2 is a research essay due at the very end of the course). There will also be 5 formative assessments before spring break, namely informal exercises to check in with me about F1 the locations, F2 the timelines and F3 the keywords you should be familiar with, and the locations/timelines and keywords concerning F4 colonial imperialism and F5 post-colonial legacies also before spring break and your mid-term essay (S1) is due, and 3 chances to discuss your research project (S2) with me after the break. For these weekly activities, see the full timeline of the course on the next page.

### **Formative assessment:**

- F1 Map exercise (Wednesday, 2 March)
- F2 Timeline exercise (Wednesday, 9 March)
- F3 Keywords exercise (Wednesday, 16 March)
- F4 Colonial imperialism exercise (Wednesday, 23 March)
- F5 Post-colonial legacies exercise (Wednesday, 30 March)

### **Summative assessment:**

S1 Mid-term Essay (2000 words, 40% of your final grade) – submission deadline Friday 8 April 2022, 12 noon; marked by Friday 29 April 2022, 12 noon:

How can we critically understand the difference between a study of history that privileges a focus on “Global History” and alternative perspectives considering a multiplicity of “global histories”? Discuss this question in 2000 words maximum in connection to each of the global histories we covered in Part 1 of the module. Please cite each source properly in the text of the essay and include a list of references at the end. We will discuss citations and references in class in the weeks before the assignment is due.

S2 Research Essay (3000 words, 60% of your final grade) – submission deadline Friday 27 May 2022, 12 noon; marked by 17 June 2022, 12 noon:

“Is the world flat? And if so, for whom?” Respond to this question by critiquing the claims made by Thomas Friedman in *The World is Flat* (the reading assigned for Week 2) with a focus on a

specific “global history” of your choice among those studied in Part 1 (Weeks 3-8) or another one of your choice, further researching a specific aspect of this global history using at least 3 primary sources and at least 5 of the readings of Part 2 (Weeks 9-13) as secondary sources in 3000 words maximum.

Please cite each source properly in the text of the essay and include a list of references at the end. We will discuss the use of both primary and secondary sources collectively in class and you will have multiple chances to discuss your research project with the instructor individually in the weeks before the assignment is due.

## **Key Texts:**

### **World Histories:**

- Kaine Agary (2006) *Yellow Yellow*. Lagos, Nigeria: Dtalkshop Paperback.
- Barry Cunliffe (2015) *By Steppe, Desert and Ocean: The Birth of Eurasia*, Oxford, England: Oxford University Press.
- Omar Ali (2016) *Islam in the Indian Ocean World*. Boston, MA: Bedford/St.Martin's.
- Ellen Roy (2013) in *On the Edge of the Banda Zone: Past and Present in the Social Organization of a Moluccan Trading Network*, Honolulu, HI: University of Hawai'i Press.
- Gloria Anzaldua ([1987]2007) *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books.
- Édouard Glissant (1997) “The Open Boat” in *Poetics of Relation*. Ann Arbor, MI: University of Michigan Press.

### **Theory-informed analysis:**

- Stuart Hall and Bram Gieben, eds. (1992) *Formations of Modernity*. Cambridge, England: Polity Press.
- Sven Lindqvist (1990) *Exterminate All the Brutes*, New York, NY: The New Press.
- Doreen Massey (1994) *Space, Place and Gender*. Minneapolis, MN: University of Minnesota Press.
- Fatima El-Tayeb (2011) "Conclusion: An Infinite and Undefinable Moment", *European Others: Queering Ethnicity in Post-National Europe*, Minneapolis, MN: University of Minnesota Press, pp. 163-178.
- Susan Buck-Morss (2009) *Hegel, Haiti and Universal History*, Pittsburgh, PA: University of Pittsburgh Press.

## **Schedule (the detailed reading plan starts on the next page):**

**Week 1 – Introduction, Part 1: Rethinking the Idea of the “Global”** Monday, 14 February + seminar on Wednesday, 16 February (Introduction)

**Week 2 – Introduction, Part 2: Global History vs. Global Histories** Monday, 21 February + seminar on Wednesday, 23 February (First reading)

### **PART 1 (Weeks 3-8): Un-flattening History**

**Week 3 – Interconnections across Africa and the Mediterranean** Monday, 28 February + seminar on Wednesday, 2 March \*\*\* F1 Informal map exercise

**Week 4 – Eurasian Interconnections** Monday, 7 March + seminar on Wednesday, 9 March \*\*\*F2 Informal timeline exercise

**Week 5 – Interconnections across the Indian Ocean** Monday, 14 March + seminar on Wednesday, 16 March \*\*\*F3 Informal keywords exercise

**Week 6 – Interconnections in Asia and the Pacific** Monday, 21 March + seminar on Wednesday, 22 March \*\*\*F4 maps / timelines / keywords exercise on colonial imperialism

**Week 7 – Interconnections across the Americas** Monday, 28 March + seminar on Wednesday, 30 March \*\*\*F5 maps / timelines / keywords exercise on post-colonial legacies

**Week 8 – Atlantic Interconnections** Monday, 4 April + seminar on Wednesday, 6 April \*\*\*S1 Mid-term essay due on Friday 8 April at 12 noon.

### **PART 2 (After a two-week break, weeks 9 to 13): Clarifying Our Analytical Tools**

**Week 9 – New Compasses: Part 1 Imperialism** Monday, 25 April + seminar on Wednesday, 27 April (in-depth reading)

**Week 10 – New Compasses: Part 2 Racism** Monday, 2 May + seminar on Wednesday, 4 May \*\*\* First check-in about your research project ideas and research plan

**Week 11 – New Compasses: Part 3 Class, Race and Gender** Monday, 9 May + seminar on Wednesday, 11 May \*\*\* Second check-in about your research project and the analysis of primary sources

**Week 12 – New Compasses: Part 4 Rethinking Global History** Monday, 16 May + seminar on Wednesday, 18 May \*\*\*Third and final check-in about your research project and on how to make an argument

**Week 13 – Review and Continuing Debates** Monday, 23 May + seminar on Wednesday, 25 May \*\*\*S2 Research Essay due (Friday 27 May, 12 noon)

## **Detailed weekly reading plan:**

Please complete the readings by the Sunday evening before each week's Monday lecture, and post a short response note on the Google Doc with your take on the reading material (150 words maximum) by the Tuesday evening before that week's Wednesday seminar meeting.

### **INTRODUCTION (Weeks 1-2):**

#### **■ Week 1 – Introduction, Part 1: Rethinking the Idea of the “Global”**

**Monday, 14 February + seminar on Wednesday, 16 February**

This week we will introduce the course, beginning to trace back the historical roots of the 'here & now'. Cover these news articles before the lecture (which will take place online on Monday, 14 February. 10-11am):

**Core reading:** Nicki Saval (2017) “Globalization: the Rise and Fall of an Idea that Swept the World” in *The Guardian*, 14 July 2017.

<https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world>

#### **■ Week 2 – Introduction, Part 2: Global History vs. Global Histories**

**Monday, 21 February + seminar on Wednesday, 23 February**

**Core reading:** Thomas Friedman (2005) “While I was sleeping” in *The World is Flat: A Brief History of the Twenty-first Century*. London, England: Penguin Books, pp. 3-16.

**Complementary key reading:** Joseph Stiglitz (2002) “Freedom to Choose?” in *Globalization and Its Discontents*, London, England: Penguin Books, pp. 53-65.

## **PART 1 (Weeks 3-8): Un-flattening History**

### ■ **Week 3** – Interconnections across Africa and the Mediterranean

**Monday, 28 February + seminar on Wednesday, 2 March**

**F1 Informal map exercise**

**Core reading:** Kaine Agary (2006) *Yellow Yellow*. Lagos, Nigeria: Dtalkshop Paperback, pp.3-4 and 7-11.

**Complementary key reading:** Olivette Otele (2020) "Introduction" in *African Europeans: An Untold History*, London, England: Hurst Publishers, pp.1-8.

### ■ **Week 4** – Eurasian Interconnections

**Monday, 7 March + seminar on Wednesday, 9 March**

**F2 Informal timeline exercise**

**Core reading:** Barry Cunliffe (2015) *By Steppe, Desert and Ocean: The Birth of Eurasia*, Oxford, England: Oxford University Press, pp. 451-461.

**Complementary key reading:** Frank Billé and Catherine Humphrey (2021) “Bridging the Gap?” in *On the Edge: Life along the Russia-China Border*. Cambridge, MA: Harvard University Press, pp. 269-277.

### ■ **Week 5** – Interconnections across the Indian Ocean

**Monday, 14 March + seminar on Wednesday, 16 March**

**F3 Informal keywords exercise**

**Core reading:** Omar Ali (2016) “The travels of Ibn Batuta, Marco Polo, Zheng He: The Overall Survey of the Ocean's Shores, 1433, Trade, society, and social customs” in *Islam in the Indian Ocean World*. Boston, MA: Bedford/St.Martin’s, pp. 33-35 and 42-47.

**Complementary key reading:** Sunil Amrith (2013) “Oceans’ Crossroads” *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants*, Cambridge, MA: Harvard University Press, pp.145-156.

■ **Week 6 – Interconnections in Asia and the Pacific**

**Monday, 21 March + seminar on Wednesday, 23 March**

**F4 Map / timeline / keywords exercise on colonial imperialism**

**Core reading:** Ellen Roy (2013) “A Conjectured History: The Origins of a Trading Zone” in *On the Edge of the Banda Zone: Past and Present in the Social Organization of a Moluccan Trading Network*, Honolulu, HI: University of Hawai’i Press, pp.54-65.

**Complementary key reading:** Elizabeth Povinelli (2002) *The Cunning of Recognition: Indigenous Alterities and the Making of Australian Multiculturalism*. Durham, NC: Duke University Press, pp. 1-5.

■ **Week 7 – Interconnections across the Americas**

**Monday, 28 March + seminar on Wednesday, 30 March**

**F5 Map / timeline / keywords exercise on post-colonial legacies**

**Core reading:** Gloria Anzaldua ([1987]2007) *Borderlands/La Frontera: The New Mestiza*, San Francisco, CA: Aunt Lute Books, pp. 23-35.

**Complementary key reading:** Roxanne Dunbar-Ortiz (2014) “The Doctrine of Discovery” in *An Indigenous History of the United States*. Boston, MA: Beacon Press, pp.197-210.

■ **Week 8 – Atlantic Interconnections**

**Monday, 4 April + seminar on Wednesday, 6 April**

**S1 Structured essay due at the end of the week**

**Core reading:** Édouard Glissant (1997) “The Open Boat” in *Poetics of Relation*. Ann Arbor, MI: University of Michigan Press, pp. 5-9.

**Complementary key reading:** Peter Linebaugh and Marcus Rediker (2000) “The Outcasts of the Nations of the Earth” in *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*. Boston, MA: Beacon Press, pp. 174-190.

➔ **S1 first essay due on Friday, 8 April at 12 noon (then a 2-week break)**

## **PART 2 (Weeks 9 to 13): Clarifying Our Analytical Tools**

### ■ **Week 9 – New Compasses: Part 1 Imperialism**

**Monday, 25 April + seminar on Wednesday, 27 April**

#### **In-Depth Reading**

**Core reading:** Edward Said ([1978] 2003) *Orientalism*, London: Penguin, pp. 4-9.

**Complementary key reading:** Stuart Hall (1992) “The West and the Rest: Discourse and Power”, in Stuart Hall and Bram Gieben, eds. *Formations of Modernity*, Cambridge, England: Polity Press, pp. 276-280 and 296-308.

### ■ **Week 10 – New Compasses: Part 2 Racism**

**Monday, 2 May + seminar on Wednesday, 4 May**

#### **First check-in about your research project**

**Core reading:** Joseph Conrad ([1899] 1994) *The Heart of Darkness*, London, England: Penguin Popular Classics, pp. 82-89.

**Complementary key reading:** Sven Lindqvist (1990) *Exterminate All the Brutes*, New York, NY: The New Press, pp.122-141.

### ■ **Week 11 – New Compasses: Part 3 Class, Race and Gender**

**Monday, 9 May + seminar on Wednesday, 11 May**

#### **Second check-in about your research project, analysis of primary sources**

**Core reading:** Samuel Huntington (1993) “The Clash of Civilizations?”, in *Foreign Affairs*, No. 72 Vol. 3, pp. 22-29.

**Complementary key reading:** Doreen Massey (1994) “A Global Sense of Place” *Space, Place and Gender*. Minneapolis, MN: University of Minnesota Press, pp.146-156.



■ **Week 12 – New Compasses: Part 4 Rethinking Global History**

**Monday, 16 May + seminar on Wednesday, 18 May**

**Third and final check-in about your research project and the making of an argument**

**Core reading:** Dipesh Chakrabarty (2008) “Provincializing Europe?” in *Provincializing Europe: Postcolonial Thought and Historical Difference* Princeton, NJ: Princeton University Press, pp. 42-46.

**Complementary key reading:** Fatima El-Tayeb (2011) "Conclusion: An Infinite and Undefinable Moment", *European Others: Queering Ethnicity in Post-National Europe*, Minneapolis, MN: University of Minnesota Press, pp. 163-178.

■ **Week 13 – Review and Continuing Debates**

**Monday, 23 May + seminar on Wednesday, 25 May**

**S2 Research essay due at the end of the week**

**Core reading:** Iain Chambers (2008) “Many Voices” in *Mediterranean Crossings*, Durham, NC: Duke University Press, pp. 1-3.

**Complementary key reading:** Susan Buck-Morss (2009) “Universal History”, in *Hegel, Haiti and Universal History*, Pittsburgh, PA: University of Pittsburgh Press, pp. 114-119 and 148-151.

➔ **S2 Final Research Essay Due by Friday, 27 May, 12 noon.**

**\*\*\**Stay focused, but also stay healthy*\*\*\***

**\*\*\**Give it the best you can but always follow your own learning path*\*\*\***