

before concluding by investigating two case studies of European and Asian 'co-colonization' in the Pacific, on the islands of Taiwan and the Philippines.

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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 research, what are the key points of debate?

Final Project: 20%)

Scale for individual assignments:

A: 97%

B: 85%

C: 75%

Scale for final grades:

A: 95%+

B: 84-86%

C: 70%-76%

As preparation for each of the exams, you will write a 1000-word analytical paper on the relevant units, building on your daily analyses for each session as well as our class discussions. You will design your own analytical question and argument and submit an outline a week in advance of the deadline. Then, based on feedback from me (and potentially a writing tutor), please revise and complete the paper

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 three to four 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 follow clearly the logic of your argument.

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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.

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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.

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Every student 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.

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1. Weiwei Luo, 'Money and the Future in Late Ming China',
no. 1 (2019), p. 50-70

, vol. 45,

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1. Jenny Shaw, 'Birth and Initiation on the Peers Plantation: The Problem of Creolization in Seventeenth-Century Barbados', *Journal of Caribbean Studies*, vol. 39, no. 2 (2018) p. 290-314
2. *Creolization: The Making of a New Culture*, ed. Alice Bellagamba, et al (Cambridge University Press, 2013)

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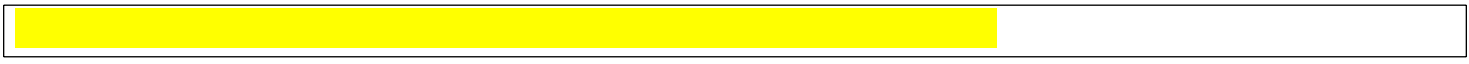
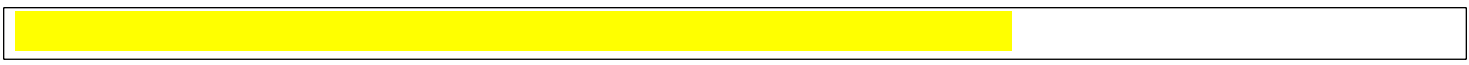
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1. Janet Abu-Lughod, *Veil: Women of the Middle East and the Invention of Modesty* (Oxford: Oxford University Press, 1991)

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1. Chapurukha K. Kusimba, 'The Swahili and Globalization in the Indian Ocean', in *Swahili: A Cultural History* (Routledge, 2016)
2. Michael N. Pearson, *The Swahili of Zanzibar: A History* (Chicago: The University of Chicago Press, 2003)

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- 1. Adam Clulow, (New York: Columbia University Press, 2014)

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- 1. Bruce Jacobs, 'Review: The History of Taiwan', in , vol. 65 (January 2011), p. 195-203
- 2. Tonio Andrade, (Princeton: Princeton University Press, 2007)

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- 1. Emma Teng, (Harvard University Press, 2004)
- 2. Yu Yonghe, , 1697

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- 1. Birgit Tremml, (Amsterdam University Press, 2005)

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- 1. Kenneth Pomeranz, (Princeton: Princeton University Press, 2001)

