

HIST 23

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

Grinnell College, Spring 2, 2021 (April-May 25th)

M-F @ 7:00-8:50 p.m. CST

<https://grinnellcollege.webex.com/grinnellcollege/j.php?MTID=ma666b74c432cdc117c8f269bfc04690a>

Syllabus subject to change

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Office Hours: M-F 9:00-10:00 p.m. CST, or by appointment

Course Description and Objectives

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 mid-fifteenth through the eighteenth centuries.

This course will explore how and why the world became integrated, interdependent, and 'global', through 1) imperial expansion and colonization; 2) the emergence of modern capitalist instruments and markets; intensified voluntary and forced migration; and 3) 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

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.

Assignments and Grading Breakdown

Participation: 20%, including attendance and daily analyses of class readings

Scaffolding assignments for final project: 10% each

#1 (due 04/23)

#2 (due 05/05)

Final Exam: 30% (due 05/21)

Final Project: 30% (due 05/24)

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 this course will depend on your willingness to engage thoughtfully with the material and each other, in 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

history that we did not cover in detail together. This is a great opportunity to utilize digital humanities tools like Scalar and Arcgis Storymaps to design a visually appealing, methodologically sophisticated exhibit that will appeal to a broader public audience

Late Assignment Policy

Every student two 24-hour grace periods to use on their terms 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 honestly 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/officeservices/accessibility/disability/disability_services

Readings and Topics

Friday, April 9th – Constructing and Navigating the Christian-Muslim Mediterranean

1. Robert Davis, 'The Geography of Slaving in the Early Modern Mediterranean, 1500-1800' in *Journal of Medieval and Early Modern Studies*, vol. 37, no. 1 (January 2007), p. 74

Monday, April 12

