MO5612

Global History, Globalisation

and its Histories

Module Tutors:
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Time:
Week 1 Friday 10-12
Weeks 2-11 Thursday 11:30-1:30

Location
The session in Week 1 will take place in Dr Easterby-Smith’s office
(Room 0.11, St Katharine’s Lodge). Thereafter according to teaching staff (usually
the first named in the schedule)
Description

Over the past two decades or so global history, along with world history and the history of globalisation has become one of the most vibrant fields in history – and in modern history in particular. Global history can broadly be defined as the analysis of flows and interconnections of people, goods, commodities, or ideas through, across and between continents, cultures, countries and borders. This module is designed as a broad introductory module to the field of global history, its methods, approaches and recent historiographical trends, from the eighteenth to the twentieth century. It follows a problem and theme oriented structure rather than a chronological order. The first sessions examine recent trends that have contributed to the emergence of global history as well as related concepts such as transnational history. We will discuss distinct fields and schools, including the historiographies on globalization, transnationalism and postcolonial studies. Following this the course engages with alternative spaces and various scales in global history, namely oceans, empires, metropolises and the question of territoriality and sovereignty. The final part engages with case studies of events, processes and people that characterise the global history of the late modern period including the histories of finance and consumption, technology and infrastructure, and migration and encounter. For most topics, two staff members familiar with the material but from different fields of expertise will facilitate the discussion.

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Learning Outcomes

- Understand the multiple contexts in which global history and the histories of globalisation have emerged
- Evaluate some of the master narratives and general frameworks that have driven debates and research on global history
- Identify and assess some of the major challenges to writing global history through the historiography of leading themes and topics in the field of global history
- Explore the role of differing scales of space and time, as well as of differing levels of conceptual abstraction in the writing of global history

Assessment

The course is assessed entirely through coursework. You will submit two essays of c. 6,000 words. Each essay is worth 50% of the final grade.

**Deadlines:**

**Essay 1:** Friday, 5pm, 17 October 2014 (week 5)

**Essay 2:** Friday, 5pm, 5 December 2014 (week 12)

Please submit **TWO paper copies** of your essay into Dr Easterby-Smith’s essay box (on the first floor of SKL).

You must also **upload** an electronic copy onto **MMS** by the deadline.

Essays

Essay topics (and questions/titles) must be agreed in advance between you and one of the MO5612 tutors.

Please note the School Regulations regarding:

**Late Work**

- 0.5 points will be deducted for every working day (including Saturday, Sunday and any holiday) after the relevant deadline. Students submitting work late are strongly advised to have the date of submission documented by one of the secretaries before asking for the work to be placed in the tutor's pigeon hole. No deductions will be made for Saturdays, Sundays or May Day.
• Work submitted more than two weeks after the relevant deadline but before the School's final deadline will receive an automatic fail mark of 1.
• Extensions can only be granted in advance of the deadline by the Course Co-ordinator.

**Assessment Criteria:** [http://www.st-andrews.ac.uk/history/inpg/ipgassesscwk.html](http://www.st-andrews.ac.uk/history/inpg/ipgassesscwk.html)

**Style Guide**
Essays must conform to the style guide, as detailed here: [http://www.st-andrews.ac.uk/history/infoug/stylesheet.html](http://www.st-andrews.ac.uk/history/infoug/stylesheet.html)

**Marking Scale** - work is marked using the University’s 20-point marking scale. This is explained here: [http://www.st-andrews.ac.uk/history/inpg/ipgmarkingscale.html](http://www.st-andrews.ac.uk/history/inpg/ipgmarkingscale.html)

**Resources**

**Key Texts on Historiography of Global History**


**Journals**

- Journal of World History
- Journal of Global History
- Itinerario
- Comparativ. Zeitschrift für Globalgeschichte und Vergleichende Gesellschaftsforschung
- Contemporary European History
- Europäische Geschichte Online (http://www.ieg-ego.eu/); see contributions on ‘Theory and Methods’
- European History Quarterly
- European Review of History / Revue européenne d’histoire
- Geschichte und Gesellschaft
- International Migration Review
- The American Historical Review
- The Journal of American History
- The International History Review
Seminars and Reading List

**Week 1  Introduction**   SES, BS, KML

**Overview:** Introduction to the goals of the course. What is your background in history? Why global history for you? What geographic area and time period do you have an interest in? What themes and historical questions are you drawn to? What have you come across so far that deals with the issues of global history, globalization, and transnational history?

**Key Reading**


**Week 2  Concepts and Historiography**   SES, BS

**Overview:** Global history, world history, transnational history and debates over globalization: In what contexts and historiographies did these fields of study emerge? What assumptions do they entail, or attempt to challenge? How have the definitions within the field been contested and, for our purpose, what range of approaches will we address in the themes of the course.

**Key Reading**


**Further Reading**


**Week 3  From local to global, from global to local: Scales in Global and Transnational History** BS, KML

**Abstract:**
Is global history necessarily large or big history? At what level, size and scale can or should global and transnational history be practiced? How and where are global connections and transnational “objects” (people, ideas, commodities) best studied? How can the different levels of analysis and empirical work across borders, countries and cultures be connected? These are some of the main questions we wish to address in this session.

**Required reading**


Rüger, Jan, ‘OXO: Or, the Challenges of Transnational History’, *European History Quarterly* 40/4 (2010), 656-668


**Further reading:**


Carlo Ginzburg, John Tedeschi and Anne C. Tedeschi, ‘Microhistory: Two or Three Things That I Know about It’, Critical Inquiry, 20(1) 1993, 10-35 (online)


J Häberlen ‘Reflections on comparative everyday history: Practices in the working class movement in Leipzig and Lyon during the early 1930s’ International History Review 33.4 December 2011 687-704

Peter Hedström, Richard Swedberg (eds), Social Mechanisms: An Analytical Approach to Social Theory (1998), Introduction


Sigurdur Gylfi Magnússon, “‘The Singularization of History’: Social History and Microhistory within the Postmodern State of Knowledge,” Journal of Social History 36, no. 3 (Spring 2003): 701-735 (online)

Edward Muir, Guido Ruggiero (eds), Microhistory and the Lost Peoples of Europe (Baltimore, Md: Johns Hopkins University Press, 1991), Introduction and ch. 1

Jacques Revel (ed), Jeux d'échelles. La micro-analyse à l'expérience (Paris: Gallimard Le Seuil 2009)


**Week 4 Empires and Oceans as Transnational Spaces**  
**BS, SES**

**Abstract**
This session will focus on examples of French and British imperial expansion and maritime trade in the eighteenth and nineteenth centuries. You are, however, encouraged to read more widely to prepare for the session (engaging with the broader traditions of Atlantic/Mediterranean history, and new work on the Indian and Pacific Oceans). We will relate the examples listed below to the use and meaning(s) of labels such as ‘empire’ and ‘Atlantic world’, and will also discuss how we might conceive of the ocean: was the sea a ‘transnational’ or a ‘global’ space?

**Required reading**


Bayly, Christopher A. et al, ‘AHR Conversation: On Transnational History’, American Historical Review 111/5 (2006), 1441-1464. [This was set earlier in the course, but we will relate our discussion to the issues raised in this ‘Conversation’, so please revisit it]

*Then read as much as you can from at least two of the themed sections below:*

**The French and British empires**


Frederick Quinn, *The French Overseas Empire* (Westport, Conn., and London, 2000) – Chapter on the 18th century


**The Sea**


Renaud Morieux, *Une mer pour deux royaumes. La Manche, frontière franco-anglaise (XVIIe-XVIIIe siècles)* (Rennes, 2008)

**Atlantic World**


David Armitage and Michael J. Braddick (eds), *The British Atlantic World, 1500-1800* (New York, 2002)


Empire and history-writing

Catherine Hall and Keith McClelland (eds), *Race, Nation and Empire: Making Histories, 1750 to the Present* (Manchester, 2010) DA1.R2


The Mediterranean


The Indian Ocean and the Pacific


Week 5  The Metropolis as a Global Space  KML, ST

Abstract
In this week we examine the great cities of empire as themselves a form of global, or postcolonial space. Both during the history of empire and long after its collapse, the metropole and the great central cities continue to both be the physical home of many of the communities brought there, but also a nostalgic reminder of imperial pasts in the forms of its monuments, architecture, and its very structure. Our readings this week explore some of these themes.

Key Reading:
Schwarz, Bill. “Claudia Jones and the West Indian Gazette: Reflections on the Emergence of Postcolonial Britain.” In The New Imperial Histories Reader

Further Reading:
Week 6  **Sovereignties and territoriality**  BS, CF

**Theoretical Approaches**


**Case study:** Premonitions of European Union, 1919-1932.

The modern concept of European Union involves an uneasy relationship between the articulation of national interest and the promotion of the transnational. The current Euro currency crisis bears eloquent testimony to this nexus, but comparable issues haunted earlier, inter-war attempts at European Union.

With just a week available to grapple with this topic, I suggest we focus on two key events: the 1929/30 Briand Plan for European Union, and the 1931 Franco-German agreement on economic union. If you are really keen, by all means look at both events, but thorough reading on just one will do fine – as long as you cover both topics between you. You will be examining the interface between national policy and the advocacy of transnationalism. In particular you will find France and Germany promoting national interests through advocacy of a transnational concept of Europe, whilst the United Kingdom was concerned at the threat this posed to its national and imperial interests.

The Briand Plan is relatively well discussed in the literature, but the 1931 Franco-German agreement is barely acknowledged by most historians. There is some coverage, in passing, in the work of French scholars, Sylvain Schirmann among them, but it’s my present research interest – hence the suggested titles from my own work.

You will need to be selective in your reading. I am pleased to say that most of the books are now in the library, although in some cases there is just a single copy available. That said, most consist of edited collections of articles with some more relevant than others. By focusing on the more appropriate it shouldn’t take long to get through each title. Furthermore, I very much doubt if anyone else in the university will be using this stuff, so don’t individually hog all the titles, and keep in touch with each other via email or whatever so you can circulate titles. To pick and choose a little from within a lengthy bibliography, the edited works by Boyce, Fleury, Frank, McDonough, Schirmann, and Schuker are key. There are monograph titles which offer greater depth on people or events. As noted, my two more recent pieces (in McDonough ed. & *International History Review*) provide the only detailed coverage of the 1931 Franco-German accord on economic union.
Reading:


Conrad, Sebastian and Sachsenmeier, Dominic (eds), Competing Visions of World Order: Global Moments and Movements, 1880s-1930s (New York: Palgrave Macmillan, 2007)


Fischer, Conan, ‘Scoundrels without a Fatherland? Heavy Industry and Transnationalism in Post-First World War Germany,’ Contemporary European History, 14 no. 4 (2005), 441-64.

Fleury, Antoine (ed), Le Plan Briand d’Union fédérale européenne. Perspectives nationaux et transnationales, avec documents (Bern, Peter Lang, 1998)


Week 7  Follow the money

Inter-war Europe in an era of financial globalisation.

The modern process of globalisation is intimately wedded to trade and international finance. We are taking the earlier 20C to serve as a case study, starting with the consequences of the First World War, including the Versailles Treaty, looking at instances of misery and speculative boom during the ‘roaring twenties’, before plunging into the 1929 Great Depression. Finally, we’ll look at Nazi (and also some British) ideological responses to globalised capitalism. Organise your reading accordingly, although you might prefer to immerse yourself in one particular dimension of this sorry tale. I’ve included some contemporary and older material here. Perspectives change.

Aldcroft, Derek H, *From Versailles to Wall Street, 1919–1929* (1977)
Fischer, Conan & Sharp, Alan, *After the Versailles Treaty* (2008) esp chs 5 (Feldman), 6 (Fischer), 7 (Clavin)
HMSO, *The Treaty of Peace between the Allied and Associated Powers and Germany* (1919ff), Parts VIII, IX, X (Look through these sections to get the flavour of what was in the treaty’s money-related provisions)
Keynes, John Maynard, *The Economic Consequences of the Peace* (1920)
Macmillan, Margaret, *Peacemakers. six months that changed the world* (2001) part IV
Miller Lane, Barbara & Rupp Leila, *Nazi ideology before 1933* (1978) esp documents on pp5-9, 27-30, 135-45


**Week 8  Movement, networks and nodes  SES, BS**

**Abstract**
The concept of a network underlies much transnational history, describing the links and connections that agents formed with each other. History of science is equally indebted to the idea of a network because it describes how individuals exchanged information, and thus explains the processes that bring about new knowledge. In this seminar we will consider how networks have facilitated (or hindered) the circulation of information and development of expertise. We will also reflect on the extent to which the concept of a ‘network’ is useful as a category for analysis, thinking about the different ways in which historians have used the term to describe transnational movement and exchange.

**Required reading:**


http://heterogeneities.net/publications/Law1986MethodsOfLongDistanceControl.pdf

David Livingstone, *Putting Science in its Place: Geographies of Scientific Knowledge* (Chicago, 2003), Chapter 1 ‘A Geography of Science?’ and Chapter 4 ‘Circulation: Movements of Science’.

Further reading:

Experts and expertise

Ursula Klein and Emma Spary (eds), *Materials and Expertise in Early Modern Europe. Between Market and Laboratory* (Chicago, 2010), Introduction.


Networks and knowledge


Actor-Network Theory


**Week 9  Technology and Culture**  KML, SES

**Assigned Reading**


**Further Reading**

*History of Technology*


Environmental history
Beinart, William and Lotte Hughes (eds), Environment and Empire (Oxford, 2009)
**Week 10  Global Encounters   KML**

**Abstract**
One of the most rich historiographies to have an impact on transnational and global history, and a field of broader interdisciplinary scholarship (including works on anthropology, sociology, literature, and history especially) is that on encounters and their products, especially in the context of empires. In this we might group the encounters themselves, the perceptions and depictions of the Other in those encounters, and the contradictions and hybridities of identity and culture that can emerge. In this weeks readings we look some examples of this kind of scholarship. Arguing, often, from microhistories, it searches for broader patterns that yield rich comparative potential across regions and empires.

**Key Reading:**

Conklin, Alice. “Redefining Frenchness: Citizenship, Imperial Motherhood and Race Regeneration in France and West Africa, 1914-1940.” In Domesticating the Empire: Race, Gender, and Family Life in French and Dutch Colonialism


Ballantyne, Tony. “Knowledge, Empire, Globalization.” In The New Imperial Histories Reader


**Further Reading:**


**Week 11 Global Lives**

**SES, AY**

**Abstract**

We conclude the course by examining ‘global lives’, and the narratives written about them. What sorts of people travelled, why, and how did they account for what they saw? Should we count objects as agents too? How do they influence human cultures? From the early modern period onwards, the improvements in travel and the rise in literacy and in the circulation of print matter meant that Europeans became increasingly aware of cultures and lands beyond their own local and national borders. This has continued and intensified to the present day. We consider ‘global lives’ both in terms of the individuals who travelled, and those who were left behind. How did life change for the people whose horizons were broadened (literally or imaginatively) through their encounters with the wider world? Finally, the recent intensification of historical attention to global history has spawned a range of different approaches to writing about the transnational lives of their historical subjects. Our discussion this week will therefore also reflect on the ways in which historians have constructed narratives about their travelling subjects.

**Required reading**
1. **Material culture**


1. **Global biographies**

*Have a look at least ONE of the books listed below, and consider how the author has approached their subject-matter:*


*Then read as much as you can from the lists below…*

**Narratives and Encounters**


Charles W.J. Withers, *Placing the Enlightenment. Thinking Geographically about the Age of Reason* (Chicago, 2007), Chapter 5 ‘Exploring, Traveling, Mapping’


David Arnold, *The Tropics and the Travelling Gaze. India, Landscape and Science 1800-1856* (Delhi, 2005), Introduction and Chapter 5.


Kris Manjapra, *Age of Entanglement: German and Indian Intellectuals Across Empire* (2014)


The global lives of things.
Daniela Bleichmar and Peter Mancall (eds), *Collecting Across Cultures. Material Exchanges in the Early Modern Atlantic World* (California, 2012), Introduction and Chapters 1 (Bleichmar), 2 (Schmidt) and 10 (Mancall).


Benjamin Schmidt and Pamela Smith (eds), *Making Knowledge in Early Modern Europe: Practices, Objects and Texts, 1400-1800* (Chicago)


**Further reading (not actually a seminar): Historiography of Globalization**


Frederick Cooper, “Globalization,” in *Colonialism in Question*

Tony Ballantyne, “Knowledge, Empire, Globalization,” in *The New Imperial Histories Reader*


