

History 4000/7772: The Early Modern World
Autumn Term, 2014: The University of Manitoba
Erik Thomson

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Mondays, 2:30-5:30.

Fletcher Argue 452

Office hours: Monday, 5:30-6:30, or by
Appointment.

In this seminar, we will examine the history of the early modern world from two perspectives. First, we will examine the major structural changes in environmental, economic, social, political, religious and cultural and intellectual history to allow for systematic comparison of what a recent historian has called the “strange parallels” of development in at least the Eurasian region of the world. Second, we will explore the manner in which the deepening contact and interactions between different regions altered early modern cultures; this is a history that even recently was often called ‘the Rise of the West’, and now is often called ‘contact history’ or ‘connected history.’

The work in the course will largely be historiographical, with an emphasis on recent scholarly work and posing further questions. There will be the opportunity for work with primary sources, however, as part of the research component of the course.

Books, available in the U. of M. Bookstore

Required:

Allan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits*. (Oxford: Oxford University Press, 2005), 9780195309348

Wim Klooster, *Revolutions in the Atlantic World: A Comparative History*. (New York: New York University Press, 2009), 9780814747896

Recommended:

John F. Richards, *The Unending Frontier: An Environmental History of the Early Modern World*. (Berkeley: University of California Press, 2003), 978-0-520-24678-2. (There will be a copy on reserve, and the book is available electronically, but only in limited access format.)

Philip J. Stern, *Corporate Sovereignty and the Early Modern Foundations of the British Empire in India*. (Oxford: Oxford University Press, 2011), 978-0199930364.

Assignments and Marking

20 %: Class Participation. This class will be conducted as a seminar. Obviously, attendance is required. Beyond that, you should not merely have “read” the readings before the class, because these works will require substantially more preparation in order to contribute usefully to the seminar.

Most of the assigned readings for this class are complicated works of analysis and interpretation, with subtle and challenging arguments. Many are written for advanced specialists, and make reference to historical periods and geographical regions with which you will have little familiarity. You may need to do some background reading to understand the readings; I am happy to recommend readings, as well as those references that I will list under the “useful references” sections. You should attempt to have some idea of the authors’ arguments and how they relate to one another before coming to class, and be ready to contribute your opinions and questions.

Reading Notes: 10 %: 1 % each week.

To be handed in at the beginning of class in which the readings are discussed: No late assignments will be accepted.

To help you prepare for seminars, and to make studying for your final exam easier, I will ask you to prepare formal notes on the readings for each week. (I will provide you with a method to help your note taking.) We have twelve classes with readings, so you can choose not to prepare notes for two weeks. You may choose not to prepare notes for the week on the readings about which you will write your reaction paper, or for the week when your research paper is due. Of course, you will be responsible for all the readings on the final exam.

Reaction and Bibliography Paper

15 %: Reaction and Bibliography Paper: Honours students 6 pages, plus bibliography. Graduate Students, 8 pages plus bibliography. Due one week after the class in which the readings will be discussed, concerning one set of readings for Weeks I to VI—due, at the latest, Monday, 27th October.

Analyze the readings for a given week, emphasizing where areas of consensus or disagreement suggest fruitful areas for further specialized research. Sketch, briefly, a research project that would allow you to address the questions you pose, by examining large themes in a smaller regional, national, thematic, or even biographical research project. Prepare a bibliography that would serve as a starting point for additional research. The bibliography should have at least ten monographs and ten scholarly articles, and display a logical approach.

30 %: Research Paper. Honours Students: 12 pages. Graduate Students, 15 pages. Due in class, 24 November 2014.

Any topic in early modern world history may be acceptable, in consultation with me. I suggest, however, two basic options.

1. Early modern “ethnography”.

Identify a primary source that describes another culture than the writer’s own. Such sources may include travel accounts, letters, histories, encyclopedic works, geographical texts, or even merchant manuals. Such texts may be “private” in nature, or produced as an official task for a religious order, sovereign, or commercial employer. Historians have used these texts in a variety of ways to reveal details of the writers’ own culture and concerns to construct identity by shaping an “other”, as well as to find out details of the foreign culture’s history, society and mores. More recently, they have also seen these texts as a source for “connected history”, the interaction between actors and intermingling of ideas and concepts from more than one culture. Consider the readings for class VII, “Writing Contact” as general theoretical guides to the interpretation of such texts, and the sort of interactions examined throughout the course. Use the primary source as the basis of a paper that formulates an argument about what such texts can reveal about the early modern world.

2. Historiography.

Develop a bibliography and analyze either how historians have addressed a certain theme across the early modern world—for example, consumerisms, or “the public sphere”—or analyze how a particular local historiography has exemplified an important topic in early modern world history, emphasizing its connection or difference from the broader questions developed by historians with a world perspective.

25 %: Final exam. A scheduled, three-hour exam will ask you to demonstrate your command of the readings from the course, and familiarity with the arguments the authors have made in the readings discussed together in class.

A note on academic honesty: Education and scholarship depends upon a certain sort of basic honesty. I expect that when you claim to have done work, you will actually have done it. When you use the work or ideas of another scholar or student, you should respect them by treating their work fairly and accurately, and give them public credit by citing them openly. Always err on the side of giving too much credit to others than too little. In formal essays, I prefer citations in footnotes using the form known as the Chicago humanities style; see the quick guide at http://www.chicagomanualofstyle.org/tools_citationguide.html .

The University cares about academic honesty as well, because it has to maintain a standard of fairness and equity. You can find its mandate on “Plagiarism and Cheating” and on “Examination Impersonation” in the section on Academic Integrity of the General Academic Regulations of the University Academic Calendar (<http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx>), but the Faculty of Arts requires me to repeat it here, as well.

“The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.”

Marking: I will make every effort to return papers within a week, and you will thus have considerable feedback before the voluntary withdrawal (VW) date of November 12, 2014. I will take into account the quality and diligence of research, the creativity, strength, and coherence of thought and argument, and the correct grammar, usage, proofreading and citation. Extensions will not be granted except in highly unusual circumstances, which will usually require documentation. 4 % a day will be deducted for unexcused lateness.

A +, 90-100 %: Exceptional: Astonishingly excellent work, which demonstrates originality and a singular command of the subject.

A, 80-89 %. Truly excellent work, free from errors.

B+, 75-79 %. Very good work.

B. 70-75 %. Good.

C+, 65-69 %. Satisfactory.

C. 60-64 %.

D. 50-59 %.

F. 0-49 %.

Other things the Faculty thinks you should know: “Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.” If you do not pick up your work for four months after the end of the course, you will not only lose the incalculable benefits of my comments, but, as the Faculty puts it, the work “will become the property of the Faculty of Arts and will be subject to confidential destruction.”

Useful References

Patrick Karl O'Brien, *Atlas of World History*. (New York: Oxford University Press, 1999), Dafoe, atlas section, G1030.A 84 1999. Contains clear maps that explain a variety of different aspects of world history, but also clear texts that provide a basic sketch of many subjects.

William McNeill and Jerry Bentley, eds. *Berkshire Encyclopedia of World History*. (Great Barrington, MA: Berkshire Publishing, 2nd ed. 2010), 6 vols. Dafoe Reference D 23.B45 2010.

Joel Mokyr, ed. *The Oxford Encyclopedia of Economic History*. (Oxford: Oxford University Press, 2003), 5 vols., Dafoe Reference, HC15. 094 2003. Occasionally absolutely outstanding, and usually excellent.

To find travel writing, try the books published by the Hakluyt Society. For English works of the 16th and early 17th century, see Andrew Hadfield, *Literature, Travel and Colonial writing in the English Renaissance, 1545-1625*. (Oxford: Oxford University Press, 1998. For French works of the same period, G. Atkinson, *La littérature géographique française de la Renaissance* (Paris : A. Picard, 1927), remains useful for bibliographic information. Carlos Sommervogel, et al. *Bibliothèque de la Compagnie de Jésus*. (Paris : Picard, 1890), is invaluable for Jesuit materials. Remember, too, that often travel accounts are listed as “sources” for the history of some regions, so check handbooks of history, too.

Class and Reading Schedule

I: 8 September: Introduction

II: 15 September: Agrarian Structures and Resources

John F. Richards, *The Unending Frontier: An Environmental History of the Early Modern World* (Berkeley: University of California Press, 2003), Introduction, 1-14, “The Early Modern World,” 17-57, “Frontiers and intensified land use in China,” 112-147, “Ecological strategies in Tokugawa Japan,” 148-192, and “Landscape change and Energy transformation in the British Isles,” 193-241.

III: 22 September: Early Modern Globalization

Dennis O. Flynn and Arturo Giráldez, “Born with a ‘silver spoon’: the origins of world trade in 1571,” *Journal of World History* 6, 2(1995): 201-222.

Jan de Vries, “The limits of globalization in the early modern world,” *Economic History Review*. 63, 3 (2010): 710-733.

John F. Richards, *The Unending Frontier: An Environmental History of the Early Modern World* (Berkeley: University of California Press, 2003), "The Columbian Exchange," 309-333, and "The World Hunt," 463-622.

IV: 29 September: Economic Change & the Great Divergence?

Jan de Vries, "The Industrial Revolution and the Industrious Revolution," *Journal of Economic History*. 54,2 (1994): 249-270.

Kenneth Pomeranz, "Political Economy and Ecology on the Eve of Industrialization: Europe, China and the Global Conjuncture," *American Historical Review*. 107, 2 (Apr. 2002): 425-446.

Maxine Berg, "From Imitation to Invention: Creating commodities in Eighteenth Century Britain," *The Economic History Review*. 55, 1 (Feb, 2002): 1-30.

Patrick O'Brien, review of *Ten Years of Debate on the Origins of the Great Divergence*, (review no. 1008) <http://www.history.ac.uk/reviews/review/1008> Date accessed: 17 June, 2014

V: 6 October: Violence

Geoffrey Parker, "Europe and the wider world, 1500-1750: the military balance," in *The Political Economy of Merchant Empires: State Power and World Trade, 1350-1750*. James D. Tracy, ed. (Cambridge: Cambridge University Press, 1991), 161-195.

Tonio Andrade, "An Accelerating divergence? The Revisionist model of world history and the Question of Eurasian Military Parity: Data from East Asia," *Canadian Journal of Sociology: Cahiers Canadiens de Sociologie*. 36, 2 (2011): 185-208.

Philip T. Hoffman, "Why was it Europeans who conquered the World?" *The Journal of Economic History*. 72, 3 (2012): 601-633.

Note: 13th October: Happy Thanksgiving.

I'll be at a conference from 16-19th October, so contact might be sporadic.

VI: 20 October: Early Modern Eurasian States: Strange Parallels?

M.N. Pearson, "Merchants and States," in *The Political Economy of Merchant Empires: State Power and World Trade, 1350-1750*. James D. Tracy, ed. (Cambridge: Cambridge University Press, 1991), 41-116.

Victor Lieberman, "Transcending East-West Dichotomies: State and Culture formations in Six Ostensibly Disparate Areas," *Modern Asian Studies*, 31,3 (1997): 463-546.

Sanjay Subrahmanyam, "A tale of three empires: Mughals, Ottomans and Habsburgs in a Comparative Context," *Common Knowledge* 12, 1 (2006): 66-92.

VII: 27 October: Writing Contact

Joan-Pau Rubiés, "Instructions for travellers: teaching the eye to see," *History and Anthropology* 9, 2-3 (1996): 139-190.

Evi Mitsi, "'Nowhere is a place': Travel Writing in Sixteenth Century England", *Literature Compass* 2, 1 (2005): 1-13.

Sanjay Subrahmanyam, "Intertwined Histories: *Crónica* and *Tārīkh* in the Sixteenth-Century Indian Ocean World," *History and Theory* 49 (December 2010): 118-145.

Arun Saldanha, "The Itineraries of Geography: Jan Huygen van Linschoten's *Itinerario* and Dutch Expeditions to the Indian Ocean, 1594-1602," *Annals of the Association of American Geographers*, 101, 1 (2011): 149-177.

VIII: 3 November: Conversion

Allan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits*. (Oxford: Oxford University Press, 2005).

Tijana Krstic, "Illuminated by the light of Islam and the Glory of the Ottoman Sultanate: Self-Narratives of Conversion to Islam in the Age of Confessionalization," *Comparative Studies in Society and History* 51, 1 (2009): 35-62.

IX: 10 November: Commerce and Companies.

Claudia Schnurman, "'Wherever profit leads us, to every sea and shore. . .': the VOC, the WIC, and Dutch methods of globalization in the seventeenth century," *Renaissance Studies* 17, 3 (2003), 474-493.

Philip J. Stern, *Corporate Sovereignty and the Early Modern Foundations of the British Empire in India*. (Oxford: Oxford University Press, 2011), Introduction, Chapters 1, 3, 4, 6, 7, 9.

XI: 17 November: Slaveries

Consult David Eltis and David Richardson, *Atlas of the Transatlantic Slave Trade* (New Haven: Yale University Press, 2010): Dafoe, maps: G 2446 E625 E48 2010. Particularly, Part I, introduction, maps 1, 7, 8, 10, 11, 12, 13, 53, 54, 55, 56, 57, 58, 112, 113, 114, 116, 117, 118, 125, and 126.

Raquel Gil Montero, "Free and unfree labour in the colonial Andes in the sixteenth and seventeenth centuries," *International Review of Social History*, 56 S 19 (Dec, 2011): 297-318.

John F. Richards, *The Unending Frontier: An Environmental History of the Early Modern World*. (Berkeley: University of California Press, 2003), chapter 11, "Sugar and Cattle in Portuguese Brazil," and 12, "Landscapes of Sugar in the Antilles."

Richard B. Allen, "Satisfying the 'Want for Labouring People,': European Slave trading in the Indian Ocean, 1500-1850," *Journal of World History*, 21, 1 (2010): 45-73.

XII: 24 November: Knowing the World: European science and Enlightenment Research Paper Due.

Richard Grove, "Indigenous knowledge and the significance of South-West India for Portuguese and Dutch Constructions of Tropical Nature," *Modern Asian Studies* 30, 1 (1996): 121-141.

Lorraine Daston, "The Nature of Nature in Early Modern Europe," *Configurations* 6, 2 (1998): 149-172.

Patrick O'Brien, "Historical Foundations for a global perspective on the emergence of a Western European regime for the discovery, development, and diffusion of useful and reliable knowledge," *Journal of Global History* 8, 1 (March 2013): 1-24.

Rosalind O Hanlon, "Performance in a World of Paper: Puranic Histories and Social Communication in Early Modern India," *Past & Present* 219, 1 (2013): 87-126.

XIII: 1 December: Age of Revolutions

Wim Klooster, *Revolutions in the Atlantic World: A Comparative History* (New York: New York University Press, 2009).