

<b>COURSE</b>		<b>Problems in Global and Transnational Histories</b> HIST 3813A
<b>TERM</b>		Fall 2018
<b>PRECLUSIONS</b>		None
<b>CLASS</b>	<b>Day &amp; Time</b>	Tuesdays and Thursdays, from 8:30 to 10:00
	<b>Room:</b>	SP 400 and various rooms
<b>INSTRUCTOR</b>		Dominique Marshall
<b>CONTACT</b>	<b>Office:</b>	PA 400
	<b>Office Hrs:</b>	By appointment
	<b>Telephone:</b>	613-520-2600 extension 2846
	<b>Email</b>	<a href="mailto:Dominique.Marshall@carleton.ca">Dominique.Marshall@carleton.ca</a>



Canadian oil businessman and diplomat Maurice Strong (1929-2015) commissioned the report 1971 *Only One Earth: The Care and Maintenance of a Small Planet* in preparation of the first UN conference on the environment held in Stockholm in 1972. As the chair of the United Nations Environment Programme (UNEP), created by the Conference, he convened the first group of international experts on climate change. Source of images: ebay, <https://www.ebay.com/itm/Art-Craft-FDC-First-Day-Cover-United-Nations-Conserve-Our-Human-Environment-1972-/382547611407?oid=382269406468> and Hobby Corner, <http://paknetmag.com/product/c120-pakistan-1972-un-conference-on-human-environment/>

## I. Course Description and Learning Outcomes

The course is designed as a “handbook” of Global and Transnational History, a “contextual” and “practical” guide to the field.<sup>1</sup> It explores the central concepts of Global, Transnational and World histories, introducing students to the exciting new developments in fields that have, over the last 20 to 30 years, dramatically overturned many of the discipline’s traditional ways of conceiving of the past and present.

Eight seminars based on the chapters of the textbook will guide the students through approaches, concepts and theories of Transnational and Global History, which they will discuss in class and online. This will improve their capacity to “**Evaluate historical arguments and historical scholarship (3)**”.

In these seminars, students will connect the readings from the textbook to case studies. In this way, students will reflect on the power of these approaches to “**understand and explain historical events, people, institutions, movements, and ideas over several periods of the past and over several regions of the world (1)**”.

Students will also test and use these approaches in a collaborative research project on the history of the environment. In doing so, they will learn to “**recognize and apply historical methods and historical theories to make historical arguments (4)**” and “**express in writing the results of historical thinking and research (6)**”.

This transatlantic collaboration with students of the class of Dr. Soenke Kunkel of the JFK Institute for North American Studies Freie Universität Berlin on "Circulating Knowledge: Science and environmental change in Europe and North America since the 19th century", as well as two guest speakers from the JFK Institute, will also introduce students to transnational forms of collaborative work.

Students will present their results in joint policy briefs, containing suggestions to future environmental policies based on historical evidence. This written and oral exercise will be conducted with, in mind, the immediate contexts of the of the G-7 summit hosted by Charlevoix-Canada on 8-9 June 2018; the and the 2018 UN's Global Climate Action Summit in San Francisco - USA (14-16 September 2018) and the next G-7 summit which will take place in Biarritz- France in 25-27 August 2019 - Biarritz. They will be invited to see the practical consequences of shifting our way of understanding the most pressing issues of today away from the ahistorical assumptions that often dominate contemporary global and international discourses. On this occasion, students will work to “**express orally the results of historical thinking and research (7)**”, and “**demonstrate professional skills in a workplace context (8)**”. Two exercises on “learning outcomes” will ask them to reflect on the acquisition of these skills over the term.

In parallel, practical workshops on archives, maps, political briefs, etc., will introduce important tools in the field. These tools will improve students’ ability to “**analyze and assess historical documents, artifacts, and other primary sources (2)**” and to “**conduct independent research using primary sources and historical scholarship (5)**”

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<sup>1</sup> The numbers refer to the eight items of the Department of History, Carleton University, *Learning Outcomes*, adopted in 2013. The structure of the course follows the model of Richard J. Hand and Mary Traynor, *The Radio Drama Handbook. Audio Drama in Context and Practice*, London, Bloomsbury, 2011. It benefitted from the advice of Antoinette Burton’s *A Primer for Teaching World History. Ten Design Principles*, Durham and London, Duke University Press, 2012. I also thank Andrew Johnston and Pierre-Yves Saunier for discussing the design of the course.

## II. Texts:

Required: Saunier, Pierre-Yves. *Transnational History*. Houndmills and New York: Palgrave Macmillan, 2013. Ordered from [Octopus Bookstore](#), 116 Third Ave, Ottawa, (613) 233-2589.

Optional: Marius, Richard and Melvin E. Page. *A Short Guide to Writing about History. Ninth Edition*. New York: Pearson Longman, 2015. On Reserve at the MacOdrum Library.

## III. Course Calendar:

Readings should be made ahead of class. Readings outside of the textbook are on reserve (ARES) at the Library.

\* Class outside of regular time or room \*\* Important deadline

### Week 0:

September 6

#### Introductions

\*\* Reflection on learning outcomes done and due in class

### Week 1:

September 11

#### Seminar: Categories of Global and Transnational History

Reading: *Transnational History*, "Introduction", pp. 1-12 and "Glossary", pp. 178-180.

September 13 \*

#### Workshop on Archives I

\*Meet at Archives and Research Collections (ARC), 5<sup>th</sup> floor of the Library

Reading: *Transnational History*, "On Methodology", pp. 117-134.

- Case Study: The Match International Women's Fund, "Our History",

<http://matchinternational.org/history/>

Guest Speaker: Lloyd Keane, Research Specialist

\*Optional, 12:00 – 3:00: Virtual attendance to the Opening Plenary of the Global Action Summit. Learning Lab, Discovery Centre 481, Library, 4<sup>th</sup> floor

### Week 2:

September 18 \*

#### Workshop on Archives II

\*Meet at Archives and Research Collections (ARC), 5<sup>th</sup> floor of the Library

\*\*Report on archives done and due in class

September 20

#### Seminar: Historiography

Readings: *Transnational History*, Chapter 1, "Meanings and Usages", pp. 1-32.

-Case Study: Thomas Philipp, "Bilād al-Šām in the Modern Period: Integration into the Ottoman Empire and New Relations with Europe", *Arabica*, T. 51, Fasc. 4 (Oct. 2004), pp. 401-418.

September 21\*

#### Guest Speaker: Transnational Middle East

Sylvain Cornac, "History of the Mediterranean explored through the case of a transimperial actor: Abd al-Qâdir al-Jazairi (1807-1883)"

\*Meet in Lounge of the Department of History, from 12:30 to 2:00. This is part of the Brown Bag Friday Occasions. The Instructor will make a list of those unable to attend, and they will receive a recorded version of the event on CULearn. This replaces the class of October 2.

**Week 3:**

September 25

**Seminar: Connections**

Readings: *Transnational History*, Chapter 2, "Connections", pp. 33-57.

-Case Study: Jean-Michel Turcotte, "A Truly Ambivalent Collaboration: Canadian-British Wartime Relation and German Prisoners of War, 1940-1945", article submitted to the *Journal of Commonwealth and Imperial History*.

September 27

**Guest Speaker: Prisoners of War**

Jean-Michel Turcotte, Postdoctoral Research Fellow, Department of History, John F. Kennedy Institute for North American Studies, Freie Universität Berlin.

**Week 4:**

October 2

No Class: replaces the public event of September 21.

October 4

**Seminar: Transnational Dimensions of Environmental History - I**

Readings: Charles C. Chester, "Environmentalism", Pierre-Yves Saunier and Akira Iriye, *The Palgrave Dictionary of Transnational History*, Basingstoke and New York, Palgrave Macmillan, 2009, pp. 336-341.

-Case Study: Frank Zelko, "The Umweltmulti Arrives: Greenpeace and GrassRoots Environmentalism in West Germany", *Australian Journal of Politics and History*, 61, 3(2015), pp. 367-413.

**Week 5:**

October 9

**Seminar: Transnational Dimensions of Environmental History - II**

Reading: Joachim Radkau, *Nature and Power. A Global History of the Environment*, Cambridge 2008, Chapter 1 "Thinking about Environmental History", pp. 1-36.

October 11

**Seminar: Relations**

Readings: *Transnational History*, Chapter 4, "Relations", pp. 80-98.

-Case Study: Jessica Gienow-Hecht, "The World is Ready to Listen: Symphony Orchestra and the Global Performance of America", *Diplomatic History*, 36, 1 (January 2012), pp. 17-28.

**Week 6:**

October 16\*

**Guest Speaker: Human Rights and Music**

\*Meeting place to be announced.

Jessica C. E. Gienow-Hecht Chair, Department of History of the John F. Kennedy Institute for North American Studies, Freie Universität Berlin.

October 18\*

**Workshop on History and Politics**

Reading: Joachim Radkau, *Nature and Power. A Global History of the Environment*, Cambridge 2008, "Epilogue: How to argue with Environmental History in Politics", pp. 304-331.

\*Meet in MultiMedia Lab, Discovery Centre, Library, 4<sup>th</sup> floor

**October 23-25:**

**No Class: Fall Break**

**Week 7:**

October 30\*

In class group work on transnational projects

	*Meet in Learning Lab, Discovery Centre 481, Library, 4 <sup>th</sup> floor
November 1*	In class group work on transnational projects *Meet in Learning Lab, Discovery Centre 481, Library, 4 <sup>th</sup> floor
<b>Week 8:</b>	
November 6*	Virtual Class with Berlin – Progress Reports *Meet in SA 617
November 8*	In class work on transnational projects *Meet in Multi-Media Laboratory, Discovery Centre, MacOdrum Library, 4 <sup>th</sup> floor
<b>Week 9:</b>	
November 13	Virtual Class with Berlin – Progress Reports *Meet in SA 617
November 15*	In class work on transnational projects *Meet in Learning Lab, Discovery Centre 481, Library, 4 <sup>th</sup> floor
<b>Week 10:</b>	
November 20*	Virtual Class with Berlin: Presentations of Briefs *Meet in SA 617
November 22*	Debriefing **Briefs due
<b>Week 11:</b>	
November 27	<b>Seminar: Circulations</b> <u>Readings:</u> <i>Transnational History</i> , Chapter 3, “Circulations”, pp. 58-79. . - Case study: Chang, David A. <i>The World and All the Things upon It. Native Hawaiian Geographies of Exploration</i> , Minnesota Press, 2016. Chapters TBD
November 29	<b>Workshop on Maps</b> **Report on Maps done and due in class *Meet in Learning Lab, Discovery Centre 481, Library, 4 <sup>th</sup> floor
<b>Week 12:</b>	
December 4	<b>Seminar: Formations</b> <u>Readings:</u> <i>Transnational History</i> , Chapter 5, “Formations”, pp. 99-116 - Case study: Sean Mills, “The End of Empire? Third World Decolonization and Canadian History”, in Karen Dubinsky and Adele Perry, <i>Within and Without the Nation. Canadian History as Transnational History</i> . Toronto, University of Toronto Press, 2015, pp. 341-364.
December 6	<b>Guest Speaker: Development Engineers and Indigenous Peoples</b> Jill Campbell-Miller, Post-Doctoral Fellow

#### IV. Evaluation:

All assessments will be based on the criteria and the checklist presented in the supplemental textbook Marius, Richard and Melvin E. Page. *A Short Guide to Writing about History*.

#### Discussions, readings, reflections: 45 %

- Online reflections before 8 seminars 25%
- Participation seminars&guest speakers 10%
- Leadership on one theme 10%

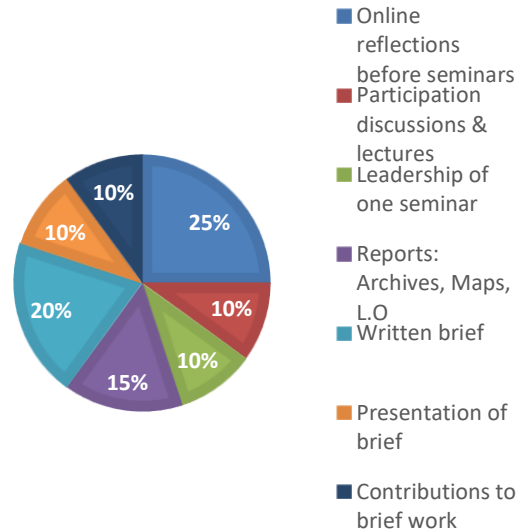
#### Reports 15%

- Archives 5%
- Maps 5%
- Reflection on learning outcomes 5%

#### Transnational project on environment 40%

- Group written brief 20%
- Brief presentation 10%
- Contribution to project 10%

#### Total 100%



**Online reflections:** Due date is at 2:00pm the day before class. Assessment will be based on quality of the reflection, demonstration of a good reading, ability to make connections between readings. 300-500 words.

**Discussion participation:** Assessment will be based on attendance and the quality of the students' contributions and self-assessment. A chart of criteria will be distributed at the first meeting. Students may miss one class without penalty to their mark.

**Leadership of the discussion on one theme:** The selection of good discussion questions, the conduct of the discussion in class will all be counted and, on occasion, the preparation of questions for guest speakers on the related theme. Students are invited to discuss their plan ahead of the meeting with the Instructor.

**Oral presentation of brief:** The criteria of a good presentation will be discussed in class.

**Brief:** 6000 words without the footnotes and bibliography (12 pages). To prepare for the Global Action Summit, the Canadian Embassy in Germany has assembled a young leaders forum on global environmental policies and has asked it to come up with suggestions for future policies. These suggestions should be put together in a briefing. The briefing paper should include: a. history (describe how the problem has evolved historically and outline what has been done before to tackle it) section; b. assessment (assess whether this has worked or not and explain); c. recommendations (recommendations for future action).

The assessment of all transnational group work (brief, presentation and participation) will be composed of an evaluation by the group, an evaluation by each person and an evaluation by the Instructor.

**Late assignment and absence policy:** Unless students produce a good reason, late assignments will receive a deduction of 5% per day of the week up to a maximum of 20%.

**V. Bibliography:**

Other important texts in the field. They are on a 4-hour reserve in the Library. See "Library Reserves", CULearn.

- Bayley, C.A. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*. Malden, MA: Blackwell, 2004.
  - Blaut, James M. *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History*. New York: Guilford Press. 1993.
  - Conrad, Sebastian. *What is Global History?* New York: Guilford Press, 1993. [Also on [electronic book](#) in the library; and on [Google Books](#)]
  - Gunder Frank, André. *ReOrient: Global Economy in the Asian Age*. Berkeley: University of California Press, 1998. [Also, as an electronic book in the Library]
  - Osterhammel, Jurgen and Niels P. Petersson. *Globalization: a Short History*. Princeton, NJ: Princeton University Press. 2005.
  - Sluga, Glenda and Patricia Clavin. *Internationalisms. A Twentieth Century History*. Cambridge: Cambridge University Press. 2017.
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**REGULATIONS COMMON TO ALL HISTORY COURSES**

**COPIES OF WRITTEN WORK SUBMITTED**

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

**PLAGIARISM**

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

## **COURSE SHARING WEBSITES and COPYRIGHT**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

## **STATEMENT ON CLASS CONDUCT**

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

**Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”.** [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

## **GRADING SYSTEM**

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

September 30, 2018: Last day for a full fee adjustment when withdrawing from **fall and fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will result in a permanent notation of WDN on the official transcript.



December 7, 2018: Last day for academic withdrawal from **fall** courses.

## **REQUESTS FOR ACADEMIC ACCOMMODATIONS**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

**Religious obligation:** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

**Accommodation for Student Activities:** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Survivors of sexual violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## **PETITIONS TO DEFER**

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

## **ADDRESSES (613-520-2600, phone ext.)**

- Department of History (2828) 400 PA
- Registrar's Office (3500) 300 Tory

- Academic Advising Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back (3822) 4th fl Library

**Application for Graduation Deadlines**

- Spring Graduation (June): March 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1