

MO3351 Doing and Practicing Transnational and Global History in the Late Modern World



Time & Venue:

Tuesdays, 1-3pm, Online via Microsoft Teams - Venue to be announced should teaching resume in class.

Team Link:

<https://teams.microsoft.com/l/team/19%3a037f5196a78c40f4ac3e073e925c300e%40thread.tacv2/conversations?groupId=fb7cc668-aeff-47ab-9a78-3a5f3ff4387d&tenantId=f85626cb-0da8-49d3-aa58-64ef678ef01a>

Tutors:

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Office Hours: Dr Struck Monday 4pm; Dr Banerjee Wednesday 4pm

Idea and Rationale

Over the past 10-15 years transnational and global history have emerged as some of the most vibrant fields in late modern history. With their interest in cross-border activities, with their focus on the flow and interconnection of ideas and goods and their transformation between different cultural and national contexts, with their emphasis on people on the move who create nodes between cultures, transnational and global histories very much reflect the world we live in. The team-taught module provides an entry point to the field of transnational history, its approaches and tools. At the same time, the module is designed around key aspects of today's work life and transferable skills: a strong sense of sharing, exchanging, collaborating and presenting in informal and more formal settings. It is deliberately designed to be open and flexible as it seeks to allow students to take ownership of the content and the cases to be studied. Following an introduction to the field along a series of text based seminars, the module is mainly designed around a number of workshops that will equip students with the skills to research, analyse, interpret, discuss and write transnational histories - that is "doing" and "practicing".

Schedule

1. 26 Jan – Introduction: Transnational and Global History
2. 02 Feb – Definitions and Approaches
3. 09 Feb – Reading & Discussing Key Texts
4. 16 Feb - Between micro history and global history
5. 23 Feb - No regular Tuesday meeting; instead **SATURDAY 6 March**, in Week 6 (c.10am to 3pm)
6. 3 March - Presentation of project proposals (individual or group)
 - Friday 26 Feb – *Short Essay Due*
 - 12 March - *Project Proposal Due*
 - **Saturday 6 March - Unconference:** Pooling project ideas and collaborative blog-writing
7. 9 March – Skills Workshop: Working with Transnational Sources (B Struck)
8. 16 March – Postcolonial Approaches and Global Intellectual History (M Banerjee)

Spring Vacation
9. 6 April – New Fields - Global Histories of the non-human
10. 13 Apr – Work on Essays & Projects (Surgery Hour)
11. 20 Apr – Final Conference: *Individual and Group Presentations*
 - 23 Apr - *Post blog entries to MMS (final acceptance)*
 - 14 May - *Long Essay or Project Due*

Assessments and Weighting: 100% Coursework

Short Essay max 2,000 words - 20% (Week 5, Friday, 26 February 2021, 5pm)

Project Proposal 500-600 words - 10% (Week 7, Friday, 12 March 2021, 5pm)

Conference Presentation - 10% (Week 11, Tuesday, 20 April 2021, 1-3pm)

Blog Entries c.3,000 words across minimum of 6 postings and 2 comments- 20% (submission week by week Friday 5pm deadline via Wordpress Blog (www.transnationalhistory.net/doing), first deadline Week 2, 4 February; **but** final submission transfer entries to a single document posted on MMS - Week 11, Friday, 23 April 2021, 5pm)

Project / Long Essay Written Submission 4,000 words - 40% (Week 14, Friday 14 May 2021, 5pm)

The Student Project

The student project forms the core of student coursework throughout the semester. This module encourages students to choose a topic, methodology, and means of presentation that works well for each student's interests and capabilities (see www.transnationalhistory.net/doing for past projects). All projects will require a written and an oral component. While the oral component is in the form of a presentation at the Conference in Week 11, the written component consists of the written proposal, blog posts, and the final written submission of 4,000 words. If the project includes a visualisation component, an online website, or rich visual or other multimedia components, the length of the traditional essay component may well be shorter. The details have to be discussed throughout the term with the tutor(s).

The student project will enable you to experiment with new methodologies and approaches (transnational-global history, micro-macro links, actor & network theory) that you will be introduced to during the semester). The final and largest assessed component is not due until the exam period at the end of the semester, following your final conference presentation, allowing you additional time to build on what you have learned.

The various parts of the student project compose well over half your entire mark for this course (see weighting above). Core parts of the Project are:

Project Written Proposal

Project Progress Blog Posting

Project Final Conference Presentation

Project Written Submission

Short Essay: In addition, there is one Short Essay of max. 2,000 words. While this essay can be part of the semester long project, we encourage you to focus on writing a short, concise essay on either a methodological issue or a historiographical aspect around transnational, global or comparative history

or any more specific approach such as micro history, the link between micro and macro history, the relevance of networks, or differences and nuances between inter-supra-transnational history.

Project Proposal

From early on in the Semester, you will work on a project topic, developing your ideas, exploring potential sources, presenting a draft proposal to your classmates in Week 6, and submitting a final written version on **Friday 6th March**.

Developing the Proposal: In the early stages you will have not yet carried out a great deal of research but a proposal should take the form of a proposed idea or hypothesis. What is the argument you think you will be able to make? What kinds of sources do you hope will yield this argument? Why do you think this argument is an original and valuable contribution? What possible alternative explanations or counter-arguments will you have to contend with?

Presenting the Proposal: We will dedicate our meeting in Week 6 to proposal presentations and then work in groups to discuss feedback on them and potential ways forward. Each student will be given 7 minutes (*and not a second more!*) to present their proposed project. This presentation is not formally assessed. However, by this point, you should be working from a draft of your written proposal that will be submitted later in the week (see below). Unlike the formal written proposal, use this opportunity to point out to your colleagues what challenges you think you may face in carrying out the project and solicit any specific feedback you would like on how to proceed. After a short break, the second hour of our meeting will focus on an exchange of feedback and ideas, in groups and all together.

Writing the Proposal: The written proposal, due later in Week 6, should be in the form of a 500-700 word conference abstract or prospectus that historians often find themselves writing as they apply to present their research at conferences. It is to be posted to the module blog (<http://transnationalhistory.net/doing/>) as well as on MMS. See above ('Developing the Proposal' for some of the questions you should focus on when writing the proposal.

Group Proposals: If you find that you are interested in working with one or two other classmates, each of the group members must still submit their own separate proposal. The proposals should clearly lay out the division of labour between each member in the group, what they will each seek to accomplish, and at least one of the proposals should serve as the introduction or overview of the project as a whole.

The writing of a good proposal or abstract is an important art for historians, other scholars and a key component of transferable skills (as it applies to many other jobs, project design and communication of ideas): the task is to be as concise as possible (no wobbling, cutting out the 'fat' and each unnecessary word). This is a short piece to write – though not an easy one. Consult some of the conference abstracts from past years of the annual meeting of the American Historical Association or the panel abstracts of the 2014 or 2017 ENIUGH global history Congress in Paris for ideas of how to write a proposal in this genre.

AHA Annual Meetings

<http://www.historians.org/annual-meeting>

2014 ENIUGH Congress (or alternatively the 2017 congress, Budapest)

[http://www.uni-](http://www.uni-leipzig.de/~eniugh/congress/fileadmin/eniugh2011/dokumente/2014/Programm_web_140731.pdf)

[leipzig.de/~eniugh/congress/fileadmin/eniugh2011/dokumente/2014/Programm_web_140731.pdf](http://www.uni-leipzig.de/~eniugh/congress/fileadmin/eniugh2011/dokumente/2014/Programm_web_140731.pdf)

Once you have posted your project proposal on the module blog please take time and enthusiasm to provide constructive feedback on the project proposals of at least two of your classmates (300-600 words total) by the end of Week7 (these comments will not be formally assessed).

Project Progress Posting and Feedback

On the Evolution of Your Project: You should not be overly concerned if your project develops in unexpected ways after your project proposal - that is perfectly normal and part of good research.¹ The feedback you receive after the proposal, and indeed, the new approaches and skills you are exposed to during the semester may lead you new in directions. You may find that you wish to work together with colleagues in a group project.

Note: If you join or form a group project after the presentation of proposals in Week 6 please consult with the tutors to discuss its viability and the division of labour between each group member.

Sharing your Progress: At least one of the blog entries you compose during the semester (see below for more info) should be on your progress in working on your project. This posting can take many different forms, but don't try to do all of them. A blog posting is short and should try to do one thing well (be professional, play with style and tone, but do not aim at perfectionism. The aim is get something done and share, this may include doubts, problems and challenges). Some possible approaches to writing this post:

- Write a posting talking about how your project has changed since you made your proposal and why. What did you learn about this evolutionary process? What suggestions do you have for fellow and future students of this module?
- Write a posting about a source that you have found particularly useful. If it is open access, consider sharing by linking or including some part of it in the posting (not counted in the word count) and offering an analysis of it, or talk about how it is helping you in your work.
- Talk about something you are struggling with or find challenging. Discuss how you are dealing with this challenge. What might you have done differently if you were to take on this project again?

¹ Keith Sawyer, *Zig Zag. The Surprising Path to Greater Creativity.*

Project Final Presentation – The Conference

Our final meeting of the semester will be in the form of a conference. Presentations at the conference may be in individual or group form. Each student is allotted 10 minutes for their presentation and may utilise slides or other media. In the case of groups presentations time slots will be multiplied.

The final presentation precedes the submission of the final written component of the project by several weeks. Understandably, you will not have completed every aspect of the project yet. The final presentation in Week 11 should therefore focus on your findings so far.

If your project has interesting visual elements (e.g. maps and images), these are particularly well suited to a final presentation. Think ahead about how you will organise your time at the end of the semester to ensure your presentation is strong, but that you can make good use of the weeks following to complete the final project.

The Project Written Submission

The final written submission is the culmination of your work on the project during the semester. It should be a work of analysis which includes a clear argument. If you include any maps or visualisations, they should be tools which enable you to make a falsifiable historical argument. If you incorporate visual sources, they should be sources which you interpret and argue from, and treat as critically as one would any historical text. See below for some guidelines on how essays are assessed.

Further Guidelines for Essays

Headers and Formatting

At the top of all your written work (except blog entries), please include:

- The date of submission
- The assignment you are submitting (e.g. Short Essay 1, Long Essay, etc.)
- Your student number
- A title, when appropriate
- The total number of words (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

- Add page numbers
- Use a 12 sized font
- Use a serif (such as Times Roman, Georgia, Garamond), not a sans serif font (such as Arial, Helvetica, Verdana)
- Please double space your essays

Other aspects of formatting are highlighted in the School of History style sheet. See the following section.

Footnotes and References

Please carefully read the St Andrews School of History Style Sheet:

<http://www.st-andrews.ac.uk/history/infoug/stylesheet.html>

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. In particular, please follow the instructions for footnotes carefully.

How your Short and Long Essay is Evaluated

Here are some of the features of a superb essay:

- The essay gives a clear presentation of its argument in the introduction of the essay
- The essay is written well and has a clear structure – this needs excellent planning and time management and time for revision.
- The essay is within the word limit and of a sufficient length for its proposed scope.
- The argument is well signposted, with different sub-arguments of the essay clearly introduced with clear topical sentences.
- The essay shows that extensive reading and research was done in order to write this essay.
- A well-formatted bibliography is provided showing that research was carried out using sources of an appropriate quality and number.
- Evidence is well cited in the footnotes and the footnotes are generally formatted well.
- This essay employs evidence based on its sources in an effective manner.
- Unless it is a historiographical essay, the essay works with primary sources, which make a substantive contribution to its main argument.
- The essay engages with the relevant historiography on this topic directly and effectively
- The essay has a good balance of empirical examples and evidence on the one hand, and strong analysis contributing to the argument on the other
- The argument of the essay is not trivial, overly general, or merely represent a summary of the widely recognized academic consensus on a given topic

Again: At the risk of repeating ourselves, **habits and routines** are crucial: plan ahead, start writing early, work with drafts (many), go beyond the word limit (cut out the 'fat' later), polish the best parts, weave them together, show and share with colleagues along the lines of good academic practice. A superb piece is **NEVER** written in a rush into the final 48 hours. Print it off on paper (at least once) and work through it critically (pen and paper!).

In cases where the student project final written submission contains supplemental materials such as maps, networks, visual analysis, or an interactive web component, please discuss these with the tutor for details of expectations. These may include:

- Data visualisations or digital maps must include the submission of datasets uploaded to MMS or otherwise provided to the tutor. Information on the origins of the data must be included and sourced appropriately
- The quality of data should be strong, and data of poor quality, questionable origins, or poorly selected should be avoided
- Maps should always include appropriate legends and other reference information
- Design for effective presentation

The Marking Scale

Your written work will be assessed in accordance with the honours marking scale for the School of History and this should be consulted to further guide you as you prepare your submitted work:

<http://www.st-andrews.ac.uk/history/infoug/markshons.html>

Online Submission

Unless otherwise indicated, work will be considered submitted by the date the document was submitted online on the MMS. The digital submission is the only submission that matters for the mark. No paper copies are required.

If you are concerned that any given assignment was not correctly submitted to the MMS, you are free to email a copy of your submitted assignment, if you like. In the event an assignment was not correctly uploaded to the MMS for some reason, but an emailed copy was sent in time, that date of submission will be used, but a copy will still need to be submitted to the MMS thereafter.

Extensions and Late Work

Prior permissions for late submission of work ("Extensions") to make fair allowance for adverse circumstances affecting a student's ability to submit the work on time will be considered on a case by case basis. Normally such permissions will only be granted for circumstances that are both unforeseen and beyond the student's control.

This module follows the official School of History penalties for late work (1 point deduction per day):

<http://www.st-andrews.ac.uk/history/infoug/penalties%20for%20late%20work.html>

Word Limits

Assessed work with word limits should be always submitted within those limits. Writing in a clear and concise manner, and being able to structure and execute an argument that may be shorter than you feel is required is a skill that is of great use in academic fields as well as the workplace beyond. Please do not go over the limit and force yourself to work within them as a practice that will be important for writing assignments in your future careers.

The official School of Histories penalties for short/long work are followed in this module:

<http://www.st-andrews.ac.uk/history/info/penalties%20for%20late%20work.html>

Please note that the final written component of the student project may come under the total of 5,000 words depending on its final format and components. Please consult with the tutor(s) for an appropriate length of the final written project submission.

Feedback

General feedback is provided directly on the mark sheet, which will be posted to the MMS within 10 weekdays (2 weeks). Additional feedback, especially for longer essays is sometimes available on an annotated copy of your submitted work, usually return via MMS. Occasionally, feedback is written on a paper copy of the assigned work, which will usually be returned after the mark has already been posted to MMS.

Blog Entries

Students will be asked to compose a **total of 8** blog entry during the semester **over 11 weeks** (ideally 6 on your work, 2 comments on peers' work – projects, blogs posts, presentations), aiming for a total of around 3,000 words across the semester. Out of the total of 8 blogs you should offer a **minimum of two substantive comments** on the postings of your fellow students during the course of the semester. Neither the postings nor the comments will be assessed in detail by their content but by whether they are sufficient in length and number.

Access to the blog: At the beginning of the semester you will be issued a username, a pseudonym and a password for the WordPress site for our course. You can login and make your postings here: <http://transnationalhistory.net/doing/wp-login.php>

Assessment will function as follows: Each week you will have the choice to post a blog entry or not to post a blog entry, but **no more than one** in any given week will count towards your assessed mark. The **deadline to post is Monday 12pm (noon)**, the first of these potential deadlines being the Monday of Week 2. Any posting after this deadline is treated as a posting for the following week. If two postings are made in a single week, they will be treated a single posting for assessment purposes. There is no specific deadline for commenting on student postings, but consider doing this on a regular basis as a way to prepare for our weekly sessions. By the end of Week 11, copy and paste the postings and comments you have made into a document, including the week number and date posted for each posting, and upload this document to the **MMS**. If, for example, you have composed the minimum of six postings (worth 3 points each) of the appropriate total length, and two substantive comments (worth 2 points together) across the entire semester, you will receive a full perfect score of 20 for the blog entries.

The **general ideas** behind **blog writing** as part of teaching, sharing and developing habits are:

- Writing as a tool for critical thinking and processing - and putting **your** thoughts at the centre of our meetings
- Trigger discussion in class - be prepared to speak to what you have already said with words
- As a tool to learn to comment and critique colleagues' work in a professional and respectful manner
- Writing as a habit and daily practice - go to the "snack writing" sessions for this module (and any other) - by putting aside 60-90 minutes a day; set a brief goal first, then write it down (it is a bit like training for a marathon: if you want to get there in the long run, you have to get out every day and just practice; rain? no excuse; it is an excellent professional habit and transferable skill and will help you in writing your final-year dissertation or working on any longer project in the future; if you do not like the marathon analogy, go for studies that suggest that early career academics who make writing a habit tend to be more successful than those who do not but wait for the long-quiet moment... that never comes).²

² If you are really looking for a challenge, sign up for 750 days a day.

- Writing as a means against procrastination and perfectionism - write and share drafts with colleagues (P.S. Writing is never ready, so share it and show it; accept and embrace writing as a thinking tool; see it as a blog: keep it casual, do not make it perfect but share something tidy and presentable; **BLOG** is **Be** prepared, **L**anguage matters, **O**pinion matters, **G**o for it).³

In terms of **content** the regular (ideally weekly blog contribution) can focus on any of the readings set for the meetings at the start of semester (in form of your summary, your related questions that you wish to discuss in class). Later during the semester, once the individual projects are taking shape, the direction of blog posts can change towards your own project (testing ideas and hypothesis) as well as comments on colleagues' work. They can also stem from your wider reading and research into transnational and global history, for instance commenting and sharing information on books, articles (a brief review blog) or conferences and projects that you come across. We would like to keep the possibilities for content flexible and at your discretion. See some of the postings by previous students here (via <http://transnationalhistory.net/doing/>)

For more inspiration see:

<http://thisiswhereiwritenow.wordpress.com>

<http://iamwritinghere.wordpress.com>

Posting to the Open Web: Our course blog is a public website (<http://transnationalhistory.net/doing/>), visible to anyone who stumbles upon it, searches with appropriate search terms, or has the direct link. In future years, your posts will continue to be accessible as new students build upon the work of previous classes. When you compose your entries recognize that not only your fellow students, but also anyone who might be interested in the history we are studying online may also read what you write. Write your entries therefore, imagining that a potential stranger is reading the entry. Consider potential future students as a possible audience as well.

Privacy: You are not required to use your real name, but if you choose to, you may change the pseudonym given to you at the beginning of the semester, or show your real name on postings. Please keep any pseudonym updated on the class Google doc. At the end of the semester, you stay in control of your postings. Although we hope that all students will consider leaving posts up for the benefit of future readers, after the completion of the course you are permitted to login and delete any or all of your contributions, or change the display name associated with them.

³ Key ideas from: John C. Bean, Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom; Teresa Vilardi and Mary Chang eds., Writing-Based Teaching. Essential Practices and Enduring Questions; Douglas Stone and Sheila Heen, Thanks for the Feedback. The Science and Art of Receiving Feedback Well.

Good Academic Practice, Academic Misconduct and Plagiarism

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree.

Academic misconduct includes inter alia the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Good academic practice policy. All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students. The policies and practices described in this document do not cover misconduct by academic staff; other procedures exist to deal with these.

All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students.

All students are advised to familiarise themselves with the University's guide to Good academic practice or the relevant information in the Students' Association's web site.

<https://www.st-andrews.ac.uk/students/rules/academicpractice/>

If you are unsure about the correct presentation of academic material, you should approach your tutor. You can also contact CAPOD, which provides an extensive range of training on Academic Skills.

<http://www.st-andrews.ac.uk/capod/>

Laptops in Class

There are, however, many strong benefits to using a laptop for notes, and keeping reading content in digital form, not the least ready access, easy distribution, ability to re-sort notes, searchability, and for those who have handwriting as poor as mine: simple readability.

You are welcome to bring a laptop to class and use it for notes and reading. If you do not, we ask that you bring printed copies of assigned reading that is made available every week so that you can easily refer to the readings as we discuss them. Not bringing them makes for very ineffective use of a seminar that is based on the discussion of reading.

Please do not to use applications on your laptop not related to our class, including email applications and social media. It is not only that you are interfering with your own learning and showing your tutors disrespect, but even more importantly, it is a severe distraction to anyone sitting next to you.

Collective Notes

There are many benefits of sharing notes, not only with your classmates, but with future potential students of the class. For this purpose, we will provide a link for a Google document where you can post notes, organize reference material and online links to info and sources, etc. throughout the semester. We will also keep a list here of the pseudonyms used on the class blog and other useful information about upcoming or past sessions.

Final Words: Etiquette, Communication – Dos and Don'ts

Again, with the set-up outlined here we aspire to create a professional, yet relaxed working atmosphere that seeks to reflect different aspects of Learning & Teaching concepts as well as today's ways of workplaces, in particular in the field of 'knowledge work'. Much of what we will do requires collaboration and thus respect. Key elements for success and making this enjoyable:

- Be prepared.
- Be on-time.
- Be open and communicate. Do not hide questions, problems, challenges. We all get stuck at some point.

On communication: We try to bring in a number of elements that allow us to build a workflow during and between formal seminar meetings. **Emails**, however, have only one place: if you cannot make it to a meeting, we expect you to email us beforehand. Other than that, **emails have no place here**. They have their place in the world of communication but not in the (or our) world of Learning & Teaching. If you have questions on the structure of the course, content, an assigned reading, on the framing of an essay or anything content related, the place to articulate this is not from behind a screen but in class or in the office hours where we will be available to you, listen and take the time to discuss your ideas and thoughts. You will get more out of it as a person, so will the entire class.

Seminar Preparation and Overview

Week 1

Introduction: Transnational and Global History

We will introduce and discuss the module, its content structure and organisational set-up in detail. In addition, please read the following two texts the Introduction to Conrad's *What is Global History* and Subrahmanyam *Connected Histories*. We may not have too much time in the first week explaining the semester, technicalities but we would like to get into the topic.

Homework: Based on the article, prepare one point in particular that you wish to share with the group for discussion.

Key Reading:

Conrad, Sebastian. *What Is Global History?* Princeton: Princeton University Press, 2016. (Introduction) e-book <https://www.jstor.org/stable/j.ctvc779r7>

Subrahmanyam, Sanjay, 'Connected Histories: Notes Towards a Reconfiguration of Early Modern Eurasia', *Modern Asian Studies* 31/3 (1997), 735-762. (online)

Week 2

Definitions and Approaches

This week we will discuss definitions and approaches in transnational and global history along a selection of programmatic and methodological texts (rather than empirical texts). The field is a new one and one in the making. Scholars have entered transnational history or have contributed from different fields: European history, comparative history (eg H. Kaelble, J. Kocka, P. Ther), the history of institutions an international history (eg P. Clavin, A. Iriye), transatlantic history (eg K. Patel), imperial history (eg A.G. Hopkins, John Darwin, F. Cooper) or global history (eg C.A. Bayly et al, S. Conrad). These different entry points, unsurprisingly, result in different and at times conflicting definitions and expectations of what the remit of transnational history is, whether transnational and global history are complementary or aiming in different directions.

Key themes and topics for our meeting and the blogs may include:

- Why transnational & global history?
- Why now?
- Defining the relation and dynamics between inter-trans-supra national
- The relation between transnational & global history
- Global history vs the history of globalisation

- How does transnational history address transfers and borders/borderlands?
- How do 'connected histories' change our understanding of European empires?

Learning outcomes

1. Historiographical awareness of the emergence of the field(s)
2. Critical reading of different approaches and definitions and accepting difference and diversity

Homework:

1. Write a page (or more) on any of the texts from weeks 1 & 2 on challenges, approaches, problems, questions and share it on our group google.doc. Dare to be a writer who wishes to show or simply *needs* to show his/her work (eg journalism, the freelancer). Your writing should be relaxed, but professional. Take care with your language and experiment with styles. For inspiration see:
<http://thisiswhereiwritenow.wordpress.com>
<http://iamwritinghere.wordpress.com>
2. Think about two habits or routines you wish to implement in your working & professional routine. Please come prepared to share your ideas in week 2 (speaking for two minutes max.)

Key Readings:

- Christopher A. Bayly et al., 'AHR Conversation: On Transnational History', *American Historical Review* 111/5 (2006), 1441-1464. (online)
- Rüger, Jan, 'OXO: Or, the Challenges of Transnational History', *European History Quarterly* 40, no. 4 (October 1, 2010): 656–68. (online)
- Potter, Simon J and Saha, Jonathan, 'Global History, Imperial History and Connected Histories of Empire,' *Journal of Colonialism and Colonial History*, 16, 1 (2015). (online)

Further Reading Suggestions:

- Clavin, Patricia, 'Time, Manner, Place: Writing Modern European History in Global, Transnational and International Contexts', *European History Quarterly* 40/4 (2010), 624-640 (online)
- Clavin, Patricia, 'Defining Transnationalism', *Contemporary European History* 14/4 (2005), 421-439.
- Cooper, Frederick. "What Is the Concept of Globalization Good for? An African Historian's Perspective." *African Affairs* 100, no. 399 (April 2001): 189–213.
- Iriye, Akira, 'Transnational History', *Contemporary European History* 13, no. 02 (2004): 211–22. (online)
- Manjapra, Kris. 'Transnational Approaches to Global History: A View from the Study of German–Indian Entanglement.' *German History* 32, no. 2 (2014): 274-93.
- McGerr, Michael. "The Price of the 'New Transnational History.'" *The American Historical Review* 96, no. 4 (October 1991): 1056–67. (online)
- Sachsenmaier, Dominic. "World History as Ecumenical History?" *Journal of World History* 18, no. 4 (December 1, 2007): 465–89.
- Thelen, David, 'The Nation and Beyond: Transnational Perspectives on United States History', *The Journal of American History* 86, no. 3 (December 1999), 965-97.

Van Ittersum, Martine, and Jaap Jacobs. "Are We All Global Historians Now? An Interview with David Armitage." *Itinerario* 36, no. 02 (2012): 7–28.

Zahra, Tara, *Kidnapped Souls: National Indifference and the Battle for Children in the Bohemian Lands, 1900-1948* (Ithaca: Cornell University Press 2008), chapter 6.

(In the first 2-3 weeks, try to read one or some of the following introductions)

Beckert, Sven, and Dominic Sachsenmaier, eds. *Global History, Globally: Research and Practice around the World*. London: Bloomsbury Academic, 2018. E-book

<https://www.vlebooks.com/Vleweb/Product/Index/1013015?page=0>

Cohen, Deborah, and Maura O'Connor eds., *Comparison and History: Europe in Cross-National Perspective*. New York: Routledge, 2004. E-book <https://ebookcentral.proquest.com/lib/st-andrews/detail.action?docID=199620>

Osterhammel, Jürgen. *Globalization: A Short History*. Princeton, N.J: Princeton University Press, 2005.

Saunier, Pierre-Yves. *Transnational History. Theory and History*. Houndmills, Basingstoke: Palgrave Macmillan, 2013. E-book <https://ebookcentral.proquest.com/lib/st-andrews/detail.action?docID=4762690>

Week 3

Reading Key Texts

In this session we aim to read what we see as some key texts or (minor) classics now in the field of global history. Global history has been thriving over the past 10 years. More and more it has shifted towards global social history, global history of capital and labour as we will address in the readings by both Bose and Conrad. Another strand or narrative (certainly related to the themes above) has been a more biographical approach. We will read a chapter by Anderson (but see also the Deacon et al ed volume on Transnational Lives, Linda Colley or Emma Rothschild as examples on the reading list).

Key Readings:

Bose, Sugata. *A Hundred Horizons. The Indian Ocean in the Age of Global Empire*. Delhi: Permanent Black, 2006. (Chapter 3) E-book

<https://www-fulcrum-org.ezproxy.st-andrews.ac.uk/concern/monographs/dv13zt67t>

Conrad, Sebastian. *Globalisation and the Nation in Imperial Germany*. (Cambridge New York: Cambridge University Press, 2010), Intro, chapter 3. (PDF Scans provided via Teams) (Note: an e-book has been ordered)

Clare Anderson, *Subaltern Lives. Biographies of Colonialism in the Indian Ocean World, 1790-1920* (Cambridge, 2012) (Chapter 3) E-book <https://www-cambridge-org.ezproxy.st-andrews.ac.uk/core/books/subaltern-lives/0F2E93195794B0ED77B1547517007CB5>

Further Reading Suggestions:

Amrith, Sunil S. *Crossing the Bay of Bengal. The Furies of Nature and the Fortunes of Migrants* (Cambridge, Mass; London: Harvard University Press, 2013).

Ballantyne, Tony, *Orientalism and Race: Aryanism in the British empire* (Basingstoke: Palgrave Macmillan, 2002).

Deacon, Desley, Penny Russell, and Angela Woollacott, eds. *Transnational Lives: Biographies of Global Modernity, 1700- Present*. New York: Palgrave Macmillan, 2010 (Introduction, chapters 1, 5, 15).

E-book <https://web-b-ebshost-com.ezproxy.st-andrews.ac.uk/ehost/detail/detail?vid=0&sid=8d1e63bd-a17c-4be2-a92f-4eaaff318c4e%40pdc-v-sessmgr02&bdata=JkF1dGhUeXBIPXNzbyZzaXRIPWVob3N0LWxpdmU%3d#AN=343293&db=nlebk>

Dejung, Christof, David Motadel, Jürgen Osterhammel, eds. *The Global Bourgeoisie: The Rise of the Middle Classes in the Age of Empire* (Princeton, New Jersey: Princeton University Press, 2019).

Linda Colley, *The Ordeal of Elizabeth Marsh. A Woman in World History* (London, 2007). E-book <https://www-degruyter-com.ezproxy.st-andrews.ac.uk/princetonup/view/title/568847>

Ho, Enseng, 'Empire through diasporic eyes: the view from the other boat', *Comparative Studies in Society and History* (2004), 210-40.

Lester, Alan, "Imperial Circuits and Networks: Geographies of the British empire," *History Compass* 4 (2006): 124-14.

Rothschild, Emma, *The Inner Life of Empires: An eighteenth-century history* (Princeton, NJ: Princeton University Press, 2011).

Tyrell, Ian. *Transnational Nation. United States History in Global Perspective since 1789* (Basingstoke: Palgrave Macmillan 2007), Intro, chapters 1, 3 and 4.

Learning Outcomes:

1. Comparative reading of texts
2. Critical thinking on the use of biography in imperial and world histories
3. Critical engagement with transnational historical methodology and sources

Week**4****Approaches I - Between Micro History and Global History**

In this session we will try to follow a key methodological question that could be put in a nutshell as follows: Is global history necessarily 'big' history? Where and how to enter global and transnational history? As historians we have limited amount of sources and resources (access to sources, languages, time). Given the challenges of global history, how to we combine the small (the local, micro or individual) with the large scale macro processes?

Learning Outcomes

1. Historiographical awareness of 'microhistory' and 'history of everyday life'
2. Critical reflection on the 'how' and 'size' of transnational & global history
3. Methodological reflections on the scope and limits of global history

Homework

1. Keep feeding into the shared google.doc with a page of questions and comments that will feed into class discussion and blogs. Please submit to google.doc by Monday 10am prior to class on Tuesday.
2. In addition to your own comments on google.doc, pick at least one, better two other contributions and leave a response (by Monday 4pm prior to class on Tuesday so that your colleagues have a chance to engage with this)
3. Be prepared to briefly introduce your thoughts and comments in class (2 minutes max lightening talk).

Key Readings: (Cases and Concept)

Andrade, Tonio, 'A Chinese Farmer, Two African Boys; and a Warlord: Toward a Global Microhistory'. *Journal of World History* 21, no. 4 (December 2010): 573-91. (online)

De Vito, Christian G., Anne Gerritsen (eds.), *Micro-Spatial Histories of Global Labour* (Cham, Switzerland: Palgrave Macmillan, 2018). (Introduction) E-book <https://link-springer-com.ezproxy-st-andrews.ac.uk/book/10.1007%2F978-3-319-58490-4>

Ghobrial, John-Paul A, 'Introduction: Seeing the World like a Microhistorian'. *Past & Present* 242, no. Supplement_14 (1 November 2019): 1–22. <https://doi.org/10.1093/pastj/gtz046>. (Note: the entire volume on "Global History and Microhistory" is great, mainly focussing on early modern cases.)

Linden, Marcel van der, 'The Promise and Challenges of Global Labor History'. *International Labor and Working-Class History*, no. 82 (2012): 57–76. (online)

Further Reading Suggestions:

Burton, Antoinette. "Not Even Remotely Global? Method and Scale in World History." *History Workshop Journal* 64, no. 1 (September 21, 2007): 323–28. doi:10.1093/hwj/dbm039.

James S. Coleman, *Foundations of Social Theory* (Cambridge Mass: Belknap Press 1990), especially 1-23.

Davis, Natalie Zemon, 'Decentering History: Local Stories and Cultural Crossings in a Global World', *History and Theory* 50, no. 2 (2011) (online)

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)

Brad Gregory, 'Is Small Beautiful? Micro-history and the History of Everyday Life', *History and Theory* 1/38 (1999), 100-110 (online)

Ghobrial, John-Paul A. "The Secret Life of Elias of Babylon and the Uses of Global Microhistory." *Past & Present* 222, no. 1 (February 1, 2014): 51–93. <https://doi.org/10.1093/pastj/gtt024>.

Hopkins, Anthony G., 'Introduction. Interactions Between the Universal and the Local', in Idem (ed), *Global History. Interactions between the Universal and the Local* (Basingstoke: Palgrave, 2006), 1-38.

- Joachim 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
- Jill Lepore, 'Historians Who Love Too Much: Reflections on Microhistory and Biography'. *The Journal of American History*, 88(1) 2001, 129-144.
- Peltonen, Matti, 'Clues, Margins, and Monads: The Micro-Macro Link in Historical Research', *History and Theory*, 40(3) 2001, 347-359.
- Pieter Judson, *Guardians of the Nation. Activists on the Language Frontiers of Imperial Austria* (Cambridge Mass: Harvard University Press, 2006), ch. 1 and 7.
- Giovanni Levi, 'On Microhistory', Peter Burke (ed), *New Perspectives on Historical Writing* (Cambridge: Cambridge University Press 1991), 93-113
- 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)
- Jacques Revel, 'Microanalysis and the Construction of the Social', in Lynn Hunt, Jacques Revel (eds), *Histories. French Constructions of the Past* (New York: New York Press, 1995), 492-502.
- Jonathan H. Turner, 'A New Approach for Theoretically Integrating Micro and Macro Analysis' in: Craig Calhoun et al (eds), *The Sage Handbook of Sociology* (London: Sage Publications), 405-422
- Streets-Salter, Heather. "The Local Was Global: The Singapore Mutiny of 1915." *Journal of World History* 24, no. 3 (2013): 539-76.
- Struck, Bernhard, Kate Ferris, Jacques Revel, 'Introduction. Space and Scale in Transnational History', in *International History Review* Dec 2011 33.4 573-584.

Week 5 (NO REGULAR MEETING, UNCONFERENCE IS ON SATURDAY OF WEEK 6)

Assignment

Project Proposal - There is no meeting in Week 5, which gives you time to do some initial research and explore project ideas, as well as work on your project proposal and any slides or materials you wish to include for your in class presentation. We are happy to be online on Teams for informal teaching and discussion of ideas as in Open Office Hour.

Week**6****Presentation of Project Proposals****Learning Outcomes**

1. Learn how to move beyond an abstract to pitch an idea to a group of people by arguing for its importance, relevance, and promote its interesting features
2. Develop feedback skills (gentle, collegial, concise)

Preparation

1. Your written project proposal should ideally already be in draft form.
2. Come with your proposal presentation ready to go. If you have any slides or online you wish to show while you talk, please email those to Dr Banerjee or Dr Struck by 5pm the day before.

Overview

Today, in the first hour of the class, you will be given **7 minutes** to present your proposal. Give a very concise presentation of the project in a minute at most, then consider using the remainder of this short presentation as a way to pitch your project. Why is it interesting? What interesting sources will it allow you to explore? What problems do you suspect you will encounter. Alternatively, use the presentation as a way to ask your fellow students for help. What aspect of the project would you like feedback on, or suggestions?

In the second hour, we will again break into groups and talk to each other about the presentations and projects. The module coordinators will also make their way around the groups and make suggestions, offer feedback, or ask questions. The comments and questions offered immediately after the presentation will also be taken up for discussion.

Assignment

1. Submit your written project proposal on its due date both to MMS and the class blog.
2. Post comments on at least two of the proposals of your fellow students over the weekend or during Week 6.

Week 6 Saturday

Unconference - Pooling Project Ideas and Collaborative Blog-Writing⁴

NOTE: Please note that the unconference, time TBD, will be held on **Saturday**. We will meet from 10:00-12:00, have an hour (virtual) lunch together, then continue again from c.13:00-15:00.

Learning Outcomes

1. Exploring and discovering the fields of transnational and global history in theory and practice and related fields such as comparative history, shared or transfer history.
2. Learn to deliver constructive suggestions on the research ideas of fellow students.
3. Move from themes to historical questions to possible historical arguments and predict possible counterarguments.
4. Develop the skill of “pair writing,” writing together with a partner.
5. Critical thinking on collaborative work.
6. Developing new professional habits and routines around working, writing, individual and collective work.

Preparation

1. You will have been spending week 5 and 6 on your project proposal and now have the “big idea.” You will have presented your ideas and received some feedback from fellow students. The day before the unconference you will have submitted your proposal. Now come prepared to the unconference with some ideas about going forward: 1) some potential sources to use 2) methodology, what are the best ways to approach the topic 3) presentation, are there effective ways you can use visual materials for this particular project? 4) What are some challenges you think you will face? What are some of the hypotheses you have for what you will be able to ultimately argue?
2. You will have taken organised notes on the readings for week three and thought about questions, problems, inspirations, or critiques that these readings left you with. We will make use of these in the collaborative blog entry writing exercise.
3. Read the Wikipedia entry for “Pair Programming” (http://en.wikipedia.org/wiki/Pair_programming). We will be testing this approach in a form of pair writing.

Overview

10:00-10:15	Introductions
10:15-11:00	Group Discussion and / or Student Lead Reading Group

⁴ On the concept of ‘unconference’:

<http://www.unconference.net/unconferencing-how-to-prepare-to-attend-an-unconference/>
<http://en.wikipedia.org/wiki/Unconference>

- 11:00-12:00 Pair Writing Session 1
- 13:00-14:00 Pair Writing Session 2
- 14:00-14:25 2 Minute Lightning Talks

The workshop today is about generating ideas for your project. You should come with some general themes or specific project ideas that have been posted to the module on Teams (of alternatively we may use a google.doc for collaborative writing). After some brief explanations we will divide you into groups in some rough relation to the themes you have suggested. You will then introduce your ideas to each other and get constructive feedback.

The pair writing exercise borrows an idea from the world of computer programming called pair programming. Two students will work together, with one the “driver” and the other the “navigator” or “observer.” We will do this exercise twice, once before and once after lunch. Those who start as “driver” in the morning, will start as “driver” in the afternoon. The goal will be to write a posting of 400-600 words for the module blog about some aspect of the key readings from week 3 or the definitions and approaches of week 2.

The writing by the driver should begin at most 15 minutes of the session starting. It can follow some discussion of what the posting will be about, but the driver will set the tone as they begin writing the posting. The driver can write the entire session, in conjunction with comments and feedback from the navigator, or they may pass off the laptop and switch roles at some point during the session. At the end of the session the posting should be saved as a draft on the module blog and posted with any minor corrections by the following Monday. Students are encouraged to offer comments and thoughts on these postings in week 4.

The unconference will conclude with a series of lightning talks. Each student will be given a maximum of 2 minutes (you are brutally cut off when the timer goes off) to either 1) talk about what project idea may have emerged out of the morning group discussion or 2) what they argued in the posting that was composed during the pair writing exercise 3) general comments on what was learned through pair writing or group discussion.

Week 7

Skills Workshop – Working with sources (The Case of Esperanto)

How do transnational historians conduct their research? Where are their sources? Are they seeking out new source material or are they simply approaching old sources in a different way? In this session, we will consider examples of transnational historical sources, thinking about where to find them and how to interpret them. We will begin the session by considering some of the source material Dr Struck used in his

current research on “Esperanto and Internationalism, c.1880s-1920”. You will be given the opportunity to engage with these sources directly before presenting some of your own source material to the class.

Learning Outcomes

1. Understand the methodological issues and problems associated with transnational history.
2. Understand what makes an historical source ‘transnational’.
3. Learn how to interpret sources ‘transnationally’.

Preparation

1. Read Saunier, *Transnational History*, Chapter 6 ‘On methodology’. What are the main methodological issues facing transnational historians? What are the solutions?
2. Dr. Struck will circulate a sources pack containing three primary sources and some additional background information. Please study these sources, thinking about how they might contribute to a transnational historical narrative.
3. Bring along a primary source you are using in your project. Be prepared to discuss this source, along with any other methodological issues you are facing.

Key reading:

Pierre-Yves Saunier, *Transnational History* (Houndsmills: Palgrave Macmillan, 2013), Chapter 6, ‘On Methodology’. E-book – link above.

Alcalde, Ángel. ‘Spatializing Transnational History: European Spaces and Territories’. *European Review of History: Revue Européenne d’histoire* 25, no. 3–4 (4 July 2018): 553–67.

<https://doi.org/10.1080/13507486.2018.1439885>.

Primary sources (to be supplied by Dr Struck): In Teams Folder Week 7

[Spring Break 22 March – 4 April 2021]

Please enjoy your spring break away from your studies – time off is key.

Week 8

Approaches III: Postcolonial Approaches and Global Intellectual History

This seminar introduces students to fundamental discussions in postcolonial studies, and shows how these debates nourish the emerging field of global intellectual history. We shall interrogate theoretical and methodological differences between historians regarding what they see as prime motors behind the globalization of ideas in modern times. We shall analyse the relation between the production and circulation of ideas and flows of labour, commodities, and capital in the age of global capitalism. We shall ask as to how European colonial expansion shaped the global spread of political ideas. We shall emphasize the role of non-European actors, non-Western cultural-intellectual traditions, and anti-colonial struggles in the production of globalized worlds of thought and political activism.

Decolonisation in the post-WW2 period has traditionally been viewed as a series of national histories bounded by the nation state or, alternatively, as an international geopolitical history of the 'new world order'. In recent years, global and transnational historians have approached decolonisation differently, drawing attention to the importance of transnational anti-colonial networks and visions of decolonisation that transcended 'the nation'. In this session we will consider these approaches and what they mean for our understanding of global decolonisation.

Key Readings

Banerjee, Milinda. "Transversal Histories and Transcultural Afterlives: Indianized Renditions of Jean Bodin in Global Intellectual History." In *Engaging Transculturality: Concepts, Key Terms, Case Studies*, edited by Laila Abu-er-Rub, Christiane Brosius, Sebastian Meurer, Diamantis Panagiotopoulos, and Susan Richter, 155-169. Abingdon: Routledge, 2019.

Hunter, Emma. "Introduction." In *Political Thought and the Public Sphere in Tanzania: Freedom, Democracy and Citizenship in the Era of Decolonization*, by Emma Hunter. New York: Cambridge University Press, 2015, , 1-33. (copy available via Teams)

Liu, Andrew B. 'Production, Circulation, and Accumulation: The Historiographies of Capitalism in China and South Asia'. *The Journal of Asian Studies* 78, no. 4 (November 2019): 767–88.
<https://doi.org/10.1017/S0021911819000676>.

Moyn, Samuel. "On the Nonglobalization of Ideas." In *Global Intellectual History*, edited by Samuel Moyn and Andrew Sartori, 187-204. New York: Columbia University Press, 2013.

Moyn, Samuel and Andrew Sartori. "Approaches to Global Intellectual History." In *Global Intellectual History*, edited by Samuel Moyn and Andrew Sartori, 3-30. New York: Columbia University Press, 2013.

E-book: <https://ebookcentral.proquest.com/lib/st-andrews/detail.action?docID=1103450>

Introductory Readings on Postcolonial Theory

Chakrabarty, Dipesh. "Introduction: The Idea of Provincializing Europe" and "Epilogue: Reason and the Critique of Historicism." In *Provincializing Europe: Postcolonial Thought and Historical Difference*, by Dipesh Chakrabarty, 3-23, 237-255. Princeton: Princeton University Press, 2000.

Guha, Ranajit. "Preface" and "On Some Aspects of the Historiography of Colonial India." In *Selected Subaltern Studies*, edited by Ranajit Guha and Gayatri Chakravorty Spivak, 35-44. New York: Oxford University Press, 1988.

Said, Edward W. "Introduction." In *Orientalism*, by Edward Said, 1-28. London: Penguin Books, 2003.

Further reading

Afro-Asian Networks Research Collective (2018), 'Manifesto: Networks of Decolonization in Asia and Africa', *Radical History Review*, 131.

Armstrong, Elisabeth (2016), 'Before Bandung: The Anti-Imperialist Women's Movement in Asia and the Women's International Democratic Federation', *Signs*, 41, 2.

- Banerjee, Milinda. "Sovereignty as a Motor of Global Conceptual Travel: Sanskritic Equivalents of "Law" in Bengali Discursive Production." *Modern Intellectual History* (published online, 2018; print version forthcoming).
- Bayly, C. A. "Introduction: The Meanings of Liberalism in Colonial India." In *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire*, by C. A. Bayly, 1-25. Cambridge: Cambridge University Press, 2012.
- Bose, Sugata, 'Different Universalisms, Colorful Cosmopolitanisms: The Global Imagination of the Colonized' in Bose, Sugata, and Kris Manjappa (eds.). *Cosmopolitan Thought Zones: South Asia and the Global Circulation of Ideas*. Basingstoke: Palgrave Macmillan, 2010.
- Cooper, Frederick. *Citizenship between Empire and Nation. Remaking France and French Africa, 1945-1960*. Princeton, N.J.: Princeton University Press, 2014.
- Curless GM (2017), 'The Triumph of the State: Singapore's Dockworkers and the Limits of Global History, c.1920-1965.' *The Historical Journal*, 60, 1097-1123.
- Elam, J. Daniel. 'Take Your Geography and Trace It.' *Interventions* 17, no. 4 (2015): 568-84.
- Fischer-Tiné, Harald (2007), 'Indian Nationalism and the "World Forces": Transnational and Diasporic Dimensions of the Indian Freedom Movement on the Eve of the First World War.' *Journal of Global History* 2, no. 3: 325-244.
- Gandhi, Leela. *Affective Communities. Anticolonial Thought, Fin-De-Siècle Radicalism, and the Politics of Friendship*. Durham: Duke University Press, 2006.
- Goebel, Michael. 'Geopolitics, Transnational Solidarity or Diaspora Nationalism? The Global Career of M.N. Roy, 1915–1930.' *European Review of History* 21, no. 4 (2014).
- Goswami, Manu. 'AHR Forum: Imaginary Futures and Colonial Internationalisms.' *American Historical Review* 117, no. 5 (2012): 1461-85.
- Gandhi, Leela. *Affective Communities. Anticolonial Thought, Fin-De-Siècle Radicalism, and the Politics of Friendship*. Durham: Duke University Press, 2006.
- Green, Nile. "The Waves of Heterotopia: Toward a Vernacular Intellectual History of the Indian Ocean." *The American Historical Review* 123, no. 3 (2018): 846-874.
- Hunter, Emma. "Languages of Freedom in Decolonising Africa." *Transactions of the Royal Historical Society* 27 (December 2017): 253-269.
- James, Leslie, *George Padmore and Decolonization from Below*. Basingstoke: Palgrave Macmillan, 2014
- Kapila, Shruti. "Global Intellectual History and the Indian Political." In *Rethinking Modern European Intellectual History*, edited by Darrin M. McMahon and Samuel Moyn, 253-274. New York: Oxford University Press, 2014.
- Kennedy, Dane, *Decolonization. A Very Short Introduction*. Oxford: OUP, 2016.
- Ramnath, Maia. *Haj to Utopia. How the Ghadar Movement Charted Global Radicalism and Attempted to Overthrow the British Empire*. Berkeley, Calif.; London: University of California Press, 2011.
- Sartori, Andrew. "How to Write a History of Liberalism?" and "Conclusion: Political Economy, Liberalism, and the History of Capital." In *Liberalism in Empire: An Alternative History*, by Andrew Sartori, 1-32, 199-208. Oakland: University of California Press, 2014.
- Sartori, Andrew. "Global Intellectual History and the History of Political Economy." In *Global Intellectual History*, edited by Samuel Moyn and Andrew Sartori, 110-133. New York: Columbia University Press, 2013.

Slate, Nico. *Colored Cosmopolitanism. The Shared Struggle for Freedom in the United States and India*. Cambridge, Mass.; London: Harvard University Press, 2012.

Subrahmanyam, Sanjay. "Global Intellectual History Beyond Hegel and Marx." *History and Theory* 54, no. 1 (2015): 126-137.

Von Eschen, Penny M. *Race against Empire. Black Americans and Anticolonialism, 1937-1957*. Ithaca, N.Y.; London: Cornell University Press, 1997.

Week 9

New Fields - Global Histories of the non-human⁵

Confession up front: This is new to us – this makes us even more excited to try this. In previous years we started in week 1 and 2 with one of the Patricia Clavin articles (see week 1 – 2 reading lists). These are still very good introductory texts but – may also feel dated. Clavin (along with others) clearly states: "Transnational history is about people." In that respect transnational history is social history first and foremost. But the field and time has moved on. We are entering year two of a pandemic. In the light of Covid 19 older known and not so well-known diseases have resurfaced such as the Spanish Flu. Germs and viruses do not know borders. Also, climate and with it climate history is on the agenda. These are global issues and transnational themes – but they go against the grain of earlier versions of transnational history – re: people, migrants, diaspora, travellers, experts. Recent books have related the crisis of the seventeenth century to wider climatic changes (G. Parker). Others have stressed the importance of infrastructure, pipelines, technology. So, in this session we will dive into some text related to the non-human actors in history – and in transnational history? That is the question. P.S. Bernhard may add some of his own recent dabbling in the field. A volcano eruption in 1783 or the Spanish Flu are on offer.

Learning Outcomes

- Reflect on how the field has evolved and changed over the past 10-15 years?
- Can and should transnational history add in the non-human?
- Is there a clear cut separation between human vs non-human in the first place?

Malm, Andreas, 'Who lit this fire? Approaching the History of the Fossil Economy' Blog: 2017
<https://www.versobooks.com/blogs/3438-who-lit-this-fire-approaching-the-history-of-the-fossil-economy>

⁵ The super-hot and trendy session led by non-experts – but always curious ☺

Moore, Jason W. 'The Capitalocene, Part I: On the Nature and Origins of Our Ecological Crisis'. *The Journal of Peasant Studies* 44, no. 3 (4 May 2017): 594–630.

<https://doi.org/10.1080/03066150.2016.1235036>.

O’Gorman, Emily, and Andrea Gaynor. 'More-Than-Human Histories'. *Environmental History* 25, no. 4 (1 October 2020): 711–35. <https://doi.org/10.1093/envhis/emma027>.

Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. The Princeton Economic History of the Western World. Princeton, N.J. : Oxford: Princeton University Press, 2000. (Introduction) E-book <https://www-fulcrum-org.ezproxy.st-andrews.ac.uk/concern/monographs/kw52j850s>

Further Reading

Chakrabarty, Dipesh. 'The Climate of History: Four Theses'. *Critical Inquiry* 35, no. 2 (2009): 197–222.

<https://doi.org/10.1086/596640>.

Greschke, Heike, and Julia Tischler. *Grounding Global Climate Change: Contributions from the Social and Cultural Sciences*. Springer, 2014.

Mikhail, Alan. 'Ottoman Iceland: A Climate History'. *Environmental History* 20, no. 2 (1 April 2015): 262–84. <https://doi.org/10.1093/envhis/emv006>.

Parker, Geoffrey. *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*. New Haven: Yale University Press, 2013. E-book <https://ebookcentral.proquest.com/lib/st-andrews/detail.action?milDocID=459672>

Warde, Paul. 'Global Crisis or Global Coincidence?' *Past & Present* 228, no. 1 (1 August 2015): 287–301. <https://doi.org/10.1093/pastj/gtv028>.

Technology and Infrastructure – Oil and Energy

Arnold, Catharine. *Pandemic 1918: The Story of the Deadliest Influenza in History*. London [England]: Michael O’Mara Books Limited, 2018.

Arnold, David, and Brill Online, eds. *Warm Climates and Western Medicine: The Emergence of Tropical Medicine, 1500-1900*. Electronic book. Clio Medica Online, Volume 35. Amsterdam: Rodopi, 1996.

Barry, John M. *The Great Influenza: The Epic Story of the Deadliest Plague in History*. New York: Viking, 2004.

Barak, On. *Powering Empire: How Coal Made the Middle East and Sparked Global Carbonization*. Electronic book. Oakland, California: University of California Press, 2020.

Bonneuil, Christophe, Jean-Baptiste Fressoz, and David Fernbach. *The Shock of the Anthropocene: The Earth, History and Us*. London: Verso, 2016.

Crosby, Alfred W. *America’s Forgotten Pandemic: The Influenza of 1918*. Cambridge ; New York: Cambridge University Press, 1989.

Cushman, Gregory T. *Guano and the Opening of the Pacific World: A Global Ecological History*. Reprint edition. New York: Cambridge University Press, 2013.

Fagan, Brian. *The Little Ice Age: How Climate Made History 1300-1850*. New York: Basic Books, 2001.

Feola, Giuseppe, Hilary Geoghegan, and Alex Arnall. *Climate and Culture: Multidisciplinary Perspectives on a Warming World*. Cambridge University Press, 2019.

- Garavini, Giuliano, and Frederico Romero Elisabetta Bini. *Oil Shock: The 1973 Crisis and Its Economic Legacy*. Edited by Elisabetta Bini and Frederico Romero. London: I.B.Tauris, 2016.
- Garavini, Giuliano. 'Completing Decolonization: The 1973 "Oil Shock" and the Struggle for Economic Rights'. *The International History Review* 33, no. 3 (2011): 473–87.
- Graf, Rudiger. *Oil and Sovereignty: Petro-Knowledge and Energy Policy in the United States and Western Europe during the 1970s*. Translated by Alex Skinner. New York: Berghahn Books, 2018.
- Grove, Richard. *Ecology, Climate and Empire: Colonialism and Global Environmental History, 1400-1940*. Cambridge: White Horse, 1997.
- Hein, Carola. 'Oil Spaces: The Global Petroleumscape in the Rotterdam/The Hague Area'. *Journal of Urban History*, 13 February 2018, 0096144217752460. <https://doi.org/10.1177/0096144217752460>.
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Week 10: Focussed Work on Essays & Projects (Surgery Hour)

Week 11

Conference: Individual and Group Presentations

This is the grand session of our final conference. Please the section above on the final conference presentation. We will discuss possibly rescheduling this final meeting (depending on student numbers this semester) in order to permit more time for presentations and feedback, along with some time for celebration after class. We will discuss this early in the semester.

Additional sessions:

We will arrange options **snack writing sessions**. The idea of 'snack writing': come along - armed with a laptop - with a defined goal of what to write in an hour's time. Write down your goal, share it with the group at the start - sit down and write for an hour. You will be amazed what you will get done & written on the basis of regular habits and focused time. Clear rules apply: arrive on time (bring a coffee / tea), we provide relaxed but quiet atmosphere, no social media. Then go home with a sense of achievement and professionalism (or go to the library and repeat).

Bibliography

In addition to individual titles the following journals and websites are recommended:

- 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
- Journal of Global History
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- The American Historical Review
- The Journal of American History
- The International History Review

A) General Introductory Bibliography

- Agnes Arndt, Joachim C. Häberlen and Christiane Reinecke (eds), *Vergleichen, Verflechten, Verwirren? Europäische Geschichtsschreibung zwischen Theorie und Praxis* (Göttingen: Vandenhoeck & Ruprecht 2011)
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B) Skills in Transnational History

1. GIS

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2) Network Analysis

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"Domesday - Prosopography of Anglo-Saxon England" <http://domesday.pase.ac.uk/>.

"Historical Network Research" <http://historicalnetworkresearch.org/>.

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<http://isites.harvard.edu/icb/icb.do?keyword=k16229&pageid=icb.page76535>.

"Prosopography of the Byzantine World" <http://www.pbw.kcl.ac.uk/>.

"Prosopography Portal: Guide to the Principles and Practice of Prosopography"

http://prosopography.modhist.ox.ac.uk/course_syllabuses.htm.

"Syllabus for Network Culture. The History of the Contemporary | Varnelis.net"

http://varnelis.net/blog/syllabus_for_network_culture_the_history_of_the_contemporary.

Directors' Cut Material

Note: In previous editions we also had a session Actors and Networks. But here it is.

The concept of actors and networks underlies much transnational history, describing the links and connections that agents form with each other. History of science is equally indebted to the idea of a network because it describes how individuals exchange information, and thus explains the processes that bring about new knowledge or knowledge in transformation between different contexts. In this class 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 different ways of doing and practicing transnational history, movements and exchanges.

Learning Outcomes

1. Introduction to concepts such as agents, agency, actors, networks
2. Application and relation to earlier texts (eg Patricia Clavin, scales, biography)
3. Reflection how to transfer concepts into practice

Key Reading

- Knotter, Ad. 'Transnational Cigar-Makers: Cross-Border Labour Markets, Strikes, and Solidarity at the Time of the First International (1864–1873)'. *International Review of Social History* 59, no. 03 (December 2014): 409–442. <https://doi.org/10.1017/S0020859014000443>.
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Further Reading Suggestions

- Beriss, David, *Black Skins, French Voices: Caribbean ethnicity and activism in urban France* (Boulder: Westview Press, 2004), chapter 2.
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Reading in related fields:

Networks and knowledge

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- Nicholas Dew, 'Vers la ligne: Circulating Measurements Around the French Atlantic', in James Delbourgo and Nicholas Dew (eds), *Science and Empire in the Atlantic World* (New York and London, 2008), pp. 53-72.
- Simon Werret, *Fireworks. Pyrotechnic Arts and Sciences in European History* (Chicago, 2010), Chapter 5, 'Traveling Italians: Pyrotechnic Macchine in Paris, London, and St. Petersburg'.
- Margaret Meredith, 'Friendship and Knowledge: Correspondence and Communication in Northern Trans-Atlantic Natural History, 1780-1815', in Schaffer et al. (eds), *The Brokered World*, pp. 151-191.
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Actor-Network Theory

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- John Law and John Hassard (eds), *Actor-Network Theory and After* (Oxford: Blackwell, 1999).
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Digital network analysis

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Ken Cherven, *Network Graph Analysis and Visualization with Gephi* (Packt Publishing, 2013).

John Scott, *Social Network Analysis*, 3rd ed., 2013.

Digital network analysis resources

Network visualisation: Gephi <https://gephi.org> - if you would like to explore using this in your project please talk to one of the tutors.

Historical Network Research: <http://historicalnetworkresearch.org/>

Early Modern Letters: <http://emlo.bodleian.ox.ac.uk/>

The Prosopography of the Byzantine World (<http://db.pbw.kcl.ac.uk/>)