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IDSEM-UG 1700, MEDI 992-0002

TTH 11-12:15

Meyer 261

Gallatin School, New York University

Spring 2016

**Becoming Global?**

COURSE DESCRIPTION

Over and over, we are told that the world we live in is becoming increasingly global, that all its parts are connected to one another, and goods, people, culture, and information can move from one place to another, seemingly without barriers. Yet, how accurate is this description, and how new is this phenomenon, or the belief in this phenomenon? Scholars have pointed to the middle of the sixteenth century as the moment when the economy became global, as the “age of exploration” and colonization began to connect many parts of the world to each other in a complex network that included cooperation, piracy, and slavery. This course will explore the emergence of a global consciousness in the sixteenth and seventeenth centuries. Our primary questions include: to what extent did people in this century begin to imagine and experience the world globally (that is, as an entity whose regions were interdependent rather than separate) and why? Which groups of people began to experience it globally? Do these shifts in understanding of the world vary by region, class, ethnicity, gender, or religion? How did this “globalization” impact cultural and artistic developments? How did global encounters impact the economy? How were things, places and persons not previously seen categorized? What influence did these “encounters,” or engagements have on ideas about citizenship, property, community, justice, or belonging? To answer these questions, we will consider how the attempts to create, and the struggle to understand, this global world produced new narratives and forms of interdisciplinary thinking. While the focus of the course is on the “European” and emerging “American” perspective, we will also read several works that challenge the Eurocentric view of globalization that was emerging and still dominates much of contemporary discourse of globalization.

Course Aims:

Our primary objective in this course is to come to a better understanding of the ways that the early modern period produced a form of global consciousness and how this global world produced and depended on various kinds of interdisciplinary thinking. My hope is that our explorations will help us to see how the issues surrounding globalization as we understand them today have a long and complex history. Our aim is thus to come to a more nuanced understanding of both the past and present by thinking about them in relationship to each other.

To accomplish these aims, we will discuss a wide variety of primary works, such as travel narratives, plays, poems, early forms of ethnography, and visual representations, as well as secondary works by literary scholars, anthropologists, and historians of labor, the economy, and science. I have also selected a number of texts that put the past in present in conversation with each other in a variety of provocative and innovative ways in order to help us think about how the processes of globalization develop across both space and time. We will thus have to become careful readers and viewers ourselves, attentive to the forms, strategies, and content of the works we are "discovering" and the ways they have contributed to the production, or analysis, of global consciousness.

OFFICE HOURS AND EMAIL

I hold office hours weekly on Wednesday and Thursday by appointment. (See above for times and location). To schedule an appointment email me by 9AM of the day you would like to meet. Of course, you can contact me in advance as well. I invite you to come by my office hours to introduce yourself, to talk about your ideas about the course material, and to discuss your written work throughout the semester.

I am also available to answer *brief* questions by email. If you email me, you can usually expect to hear back from me within twenty-four hours on weekdays. In general, I am not available on weekends.

Please check your NYU-assigned email regularly for updates related to the class.

COURSE REQUIREMENTS:

Class Attendance and Participation:

This seminar is a collaboration. Thus, regular attendance (including arriving to class on time) and thoughtful engagement with the course materials are crucial to its success. I think we all know that classes are the most interesting and pleasurable when the whole class participates. So, be generous with your ideas and questions, and show up with texts in your hand and ready to think in new ways. Careful preparation is a key component of participation. You need to complete all readings, viewings, and assignments before you come to class. But that is not all you need to do to be ready to participate. Write down your observations as well as your insights inspired by the works assigned for the day. Write down the questions these works raise for you. Please also feel free to call our attention to specific passages you would like to discuss, perhaps because you found them particularly intriguing or puzzling. If you come to class with these notes, you will more likely be ready to participate and comfortable doing so.

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If you are absent, I will assume you have a good reason. You do not need to tell me why. (The exception is if something very out of the ordinary happens that requires you to miss more than two classes in a row.) The course, however, moves quickly and the material is challenging, and those that miss seminar will likely find it difficult to keep up. Whenever you miss class, you are responsible for finding out what you missed from one of your classmates and for keeping up with the assignments.

My preference is that you bring hard copies of all reading materials to class. You will be permitted to use laptops in class to view course materials (if you have a very strong preference to do so) and to take notes, but NOT for any other purpose. All other electronic devices should be off--not ringing or vibrating in class and not visible to you or others.

MAJOR ASSIGNMENTS

All courses in Gallatin require a weekly minimum of eight to nine hours of work outside of class sessions, with additional hours when major assignments are due. In this class, weekly reading, several short writing assignments, and two longer writing assignments will account for most of the required assignments.  Our reading load will be substantial. I have tried to arrange the syllabus so longer assignments are followed by shorter ones but I strongly encourage you to plan ahead so you do not have to rush through difficult readings at the last moment. The prose will take a little getting used to, so make sure you give yourself enough time to adapt, especially in the early weeks of the course. Always bring the assigned texts for the class session as we will be referring to them often. ***You must complete all assignments to pass the course****.*

Written Work: A variety of forms of written work will be required for the class. I detail them below. All written work will share in the project of moving toward accomplishing the stated goals of the course, of making connections among the different works and our discussions of them, and, of course, making new discoveries about why studying this material matters to us. Because this course is rapidly paced, it is particularly vital that work arrives on time and in good form.

NYU Classes Posts

In order to help you prepare to participate in discussion, to give you the practice of writing on a regular basis about course materials, and to bring your concerns to the center of the class, you will be asked to post *brief* responses (200-300 words) to the forum on NYU Classes on the assigned reading for that week. These are thoughtful engagements that address a specific issue, question, or section of a work that you would like to explore. They may also engage with issues raised in class discussion. Half of you will post by 5PM on Monday (on Tuesday’s assignment) and half will post on Wednesday by 5PM (on Thursday’s assignment). I will ask you to submit your preferences for one of the two days by the second class. In addition to these posts, you will each be responsible once during the semester for replying to a group of your classmates’ posts and leading a short discussion based on them.

Papers:

Prior to the deadline for each written assignment, I will give out formal guidelines specific to that assignment. Topics for your papers will develop from issues we have discussed in class and from your interests. Please keep in mind that all papers must be typed, double-spaced, with one-inch margins on all sides. All papers will be submitted to NYU Classes as WORD documents so that I can both open them and comment within the document. All assignments are to be turned in by the due date. If you have any concerns about turning in an assignment on time, please speak or write to me in advance.

1) The first formal assignment of the course will be a medium length (1500-2000 words) close reading essay of one of the primary works we have read so far in the class.

2) The second is what I call an Epigraph Paper. For this paper you will choose a passage or image from any work we’ve read or viewed this semester that you think speaks to a major theme, issue, or concern of the course that is of particular interest to you and which you think could serve as an epigraph for the course and what you learned from it. You will then discuss this quotation/image in relationship to at least a few works from the course. The objective of this assignment is to give you the opportunity to think about the works and issues we’ve discussed in relationship to each other and to reflect on how the works for this course have given you new ways to think about early modern globalization. This response paper will be approximately three pages (a minimum of 900 words).

3) The final paper will be a research paper (2400-3200 words). The research paper is designed to give you the opportunity to delve more deeply into a topic we have studied that is of great interest to you and inspires you. I encourage you to develop research topics that allow you to connect what we have been studying to your concentration or major if it will be productive for you to do so. You might choose a topic by thinking about how the ideas we’ve studied in this course add a new dimension to, or way of thinking about, issues that are central to your concentration. We will have a library research session with Nicole Brown, an interdisciplinary librarian, in which you learn how to conduct research using a variety of the libraries tools and resources. You will also twice be asked to upload to NYU Classes a discussion of a source you have found using these resources. This discussion will include a summary of the work; a description of the process by which you found it; and also a brief explanation of what you think is useful about the material you’ve found in relation to the course. There are many ways to conduct research for this course. These might include: reading additional primary texts from the period, reading works by historians or literary critics, or viewing additional films or other visual works, etc. Many of you will find that a combination of the above will be most useful. A prospectus for the research paper will be due in mid April, and we will then have conferences to discuss your topics and ways to research them. All of these assignments are intended to help you to shape your research topic in a way that interests you and to enable you to write a thoughtful paper before the end of the semester.

Grades are based on the quality of all written work as well as class participation (which includes your discussion questions). The following is a rough breakdown of how much each category is worth. If your work gets stronger as the course progresses, I will weigh your later work more **heavily.** Participation: 30%, NYU Classes Posts: 20%, Epigraph Paper: 15%, Close Reading Paper: 15%, Research Paper: 20%

Disabilities: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon.

Academic Integrity: As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating.  Please consult the Gallatin Bulletin or Gallatin website [[www.gallatin.nyu.edu/academics/policies/policy/integrity.html](http://www.gallatin.nyu.edu/academics/policies/policy/integrity.html)] for a full description of the academic integrity policy.

Do not plagiarize. If you take an idea or more than two or three words directly from any source (including the Internet), you must cite the source in a footnote. If you are not sure if you are plagiarizing, please ask me. Similarly, if you are unsure how to complete an assignment, come talk to me.

Required Texts:

All texts are available at Revolution Books in Harlem. Revolution Books will likely be coming to class on Tuesday February 2nd. But you can also go there earlier to purchase your books. In addition to the texts listed below, I will be distributing additional materials through NYU Classes. Films will be on reserve at the Avery Fisher Center at Bobst Library.

1) Shakespeare, *The Tempest*.

2) Amitav Ghosh*, In an Antique Land*.

3) Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History*

4) Behn, *Oroonoko; or, The Royal Slave.* Edited by Catherine Gallagher. A Bedford Cultural Edition.

(You must purchase this edition of *Oroonoko*, as we will be reading additional materials in it.)

Course Schedule: (**Schedule Subject to Changes**)

Week 1: Introduction and Foundations

Jan. 28:

--Syllabus and Introduction

--Turn in sheet on your interests in relation to the course.

Week 2: Foundations (Continued)

Feb. 2:

--Writing assignment: What are the connotations of the terms “globe” and “globalization”? How is a globalized world different from a world that is not globalized? What enables globalization or is necessary to it? What are some of the possible advantages or benefits of globalization? What are some of the problems that globalization produces?

--After your complete the above, read the short excerpts on NYU Classes. How do these early modern authors envision their world as globalized? How do they engage with the issues you wrote about? How does their early modern global consciousness seem different from, or similar to, our contemporary one?

Feb. 4:

--Wolf, *Europe and the People Without History* (Excerpts)

--Singh, *A Companion to the Global Renaissance* (Excerpt from the Introduction)

--Brotton, “A Global Renaissance,” and “Brave New Worlds”

*--*Loomba, “Outsiders in Shakespeare’s England”

Come to class prepared to discuss the major issues these texts raise. What information or ideas in these essays came as a surprise to you, or particularly sparked your interest?

To view several innovative maps from this period go to this link: http://en.wikipedia.org/wiki/Early\_world\_maps#.22Theatrum\_Orbis\_Terrarum.22\_by\_Abraham\_Ortelius\_.281570.29

Week 3: Becoming Global Through Travel, Exploration, and “Discovery”

Feb. 9: Seeing the “New” Worlds

--*The Travels of Marco Polo* (excerpts on The Glory of Kinsay and The Island of Chipangu)

--*Indograph*y: Harris, “Introduction: Forms of Indography”; and Singh, “Afterword: Naming and Un-Naming ‘all the Indies’: How India Became Hindustan”

--*Christopher Columbus and the Enterprise of the Indies* (excerpts from travel logs)

Feb. 11: Traveling the Globe: Accounts of Circumnavigation

-- William Sherman, “Stirrings and Searchings”

--Hakluyt, “Voyage of Francis Drake About the Whole Globe” (1577)

--BBC Radiocast of “Shakespeare’s Restless World” (<http://www.bbc.co.uk/radio4/features/shakespeares-restless-world/programmes/englandgoesglobal/#drakescircumnavigationmedal>; and

Whitehall map: <http://memory.loc.gov/master/rbc/rbdk/d042/01190000.tif>)

Week 4:

Feb. 16: “Heroic” Explorations and Colliding Worlds

--Hakluyt, “Discovery of the large, rich, and beautiful Empire of Guiana. . . by Sir Walter Raleigh” (1595)

--Taylor, “*Hamlet* in Africa 1607”

Feb. 18: From Encounter to Conquest: Global Dominations

--Visual Representations of the New World

Week 5:

Feb. 23:

--Library Research Workshop

We will meet in Bobst Library Room 619 (On the 6th Floor)

Feb. 25:

Complete Library Research Assignment and Upload to Forum

Week 6: Global Dominations/Resistances

Mar. 1:

--Discussion of Research Findings

--Begin *The Tempest* (Act 1)

Mar. 3:

Finish Reading *The Tempest*

Week 7: Recounting and Debating The Conquest

Mar. 8: *The Tempest* and its Futures

--*The Tempest*

--Césaire, *A Tempest* (excerpts)

Mar. 10: Futures and Sources

-- Brathwaite, “Caliban”

--Montaigne, “On Cannibals”

--Las Casas, *Tears of the Indians* (excerpts)

**March 11: Close Reading Paper Due by Noon**

Spring Break: March 14-18

Week 8: Circulations: Crossing Time and Space

Mar. 22:

--Bollaín, *Tambien La Lluvia (Even the Rain*) [Film available at AFC in Bobst Library]

Mar. 24:

-- Ghosh, *In An Antique Land: History in the Guise of a Traveler’s Tale (pages 11-105***)**

Week 9:

Mar. 29:

-- Ghosh, *In An Antique Land: History in the Guise of a Traveler’s Tale (pages 106-238***)**

Mar 31:

--Ghosh, *In An Antique Land: History in the Guise of a Traveler’s Tale (239-353)*

Week 10: Sugar, Slavery, and Literary Experimentation

Apr. 5:

--Ligon, *A True and Exact History of the Island of Barbados* (Excerpt)

--Morgan, "Some Could Suckle over Their Shoulder": Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770”

Apr. 7:

--Behn, *Oroonoko* (Note: you will need to have the Gallagher edition I ordered for the class as there is introductory and supplementary materials assigned in it). pp. 3-20; 326-34; 393-399; main text: 34-49

Week 11:

Apr. 12:

--Finish *Oroonoko*

Global Economy of Sugar: Production and Consumption

Apr. 14: Global Economy of Sugar: Production and Consumption

--Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (from the last paragraph on page xviii through page 96)

Week 12:

Apr. 19

--Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, pp*.* 97-186

Apr. 21: -- The Global Economy: Money and Environmental and Agricultural Transformations

--Flynn and Giraldez, “What did China Have to Do with American Silver?”

--Studnicki-Gizbert and Schechter, “The Environmental Dynamics of a Colonial Fuel-Rush: Silver Mining and Deforestation in New Spain, 1522 to 1810” (pages 94-7 to the section break; 105 to the top of 112. You do not need to read the appendix)

--Mann, *1493: Uncovering the New World Columbus Created* (from Chapter 5, pages 210-231)

**Friday April 22: Research Prospectus Due Along with Second Source Assignment**

Week 13: The Global Economy: Competition

Apr. 26:

--Fletcher, *The Island Princess*

**Apr. 27: Epigraph (Final) Response Paper Due**

Apr. 28:

----Excerpts from Thomas Mun, Karl Marx, and on the cultivation of pepper

--Excerpts from Argensola

Week 14:

May 3: Discussion of Course Epigraphs

May 5: Discussion of Course Epigraphs

**FINAL PAPER DUE MAY 9**