

World History for International Studies

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Edited by Isabelle Duyvesteyn and Anne Marieke van der Wal

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The publication of this volume was made possible by the Faculty of Humanities, Leiden University, the Netherlands, based on a teaching innovation grant.

Cover design: Andre Klijsen

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ISBN 978 90 8728 400 8

e-ISBN 978 94 0060 445 2

DOI 10.24415/9789087284008

NUR 680

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Preface and Acknowledgements

To offer the student an integrated, pedagogically sound learning experience in which foundational knowledge about history, and world history in particular, is closely linked to a digital learning platform, where this knowledge is activated and stimulated – this has been the challenge we set for ourselves when drafting this book. Since the start of the International Studies bachelor program at the Faculty of Humanities at Leiden University in 2012, we have been confronted with the challenge to bring all these elements together. A handbook, which met all our requirements was not available. We decided to write our own. The result of our efforts is in front of you.

Research-based teaching is the mainstay of our activities at Leiden University. The sharing of our excitement and passion about research, but also the trials and tribulations involved in doing this, is what we aim to bring to our classrooms. We train our students in acquiring an academic attitude, not feeling daunted when confronted by large quantities of material, and reading and processing the material carefully in a critical and engaged manner. We would like our students to attain important academic research skills, as well as guide them in their first attempts at analysis. The competencies we train in the first phase of academic formation are focused on note-taking, summarizing, identifying an argument, understanding a debate, summarizing a debate and subsequently participating in one. We offer stepping stones for acquiring these competencies in this handbook, in a practical and accessible manner, by taking as a pedagogical starting point the different roles of the scholar. These will be presented in further detail below; by inviting students to become observers, conceptualizers and designers, we aim to trigger an active engagement with the research material. Moreover, we have integrated this with an online learning tool, part of the digital humanities, which builds on the main frames of reference for twenty-first century scholars. There is a wealth of material available in the online domain on which we capitalize to enhance the overall learning experience.

The idea of research-based learning, activated by an open access and online learning environment, we hope, will lead students to attain a scholarly and critical thinking attitude. By linking the story of history to sources that the historian uses, we aim to give students a grasp of what it means to be an academic and a historian in particular. The active use of sources, accessing them, evaluating them

and critically engaging with them should lead the student to gain insights into how scientists work, how they arrive at a certain result and how students can engage in this exercise of investigation, corroboration and triangulation themselves.

To give shape to this handbook we have made a series of choices. History is one of four domains in the International Studies curriculum, together with politics, culture and economics. There will be a consistent echoing of these other domains in the handbook. We have adopted as a starting point ten major themes that have featured, and continue to feature, prominently in World History discussions - Communications, Trade, Order, Slavery, Religion, War, Identity, Modernity, Norms and Ecology. The justifications for the choices made also build on the pedagogical philosophy of the program of linking the local and the global. Moreover, we identify ten world regions - Latin America, North America, Europe, Russia, Central Asia, Africa, South and South-East Asia, East Asia and the Pacific - which provide our main entry points for the discussion of the themes. We also aim to do justice to that tried and trusted benchmark for historians which is chronology, the old-fashioned Plato to NATO approach. These parameters have led to a structure for the handbook in twelve chapters, covering largely the last millennium, in which these major themes are dissected with examples and sources drawn from the regions. The handbook aims to provide bridges between regions and areas of expertise to tell this story of the human experience over time. We want to focus on how local ideas and individual contacts developed, started to overlap and became globally understood and used by ever larger groups of people.

In contrast to Global History, we award great importance to the local, the specific and also, importantly, bring in the regional and national focused expertise of Area Studies. Still, for historians this book has inherent limitations. The approach chosen does not allow us to do full justice to historiographical traditions and discussions of the field. For Area Studies scholars, the book will jump from one region to another perhaps too much to gain real depth. We would like to stress again that the text is introductory and an invitation to all readers to explore further, based on the small windows we are offering into these topics and wider debates. Our overall aim is to tell a story of major themes that have affected and effected changes in the human past, starting from a particular part of the world and extrapolating to describe the wider experience. The chapters aim to offer, most importantly, a starting point for discussion.

Each chapter addresses one theme, which is introduced based on contemporary relevance or an example. Subsequently, the theme is explained through a local or regional lens. The historiographical debate is explained, the prevalent theories and methods are presented, followed by historic case material and sources, all within a distinct time frame. In this way, the order of the chapters will end up being roughly chronological. Each chapter will present one central primary source, which is linked to the digital platform. This primary source - there is a wide diversity across the chapters - will not only illustrate the use of sources but also demonstrate how

they have been used and debated among historians. The chapters will conclude by providing the student with guiding questions, as well as suggestions for further reading. In the guide to reading below, this will be explained in more detail.

The endeavor of writing a new handbook would not have been feasible without the enthusiasm and hard work of the tutor team who have been teaching the 'Global History' course together for a number of years now. This book would not have seen the light of day without their commitment and passion to share the expertise on the pages that follow. The book has been written during a pandemic and the circumstances have not been ideal to excel academically; we worked from home, our kitchens and dining room tables became offices, we recorded our lectures, talked to our students, all while children – small and larger – as well as pets, laundry machines and parcel deliveries interrupted our trains of thought. We did persevere.

The author team would like to thank the Faculty of Humanities for a teaching innovation grant, which helped tremendously to get this project off the ground. We would like to thank in particular, Sanne Arens, who saw the value in our integrated learning vision and was instrumental in the setting up of the project. The encouragement from the International Studies program board has been greatly appreciated, especially Giles Scott-Smith and Jaap Kamphuis who cheered us on. Moreover, Annebeth Simons, our pedagogical expert, helped shape the approach adopted in this book. Leon Pauw has served this project not only as a research assistant, but also with his experiences as a former practitioner i.e. an International Studies student.

We would like to thank a large number of colleagues who made suggestions, read along and helped with larger and smaller sections of the manuscript, in particular: Elena Burgos-Martinez, Andre Gerrits, Jan Bart Gewalt, Bram Ieven, Jonathan London, Patricio Silva, Hans Wilbrink, and Casper Wits. For the development of the online platform, we are grateful to Fresco Sam-Sin the initiator of the Things That Talk platform at the Humanities Faculty, where our project found a home. Furthermore, we would like to thank Leiden University Press' editorial board, editors in chief Aniek Meinders and her successor Saskia Gieling, for the trust bestowed on us. Stephen Hart and Caroline Diepeveen were indispensable to get the manuscript print-ready. The production team also deserves our heartfelt thanks for diligence and care in the process of bringing this book to print. Last but not least, this book has benefited from the uncountable interesting and inspiring classroom conversations with our students, who questioned, probed and triggered us. To the new generations of students, this book is dedicated; the world needs more engaged and critical thinkers who understand the past in order to understand the present, and hopefully the future.

Isabelle Duyvesteyn and Anne Marieke van der Wal
The Hague, June 2022

A Guide to Reading

Each chapter of this book will address one theme. This theme will be discussed within the context of one specific region of the world. This does not mean that the theme is exclusive to this region or holds no relevance beyond this region. We simply wanted to make the theme come alive by focusing directly on real world events and practice. Within each thematic chapter, we have asked the authors to address a specific set of topics. Every chapter starts with one or more contemporary example to illustrate the importance and relevance of the theme. The academic debate surrounding it will be introduced, followed by an illustration of the main historical methodologies and sources. How has this issue been researched?

Moreover, each chapter puts center stage a key primary source that illustrates the main argument the chapter tries to bring forward, and which is discussed in its own context. We have tried to make sure that the range of primary sources is wide and reflective of the practice of history today. The reader will find below a selection comprising a novel, a letter, a book, a medal, a temple, a baptismal bowl, a proclamation, a shipwreck and an epic. These sources are linked to the digital platform Things That Talk, which accompanies this handbook.

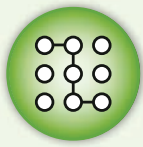
Furthermore, each chapter introduces a series of concepts, for which a definition is provided in text boxes. These concepts tie in to both the study of history as a discipline, as well as the explanations and theories that have been offered by previous scholarship. They will reverberate across the International Studies program and the domains of politics, culture and economics.

A historical narrative is introduced in each chapter which describes a case or elaborates on a historical example or process. Each chapter ends with a summary and brief conclusion and the discussion is extrapolated to its wider relevance and application. At the end of each chapter a series of guiding questions will be offered, which are aimed at helping the student process the material. Finally, a guide to further reading offers the student an entry point to further study the theme if they are so inclined.

Each chapter has been written by a different author. We draw specifically on the expertise in the International Studies program and we have tried to do justice to the rich diversity, not only in scholarly approaches, but also in the different individual styles and manners of discussion. This, we hope, will enhance the versatility in the reading and learning experience this handbook seeks to offer.

The pedagogical approach this handbook has adopted, focuses on the four key roles of a scholar. When starting out in academics, new budding researchers need equipment. We offer here the main tools of scholarship: observing, investigating, conceptualizing and designing. These tools are introduced in more detail in the overview below. All the authors, all scholars with specific training and area of expertise, aim to share their knowledge about a particular debate in world history. In their descriptions, all four roles will appear but these will be different for each chapter, in content and reach. Still, all scholars, whether they are experts on the history of Chinese religion or African art, are obliged as academics to situate their research within the prior existing context and debate, to define their terms and concepts, to make clear what their main question is, to specify how they are going to research the question, and what methods and sources they will use to arrive at an answer. These roles are complementary and no good academic work can do without them. Scholars might have to go through multiple rounds of defining, questioning and researching before their design is complete. This is the core of the academic enterprise and this handbook is aimed at introducing the budding scholar to this process and inviting them to eventually apply it.

Icon	Roles of the Scholar:	
	The Observer	The scholar starts with observing the world. What do we see? What is interesting? What do we need to understand better? The observer describes the phenomenon carefully and precisely. ● Knowledge, Data & Information
 	The Conceptualizer	The scholar wants to dig deeper. How does this work? How can we understand this? What causes this pattern? The conceptualizer proposes a topic with a narrowed down scope (time, place etc.) and proposes a central question. ● Definitions and Questions

Icon	Roles of the Scholar:	
	The Investigator	The scholar starts to think in the abstract. The investigator has to have control over existing scholarship and knowledge to make informed proposals to place the puzzle within the academic debate. Existing Literature and Debate
	The Designer	The scholar thinks up a pathway to investigate the phenomenon in a more profound way. What methodology can we use or devise to study the problem? What sources do we need for this investigation? The designer will activate knowledge about how to dissect the topic and make this operational Methodology and Sources

These icons will re-appear in the chapters that follow and will be presented in the margins, where we will signal what is happening in the chapter and where these different roles are visible.

About the Contributors

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