Answer three of the following six questions. Be sure each essay has a clear line of argument, addresses as many dimensions of the question as possible, and offers relevant, persuasive evidence from specific secondary sources wherever appropriate. Good luck!

1. How useful is the “Atlantic World” as a model for approaching Europe and the World in the early modern period? What are the advantages and limitations of this model? Are there other approaches to oceanic space (or to continental territories) that provide a compelling alternative and why?

2. What are the pros and cons of a "contact zone" model for apprehending histories of transnational, imperial and global encounter? How does it account for asymmetries of power and for multiple (as opposed to binary) vectors of impact and influence? Does it simply offer another dimension to spatial methods or can it also re-territorialize landscapes and the subjects who move across them?

3. As one scholar has recently claimed: “The rise of modern science and the colonial expansion of Europe after 1492 constitute two fundamental and characteristic features of modern world history.” Drawing on your reading in the field, how did the two interact and mutually shape each other? What debates have animated studies of their interaction and which viewpoints do you find most compelling?

4. What is the right and proper role of empires as explanatory frameworks for global history in the early modern period? Be sure to define your terms and your chronological ambit.

5. Recent scholarship on early modern Europe has emphasized the intersection of multiple economies, including economies of commerce and trade, information economies, narrative economies and libidinal economies. In what ways is it helpful to adopt such a perspective in global history, and in particular for understanding Europeans’ contact and exchange with other peoples and places? How did the exchange of goods overlap with the exchange of information, bodies, or other items?

6. You've been asked to develop an introductory course in Global History at a mid-western public university and the department's curriculum committee needs to be persuaded of the value of an early modern world approach. Develop a syllabus rationale for your method; break the course into 3 or 4 composite parts, each with its own synopsis; and offer a briefly annotated reading list that reflects your goals for engaging students with primary sources and secondary readings that make your case for the early modern global as an indispensable category of historical analysis.