Global History Preliminary Examination
Fall 2010

Answer one question from each section. You must do a total of three (3) 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!

I. CHOOSE ONE

According to Karl Liebknecht, “like a cyclone, imperialism spins across the globe . . .” What is the relationship - temporal, spatial -- between empires and “globalization,” historically and as seen from now? What proportional role can we, should we, assign to empires in accounting for global history?

Using 1898 (or the late nineteenth and early twentieth centuries) as a pivot, explore the meanings of empire and nationalism. What does this moment tell us about inter-imperial relations, the relationship between empire and nationalism, and the possibilities of global relations?

II. CHOOSE ONE

The Treaty of Versailles of 1919 has often been regarded as the moment of transition, the end of a global era of empire and the beginning of a new era of nation-states, internationalism, and the recognition of self-determination. Explore the basis of this argument as well as its strengths and weaknesses in light of the twentieth century.

(Why) is the body an important archive for practitioners of world history? What do analyses of embodiment and corporality add to our understandings of global processes? What differences do genealogies of the body in world historical context make to the project of world history more generally? (and what do you mean, conceptually and historically, by “the body”?)

III. CHOOSE ONE

How does the analytic of “race” provide a prism through which one might complicate the story of empire or of globalization?

Create an introductory world history syllabus designed for a Midwest public university that pivots on multiple axes -- temporal and spatial - and keeps gender, race, the body, sexuality, labor, religion, trade, mobility, connection, rupture, power and resistance continually in play. Be sure your syllabus rationale addresses the variety of models on offer to students of the field and articulates your vision of the global as seen from the here and the now.