Answer one question from each pair.

Pair 1:

1. “The global” is both a gargantuan category and a shorthand for everything from neoliberalism to transnationalism, from capitalism to imperialism. Make an argument for the best working definitions of global economic history, with particular attention to region, place, scale and the role of gender, sexuality and the body within world systems.

2. How does an environmental perspective change the understanding/definition of the ‘global’? What are the implications - the risks and advantages - for subaltern actors and the global south when thinking of the global in terms of environmental processes?

Pair 2:

1. How has global history as a field has influenced, or been influenced by, earlier and more entrenched geographic categories of analysis? Which orientation devices have shaped the formation of global history and regional histories? Assess the strengths and weaknesses of categories like “Atlantic World,” “Mediterranean” or “Indian Ocean World” as aspects and/or precursors of a truly global history project.

2. Your first teaching position is at a large public institution, with 16 week semesters, where there is a great deal of enthusiasm for the development of a course called “Mobility and Encounters in World History” at the 100 level. How would you approach this task? What themes and authors would you emphasize? What kinds of assignments would you give to the students to help them grasp the stakes of locating mobility in a global context? Please note that a detailed syllabus (weekly readings, page numbers, etc.) is not required. Write a rationale for the course and enumerate 3 major sections, elaborating on your themes with 3 books and 3 articles for each.

Pair 3:

1. Histories of the Third World promise to puncture the vestigial euro-centrism of world history, in part by re-orienting us toward the global south, in part by drawing our attention to horizontal connections between formerly colonial and ex-colonial peoples. Assess these claims and offer a roadmap for what a genuinely global Third World history of the 20th century should look like.
2. Thinking of the new trend of ‘big history,’ how does interdisciplinarity change the way global history is researched or taught? What is gained and lost by scaling history up from the short chronology to the super long sweep of time? Give examples of works that operate richly on either scale, and evaluate.