Global History  
Spring 2016  

This exam has three sections. You must do one essay from each section.

You should write a total of THREE essays.

**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!**

**Section 1: CHOOSE ONE**

1. To what extent is it right to say that a major new force in global history is the paradigm of ocean worlds – as object of inquiry and as method? Discuss the long genealogy of ocean world history from Wallerstein to the Atlantic world to the Black Pacific and beyond. (How) do oceans move us beyond the nation state? Materialize world histories from below? Map connectivities that terra-centric approaches cannot?

2. Since the end of the Second World War, generations of historians have sought to explain the internal and external factors that led to the formation of the Japanese Empire and its wars of aggression in Asia and the Pacific. Write an essay that answers the following question: What have been the broad questions, themes (formal/informal empire, colony/metropole, settler colonialism, etc.), and paradigms (Marxian, Modernization Theory, Postcolonial Studies, etc.) that have animated historical research on Japanese imperialism? In your response, be sure to address how Japanese imperialism has been compared and contrasted with European imperialism and the place and possibility of the Japanese empire within global history.

**Section 2: CHOOSE ONE**

1. Labor – whether via slavery, indenture, migration, or other forms of coerced displacement -- has arguably been a globalizing force in national and imperial histories in the modern period. Discuss the proportional role of work and workers in shaping world histories. How can attention to the moving subjects of labor regimes keep the body, gender, race and sexuality in play as forces in global history as well?

2. For the past few decades, historians have explored the Pacific Ocean as a discrete historical space and as a means of transcending the nation-state as both a subject and object of historical inquiry. With these conceptual issues in mind, where does an emerging environmental history of the “Pacific World” fit within the larger historiographical debates that animate the broader field of Global Environmental
History? In your response, be sure to address how the study of the Pacific has changed over time, and what you think are the strengths and weaknesses of thinking about the “Pacific” and the “environment” in terms of global history?

Section 3: CHOOSE ONE

1. You have been hired to teach a Pacific History course in a public Midwestern university and your department chair wants your course to serve as an elective for majors who have chosen a global studies focus. Develop a 4 page rationale for the course that addresses your approach to such a challenge in a 100 level course. In addition to the rationale for the syllabus, develop three broad subsections and provide 1-2 page abstracts of what each will cover and what readings will be used as well. Finally, describe an assignment, whether written, oral or digital, that advances your pedagogical aims for the course (1-2 pages). How will you assess the impact of your global Pacific focus?

2. Your first teaching position is at a regional state university. You have been given the opportunity to teach an upper-division course entitled “Global Environmental History.” Write a course proposal that explains the following components: 1) What this course will cover and why it is an important course to add to the History Department’s curriculum (500 words), 2) the anticipated learning outcomes (both academic skills and topical content) for the course (500 words), 3) summaries and justification of the topics, readings, and assignments for the three to four units you will organize the course into (250 words each), and 4) an explanation for a substantial individual or group assignment, such as a research paper, museum exhibit, public history assignment, digital media project, etc. (no more than two pages in length). This institution is on a fifteen-week semester system, and enrollment for this course is capped at 30 students. Also, please note that a detailed syllabus for this course (weekly readings, page numbers, etc.) is not required.