

Curated Course Syllabi Edmund "Terry" Burke, UC Santa Cruz

Over the course of my career I taught some 35 different courses. A number were stand-alones, offered only once in response to stimuli of the moment. Others were thoroughly revised versions of existing courses—virtual new courses. I taught survey upper division courses across a huge range: from standard survey courses such as “French History since 1815,” “Making of the Modern Middle East,” “History of Islamic Civilization,” and “The Making of the Modern World” (the latter two as two course sequences).

Then there were more innovative lecture courses: “Social Change in the Third World” (the Merrill College core course), “Introduction to Global History,” (shared with Mark Cioc) “The Mediterranean in the Modern Era, 1492-1942,” “Islam in the Modern World, 1500-2000.”

Others, like “Orientalism and Empire” and “The Mediterranean in the Cold War” were undergraduate senior seminars the object of which was to provide a context for term papers by History majors.

I have selected five of my course syllabi (actually field tested on students--they all survived!) for inclusion here.

1-2 My two quarter upper division world history survey

Since it is my belief that history major should take a world history survey in their senior year as a course that helps them integrate their major, I have included the syllabi for both pre-modern and modern segments. The survey helps students to develop their global and comparative historical thinking. Graduate students of world history were required to attend the under graduate survey. (For more on which, see below)

The upper division world history survey has a genealogy:

It begins with “The World and the West,” a course developed by Philip Curtin at the University of Wisconsin in the 1960s. It was then imported to UCSC, retitled and reworked by myself and my colleague David Sweet (himself a Curtin-trained world historian) in the mid-1970s. It sought to integrate global political and economic history narrative and the social movements these provoked.

In the 1980s the same two-quarter course was re-titled (“**The Making of the Modern World**”). As our global imaginations grew larger and the constraints of “container history” (nation-state history) more oppressive in the 1990s it was rethought again. The commitment to providing a global chronologically driven narrative however continued.

By the *aughties*. I had been teaching world history through the lens of global environmental history for fifteen years. Now I sought to complicate the picture. The result was a new version of the world history survey, not titled “**Production and**

Consumption in the Making of the World Economy” (I continued to use “The Making of the Modern World” title).

Neither a study of the development of capitalism, nor a course in the expansion of Europe, it contained elements of both. It proposed a study of important market-making commodities drawn from the histories of particular societies, as a way of seeing how the world economy was knit together, and with it the destinies of the world’s peoples.

The originality of this final version lay in its abandonment of the omniscient historian’s eye and global political chronology. The original “Making of the Modern World” title was retained.

The graduate version of the same course was refocused on the consumption and production theme at this time. (See below).

3-4. **Graduate World History survey**

As taught by him at Wisconsin, Philip Curtin’s two term “World and the West” was actually a two-in-one affair. Curtin required that graduate world history students attend his lectures for the undergraduate course, then met them separately for a free-standing seminar with its own graduate reading list. At UCSC we continued the tradition. Students were required to select and write a social biography of a significant global commodity and its role in the making of the modern world economy.

5. **“Making Mediterranean of the Modern”** is the final syllabus posted here.

In the 1990s I began to teach a survey of the history of the entire Mediterranean from 1400-1950. (I believe it was the only such course being taught in the U.S. at the time). It began with a series of essays on the Mediterranean in world history. I first taught it in 2002, and then four more times before my retirement in 2013. It proved an excellent laboratory in which to experiment with different scales, structures and chronologies. For more on its connection to my research, see my **Research and Teaching** statement in this section).