

Globalization in History: the Origins of the Modern World
RC Social Science/History 310
2773 Haven Hall
Mon & Wed 1–2:30

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Course web site on CTools: <http://ctools.umich.edu>. Assuming you're officially registered, a tab for this course will appear after you log in.

Overview:

This course deals with the history of globalization. It concentrates on broad concepts and large processes. The aim is not to pile on facts and dates, or to cover everything, but rather to get a purchase on the world we currently inhabit: where it came from, how it developed, and what its main dynamics and characteristics have been. We will pay attention to the problem of globalization itself — what the term means, how it is deployed in current debates, and in what way the processes it purports to describe are – or are not – new. We will consider some of the main historical phases in the development of the processes we have identified. At the end of the semester we will return, briefly, to the present.

Your work:

Weekly reading & class participation: You will be assigned an average of 160 pages of reading a week (sometimes more, sometimes less). You are expected to do all the assigned reading before class.

- For many sessions, reading questions will be posted on the course's CTools site. When this happens, you should allow at least 30–45 minutes to write out answers before class.
- When there are no specific reading questions, you should spend that time making notes about the important points of the readings.
- Occasionally other assignments, resources, or questions will be posted on the site, so you should consult it before beginning the homework for each session.

We will spend the first half of most class sessions discussing the readings. The second half will usually include a lecture or a film. **If I feel you have not been preparing adequately for these discussions, I reserve the right to administer pop quizzes.** Taken all together, reading, reading questions, discussion participation, and pop quizzes will account for 30% of your final grade.

Papers: There are 2 paper assignments. The first will ask you to analyze the 2 novels in the context of the other reading you've done. (20% of final grade) The second will offer you the chance to strike out on your own, based on a choice of topics. (30% of final grade.)

Quizzes: In order to help you synthesize the class material, there will be two quizzes. If you've been doing the reading and participating in class, you'll only need to review your notes in order to study for them: they're really "think pieces." Each will count for 10% of your final grade.

Attendance: Because we cover a lot of ground and move at a good clip, it is *essential* that you attend class. These sessions will combine lectures with discussions and small group work; when

you skip, you miss steps; when you miss steps you get lost. Your absences will be noticed, by yourself, by your peers, and by us. They'll also affect your final grade and/or evaluation. See the fine print (p. 2) for more on this.

Resources: ___

The following assigned books are available at Shaman Drum Bookshop (upstairs):

Mahmood Mamdani, *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror*

Robert Marks. *The Origins of the Modern World*

Stephen Kotkin. *Armageddon Averted: The Soviet Collapse, 1970–2000*

George Orwell. *Burmese Days*

Peter Abrahams. *Mine Boy*

Sven Lindqvist, *A History of Bombing*

Other assigned readings are available for download on the CTools site. You should print out the readings and bring them to class on the relevant days – please allow enough time for this.

You should look upon each other as resources in discussions and for figuring things out. Please also feel free to drop in on me during office hours (see top of syllabus for details) and/or contact me by email with questions. NOTE: please do not count on me to read email evenings or weekends – if I do, it's the exception rather than the rule.

The Fine Print: unpleasant but crucial stuff

Attendance

Again, class attendance is mandatory. This is not just a matter of discipline, respect, and courtesy; it is also crucial to the success of the course as a group effort. Discussions and learning depend on all of you being present and engaged with the material. I do recognize, that serious problems may arise that absolutely prevent you from attending class. You may therefore have up to two excused absences. Any more will affect your final grade or evaluation. All unexcused absences will affect your final grade or evaluation. **You cannot pass this course if you have more than 6 total absences, excused or not.**

An excused absence is one that you inform me about **before** the class meeting **and** that receives approval from me. To be excused, you must present a compelling reason for your inability to come to class. (In the most exceptional emergencies, you may be excused for an absence that you have not informed me about ahead of time, but you should be prepared to present documentation after the fact). An unexcused absence is one that you have not informed me about ahead of time, and/or for which you do not have a compelling reason.

Timeliness

Timeliness is also crucial to the success of the course, and to your learning experience. All assignments must therefore be turned in on time. You must also show up to class on time. This too is a matter of respect for all. We will take 1/3 of a grade off for every day that an assignment is late. So for example, if you turn in an A assignment two days late, you will receive a B+; a B+ assignment would be demoted to a B–, and so on. Similarly, lateness will be reflected in the final course evaluation. Excessive and/or frequent lateness to class may ultimately count as unexcused absences. I will only grant no-penalty extensions in absolutely exceptional, documented circumstances.

Plagiarism etc.

Plagiarism will not be tolerated under any circumstances. **I REPORT ALL INSTANCES OF PLAGIARISM TO THE ACADEMIC AFFAIRS OFFICE IMMEDIATELY AND WITHOUT WARNING. Any piece of work that plagiarizes, cheats, or otherwise exhibits dishonesty will automatically receive a failing grade. You may also be subject to additional penalties, including a failing grade for the whole course and a permanent notation on your record that will show up on job and graduate school applications.**

IT IS YOUR RESPONSIBILITY TO HAVE A COMPLETE UNDERSTANDING OF WHAT CONSTITUTES PLAGIARISM OR ACADEMIC DISHONESTY. CLAIMING IGNORANCE WILL NOT GET YOU OFF THE HOOK. Here are some definitions from University of Michigan policy, but again there's more to it than this:

Plagiarism – “Submitting a piece of work (for example, an essay, research paper, assignment, laboratory report) which in part or in whole is not entirely the student's own work without attributing those same portions to their correct source.” **NOTE: Among other things, this means that if you use someone else's phrases (more than 3 words in a row is a good rule of thumb), you must put quotation marks around them. If you're using some part of another author's argument, you must acknowledge doing so in the footnotes.**

Cheating – “Using unauthorized notes, or study aids, or information from another student or student's paper on an examination; altering a graded work after it has been returned, then submitting the work for re-grading; and allowing another person to use one's work and to submit the work under one's own name.”

Double Submission of Papers – “Submitting or resubmitting substantially the same paper for two or more classes in the same or different terms without the express approval of each instructor.”

Fabrication – “Presenting data in a piece of work which were not gathered in accordance with guidelines defining the appropriate methods for collecting or generating data and failing to include a substantially accurate account of the method by which the data were gathered or collected.”

AGAIN: when in doubt, be sure to use quotation marks and cite carefully and completely all sources from which you obtain information. Feel free to ask – in ADVANCE of submitting assignments – for any clarifications.

Schedule

Wed., Sept. 7: Introductions

Mon., Sept. 12: What is Globalization?

Reading:

David Held & Anthony McGrew, *Globalization/Anti-Globalization*, pp 1-8

Fred Cooper, "Globalization," pp 91-112 in Cooper, *Colonialism in Question: Theory, Knowledge, History*

Michael Geyer & Charles Bright, "World History in a Global Age," *American Historical Review* 100 (4) (Oct 1995): 1034-1060.

Wed., Sept. 14: What is Globalization...and what's at stake?

Reading:

Robert Marks, *The Origins of the Modern World*, Introduction.

Mahmood Mamdani, *Good Muslim, Bad Muslim*, pp 3-62

Mon., Sept. 19: Framing the History of Globalization

Reading:

Robert Marks, *The Origins of the Modern World* (chs 1-3)

Wed., Sept. 21: Origins of the Modern World

Reading:

Marks, *Origins of the Modern World* (chapters 4-5)

Mon., Sept. 26: Making Empire

Reading:

Alice Conklin, *A Mission to Civilize*, pp 1-72

Wed., Sept. 28: How Empires Networked

Reading:

Colin Divall, "Railway Imperialisms, Railway Nationalisms"

Mon., Oct. 3: How Empires Worked

Reading:

George Orwell. *Burmese Days*

Wed., Oct. 5: Empire, Oil, and Money

No new reading – but be sure you're done with Orwell

Mon., Oct. 10: Gold: the British Regime of Order

Reading:

Keith Breckenridge, “‘Money with Dignity’: Migrants, Minelords, and the Cultural Politics of the South African Gold Standard Crisis, 1920–1933,” *Journal of African History*, 1995, 36 (2): 271–304.

Begin Peter Abrahams. *Mine Boy*. To help contextualize the book, you should search the web for on–line book reviews.

Wed., Oct. 12: Gold: Blood and Sweat

Reading:

Finish Peter Abrahams. *Mine Boy*.

-- Fall Break --

Wed., Oct 19: Quiz

No reading. Review your notes and reading question responses.

Mon., Oct. 24: Corporatism and Colonialism

PAPER DUE!

Wed., Oct. 26: Globalizing practices: Taylorism, Fordism, and Ideology

Reading:

Thomas P. Hughes, *American Genesis*, pp 184–248

Michael Thad Allen, "Flexible Production in Ravensbruck Concentration Camp," *Past and Present* no. 165 (Nov. 1999): 182–217.

Mon., Oct. 31: World Wars

Reading:

Sven Lindqvist, *A History of Bombing*.

→ Focus on threads 1, 2, 4, 5, 6, 7, 10, 11, 12, 16, 20

Written response to reading questions due on CTools

Wed., Nov. 2: World War to Cold War

Reading:

Sven Lindqvist, *A History of Bombing*.

→ Focus on threads 13, 14, 15, 17, 18, 19, 21, 22

Mon., Nov. 7: The Early Cold War

Reading:

Melvyn P. Leffler, "The American Conception of National Security and the Beginnings of the Cold War, 1945–48" *American Historical Review*, 89 (2, Apr 1984): 346–381.

Melvyn P. Leffler, "The Cold War: What do "We Now Know"?" *American Historical Review*, 104 (2, Apr 1999): 501–524.

Wed., Nov. 9: Infrastructures of Order: Nuclearizing the World (I)

Reading:

Gabrielle Hecht, "Negotiating Global Nuclearities: Apartheid, Decolonization, and the Cold War in the Making of the IAEA," *Osiris* 21, forthcoming.

John Krige, "Atoms for Peace, Scientific Internationalism, and Scientific Intelligence," *Osiris* 21, forthcoming.

READ FOR BACKGROUND: Joseph Cirincione et al, *Deadly Arsenal: Tracking Weapons of Mass Destruction*, pp 25–44.

Mon., Nov. 14: Infrastructures of Order: Nuclearizing the World (II)

Reading:

Itty Abraham, "The Ambivalences of Nuclear History," *Osiris* 21, forthcoming.

Jane Nolan and Mark Strauss, "The Rogues' Gallery," pp 21–38 in "Stealing the Fire: Nuclearizing the Third World," special section of *The Brown Journal of World Affairs* (Winter/Spring 1997) IV (1).

Richard Falk, "The Illegitimacy of the Non-Proliferation Regime," pp 73–82 in "Stealing the Fire: Nuclearizing the Third World," special section of *The Brown Journal of World Affairs* (Winter/Spring 1997) IV (1).

Wed., Nov. 16: Infrastructures of Order: Developing the World (I)

Reading:

Gustavo Esteva, "Development," in Wolfgang Sachs, ed., *The Development Dictionary*

Timothy Mitchell, "The Object of Development," in Jonathan Crush, ed., *Power of Development*

Gavin Williams, "Modernizing Malthus: The World Bank, population control and the African environment" in Jonathan Crush, ed., *Power of Development*

Mon., Nov. 21: Infrastructures of Order: Developing the World (II)

Reading:

Randall Packard, "Visions of Postwar Health and Development and Their Impact on Public Health Interventions in the Developing World," pp 93–118 in Frederick Cooper and Randall Packard, eds., *International Development and the Social Sciences*.

Stacy Leigh Pigg, "'Found in Most Traditional Societies': Traditional Medical Practitioners between Culture and Development," pp 259–290 in Frederick Cooper and Randall Packard, eds., *International Development and the Social Sciences*.

Wed., Nov. 23: Paper proposals due on CTools

Thanksgiving Break

Mon., Nov. 28: Late Cold War I

Reading:

Mahmood Mamdani, *Good Muslim, Bad Muslim*, pp 63–100.
Refresh your memory by skimming the first two chapters. Those interested should feel free to also read 100–118.

Wed., Nov. 30: Late Cold War II

Reading:

Mahmood Mamdani, *Good Muslim, Bad Muslim*, pp 119–177

Mon., Dec. 5: Fractures

Reading:

Stephen Kotkin. *Armageddon Averted*, Introduction & chapters 1, 3, 4, 7.

Mahmood Mamdani, *Good Muslim, Bad Muslim*, pp 178–211, 229–260. (Those interested can read 211–228.)

Wed., Dec. 7: Taking Stock

See assignment on CTools. Be sure to print out your reply and bring it to class discussion!

Mon., Dec. 12: Final Paper Due