

# The History of Globalization: Everyday Life, 1850-present

Sunday & Thursday, 16:00-18:00, Education Building 4<sup>th</sup> floor, room 401  
Course number 108.2061

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Office Hours: email for an appointment (also on zoom)

## Course Overview

We take it for granted that we live in a globalized world. But is globalization a modern phenomenon or has the world also been deeply interconnected at points in the past? How did we arrive at the forms of globalization that are familiar to us and that we encounter each day? In this course we will examine the history of globalization and, more specifically, the ways in which globalization has affected how individuals lived their lives in the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries. Our focus is on the commercial, political, cultural, and environmental changes that increasingly connected people living thousands of kilometers apart in geographically distinct regions. We will examine recent forms of globalization by examining industry, war, global climate change, migration, communications, and ideas. Through lectures, readings, and historical source analysis we will see how global connections shape people's everyday lives in different ways today than they did in the more distant past. We will learn how the new forces of globalization create both connections and divisions, in the world and in our own lives, and how increasing globalization was neither constant nor unchallenged. Assessments for this course build towards a final essay in which you will research the history of an aspect of globalization in your own life, as well as in-class discussions & quizzes.

## Learning Objectives

Each of the activities in this course has a purpose. Once you have completed all of them well you will have expanded your historical knowledge and developed key academic skills.

Historical knowledge. You will be able to:

- explain how big changes that take place over long periods of time happen
- demonstrate a deep understanding of globalization, how it has developed over time, and how it has affected individuals' lives differently in the past than it does today
- discuss how different groups of people are advantaged and disadvantaged by the form of globalization we experience today and how this came to be

Academic skills. You will be able to:

- describe and apply analytical methods appropriate to different types of historical sources
- use primary historical sources, including novels, to reconstruct and interpret the past

## Assessments

### Grade break-down

Attendance	10%
Participation	10%
Quizzes (drop lowest 2 grades)	15%
Assignment 1	15%
Assignment 2	20%
Final Essay	30%

Attendance (10%): Attendance at all class meetings is mandatory. If you must miss class for a university-approved event, secure permission from your instructor ahead of time. For excuse due to illness after you are recovered, please provide a doctor's note. Absences due to reserve duty service (miluim) are handled according to the Dean of Students' policy: <http://tiny.cc/3zdyvz>

Participation (10%): All students are expected to participate in our class activities. We do a lot of our most important work in class, including practicing analyzing historical sources. And during lectures, students are expected to be present and active listeners, asking and answering questions when appropriate. Asking a good question is just as valuable as providing a good answer. If you do something to detract from the classroom environment, such as talking over your peers, using electronic devices for non-class purposes, sleeping, or otherwise disrupting class, your participation score will, unfortunately, suffer.

Quizzes (15%): 7 in-class quizzes will be given to test your understanding of the readings for that class meeting. They will be distributed throughout the semester and will not be announced ahead of time. I will drop your lowest 2 quiz scores at the end of the semester. It is not possible to make up a quiz if you are not able to attend class.

### Assignment 1 (15%):

1) Identify an aspect of your life that is affected by globalization. In subsequent assignments, you will be exploring the historical roots of this phenomenon. This will be the topic that you write your second assignment and final essay on, so take the time to **choose it carefully**. If you would like feedback on your topic before assignment 1 is due, I am happy to provide it via email.

2) Write a 500-word explanation of your topic describing **a)** how it is shaped by globalization and **b)** what you suspect the historical roots of that globalization might be. Upload it to Moodle. I will be asking for volunteers to share their topics with the class for discussion.

### Assignment 2 (20%):

1) Using your topic from assignment 1, locate **2 academic articles/books and 1 historical source** (e.g., historical newspaper article, photograph, recording, governmental document, novel, poem, television episode, etc.) that help you to better understand how globalization has affected your

topic over time. A list of online archives is provided on Moodle, but you are also welcome to search elsewhere online.

2) Use correct bibliographic formatting to list the 2 academic articles/books. Preferred style is Chicago.

2) For each of your 3 items, write ~200 words explaining how it helps you understand the link between globalization and your topic. These explanations are called annotations.

Final Essay (30%):

Write a 2,500-3,500-word essay analyzing the historical roots of globalization as they relate to your topic from assignments 1 & 2. Use the 2 academic articles/books that you identified in assignment 2 as your research base and include analysis of the historical source from assignment 2 as evidence for your argument. A grading rubric will be provided nearer the end of the semester.

## Readings & Schedule

Readings

Most of our readings are available on Moodle as are links to any primary sources that must be viewed online. The exceptions to this are the two novels that we will read together, which you must purchase.

- *Across the Black Waters* by Mulk Raj Anand (1939)
- *White Tiger* by Aravind Adiga (2008)

You are expected to bring a copy of the assigned readings with you to each class session. Bringing your laptop to class is recommended for the quizzes and readings.

Schedule

<b>Topic 1</b>	<b>Globalization before Industrialization?</b>
April 14	Introduction to the course & core concepts
	<b>Passover Break</b> , no classes
May 2	How globalized was the world before the Industrial Revolution?
	<i>Read:</i> Chapter 3, "Empires, States, and the New World, 1500-1775" in Marks, <i>The Origins of the Modern World</i> , pgs. 67-96.
<b>Topic 2</b>	<b>The New Industrial Regime</b>

May 5 The Emergence of the “New Industrial Regime” in the Mid-19<sup>th</sup> Century

*Read:*

Chapter 3, “The Textile Mill” in Marsch, *The Factory: A Social History of Work and Technology*, pgs. 37-60.

May 9 Case Study of Lowell, MA Textile Mills

*Read/Watch:*

1) Video “Lowell Mill Girls” by the US National Parks Service:

<https://www.youtube.com/watch?v=pkJwOYagvul&t=93s>

3) “A Defense of Factory Girls,” *Lowell Offering*, December 1840

4) Selections from Orestes Brownson, “The Laboring Classes,” *The Boston Quarterly Review*, July 1840 (<http://orestesbrownson.org/158.html>)

### **Topic 3 The World that Migration Built**

May 12 Transatlantic Migration: A Two-Way Phenomenon

*Read:*

Chapter 2, “Global Migrations: Toward a World Economy” in Ian Goldin, et. al. *Exceptional People: How Migration Shaped Our World and Will Define Our Future*, pgs. 39-68.

May 16 The Great Hunger in Ireland and Transatlantic Migration before Steam Power

*Read:*

1) Collection of images including “The Embarkation, Waterloo Docks, Liverpool,” “Interior of the Saloon of a Sailing Packet-Ship,” “In Steerage,” Train & Co. Sailing Announcement, August 1850 and Train & Co. Boston Packets Advertisement, 1855

2) Lyrics to “Skibereen” and accompanying etchings

### **Topic 4 The 19<sup>th</sup>-Century City as a Global Experience**

May 19 Discussion of historical documents from the Great Exhibition

*Read:*

1) Historical documents from the Great Exhibition of 1851

May 23 Imperialism and the City

**Assignment 1 Due**

*No Reading*

**Topic 5** **International Labor Movements**  
May 26 Marx's Critique of Industrial Capitalism & The Birth of International Labor

*Read:*

- 1) Anna Maier, *Autobiography*, 1912
- 2) Account of the Life of Lucy Parsons
- 3) Introduction to and Lyrics of "Di Shvue"
- 3) *The Internationale*. Listen to the song (several versions available), read the English lyrics, and note the many translations.

May 30 Guest Lecture, Dr. Ayelet Ben Yishai

*Read:*

Read chapters 1-4 (inclusive) of *Across the Black Waters* by Mulk Raj Anand (1939), pgs. 1-98.

**Topic 6** **Deglobalization amidst Global Wars?**

June 2 What was the first global war?

*Read:*

Read chapters 5-9 (inclusive) of *Across the Black Waters*, pgs. 99-232

June 6 The Fall of Empires as Deglobalization

*Read:*

Finish reading *Across the Black Waters*, pgs. 233-291

**Topic 7** **The New International Monetary Regime**

June 9 Post-WWII Birth of International Organizations

**Assignment 2 due**

*No Readings*

June 13 Criticisms of the Bretton Woods Institutions

*Read:*

- 1) 1988 IMF & World Bank Protest Account
- 2) 1988 NYT Article "Berlin Monetary Talks Spur Protests"
- 3) 2022 NYT Article "Critics say IMF Loan Fees are Hurting Nations in Desperate Need"
- 4) 2023 AP Article "UN Steps up Criticism of IMP and World Bank"

**Topic 8** **Pop Culture Goes Global**

June 16 When did pop culture go global and why?

*Read:*

Cornel Sandvoss, "Popular Culture, Fans, and Globalization"

June 20

Rock Music in Postwar Europe

*Read:*

- 1) Udo Lindenberg remembers Elvis
- 2) Account of riots at a Bill Haley Concert from a German newspaper, 1958
- 3) "Rhapsody in Blue Jeans" from the teen magazine *Twen*, 1959
- 4) The TV Show "Der Beat Club" [Rock Club], 1967
- 4) Photo of young man in front of a barbershop, 1965

**Topic 9**

**New Global Supply Chains**

June 23

Oil: From the Suez Crisis to OPEC

*Read:*

- 1) Chapter 14, "The Weave and the Weft" in Sven Beckert, *Empire of Cotton*
- 2) James Fallows, "The World Comes to a Tiny Town," *The Atlantic*, Sept. 2016

June 27

How Shipping Containers Revolutionized World Trade

*Watch & read:*

- 1) "Planet Money Makes a T-Shirt" Please watch and read your way through the five chapters that make up this multimedia project:  
<https://apps.npr.org/tshirt/#/cotton>

**Topic 10**

**Shared Environment, Shared Risks**

June 30

Globalization and Climate Change

*Read & listen to:*

- 1) World Values Survey timeseries V81: protecting environment vs. economic growth
- 2) Listen to the podcast episode "There Is No Playbook," *Embedded*, December 19, 2019, 37 min  
(<https://www.npr.org/2019/12/18/789603113/there-is-no-playbook>) and
- 3) scroll through the online exhibit at <https://apps.npr.org/ellicott-city/>.  
As you do, answer the following questions: Do the residents of Ellicott City see their local environment as part of a global climate system? And how did the economic decisions the community was forced to make disrupt social life?

July 4                      Hard Choices: Prosperity or Protection?

*Read:*

Begin reading *The White Tiger*, by Aravind Adiga (2008)

**Topic 11                      Anti- and Alter-Globalization Movements – ONLINE LESSONS**

*These 2 lessons have been moved online due to the shortened semester.  
Please watch the video lectures on Moodle.*

Video lecture              Neoliberal Ideology as the Target of Critique

Video lecture              Alternatives from the Alter-globalization Movements

**Topic 12                      The Ethics of and Resistance to Globalization**

July 7                        The Ethics of Globalization

*Read:*

Continue reading *The White Tiger*

July 11                      Global Inequality in the 20<sup>th</sup> & 21<sup>st</sup> Centuries

*Read:*

Finish reading *The White Tiger*

**Conclusion: The Uneven Nature of Globalization & Review**

July 14                      The Uneven Nature(s) of Globalization  
*No readings*

July 18                      Semester Review  
*No readings*  
**Final Essay Due**

## Course Bibliography

Below is the list of works from which I have selected our readings for this semester. If you have a particular interest in any of our topics, I am always happy to recommend additional books to help satisfy your intellectual curiosity.

\* indicates a textbook and \*\* indicates a printed primary source. All others are monographs.

Beckert, Sven. *The Empire of Cotton*. London: Macmillan, 2004.

Garofalo, Reebee. "Whose World, What Beat: The Transnational Music Industry, Identity, and Cultural Imperialism." *The World of Music* 35, no. 2: 16-32.

Goldin, Ian, Meera Balarajan, and Geoffrey Cameron. *Exceptional People: How Migration Shaped Our World and Will Define Our Future*. Princeton: Princeton University Press, 2011.

Jansen, Jan C. and Jurgen Osterhammel. *Decolonization: A Short History*. Princeton: Princeton University Press, 2019

Lauren, Paul Gordon. *The Evolution of International Human Rights: Visions Seen*, 3<sup>rd</sup> Edition. Philadelphia: University of Pennsylvania Press, 2011.

Marsh, Allison. *The Factory: A Social History of Work and Technology*. Santa Barbara, CA: Greenwood, 2019.

Oosthoek, Jan, and Barry K. Gills. *The Globalization of Environmental Crisis*. London: Routledge, 2013.\*

Rees, Jonathan. *Industrialization and the Transformation of American Life: A Brief Introduction*. Armonk, N.Y.: M.E. Sharpe, 2013.\*

Singer, Peter. *One World Now: The Ethics of Globalization*. New Haven, CT: Yale University Press, 2016.

Stiglitz, Joseph E. *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*. New York: W.W. Norton & Company, 2018.

Wilde, Lawrence. *Global Solidarity*. Edinburgh: Columbia University Press, 2013.

## Course Policies

This syllabus is subject to change as necessary at the discretion of the instructor.

Technology: Please bring your laptop or tablet with you to class because we will refer closely and constantly to the readings and sources for each class meeting. Note that a phone screen is too small to work well for our purposes. Texting, phone calls, and the like are not allowed during class and no materials from this course can be re-posted or distributed beyond the bounds of the current course participants.

Late assignments: You will turn all assignments in by uploading them to Moodle in .doc, .docx, or .pdf formats. It is your responsibility to ensure that the files you have uploaded can be opened and are not corrupted or blank. In the case of a family or health emergency that will prevent you from turning in an assignment on time, please notify me as soon as you are able to, ideally before the assignment is due. **There is a three-day grace period for late assignments, but after that 5 points will be deducted per day.**

Office hours and email: I offer office hours by appointment, usually on Zoom, and I encourage you to take advantage of this time to meet with me. It is not necessary to have a specific question in mind and asking for help or discussing what interests you about this course is very much encouraged. I will answer email on weekdays until 8pm.

Plagiarism is a serious offense and will result in a failing grade for the course. Your work for this class must always be primarily a reflection of your own thoughts, not a reiteration of others' ideas. Plagiarism occurs when you fail to properly cite

a) a direct quotation

b) someone else's ideas or conclusions – even if you have put them into your own words.

To be clear, using ChatGPT, or any other AI, algorithm, or tool in your writing process is tantamount to plagiarism.

All secondary sources (published books or articles, websites, newspapers, Wikipedia, your friend, etc.) must be cited using one of the common citation formats: MLA, APA, Harvard, or Chicago. Choose one style and be consistent. Historians typically use the Chicago/Turabian method of citation. A useful guide to using this format properly can be found at the Chicago Manual of Style website: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Learning Disabilities: If you have a disability that may affect your studies and for which you may require accommodations, please contact the Accessibility and Learning Disabilities Department at the Dean of Students office:

e-mail: [LDA@univ.haifa.ac.il](mailto:LDA@univ.haifa.ac.il) Phone number: 04-98249265

If you received an accommodation letter, please let me know what your accommodation is soon as possible ([abellotti@univ.haifa.ac.il](mailto:abellotti@univ.haifa.ac.il)).

2023-2024 Affected Students: If you are active-duty military or if your family was evacuated from your home, you qualify as "affected students" this academic year and are entitled to some benefits to aid your studying from the University. Please advise your department's coordinator of your status. The History Department's coordinator is Galit Bersi ([gbaresi@staff.haifa.ac.il](mailto:gbaresi@staff.haifa.ac.il)) and the English Department's coordinator is Sally Mansour ([smansour1@univ.haifa.ac.il](mailto:smansour1@univ.haifa.ac.il)).

Assistance with English Language: The English Department has a writing center that can assist with English-language writing. Please contact Jennifer Lewin for help ([jlewin@staff.haifa.ac.il](mailto:jlewin@staff.haifa.ac.il)).