

Spring 2009

*History 350*

## **World Economic History: Globalization, Wealth and Poverty since 1500**

**Instructor:** Robert Hellyer

**Class Time:** TTH 1:30-2:45

**Classroom:** Tribble Hall A-103

**Office:** Tribble Hall B-12

**Office Hours:** TTH 3:30-5:00 and by appointment

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### **Course Overview**

This course explores the growth of globalization and its role in the creation of wealth and poverty in both developed and underdeveloped nations since 1500. Specifically it uses food as a lens to consider how trade, industrialization, and agricultural and technological advances have shaped particularly the lives of common men and women in recent centuries. In the concluding weeks, it explores how this history shapes our world today.

### **Expectations**

#### *Of Students*

The course requirements are: 1) attendance to class sessions 2) completion of all reading assignments, examinations, essays, and the service learning component 3) active participation in class discussion. You will be asked to complete a challenging amount of reading each week. At the beginning of the semester please read the syllabus and consider if you are comfortable completing all the assignments for the course. If you are not, you should consider taking another course. Please also be aware of the importance of class participation in the course. You will not receive credit for remaining silent during class discussions.

During the semester, you are invited to complete the following assignments: 1) **a thought piece** (due January 20) 2) An essay (due February 23 at 5PM) 3) an **in-class examination** (March 24) 4) A **journal** recording your experiences in service learning (due two times during the semester), as well as brief, **in-class reports** 5) several pop quizzes over the course of the semester. 6) **a final project due May 5 at 12 Noon** 7) Overall **class participation** will also be part of the course grade. The grade for class participation will be based upon the quality of the questions developed for an assigned class period and especially each student's contributions during lecture/discussion and discussion sessions. **When calculating final grades, class participation will be used to help determine final grades on the margin between two grades.**

#### *Of the Instructor*

The instructor is expected to endeavor to create an environment conducive to student learning by offering assignments that allow students to engage with assigned readings and by clearly presenting terms, themes, and ideas in lectures. In addition, the instructor is expected to develop questions to stimulate student learning during discussion sessions

and to listen to, and respect perspectives offered by students. He is also expected to be available during office hours and by appointment to allow students to discuss any aspect of the course. Finally, he is expected to return graded assignments in a timely fashion.

### **Service Learning Component**

An integral part of the course is each student's involvement in the service learning activity: participation in Campus Kitchen. Each student is required to perform a specific number of hours of service spread evenly over the semester. The amount and specific activities of the service learning will be announced in the second week of the semester. **If you fail to complete the required service learning hours by the end of the semester, you will receive an F for the service learning journal grade.**

### **Attendance**

Any absence is detrimental to a student's course grade and attendance will be kept. Students are, however, allowed **two (2) absences, namely one week of classes**, each semester. It is not necessary to provide a reason for these absences but any kind of absence (excused or unexcused) will be counted toward the two absences. In other words, you may not "save" an absence by having it excused. **The two permitted absences should be viewed as insurance in the case of illness. This is because the Student Health Center, as a policy, does not provide excuses for missed classes. Please also note that because of the importance of class participation, every absence has the potential to affect your grade.**

Beyond the two absences, in cases of illness a student must provide documentation from the Student Health Center or a family physician indicating that **the student was seriously ill, too ill to attend class**. A receipt for a visit from the Student Health Center or a prescription is not sufficient. For family emergencies or other situations, a student must meet with the Dean's Office staff and request the Dean's Office to contact the instructor directly to explain the absence.

Student-athletes should arrange for Student-Athlete Services to contact the instructor directly to explain their athletic schedule and any absences. For class trips or projects, an e-mail or letter from their instructor explaining the absence is required. **More than two unexcused absences will result in a two-grade penalty for the class participation portion of the overall course grade.** If a student is excessively tardy, he or she will be counted absent.

In order to be fair to all students, dates and times for written assignments and examinations are firmly set and not negotiable. Here again, you should be aware that the Student Health Center does not, as a policy, provide excuses for a missed class. If you miss an examination or require extra time for a written assignment, you must provide documentation from the Student Health Service or a family physician indicating that you were **seriously ill, too ill to take an examination or to complete the assignment by the due time**. A receipt from the Student Health Center or a prescription is not sufficient. For family emergencies or other situations, a student must meet with the Dean's Office staff and request the Dean's office to contact the instructor directly to explain why the examination was missed or the deadline not met. If a student-athlete has a conflict with an examination time or deadline, he or she should arrange for Student-Athlete Services to contact the instructor directly in advance of the examination. Students with a conflict due

to a class trip or project should also have their instructor contact the class instructor in advance. Students will be allowed to make up an examination at the discretion of the instructor. If a make-up exam is allowed, it will be scheduled during the final exam time for the class.

If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (758-5929) within the first two weeks of class. If you have a chronic condition that may affect your performance in the course, it is important that you discuss your situation with the instructor during the first two weeks of the semester.

### **Class Participation**

This involves coming to class having read the assigned material, listening to your peers, and making thoughtful contributions to class discussions. An **A** means that you have thoroughly read the material and that you come to class ready to analyze it in greater detail. You also ask questions, offer critiques, and listen to the contributions of your peers. In addition, your comments build upon the discussion by offering fresh insights and observations. **Finally you make contributions on a consistent basis throughout the semester.** A **B** means that you have read the material and are an attentive, active participant in class discussions. Your contributions, however, remain in the boundaries set by the materials and by the class discussion. In other words, you follow the flow of the conversation instead of pushing it into new areas. You also make contributions on a less consistent basis. A **C** means you have read the material but your contributions are occasional and out of focus. In particular, you make grand statements instead of exploring in more depth the material at hand. A **D** means that you have only briefly looked at the material and that you contribute only occasionally and not about the topic at hand. An **F** means that you have not done the reading and make no effort to contribute to the discussion. **You will not receive credit for being silent. If you do not speak during class, it will be interpreted that you have not done the reading and are not prepared. If you have concerns about class participation, please talk with the instructor during office hours early in the semester.**

### **Laptop Computer Policy**

In order to improve student learning and particularly to enhance discussion, students are **not** be permitted to use laptops during class except for specific projects approved by the instructor. If you have particular concerns about this policy or special needs, please discuss them with the instructor early in the semester.

### **Pandemic Policy**

In case of a pandemic or other natural event that forces the university to close, the instructor will base final grades on the assignments completed up to that point, including exams, papers, and participation. If the university has to close during exam periods, the instructor will send take-home exams for tests and/or the final exam.

### **Consultation with Instructor**

If you have any questions, concerns, (or just want to chat!), the instructor is always available during office hours. If that time is inconvenient, please do not hesitate to make

an appointment. Overall please be assured that the instructor is ready and willing to discuss any issue you may have.

### **Grading**

Class Participation: 16.5%

Service Learning Journal: 10%

In Class Service Learning Reports: 3.5%

Pop Quizzes: 20%

Essay: 15%

Midterm Exam: 15%

Final Project: 20%

**Texts** (Available for purchase at the WFU Bookstore and on two hour/overnight reserve at the Z. Smith Reynolds Library)

- 1) Robert Marks, *Origins of the Modern World, 2<sup>nd</sup> edition*
- 2) Erik Millstone and Tim Lang, *The Penguin Atlas of Food*
- 3) Larry Zuckerman, *The Potato: How the Humble Spud Rescued the Western World*
- 4) A.G. Hopkins, ed. *Globalization in World History*
- 5) Michael Pollan, *The Omnivore's Dilemma*
- 6) Mary Prince, *The History of Mary Prince*
- 7) Jacob Riis, *How the Other Half Lives*

All other readings will be available through electronic reserve which may be accessed through the Z. Smith Reynolds Library website. For instructions on using electronic reserves, please visit the ZSR Reynolds Library website.

**Before each class session, you are expected to complete all the readings listed below the date of that session, unless otherwise indicated.**

### **Week One**

January 15: Course Introduction

### **Week Two**

*The World Circa 1500*

January 20: Lecture/Discussion: Insights on Life Throughout the World circa 1500

**Reading:** Marks, "The Material and Trading Worlds circa 1400," "Starting with China," *Origins of the Modern World*, 21-64; **Thought Piece Due**

January 22: Lecture/Discussion: How Globalization Developed

**Reading:** A.G. Hopkins, "The History of Globalization-and the Globalization of History?" in *Globalization in World History*, 12-44

### **Week Three**

*The World Economy, 1500-1750*

January 27: Lecture/Discussion: Considering Empires and the Role of the New World

**Reading:** Marks, "Empire, States, and the New World, 1500-1775," 67-92 in *Origins of the Modern World*; Zuckerman, "The Solace for Miserable Mortals" in *The Potato*, 17-45  
**(Zukerman reading for January 29 discussion)**

January 29: **Discussion:** Globalization and the Common Men & Women: The Case of the Potato

**Reading:** Zuckerman, "The Better Sort of People," in *The Potato*, 47-67; John Forster, "England's Happiness Increased" available through on-line resource, *Early English Books Online* (<http://eebo.chadwyck.com/home>). Find by searching the name of the author. Please read images 1-14.

## Week Four

*Insights on Globalization and the Lives of Everyday People*

February 3: Lecture/Discussion: New World Crops in Two Empires

**Reading:** McCann, "Seeds of Subversion in Two Peasant Empires," in *Maize and Grace*, 59-93 (**electronic reserves**)

February 5: **Discussion:** China and Globalization

**Reading:** Mazumdar, "Commercialization in a Smallholder Economy," 251-294 in *Sugar and Society in China* (**electronic reserves**)

## Week Five

*Globalization and the Islamic World*

February 10: Lecture/Discussion: Islam: An Alternate Form of Globalization?

**Reading:** Bennison, "Muslim Universalism and Western Globalization" in *Globalization in World History*, 73-98; Grehan, "Bread and Survival" in *Everyday Life and Consumer Culture in 18<sup>th</sup> Century Damascus*, 56-93 (**electronic reserves**) (**Grehan reading for February 12 discussion**)

February 12: **Discussion:** The View From Eighteenth-Century Ottoman Empire

**Reading:** Grehan, "Luxury & Variety: Everyday Food," "Luxury & Variety: Everyday Drink," in *Everyday Life and Consumer Culture in 18<sup>th</sup> Century Damascus*, 94-146 (**electronic reserves**)

## Week Six

*A New Phase of Globalization?*

February 17: Lecture/Discussion: Considering Proto-Globalization

**Reading:** C.A. Bayly, "Archaic and Modern Globalization in the Eurasian and African Arena, ca. 1750-1850," in *Globalization in World History*, 45-72

February 19: Lecture/Discussion: Forming a "Pacific World"

**Reading:** David Iglar, "Diseased Goods: Global Exchanges in the Eastern Pacific Basin, 1770-1850" *American Historical Review* 109.3 (June 2004): 693-719 (available through History Cooperative or Academic Search Premier on the ZSR website)

## Week Seven

*Africa, the Atlantic World and Globalization*

### Monday February 23 Essays Due at 5PM

February 24: Lecture/Discussion: Sugar and Empire

**Reading:** Marks, "The Collaboration of Labor: Slaves, Empires, and Globalizations in the Atlantic World, in *Origins of the Modern World*, 99-114; Mintz, "Consumption" in *Sweetness and Power*, 108-150 (**electronic reserves**)

February 26: **Discussion:** People as Commodities in a Global Market

**Reading:** Mary Prince, *The History of Mary Prince*, 3-63

## Week Eight

*A European Edge in Economic Power?*

March 3: Lecture/Discussion: Life in Eighteenth- and Nineteenth-Century Britain & France

**Reading:** Zuckerman, “We Would Rather Be Hanged” “A Passion for Thrift” *The Potato*, 98-128, 161-186

March 5: **Discussion:** Comparing Consumption in China and Japan with Western Europe

**Reading:** To be Announced

*Spring Break No Class March 10, 12*

## Week Nine

*The Industrial Revolution*

March 17: **No Class**

**Reading:** Marks, The Industrial Revolution and its Consequences, in *Origins of the Modern World*, 95-118 (**for March 19 class**)

March 19: **Discussion:** Why Did Industrialization Emerge First in Western Europe?

**Readings:** Kenneth Pomeranz, “Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conjuncture,” R. Bin Wong, “The Search for European Differences and Domination in the Early Modern World,” *American Historical Review* 107.2 (April 2002): 425-469 (available through History Cooperative or JSTOR databases on ZSR library website)

## Week Ten

March 24: **Examination Weeks Six-Nine**

March 26: Lecture/Discussion: New Diasporas in the Industrial World

**Reading:** To be Announced

## Week Eleven

*Life in an Industrial City*

March 31: Lecture/Discussion: Globalization and Life in an Industrializing City circa 1900

**Reading:** Riis, *How the Other Half Lives*, sections to be announced

April 2: **Discussion:** Does Industrialization Come on the Sacrifices of the Masses?

**Reading:** Riis, *How the Other Half Lives*, sections to be announced

## Week Twelve

*Science as Savior for the World’s Food Problems*

April 7: Lecture/Discussion: New Ideas for Production and Consumption

**Reading:** Pollan, “The Plant,” “The Farm” in *Omnivore’s Dilemma*, 17-56

April 9: **Discussion:** Science for the World’s Food Challenges

**Reading:** Cullather, “The Foreign Policy of the Calorie,” *American Historical Review* 112.2 (April 2007): 337-364 (available through History Cooperative, database on ZSR library website); Jordan Sand, “A Short History of MSG” *Gastronomica* 5.4 (Fall 2005): 38-49 (available through ProQuest on ZSR Library website)

### **Week Thirteen**

*The Development of Industrial Food Complex*

April 14: Lecture/Discussion: How Food Became Cheap

**Reading:** Pollan, "The Elevator," "The Feedlot" "The Processing Plant" 57-119

April 16: **Discussion:** Natural Answers for the Future?

**Reading:** Pollan, "Grass," "The Animals," 185-225; "The Market," 239-261 in *Omnivore's Dilemma*

### **Week Fourteen**

*Wealth and Poverty in Today's Globalization*

April 21: Considering the Challenges of Today

**Reading:** Millstone & Lang, *Penguin Atlas of Food*, 11-57

April 23: **Discussion:** Trade and Contemporary Challenges

**Reading:** Millstone & Lang, *Penguin Atlas of Food*, 60-119 (**final project outlines due at 5PM**)

### **Week Fifteen**

April 28: Conclusions

**Final Projects Due Tuesday May 5 at 12 Noon**