Department of History
University of Warwick
3rd Year Advanced Option Course

HI 31V

A HISTORY OF GLOBALIZATION 1750-2050

Module Booklet 2018-19

Course Tutor: Giorgio Riello
Department of History
Room H014, ext. 22163
Email: g.riello@warwick.ac.uk
Context

We are perennially told that we live in a ‘global society’, that the world is fast becoming a ‘global village’ and that this is an age of ‘globalisation’. Yet globalisation, the increasing connectedness of the world, is not a new phenomenon. This course provides a historical understanding of globalisation over the period from the mid eighteenth century to the present. It aims to introduce students to key theoretical debates and multidisciplinary discussions about globalisation and to reflect on what a historical approach might add to our understanding of our present-day society and economy. The course considers a variety of topics including the environment, migration, the power of multinationals and financial institutions, trade, communication and the critique of globalisation.

Principal Aims

To introduce students through a thematic approach to modern global history (post 1750) and the history of globalization.

✓ To introduce students to key theories of globalization.
✓ To train students to consider contemporary debates in a historical perspective.
✓ To explore a range of topics related to globalization and understand how some key features of human history have changed over the period from 1750 to the present.
✓ To understand how globalization has shaped people’s lives since the industrial revolution.
✓ To provide students with perspectives on Globalization from the point of view of different world areas (ex: China, India, and Africa).
✓ To apply a multidisciplinary approach to the study of historical processes by integrating the history of globalization with sociological, economic, anthropological and social and political science approaches.
✓ To consider concepts such as cosmopolitanism, globalism and global culture through the use of primary and secondary sources.

Useful Information

Course Tutor: Giorgio Riello (Office H014), ext. 22163.
Office Hours: Wednesdays 11-12 and Thursdays 9-10. Other times can be arranged by appointment.
Seminars: Wednesdays 9-11; room H3.03
**Assessment**

Two un-assessed essays; A three hour exam or a two hour exam and a 4,500 word essay

<table>
<thead>
<tr>
<th>A. Long Essay + Exam</th>
<th>2 x 2,000 words plus outline or mock exam</th>
<th>1 x 4,500 words</th>
<th>2-hour exam</th>
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<tr>
<td>% of workload</td>
<td>50%</td>
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| B. Exam Only [dissertation only] | 2 x 2,000 words plus outline or mock exam | - | 3-hour exam |
| % of workload             | -                                        | 100%         |              |

**Short essays deadlines:**

- Essay 1: Monday Term 1 Week 7 (14 November 2018)
- Essay 2: Monday Term 2 Week 4 (30 January 2019)
- Exam practice: Week 2 Term 3 (tbc)

**Assessed Long Essay / Dissertation deadlines:**

Please check with the UG Departmental Secretary at the History Office

*Please note that assessed essays should be submitted online and in hard copy to the History Office (H302). They should have your ID number at the top, but not your name.*

**MARKING**

The department or lecturer running any particular module will be able to tell you what specific marking criteria apply in the department or on the module.

II Honours level essays are sample moderated. This means the marker will choose 25% (at random across class marks) of the essays they have marked to be passed to a moderator.

All Honours level exams are moderated. This means every exam will have two members of academic staff looking at your exam and agreeing a mark.
All Honours marks are provisional until they are approved by the Final Year Examination Board and may be subject to change.

**20 Point Marking Scale**

*Your work will be marked using the University’s 20 point marking scale, with reference to the Department’s marking descriptors.*

This scale has 20 mark (or grade) points on it; each of which falls into one of the five classes of performance which correspond to the overall degree classification. The University uses these classes of performance for all of its undergraduate modules.

**Mark Range Class Performance**

- 70-100 First Class
- 60-69 Second Class, Upper Division (also referred to as "Upper Second" or "2.1")
- 50-59 Second Class, Lower Division (also referred to as "Lower Second" or "2.2")
- 40-49 Third Class
- 0-39 Fail

The Department of English and Comparative Literary Studies has *generic descriptors* for work which is given a mark that falls within the range(s) of marks in each to the class. So, there is a description for work in the Upper Second class range, another for work in the Lower Second class range etc.

The mark which each piece of your work will be given is dependent upon the extent to which the work satisfies the elements in the generic descriptors.

For the purposes of the 20 point mark scale, each of the five classes is further subdivided into the positions shown in this table (high 2.1, mid 2.1 etc).

One of the 20 mark points is assigned to each of the subdivisions.

The person marking your work will consider your work alongside the generic criteria to decide which class of performance the work falls into. The marker will then determine the extent to which your work meets the criteria in order to arrive at a judgment about the position (high, mid, low) within the class. The work will be awarded the mark assigned to the relevant position in the class.

If a module has more than one ‘unit’ (or piece) of assessment, (e.g. the assessment comprises two assessed essays), the mark for each unit is determined using the 20 point mark scale and then the marks are averaged, taking account of the units’ respective weightings, in order to produce the module result. This is expressed as a percentage (and therefore may be any number up to 100 and so is not limited to one of the 20 marks on the scale).

General Bibliography

There is no single textbook. Here are some suggestions:

Very Short Introductions and Textbooks/Readers


On the Nineteenth Century


Individual parts might be of use:

## Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Which teaching and learning methods</th>
<th>Assessment method(s)</th>
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<tbody>
<tr>
<td>Demonstrate knowledge and understanding of key themes in modern global history and the history of globalization</td>
<td>Seminars, presentations, essay writing</td>
<td>Essay (or equivalent) and exam</td>
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<td>To engage with theoretical approaches to the study of globalization especially from the social and political sciences</td>
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<td>Identify the links between different themes in the history of globalization since 1750</td>
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<td>To be able to explain change over time in terms of the relationship between different areas of the globe</td>
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<td>To understand present-day issues related to globalization in historical &amp; critical perspective</td>
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<tr>
<td>Writing and oral communication skills</td>
<td>Seminars, presentations, essay writing</td>
<td>Essay (or equivalent) and exam</td>
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<tr>
<td>Assess a range of source material, including raising issues of reliability of data, and the historiographical debates</td>
<td>Seminars, presentations, essay writing</td>
<td>Essay (or equivalent) and exam</td>
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<tr>
<td>Understand the benefits of group work</td>
<td>Seminars and presentations</td>
<td>Essay (or equivalent)</td>
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<tr>
<td>Produce a piece of research-based work</td>
<td>Seminars, presentations, essay writing</td>
<td>Essay (or equivalent) or dissertation if undertaken in this module</td>
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Outline of Seminars

**Term 1**
Week 1. What is Globalization?
Week 2. Waves and Cycles of Globalisation
Week 3. Population and Demography: Globalization in Numbers
Week 4. Globalization between History and Theory (Lecture)
Week 5. Human Movements: Migrations, Diasporas and Global Communities
Week 6. Reading Week
Week 7. The Environment in the Age of the Anthropocene
Week 8. Global Exchange: Trading Commodities Worldwide
Week 9. Communication and Technology: From the Telegraph to Internet

**Term 2**
Week 11. Consumption and the Global Consumer
Week 13. Global Capitalism: Inequality and the World Economy
Week 15. Cities as Nodes of Globalisation
Week 16. Reading Week
Week 17. Globalisation, Human Rights and International Law
Week 18. Global, Glocal and the Global Imaginary
Week 19. The End of Globalisation?
Week 20. Long Essay / Dissertation Workshop

**Term 3**
Week 31. Course Revision
Week 32. Exam practice
**Week 1. What is Globalization?**

What do we mean by globalization? Which are the main features of globalization? And are these historically contingent? This first meeting is aimed at introducing the key topics that we will consider over the course. Please read the assigned readings before the seminar in week 1.

**Key Readings**

Please read:


**Read a Book**

Please read at least one of these books during the first week of the course. They will help you to understand the general historical and theoretical problems that will be considered during the course.

Week 2. Waves and Cycles of Globalisation

When did globalization begin? Can we pinpoint a specific date? Can we see different phases of globalization in the last 250 years? Are they characterised by different attributes? Is globalization an intensification of specific features at a global level (ex. communication, transnationality, etc)? Or does it entail the birth of new forms of connectivity? And why do so many social scientists insist that globalization is as recent as the 1970s?

Key Readings

Further Readings


**Online Resources**

[http://www.youtube.com/watch?v=bRHJ9tmctjl](http://www.youtube.com/watch?v=bRHJ9tmctjl)

**Essay Questions**

When did globalization begin?

“Globalization is not a linear process, but emerges from the dialectic relationship between the intense expansion and moments of contractions of global connectedness”. Discuss with reference to the period 1750-2000.

Is it useful to conceptualize globalization as a series of phases or waves?

“Today’s increasingly multi-centred and fluid world is in some senses no more than a return to the conditions of the early modern period”. Do you agree?


**Week 3. Population and Demography: Globalization in Numbers**

How has the world population changed over time? And has its geography changed? Are modern demographic trends important to understand wealth inequality? Is there a correlation between population trends and the divide between North and South or Developed and Under-developed worlds? What are the problems caused by shrinking population in Europe *viz-a-viz* a demographic explosion in Africa? Is state intervention a meaningful tool to shape demography?

**Key Readings**


**Further Readings**


Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What can be done about it* (Oxford: Oxford University Press, 2008), ch. 1 ‘Falling Behind and Falling Apart’, ch. 3 ‘The Natural Resource Trap’ and ch. 6 ‘On Missing the Boat’.*


Kevin H. O'Rourke and Jeffrey G. Williamson, *Globalization and History: the evolution of a nineteenth-century Atlantic economy* (Harvard: MIT Press, 2000), esp. chs. 1 and 2 (pp. 1-28) and 9 (pp. 167-84) HY 4060.O7

Online
Website on global inequality: http://ucatlas.ucsc.edu/
Guardian article: http://www.guardian.co.uk/global-development/2012/aug/26/food-shortages-world-vegetarianism (see also online responses from readers)

Essay Questions

How has the world population changed over the past two and a half centuries?
“Inequality across different areas of the world has been caused by population trends”. Discuss.
Week 4. Globalization between History and Theory

Why historians don’t agree with social scientists on what globalisation is? Who opposes globalization and who think instead that it is innately ‘good’? And why is it such a loaded term? Is globalization another aspect of westernization?

**Key Readings**

Please read


**Further Readings**


**Social Science Literature**


**Online Resources**

Thomas Friedman, *The World is Flat:*

http://www.youtube.com/watch?v=UcK3b9qIbfk&feature=relmfu

**Essay Questions**

Has globalization been a weak or strong force in global history?

Has globalization been a benign or malign force in global history?

How different is the perspective of historians and of social scientists on the nature and evolution of globalization?
Week 5. Human Movements: Migrations, Diasporas and Global Communities

Why do people migrate? How important is the movement of people in connecting the world? Can we see trends or phases of migration since 1750? Where do people move from and to? Who is a migrant and why are migrant communities so important? Which are the social and economic consequences of migration? Is migration more important now or in the past? Why do states apply restrictive policies on migration?

Key Readings


A reading of your choice from the reading list. You might wish to consider one problem (forced migration, refugees, etc.), one aspect (for instance gender; labour; legislation), a period (post 1990 or pre-1800).


Other readings


J. McDonald and R. Schlomowitz, “Mortality on Immigrant Voyages to Australia in the Nineteenth Century,” Explorations in Economic History, 27/1 (1990), pp. 84-113.*


Kevin H. O'Rourke and Jeffrey G. Williamson, Globalization and History: the evolution of a nineteenth-century Atlantic economy (Harvard: MIT Press, 2000), esp. chs. 7 and 8 (pp. 119-166) and 10 (pp. 185-206) HY 4060.07


**Essay Questions**

Compare the migration experience of one national/ethnical group to two different areas of the world.

During the past two centuries the Atlantic has been the main stage for global migration. Discuss.

In what ways is migration in the period 1870-1914 different /similar to migration in the period 1970-2014?
Week 7. The Environment in the Age of Anthropocene

Why is the environment a topic of global concern? Can we read the history of globalization as one of increasing competition for natural resources such as coal, food and energy? Can we say that climate change is a recent problem? What is the Anthropocene? How important are the environment and climatic conditions in shaping people’s lives? Which tools do states and international organisations use to address issues of resources and global climate?

Key Readings

Dipesh Chakrabarty, Keynote Lecture: The Anthropocene Project. An Opening. HKW Anthropocene: https://www.youtube.com/watch?v=svgqLPFpaOg


Further Readings

John Aberth, Plagues In World History (Lanham, Md.: Rowman & Littlefield, 2011). Online

Marc Badia-Miró, Vicente Pinilla and Henry Willebald (eds.), Natural resources and economic growth: learning from history (New York: Routledge, 2015). Online

Wolfgang Behringer, A Cultural History of Climate (Cambridge, 2010), esp. ch. 5 ‘Global Warming’ and 6 ‘Epilogue’*


Dipesh Chakrabarty, Keynote Lecture: The Anthropocene Project. An Opening. HKW Anthropocene: https://www.youtube.com/watch?v=svgqLPFpaOg


Jared Diamond, Collapse: How Societies Choose to Fail or Survive (London, 2005), esp. ch. 12 ‘China, Lurching Giant’ and 16 ‘The World as a Polder’. HC 9200.D4*

"Does Global Climate Change Change History?“ http://ehp.stanford.edu/seminar_recording_chakrabarty.htm


Pankaj Ghemawat, World 3.0: Global Prosperity and how to Achieve it (Boston: Harvard University Press, 2011), ch. 6 ‘Global Externalities’ (pp. 111-132).


J. Donald Hughes, What is Environmental History? (Cambridge, 2006), esp. pp. 77-93. QH 75.H8


I.G. Simmons, Changing the Face of the Earth: Environment, History and Culture (Oxford, 1989). QH 75.S4

I.G. Simmons, Global Environmental History (Chicago, 2008), chs. 5 and 6. QH 75.S46


P. Thorsheim, Inventing Pollution: coal, smoke, and culture in Britain since 1800 (Ohio, 2006). TD 883.7.G7

Bronwen Morgan, “Emerging Global Water Welfarism: Access to Water, Unruly consumers and Transnational Governance,” in John Brewer and Frank Trentmann, eds., Consuming Cultures,


Why we Still Need a Human History in the Anthropocene': Exeter University Blog: https://blogs.exeter.ac.uk/historyenvironmentfuture/2014/02/06/167/

**Essay Questions**

“The search for energy is at the core of global dynamics of economic and social change”. Discuss.

In what ways does the environment express the anxiety of a globalising world in the twentieth century?

Whilst resources are always local, the climate has a global dimension. How has this disparity been negotiated over the last century?
**Week 8. Global Exchange: Trading Commodities Worldwide**

How has the world trade changed over time? What kinds of commodities have been traded worldwide since the industrial revolution? What kind of networks do commodities create? Who are the actors involved in trade and what kind of intuitions and policies are necessary to foster trade? How do commodities connect different places?

**Key Readings**


On specific commodities:

Global Commodities Resource: [http://0-www.globalcommodities.amdigital.co.uk.pugwash.lib.warwick.ac.uk/](http://0-www.globalcommodities.amdigital.co.uk.pugwash.lib.warwick.ac.uk/)

**Further Readings**


Kevin H. O’Rourke and Jeffrey G. Williamson, Globalization and History: the evolution of a nineteenth-century Atlantic economy (Harvard: MIT Press, 2000), esp. ch. 3 (pp. 29-56) and chs. 5 and 6 (pp. 77-118). HY 4060.07


**Online Resources**

The Globalization of Food & Plants, Yale:  [http://yaleglobal.yale.edu/about/food.jsp](http://yaleglobal.yale.edu/about/food.jsp)


**Essay Questions**

In what ways has trade influenced globalisation in the nineteenth and twentieth centuries? Consider one or more traded commodities and explain why they are important to globalisation. Can we say that the trade of commodities is more important at a global or local level? Provide examples from the nineteenth and twentieth centuries.
Week 9. Communication and Technology: From the Telegraph to Internet

In what ways have technology and communication shaped globalisation since the industrial revolution? Can we see a constant increase in the movement of people and goods over time? Or does it happen in phases? How has global communication changed over time? What is the contribution of electricity and chemistry to globalisation? And what role has the State played in shaping communication? Have communication and technology created a hierarchy of power? And in what ways has technology reshaped industry and everyday life globally?

Key Readings


Further Readings


**Essay Questions**

Is the history of globalization the result of an ‘information revolution’ in the nineteenth and twentieth centuries?

Is the history of globalization the result of ‘global leaps’ caused by specific innovations or inventions?

“Today’s ‘digital divide’ has a parallel in the nineteenth-century ‘non-digital’ divide”. Discuss.
Week 10. Dissertation/Long Essay Workshop

It is time to start thinking about your dissertation / long essay. Please write 100-200 word summary of your project and title and post it on the course forum. During the seminar, you will be asked to present your idea for a dissertation /long essay in 2 minutes.

Consider the following:

- In what ways is the topic ‘global’ and ‘historical’?
- What is the main problem /argument?
- Is there a large secondary literature?
- What kind of primary sources can I use?
Week 11. Consumption and the Global Consumer

Is globalisation linked to the emergence of global consumer products? Are these products Western in nature and manufacturing? Is there a ‘global consumer’? What is the role of businesses, the state and of people in shaping global consumption? Does the use of similar commodities create uniformity across the globe? This week will focus on two global consumer goods (clothing and food) in order to analyse the role of consumers, technologies, the meaning of power and the creation of hybridity.

Key Readings

Further Readings
Gina Hames, Alcohol in Global History (Basingstoke, 2012), esp. chs 6 ‘Imperialism and Alcohol’ and 7 ‘Alcohol and Globalisation’.


Naomi Klein, *No Logo* (New York, 2001), ch. 9 and conclusion (pp. 195-230 and 439-58).*


**Essay Questions**

Is ‘the consumer’ an invention of Western culture in the attempt to sell its products to the world?

Consider one product or commodity and explain why it is/has become global.

‘Consumer movements and protests are among the most visible signs of globalisation’. Discuss with reference to the nineteenth and twentieth centuries.

In what ways has globalisation led to the creation of increasingly complex forms of social and economic organisation? What are multinationals and why have they become such powerful symbols of globalisation? How have multinationals developed over time? Where and in what sectors are multinationals strongest? Have multinationals contributed to the globalisation of culture? Have multinationals created global elites?

Key Readings


Further Readings


Pankaj Ghemawat, World 3.0: Global Prosperity and how to Achieve it (Boston: Harvard University Press, 2011), ch. 5 ‘Global concentration’ (pp. 89-110).


**Essays Questions**

When and why did multinationals emerge?

Explain the importance of multinationals for the life of a specific country (ex. UK, France or the US).

“Since the Second Industrial Revolution multinationals have been fundamental to the shaping of modern capitalism and modern consumer culture”. Discuss.

What is the relationship between multinationals and other institutions (ex. the State, NGOs etc.)?
Week 13. Global Capitalism: Inequality and the World Economy

How has the global economy changed over the past 200 years? Can we say that the world has become more economically integrated? Can we say that world economies have converged? How do exchange rates, the movement of capital and monetary policies fit into it? What is the Washington consensus? Why is the global economy afflicted by cyclical crises? Have the crises of 1873, 1929 and 2008 had similar causes, reactions and outcomes?

Key Readings


Further Readings


Essays Questions

“By 1900, 80 percent of world industrial output came from Europe and the United States, with Japan contributing another 10 percent: China contributed 7 percent and India 2 percent, totaling 99 percent of all industrial production. Thus the one hundred years from 1800 to 1900 saw a great reversal, with Europe and the United States taking the pride of place previously held
by India and China” (Marks p. 135). What were the causes of this ‘reversal’ of fortune and how does it explain the different phases of globalization in the 19th and 20th centuries?

Explain the major changes of the global economy since 1800.

Which was the strongest crisis of the global economy since 1750 and why?

Has the world become more equal or unequal since 1800?

What has been the role of states in the history of globalisation? How have strong states and empires shaped global connections over the past two centuries? Does globalisation need ‘a centre’ or strong power? And have Britain, the US and China provided such a strong power over time? Or should we endorse instead Huntington’s idea of a clash of civilizations?

Key Readings


Further Readings


Evan Osnos, "The Grand Tour: Europe on Fifteen Hundred Yuan a Day", *New Yorker*, 18 April 2011.*


**Online**

Nearest GDP Equivalents:  

Niall Ferguson: Empire: the Rise and Demise of the British World Order:  
[http://www.youtube.com/watch?v=UN0WifTjTmM](http://www.youtube.com/watch?v=UN0WifTjTmM)

Conversations with History: Amy Chua: [http://www.youtube.com/watch?v=PUrfo5cyeDA](http://www.youtube.com/watch?v=PUrfo5cyeDA)

Niall Ferguson - When East Beats West: The Shifting Balance of Global Economic Power:  
[http://www.youtube.com/watch?v=h27EORn0tZs&feature=related](http://www.youtube.com/watch?v=h27EORn0tZs&feature=related)

**Essays Questions**

Can we say that throughout its history globalisation has played against the power of states?  
“Globalisation is the result of the changing power of formal and informal empires”. Discuss.

How do we reconcile globalisation and the ‘clash of civilizations’?
**Week 15. Global Cities as Nodes of Globalization**

What is a global city? Why globalisation needs ‘nodes’? How have cities shaped the world and people’s lives since the industrial revolution? Have cities changed in nature of time? Does a city need to be ‘big’ to be a global city? Have technologies reinforced or weakened the position of global cities?

**Key Readings**


**Further Readings**


**Essay Questions**

“The growth of cities and the urbanization of the world is one of the most impressive facts of modern times”. Discuss.

Compare the evolution of two of more 'global cities' since the nineteenth century.

Assess the importance of migration for the growth of cosmopolitan cities.
Week 17. Globalisation, Human Rights and International Law

Is the behaviour of people becoming global? What is the role of NGOs and IGOs? When and why have ‘global institutions’ emerged? Are human rights a force of globalisation? Why is a global strategy needed to deal with issues such as peace, food supplies and economic development? What is the role of war and other negative events in global history?

Key Readings


Further Readings


**Essays Questions**

What is the role of NGOs and IGOs in shaping globalisation?

Can we read the history of globalisation as the putting in place of global rules and structures?

Consider one or more wars and explain how it/they affected globalisation.
Week 18. Glocal, Glocal and the Global Imaginary

Does globalisation need a global imaginary? What is the meaning of ‘globality’?

Key Readings


Further Readings

Look for another reading online or in the library and write a 200-word review.

Essays Questions

Has a ‘global imaginary ‘ been constructed over the twentieth century?
Is the concept of ‘humanity’ important for the history of globalisation?
Week 19. The End of Globalization?

Why is globalization such a controversial issue? What accusations are moved against globalization? Does it make sense to ask if globalization in ‘good’ or ‘bad’? If we consider globalization in its long history, can we say that it leads to homogenization or uniformity? And are we living in a phase of de-globalization?

Readings


Further Readings

Stephen D. King, Grave New World: The end of globalization, the return of history (Yale University Press 2017) Ebook

John Aberth, Plagues In World History (Lanham, Md.: Rowman & Littlefield, 2011), esp. ch. 5 'Influenza' and ch. 6 'AIDS' online


**Essays Questions**

“With the global entailing a major time/space compression, it is hardly surprising that the ‘local’ requires a new ‘location’ in our thinking, as well as in our everyday lives”. Discuss.

Do you agree that anti-globalization sentiments are stronger in the West than in the rest of the world? And if so why?

“The very production of difference was lodged in the processes of globalization that the West had presumed to control”. Discuss.