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WOH4223  
History of the Global Economy  
Spring, 2018

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x1860



### About This Course

This is a Global Learnings Course. Here we will learn about the economic, political and technological forces that have remapped the world, connecting distant people and places, making some parts of the world fabulously wealthy, turning others into colonial territories. Over the past five hundred years, this “globalization” has brought together and integrated the world like never before in human history. This class will help you understand how and why that has happened, and what it means for us today.

No special knowledge of economics is needed for this class. In fact, you will, I hope, by the end, have a better understanding of how economics affects people and history, and how economies work. In this way you will also be better prepared to act as citizens and voters on vital matters affecting us today.

### Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students.

If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-1132 or visit them at the Graham Center GC 190.

### Academic Misconduct

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the **Student Handbook**.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field

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service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. Be aware of how to avoid plagiarism, which is a serious academic offense. Learn more about the [academic integrity](#) policies and procedures as well as student resources that can help you prepare for a successful semester.

### Course Objectives

Through lectures, readings, class discussions and writing assignments students will

- survey the economic, cultural and political aspects of world economic integration from the 15th century to the present.
- be able to distinguish between primary and secondary sources
- read primary sources, evaluate the evidence provided by different types of primary source, and you will practice analyzing primary evidence
- draw on historical evidence to address and propose solutions to issues related to economic globalization.

### Global Learning Course Outcomes

This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement. One of the major themes of the course is how the economy became global and how different societies, cultures and peoples participated in this process, benefited, lost or reacted in protest and contestation to it. Students will:

- identify how various factors such as trade, migration, innovation and technology, conquest, disease and environmental exchange have given rise to an integrated world economy over the past five hundred plus years. (Global Awareness)
- Compare the impact of globalization on different peoples and societies and see how they have addressed the consequences. (Global Perspective)
- Work in teams to investigate and present different perspectives on a problem or controversy related to economic globalization attempt to reach a resolution about it. (Global Engagement)

Global Learning Student Learning Outcome Addressed	Assessment Method
<b>Global Awareness:</b> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.	Assessment Activity/Artifact: In-class writing assignment asks students to interpret primary source evidence about the development and origins of global economy and understand economic, cultural and political relationships among different societies and cultures
<b>Course Learning Outcome</b>	

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Global Learning Student Learning Outcome Addressed	Assessment Method
Students will identify how various factors such as trade, migration, innovation and technology, conquest, disease and environmental exchange have given rise to an integrated world economy over the past five hundred plus years. (Global Awareness)	Evaluation Process: Assignments will be evaluated for their presentation and interpretation of evidence.

Global Learning Student Learning Outcome Addressed	Assessment Method
<p><b>Global Perspective:</b> Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</p>	<p>Assessment Activity/Artifact: Final written paper requires students to address issues and problems of globalization, including immigration, economic inequality, environmental costs and impact, and political relations.</p>
<p><b>Course Learning Outcome</b> Students will compare the impact of globalization on different peoples and societies and see how they have addressed the consequences.</p>	<p>Evaluation Process: Assignments will be evaluated for the ability to find and use scholarly sources and develop and argument from sources to reach conclusion.</p>

Global Learning Student Learning Outcome Addressed	Assessment Method
<p><b>Global Engagement:</b> Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</p>	<p>Assessment Activity/Artifact: In class presentation and written document challenges students to present their research finding, propose a solution for the problems or negative consequences of globalization they discover, note at least one objection or counter argument against their proposal, and</p>
<p><b>Course Learning Outcome</b></p>	

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Global Learning Student Learning Outcome Addressed	Assessment Method
Work in teams to investigate and present different perspectives on a problem or controversy related to economic globalization attempt to reach a resolution about it.	defend their choices before an audience of their peers using historical thinking skills derived from the course readings.  Evaluation Process: Students will be evaluated on their ability to engage with different perspectives on a controversy and to reach a resolution

### Where We Will Go

As a course in global history, we will quite literally, travel the globe. We will engage in the history of China, the Middle East, Africa, Europe and the Americas. Of course, we will not become expert in specialists in all those areas. Our goal is to understand how these places have related and connected, not to look at them in isolation.

Given this scope, this course will fulfill a number of history major requirements, if you happen to be a history major, and will also fit the Asian Studies certificate program. You should see your advisor for additional information.

### What we will Do

Below is the grading breakdown for the class. As you see attendance and class participation is vital. As a smaller, seminar style class, we will have many more opportunities to interact and discuss the readings and lectures, so get into an active mindset for the class. Not only will you enjoy it much more this way, but it will greatly improve your final grade.

To be an effective participant, you must do the reading assigned for that week. We will discuss and work with the week's readings on our meeting days. But, most importantly, do not delay or try to wait until the end to catch up on the reading. You will not be prepared for the class and your grade will suffer as a result.

Besides the three books for the course, there will also be short readings and materials to review on Canvas. The readings and assignments for each week are listed on the class schedule below.

Throughout the semester there will be a number of online quizzes. These you will complete after the class, on Canvas. You will have until the following Monday to do the quiz. They will be based on the week's reading and discussions.

Finally, you will do team projects on one aspect of the course. This project, addressing one aspect of the history of the global system, will be the major portion of the grade and the main writing assignment. Two or at most three of you will work together on the project and make a presentation in class.

### The Final Project

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For the project you can use images, paintings, texts, documents, statistics, novels, songs, poetry—any primary source that can tell us something about globalization, or the integration of economic, environmental, material life (for example foods, cities, industries, migrations, inequalities), or how global changes affected people’s attitudes, ideas, politics, arts and expressions or daily lives.

Your goals will be to understand this aspect of globalization, address its positive and negative consequences, and propose solutions or answers to the negative consequences.

For the project **you will work in teams of two or three** to produce one of the following:

The project will have three parts.

1. A PowerPoint (or if you are ambitious you can build a webpage), where you will present and discuss the sources and materials you have gathered. This will be at the center of your class presentation.
2. A proposal for addressing the issues or problems that you believe globalization has raised.
3. A paper (approximately 15 pages) where you discuss the secondary sources and literature that you read to understand and develop your project.

Your team will pick a topic and then each of you will assume a role and perspective as you investigate the project. For example, one of you might be the manager of a company trying to sell a product in a new market, and the other the potential consumer of that product trying to understand what, to you, is a new and foreign good. Or one of you might be an explorer trying to navigate to a new port and establish trade relations there, while another is a citizen of that country trying to negotiate the deal that will bring in new goods on the most favorable terms. For another project, one of you might be a potential immigrant considering leaving home to explore a new land, while the other would be a family member who has decided it is better to stay home than risk immigrating. Each of you will contribute to the total project by writing from your perspective.

### Important Requirements

Besides the graded work described above, you are required to check your FIU email at least on Mondays and Fridays. This is the primary way I will communicate with you outside of class. I will not use any other email, only the one assigned to you by the university. If you don’t check it regularly get into the habit, or have those emails forwarded to one that you do use regularly.

### Grading Breakdown

5 online quizzes	30%
1 in-class writing assignment	10%
attendance & participation	20%
Final project	40% (20% oral presentation, 20% final written work)

### GRADING

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Above 93</b>	<b>90-92</b>	<b>87-89</b>	<b>83-86</b>	<b>80-82</b>	<b>77-79</b>	<b>70-76</b>	<b>60-69</b>	<b>59 or less</b>

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### Books to Purchase

Ha-Joon Chang, *23 Things They Don't Teach You about Capitalism*, 1<sup>st</sup> edition  
ISBN 9781608193387

Kenneth Pomeranz and Stephen Topik, *The World that Trade Created*, 4<sup>th</sup> edition  
ISBN 9781138680746

OPTIONAL: J. R. McNeill and William McNeill, *The Human Web: A Bird's Eye View of History* 1<sup>st</sup> edition  
ISBN 9780393925685

### Class Schedule

#### Week 1 Concepts and Overview

Jan. 9 Class Intro

Jan. 11 Key economic concepts

READ: *23 Things they Don't Teach you About Capitalism*, 1-51; Key Economic Concepts (Canvas)

OPTIONAL, *The Human Web*, 3-82

#### Week 2 The World, 1450

Jan 16 Asia

Jan 18 Europe and the Middle East

READ: Chinese World View and Trade 1500 (Canvas); Thickening of the World 1000-1500 (Canvas, taken from *The Human Web*, 116-155)

**1<sup>st</sup> online Quiz**

#### Week 3 Trade and Movement

Jan 23 Closing the Mediterranean Trade

Jan 25 Rounding the Horn of Africa

READ: *The World that Trade Created*, 1-73

OPTIONAL : *The Human Web*, 155-162

#### Week 4 Contenting Civilizations

Jan 30 European Merchants and Chinese Emperors

Feb 1 The Spice Trade

READ: *The World that Trade Created*, 81-115; Europeans in the Eastern Trade (Canvas)

OPTIONAL: *The Human Web*, 162-213

**In-class Writing Assignment:** Identify and Explain the different concepts of the world held by Europeans and Chinese in the 15<sup>th</sup> century

#### Week 5 The Whole New World

Feb. 6 The Columbian Exchange

Feb 8 Disease, Conquest, and Economy

READ: The Columbian Exchange (Canvas)

**2<sup>nd</sup> Online Quiz**

#### Week 6 Different Institutions, Different Societies

Feb. 13 South American Settlement

Feb. 15 North American Settlement

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READ: Spain in the New World (Canvas)

Week 7      Connecting the Globe

Feb 20      New Ecological Frontiers

Feb 22      The Silver System

READ: *The World that Trade Created*, 119-162,203-13

Week 8      Forms of Profit

Feb 27      Companies and Trading Posts

Mar 1      Slavery and Plantations

READ: *23 Things*, 74-88; *The World that Trade Created*, 162-191; The VOC (Canvas)

**3<sup>rd</sup> Online Quiz**

Week 9      The Great Divergence

Mar 6      Europe and the Industrial Revolution

Mar 8      The Industrial World and the Rest of the World

READ: *23 Things*, 88-112, 137-148; *The World that Trade Create*, 258-271; Progress at the Crystal Palace (Canvas)

OPTIONAL: *The Human Web*, 230-258

*Week of March 12-19: Spring Break*

Week 10      A New Social Organization

Mar 20      People and Nation

Mar 22      Selection of teams for Final Project

READ: New Foundations of Politics (Canvas taken from *The Human Web*, 221-230)

Week 11      Shifting Economic Power

Mar 27      Colonialization

Mar 29      Response to Colonialization

READ: *The World that Trade Created*, 195-203; Guns and Colonialism (Canvas)

OPTIONAL: *The Human Web*, 258-268

**4<sup>th</sup> Online Quiz**

Week 12      People in Motion

Apr 3      Global Migration

Apr 5      Nativism and Reaction to Immigration

READ: *23 Things*, 147-168; *The World that Trade Created*, 191-95; Global Migration 19<sup>th</sup> Century (Canvas)

**5<sup>th</sup> Online Quiz**

Week 13      The First Global System

Apr 10      The Gold Standard

Apr 12      Collapse and Rebirth of the Global Economy

READ: *23 Things*, 199-242; *The World that Trade Created*, 227-233 303- 307; First World War Inflation (Canvas)

OPTIONAL: *The Human Web*, 268-319

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Week 14      Meet to Discuss and Work on Final Projects

April 17:      No class, work on final project

April 19      Meeting to go over final project

Week 15      Presentation of Final Projects in Class

Apr24 & Apr 26

**Final Project Due Apr 28**

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