

**Globalization: The World's Path to the Present**

**LSHV 421-01**

Georgetown University

Liberal Studies Degree Program

Fall 2016

ICC 104

Tuesday, 6:30-9:30pm

**DRAFT SYLLABUS**

**Subject to Revision**

**It is quite likely a number of the assigned readings will be changed however the basic format of the class will remain the same.**

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**Course Description**

"The past is the present. It's the future, too."

Eugene O'Neill, *Long Day's Journey into Night*

"The exchange and spread of...information, items, and inconveniences, and human responses to them, is what shapes history. What drives history is the human ambition to alter one's condition to match one's hopes."

McNeill & McNeill, *The Human Web*

"The history of interactions among disparate peoples is what shaped the modern world."

Jared Diamond, *Guns, Germs, and Steel*

"...a long-term historical perspective does enable us to draw some meaningful conclusions about the past and present and to make educated forecasts for the future."

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

"Trying to plan for the future without a sense of the past is like trying to plant cut flowers."

Daniel Boorstin, Former Librarian of Congress

This course is a selective introduction to some of the key issues and main themes of global history. History is a way of learning, and one goal of this course is to promote a better understanding of globalization and its impact on inter-societal relations by taking a broad historical approach.

### **Course Objectives**

A key goal of this course is to promote a better understanding of modern-day globalization and its impact on inter-societal relations by taking a broad historical and thematic approach. Historical analysis is at its core an examination of cause and effect and change over time. You are encouraged to read and think closely about very large issues; to make explicit and question the validity of conventional wisdom; and to interrogate and not simply accept the explanations of cause and effect presented. More practically, in this course you will hone your ability to sift through and synthesize large amounts of information in short periods of time, to critically examine historical arguments, and to discriminate between different types of evidence. You also will further develop your ability to articulate and support a thesis-driven argument in writing and to sustain oral arguments based on evidence.

### **Course Requirements**

#### **I. Discussion Sessions**

The class will feature weekly student-led discussions based on the assigned readings. The purpose of the discussion sessions is to provide opportunities for students to exchange opinions, interpretations, and ideas about the readings and the topics they address. A good discussion is one where the participants feel that they have learned something new, something that they would not have learned by simply reading the materials on their own. Note - the value of each discussion section ultimately rests on a willingness to come prepared to talk. Thus, all students are expected to do all of the assigned readings. Failure to do so will impair your ability to follow, benefit from, and actively participate in discussion, as well as diminish the value of the session for those students who are prepared.

Active, informed, thoughtful and constructive class participation is a critical part of the assessment criteria for the course. Students are expected to come to class fully prepared to engage in a critical analysis of the assigned readings. Strong and effective class participation is characterized by:

- demonstrated mastery of the assigned material;
- critical examination of the assumptions and implications of the assigned readings;
- ability to identify key issues, synthesize information (including making connections or exploring contrasts with previously assigned readings); and
- respectful but probing examination of the contributions of your peers and effective facilitation in clarifying different points of view, thereby contributing to the learning of the whole group.

#### **Guide for Leading Discussions**

As discussion leader it is your responsibility to create the environment described above. You will begin with a brief presentation (approximately 7 to 10 minutes) to introduce the reading(s). The briefing should consist of the following:

- It should begin with an introduction that provides a very brief overview of the contents of the reading and your evaluation of the reading.

- Next, you should provide a concise summary of the main points of the reading.
- Who are (or were) the authors? What, if any, training or experience qualified them to write about these issues? You also might note how the book has been received and if there are similar or competing books.
- Next, you should evaluate the quality and consistency of the author’s argument. Your evaluation should include discussion of the sources the author used. Examine the references in the footnotes or endnotes and the bibliography. Upon what types of sources is the book based? How extensive is each author’s research? What is the range of sources consulted by each author?
- The briefing should end with a conclusion that ties together the issues raised in the reading and relates them to the general themes of the course.

The briefing will be followed by an open discussion led by you. As part of this, you will prepare a list of questions designed to provoke discussion on the readings (while they primarily should focus on the assigned reading, they also may consider links to previous readings as well as any broader implications of the work to global history, international relations, or other inter-societal relations). To assist your classmates in preparing for discussion, when possible your questions should include brief quotes and/or page numbers for their reference. **The questions must be posted in the “Discussion Board” of the class Blackboard site at least 48 hours before class.** Students not leading discussion are encouraged strongly to post their own questions and thoughts based on the reading(s) on Blackboard prior to class meetings.

The exact format will be determined by the student(s) leading the week’s discussion – e.g., you simply may generate discussion using the questions you have prepared; you may call on classmates to ask questions they have prepared; you may choose to use part of the class meeting to hold a debate; you may wish to impose a role playing format on a portion of your discussion to help illuminate different perceptions of the issue(s) at hand. If you choose to have your classmates present questions or participate in an activity (briefing, debate) that requires preparation, you must give them advance notice and instruction.

## II. Written Assignments

Students are required to submit **three** written assignments (details provided in a separate handout). **Papers are due no later than the beginning of class on October 4, November 1, & November 29. Late papers will not be accepted.**

### Grading

**Note - more than one absence may require that the student withdraw from the course**

- Discussion Participation – 35%
- Leading discussion – 5%
- Written assignments – 20% each
- Regular attendance is required

Whereby an (A) is Outstanding; (A-) is Excellent; (B+) is Very Good; (B) is Good; (B-) is Acceptable; and a (C) is Minimally Passing.

Critical reading, consistent attendance, and active engagement in class discussions all are vital to your learning and the success of this course. To earn an A level grade for discussion participation, you must come well-prepared for class, consistently interact with your colleagues and move the discussion forward with your own questions, interpretations, and ideas. If you

attend every session and occasionally contribute to discussion, demonstrating good preparation on the whole, you will receive a B level grade for participation. If you attend but never participate, your grade will be no higher than a B-.

### **Liberal Studies Program, General Learning Goals and Outcomes**

The Graduate Liberal Studies Program at Georgetown University offers a course of study that engages students in reading, research, reflection, discussion, and writing. In the pursuit of the degree, students are to discern and wrestle with the content generally associated with the “liberal” arts in the root meaning of that term, namely, what it means for human beings to be endowed with freedom and what ennobles and enhances human freedom. The two general goals of the program, therefore, are to analyze and assess human values (who are we and what ought we to do?) and to undertake such study in an interdisciplinary fashion. The program thus draws from the social sciences as well as from those fields generally defined as the humanities (e.g., theology, philosophy, literature, and art), recognizing that the moral dimension of human life embraces social, political, and economic relationships as well as personal choices. The program is to culminate in a thesis that successfully analyzes a question of value related to a student’s chosen curricular field of study.

More explicitly, the program is to engage the student in examining one or more of the following topics or similar topics as they are treated in various disciplines:

- What it means to be human
- What gives ultimate meaning to human life
- What contributes to human flourishing
- Where human life is heading
- What constitutes the social dimension of humanity
- What enables genuine community
- How are human beings related to nature and creation as a whole
- Elements of personal ethics
- Principles of social justice and social ethics

### **Academic Integrity**

MALS and DLS students are responsible for upholding the Georgetown University Honor System and adhering to the academic standards included in the Honor Code Pledge stated below:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

If you believe you have a disability, then you should contact the Academic Resource Center ([arc@georgetown.edu](mailto:arc@georgetown.edu)) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

### **Required Textbooks**

1. David B. Abernethy. *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980*. Yale University Press (2002); ISBN-10: 0300093144; ISBN-13: 978-0300093148. \$27
2. Amitav Acharya. *The End of American World Order*. Polity (2014). ISBN-10: 0745672485; ISBN-13: 9780745672489. \$19.95
3. Sunil S. Amrith. *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants*. Harvard University Press; 1<sup>st</sup> edition (2013). ISBN-10: 0674724836; ISBN-13: 9780674724839. \$29.95 (Paperback available October 2015)
4. Gregory T. Cushman. *Guano and the Opening of the Pacific World: A Global Ecological History*. Cambridge University Press; Reprint edition (2014). ISBN-10: 110765596X. ISBN-13: 9781107655966. \$34.99
5. Jared Diamond. *Guns, Germs, and Steel: The Fates of Human Societies*. W. W. Norton (1999); ISBN-10: 0393317552; ISBN-13: 9780393317558. \$18.95
6. Eric R. Dursteler *Renegade Women: Gender, Identity, and Boundaries in the Early Modern Mediterranean*. Johns Hopkins University Press; 1<sup>st</sup> edition (2011). ISBN-10: 1421400723; ISBN-13: 9781421400723 \$25
7. Lynn Hunt. *Inventing Human Rights: A History*. W. W. Norton & Company (2008). ISBN-10: 0393331997; ISBN-13: 9780393331998. \$15.95
8. David C. Kang. *East Asia Before the West: Five Centuries of Trade and Tribute*. Columbia University Press (2012). ISBN-10: 0231153198; ISBN-13: 978-0231153195. \$22
9. Erez Manela. *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism*. Oxford University Press (2009). ISBN-10: 0195378539; ISBN-13: 9780195378535. \$19.95
10. Dani Rodrik. *The Globalization Paradox: Democracy and the Future of the World Economy*. W. W. Norton & Company; Reprint edition (2012). ISBN-10: 0393341283; ISBN-13: 9780393341287. \$17.95
11. Donald R. Wright. *The World and a Small Place in Africa: A History of Globalization in Niimi, The Gambia*. M. E. Sharpe, 3<sup>rd</sup> edition, (2010). ISBN-10: 0765624842; ISBN-13: 9780765624840. \$32.95

## **Class Schedule**

### **Week 1 (September 6): Course Introduction**

#### **Week 2 (September 13)**

Diamond. *Guns, Germs, and Steel*, Preface, Prologue, chapters 3-14, 16, 18, Epilogue and Afterword (Afterword available on Blackboard Documents)

#### **Week 3 (September 20)**

Abernethy, *Dynamics of Global Dominance*, chapters 1-11

#### **Week 4 (September 27)**

Abernethy, chapters 12-17

#### **Week 5 (October 4)**

Dursteler. *Renegade Women*

### **First written assignment due**

#### **Week 6 (October 11)**

Amrith. *Crossing the Bay of Bengal*

**Week 7 (October 18)**

Wright. *The World and a Small Place in Africa*

**Week 8 (October 25)**

Kang. *East Asia Before the West*

**Week 9 (November 1)**

Hunt. *Inventing Human Rights*

**Second written assignment due**

**Week 10 (November 8)**

Manela. *The Wilsonian Moment*

**Week 11 (November 15)**

Cushman. *Guano and the Opening of the Pacific World*

**Week 12 (November 22)**

Rodrik. *The Globalization Paradox*

**Week 13 (November 29)**

Acharya. *The End of American World Order*

**Final written assignment due**