

HISTORY 1017
GLOBALIZATION AND HISTORY
UNIVERSITY OF PITTSBURGH
SPRING TERM, 2009
RICHARD OESTREICHER, EVELYN RAWSKI,

Class meetings: Mondays 11:00 – 11:50 a.m. at CL324,
and Wednesdays 11:00 – 11:50 a.m. at WWPH3501, CL229, or LAWRN203, or 1:00 –
1:50 p.m. at WWPH3501
and Fridays 11:00 – 11:50 a.m. at WWPH3501 or CL229
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Office hours:
Oestreicher: Monday, 1:30-2:45 and 4:30-5:30 p.m., and Wednesday 4:30-5:30 p.m.
Gerlach: Wednesday, 1-2 p.m. (Gerlach) or by appointment
Ribeiro: Monday, 1:30-3:30 p.m. at Einstein's in Posvar Hall, second floor

Course Description:

Everybody talks about globalization but they do not all mean the same thing. By 'globalization', we mean growing global interconnectedness. Such interconnectedness is not new. It occurred – to varying degrees – through much of human history, but appears to be intensifying in recent decades.

For historians, exploring globalization poses practical problems. Usually historians write – and read – national histories and work within national boundaries. However, if global interconnectedness is indeed intensifying, scholars and students of history will have to learn to think globally or they will not be able to fully understand human affairs.

We propose to introduce students to global thinking not by attempting an overview of world history, but analyzing in depth selected historical episodes and processes that operated simultaneously in many parts of the globe. After a brief stop in the 16th century (to illustrate that globalism is not new), we will investigate three relatively recent developments: the political upheaval and student unrest of 1968, the global (?) economic crisis of 1973 to 1975, and the end of the Cold War after the breakdown of European socialism around 1990. Each time we will pose overarching questions and then examine events in four countries representing four world regions: Brazil (for Latin America), Japan (for Asia), Germany (for Europe), and the USA. We will look at similarities and differences among the four countries, and ask whether global processes explain the similarities and differences.

This class is especially designed for students in History, UCIS and Global Studies but other students are equally welcome. However, freshmen should probably not take this course. History and global studies students should choose this course after acquiring some experience in their disciplines.

Primary Learning Objectives:

- awareness that globalization influenced historical processes and shaped how people adapted to international developments or modified them nationally.
- recognition that global interconnectedness is itself an historical process, changing through time.
- ability to question narratives operating in an exclusively national framework.
- development of analytical skills (historical reasoning, interpreting primary sources, oral and written communication).

Course Organization:

This is a new class in two ways. We hope not only to introduce new subject matter (global historical analysis), but also to create a more active learning environment than in typical large lecture classes.

Each week we will lecture only once, introducing the week's topic, problem or question on Monday. For the other two classes, students will meet in two different small groups that they will help to run.

On Wednesdays students will meet in a class of 10 students focusing on one of the four countries (U.S., Germany, Japan, Brazil). Students will ask how the problem posed in Monday's lecture worked out in their country. Each student will be assigned one of the four countries during the first week.

On Fridays five students from the Wednesday class will meet with three other groups of five students from the other three countries. These four groups of five will compare what happening in the four countries, see how the stories were directly related, and analyze how global processes may explain what they find. In preparation for the Friday sessions, one person from each five student group will prepare a written report of Wednesday's findings and send it via e-mail to everyone in their Friday class by 8 P.M. Thursday. Each student will prepare two of these reports during the course of the semester.

Thus, each student will be part of a:

1. Monday lecture that everyone attends.
2. Wednesday discussion group of 10 students working on the same country. You will meet with the same Wednesday group of ten throughout the semester.
3. Group of five students within the Wednesday class that will be **responsible** for presenting the Wednesday findings to their Friday class – these groups of five will therefore collaborate either electronically or through face-to-face meetings outside of class as needed. You will have the same group of five throughout the semester.
4. Friday discussion group of 20 students consisting of your Wednesday group of five plus groups of five from the other three countries. Thus, except for the group of five, you will meet with different people on Wednesdays and Fridays.

This chart may help if you are confused:

Monday All meet for lecture

Wednesday (4 groups of 10 meet) USA Germany Japan Brazil

Between WED and FRI USA Germany Japan Brazil USA Germany China Brazil
(8 Groups of 5 meet or discuss by e-mail)

Friday 2 groups of 20 meet (5 from each country) Group 1 Group 2

Course Requirements:

1. Attend lecture and two discussion groups each week. We will take attendance on Wednesdays and Fridays.
2. Prepare ahead for Wednesday and Friday discussions. Most weeks you will have assigned readings on your country for your Wednesday class and frequently a small task or project to prepare for Friday. You must read the three reports about country discussions on Wednesday other than on 'your' country in preparation for Friday.
3. Participate actively in class discussion.
4. Meet outside of class (electronically or in real space) with your five person group as needed.
5. Twice during the semester prepare a weekly written report for your five person group and submit via e-mail to everyone in your Friday class by 8 P.M. Thursday.
6. Maintain a written journal summarizing and analyzing the intellectual content of each Wednesday and Friday discussion. You will submit your journal for grading three times during the semester. It documents your progress in the course.

Readings:

There are no textbooks for this course. If not indicated otherwise, readings are accessible on (and can be downloaded and printed out from) **e-reserves** which can be accessed via PittCat: After connecting to PittCat, choose Course Reserves. Select the instructor's name from the drop down box of instructors and click Search. Electronic reserve lists are at the top of the list. Click on the e-reserves entry, then click on the e-reserves link. Enter the password. The password is:

Courseweb Access Required:

We will post assignments, primary research documents, and other necessary information on Courseweb. Other assignments will be available through Hillman Library's on-line reserve. You must have a University computer account to access Courseweb or the on-line reserve. If you do not have an account, or if you are unfamiliar with Courseweb, we can help you get started.

If you have a disability for which you may be requesting an accommodation, please feel encouraged to contact both the instructor and the Disability Resources and Services, 216 William Pitt Union, 412-648 78 90, or 412-383 73 55, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Zero Tolerance Plagiarism Policy:

All work must be your own. Submitting someone else's work as your own for any assignment will result in an F for the entire course. Using someone else's words or ideas in an assignment without proper attribution is also plagiarism even if the majority of what you submit is your own. If you are not sure about what is appropriate when writing and citing (or in exams), please refer to the website <http://www.fcas.pitt.edu/academicintegrity.html>.

Grading: You will earn points for effective participation in course activities and for the written work you submit:

1. Wednesday and Friday classes: 1 point each for attendance, and 2 additional points each for effective participation up to a maximum of 75 points total (Since there will be more than 25 Wed. and Fri. classes, this allows for a couple of unexcused absences).

2. Two written reports summarizing the conclusions of your five person group about a Wednesday class: 25 points each; 50 points total.
3. Intellectual journal: submit three times (once for each section of the course: on Fridays in weeks 5, 9, and 14): 50 points each, 150 points total.
4. Peer evaluation from your group of five: (each group will grade the effectiveness of each of its members according to the following scale:
 *met all obligations to the group and contributed effectively to the group's success? 50 points
 *provided occasional contributions but did not meet overall obligations? 35 points
 *did not contribute at all? 0 points
5. Extra credit: students may earn up to 25 points extra credit for effective contributions to an on-line course chat room where students can post questions, suggest ideas for discussion, and provide alternative arguments or information. Instructors will monitor the chat room periodically to evaluate participation.

Total possible points: 325

Scale for final grades:

299=A
 292-298=A-
 291-285=B+
 284-267=B
 260-266=B-
 259-253=C+
 252-234=C
 233-227=C-
 226-195=D
 below 195=F

Course Schedule:

Part I: Organizing and getting started

Week 1: Course Introduction/Pittsburgh and globalization

Monday, January 5: Introduction

Wednesday, January 7: (in small groups)

Start with brainstorming: what did Pittsburgh's history have to do with globalization?

Note assignment in preparation for Friday: pick two specific examples of connections between Pittsburgh's history and large global developments and come to class Friday prepared to explain why you chose those examples.

Readings: Stefan Lorant, *Pittsburgh: The Story of an American City* (Pittsburgh, 1999 [5th ed.]), timeline (pp. 673-748).

Friday, January 9: Pittsburgh and globalization

How was Pittsburgh's history been linked to large global developments? Explain your examples and compare your choices with your classmates' choices.

Week 2: Globalization isn't new

Monday, January 12: The age of exploration, 1500-1700

The period 1500-1700 saw Europeans circumnavigate the globe, and enter into trading relations with virtually all parts of the globe. What was the impact of the European advent into global markets on Europe itself, and on other parts of the world?

Readings: Geoffrey Gunn, *First Globalization: The Eurasian Exchange, 1500-1800* (Rowman & Littlefield, 2003), ch. 1: "The discovery canon," pp. 17-36; John E. Wills, Jr., "Maritime Asia, 1500-1800: The interactive emergence of European domination," *American Historical Review* 98.1 (1993): 83-103.

Wednesday, January 14: The impact of European circumnavigation
How did the European presence affect the different regions?

Brazil:

Japan:

Europe: Geoffrey Parker, "Europe and the wider world, 1500-1750: the military balance," in *The Political Economy of Merchant Empires: State Power and World Trade, 1350-1750*, ed. James D. Tracy (Cambridge: Cambridge University Press, 1991), pp. 161-95.

USA: selection from *The Columbian Exchange*

Friday, January 16: Is what happened in the sixteenth and seventeenth century globalization? Are there significant differences between what happened then, and now? Explain.

Week 3: The modern history of the four countries

Monday, January 19:

No class – Dr. Martin Luther King Day

Handout online: the dominant post-1945 cultural narrative: Cold War, Communist World, Capitalist World, Third World. How does each country fit into this narrative?

Wednesday, January 21: Survey national histories since 1945 in country groups
List the most important developments beforehand! (part lecture, part discussion)

Readings:

Brazil: Teresa A. Meade, *A Brief History of Brazil* (New York: Facts on File, 2003), 157-192.

Germany: Mary Fulbrook, *A Concise History of Germany*, 2nd ed. (Cambridge: Cambridge University Press, 2004), 205-249.

Japan: Andrew Gordon, "Society and Politics from Transwar through Postwar Japan," in *Historical Perspectives on Contemporary East Asia*, ed. Merle Goldman and Andrew Gordon (Harvard University Press, 2000), 297-320.

USA: Philip Jenkins, *A History of the United States*, 2nd ed. (New York: Palgrave Macmillan, 2003), 250-308.

We will provide a timeline for each country available on courseweb.

Assignment to prepare for Friday: How would you divide the post-1945 history of “your” country into a limited number of chronological time periods? Discuss this within your 5-person group and agree upon two turning points that best suggest how your country changed between 1945 and the late 20th century.

Friday, January 23: Periodization

Compare the periodizations. How are they similar or different? Do they fit comfortably into a “three worlds” narrative?

Part II: 1968

Week 4: 1968: student rebellions and liberation movements: were there links? Why students?

Monday, January 26: Paris, Prague, Chicago, West-Berlin, Mexico City, Asia, Tet Offensive: Why similar events in so many countries at roughly the same time?

Readings: Carole Fink et al. (eds.), “Introduction”, in their *1968: The World Transformed* (Cambridge et al.: Cambridge UP, 1998), pp. 1-27.

Wednesday, January 28: What happened in your part of the world?

Readings:

Brazil: Thomas Skidmore, *The Politics of Military Rule in Brazil, 1964-85* (New York and Oxford: Oxford UP, 1988), 73-89 and Joao Quartim, *Dictatorship and Armed Struggle in Brazil* (London: NLB, 1971), 105-112, 123-132.

Japan: Brett Dakin, “The Student Movement in Postwar Japan and the Decline of the Leftist Establishment,” *Journal of Oriental Studies* 35.1 (1997): 22-47.

Germany: Konrad H. Jarausch, *After Hitler: Recivilizing Germans, 1945-1999* (New York: Oxford University Press, 2006), 156-181; Mark Kurlansky, *1968: The Year that Rocked the World* (New York: Ballantine, 2004), pp. 143-57.

USA: James Gilbert, *Another Chance: Postwar America, 1945-85* (Chicago: Dorsey, 1986), 234-67.

Friday, January 30: Compare reports from Wednesday classes: How can we explain parallel developments? In 1968, can we talk of an international “wave” of protest?

Week 5: 1968: what ideologies and ideas motivated the 68ers?

Monday, February 2: The New Left, the Old Left, and anti-imperialism

Reading: George Katsiaficas, *The Imagination of the New Left: A Global Analysis* (Boston: South End Press, 1987), pp. 3-27.

Wednesday, February 4:

What role did such ideas play in ‘your’ country?

Readings:

Brazil: Victoria Langland, *Speaking of Flowers: Student movements and collective memory in authoritarian Brazil*, Ph.D dissertation, Yale University, 2004, 68-81 (for a pdf version, please go to www.pitt.edu – Libraries – University Library Systems – Student Express – database from our A-Z list – Digital dissertations – print pages or save).

Japan:

Germany: Paris 1968 slogans under <http://www.bopsecrets.org/CF/graffiti.htm> (print and bring to class) and Jarausch (see week 4).

USA: “Charlie’s Poem” and Wini Breines, “‘Of This Generation’: The New Left and the Student Movement,” in *Long Time Gone: Sixties America Then and Now*, edited by Alexander Bloom (New York: Oxford University Press, 2001), 23-44.

Friday, February 6:

Discussion: Was there a global flow of ideas?

Submit intellectual journals.

Week 6: What does 1968 look like from the vantage point of 2009?

Monday, February 9: What were the lasting fruits of 1968?

Readings: TBA.

Wednesday, February 11: Have the 1968 themes been revived in contemporary movements?

Readings:

Brazil: Christopher Dunn, *Brutality Garden: Tropicalia and the Emergence of a Brazilian Counterculture* (Chapel Hill and London: North Carolina UP, 2001), 37-43, 73-74, 109-21; Sonia E. Alvarez, *Engendering Democracy in Brazil: Women’s Movements in Transition Politics* (Princeton: Princeton University Press, 1990), 83-109.

Japan:

Germany: Donnatella della Porta, *Social movements, political violence and the state: A comparative analysis of Italy and Germany* (Cambridge et al.: Cambridge UP, 1995), 36-47; and TBA.

USA: James Miller, “Democracy Is in the Streets”: From Port Huron to the Siege of Chicago (Cambridge and London: Harvard UP, 2004), 273-313; Maurice Isserman and Michael Kazin, *America Divided: the Civil War in the 1960s* (New York and Oxford: Oxford UP, 2008 [3rd ed.]), 151-71.

Friday, February 13:

Was there any enduring impact of “1968”? Were there worldwide changes?

Part III: The World in Crisis, 1970-75

Week 7: The world in crisis, 1970-75: Oil crisis and the growth of environmentalism

Monday, February 16: The OPEC oil embargo and the energy crisis

Readings: Donella H. Meadows et al., *The Limits to Growth*, pp. 53-94.

Handout: chronology of energy crisis

Wednesday, February 18: Energy crisis and environmentalism in ‘your’ country

Brazil: Warren Dean, *With Broadax and Firebrand: Destruction of the Brazilian Atlantic Forest* (Berkeley et al: California UP, 1997), 319-47; Ramachandra Guha, *Environmentalism: A Global History* (New York et al., 2000), 109-24.

Japan: Takafusa Nakamura, “An Economy in Search of Stable Growth: Japan Since the Oil Crisis,” *Journal of Japanese Studies* 6.1 (1980): 155-78.

Germany: Jürgen Hoffmann, “From Cooperation to Confrontation: The Greens and the Ecology Movement in Germany,” in Axel Goodbody, ed., *The Culture of German Environmentalism: Anxieties, visions, Realities* (New York: Berghahn Books, 2002), 63-80 and Carol J. Hager, *Technological Democracy: Bureaucracy and Citizenry in the German Energy Debate* (Ann Arbor: University of Michigan Press, 1995), 64-73.

USA: Douglas R. Bohi and Joel Darmstadter, “The Energy Upheavals of the 1970s: Policy Watershed or Aberration?” in David Lewis Feldman, *The Energy Crisis: Unresolved Issues and Enduring Legacies*, pp. 25-63.

Friday, February 20: Classroom debate: Comparative aspects and connections to 1973
Submit intellectual journals.

Week 8: Effects on Labor and Capital

Monday, February 23: One crisis begets another

Readings: Ernest Mandel, *The Second Slump: A Marxist Analysis of Recession in the 1970s* (London: Verso, 1980), pp. 9-46.

Wednesday, February 25: What economic problems occurred in your country?

Readings:

Brazil: Bolivar Lamounier and Alkimar R. Moura, “Economic Policy and Political Opening in Brazil” in Jonathan Hartlyn and Samuel A. Morley, *Latin American Political Economy, Financial Crisis, and Political Change* (Boulder and London: Westview Press, 1986), 165-96.

Japan: Ikuo Kume, “Changing Relations Among the Government, Labor, and Business in Japan after the Oil Crisis,” *International Organization* 42.4 (1988): 659-87..

Germany: Frank Tipton, *A History of Modern Germany* (Berkeley and Los Angeles: California UP, 2003), pp. 561-73.

USA: Edward D. Berkowitz, *Something Happened: A Political and Cultural Overview of the Seventies* (New York: Columbia University Press, 2006), 53-70.

Friday, February 27: How did economic performances compare? Is there a relationship between slow growth in some parts of the world and rapid growth in others?

Week 9: Comparing the 1970s with today’s economic crisis

Monday, March 2: The current economic crisis. To what extent is it linked to an energy crisis?

Wednesday, March 4: The response to the crisis by country

Friday, March 6: Compare the 1970s to 2008. What has changed? What has remained the same? Does the industrialization of China, India, and other countries since the 1970s make a difference to the dimensions of the global crisis?

Week 10:

March 9-13

No class – spring break

Part IV: Three worlds into one? After the Cold War

Week 11: And the Walls came tumbling down

Breakdown of Eastern European socialism, 1989-91 and pro-democracy movements and upheaval in other parts of the world: Political events, nationalism, another “wave”?

Monday, March 16: The winds of change

Readings: TBA

Wednesday, March 18: Major political developments in “your” country

Brazil: William Nylen, "The Making of a Loyal Opposition: The Workers' Party and the Consolidation of Democracy in Brazil," in Peter Kingstone and Timothy Power, *Democratic Brazil* (Pittsburgh: Pittsburgh UP, 2000), 126-43; and TBA.

Japan:

Germany: Mary Fulbrook, *The Divided Nation: A History of Germany 1918-1990* (Oxford et al.: Oxford UP, 1992), pp. 318-45.

USA: Dean Baker, *The United States Since 1980* (New York: Cambridge University Press, 2007), 100-129.

Friday, March 20:

Discussion: What were political goals and values of political movements around 1990? ?

Week 12: Labor and Capital Movements

Monday, March 23:

Wednesday, March 25: How was life in your country affected?

Readings:

Brazil: “Cultural Imperialism at its Most Fashionable,” in Robert Levine and John Crocitti, eds., *The Brazil Reader* (Durham: Duke University Press, 1999), 447-53 and Mauricio A. Font, *Transforming Brazil: A Reform Era in Perspective* (Lanham, MD: Rowman and Littlefield, 2003), 75-111.

Japan: Timothy J. Curran, “Internationalization, Innovation, and the Role of Japanese Multinational Corporations in U.S.-Japan Relations,” in Gerald L. Curtis, ed. *Japan’s Foreign Policy After the Cold War: Coping with Change* (Armonk: M. E. Sharpe, 1993), 160-78.

Germany: Eva Kolinsky, “Conclusion: The Family Transformed: Structures, Experiences, Prospects,” in Eva Kolinsky, ed., *Social Transformation and the family in Post-Communist Germany* (New York: St. Martin’s Press, 1998), 207-17 and Tom Heneghan, *Unchained Eagle: Germany after the Wall* (London and New York: Reuters, 2000), 143-52.

USA: Godfrey Hodgson, *More Equal Than Others: America from Nixon to the New Century* (Princeton: Princeton University Press, 2004), 203-26, 239-248.

Friday, March 27: In how far have ways of living become ‘globalized’, in how far not?

Week 13: One world? New international relations?

Creation of new international bodies, the rise of international interventionism, development policies, and new power relations between states: is there a new world order?

Monday, March 30: The rise of international bodies and new interventionism, collective and national: is there a “global community”?

Readings: Akira Iriye, *Global Community: The Role of International Organizations in the Making of the Contemporary World* (Berkeley et al.: California UP, 2004), pp. 157-93 (available through PittCat as e-resource; notes are on pp. 229-33).

Wednesday, April 1: How has the position of “your” country in international relations changed?

Brazil: Luiz Felipe Lampreia and Ademar Seabra da Cruz Jnr, “Brazil: Coping with Structural Constraints,” in *Diplomacy and Developing Nations: Post-Cold War Foreign Policy-Making Structures and Processes*, eds. Justin Robertson and Maurice East (Milton Park and London, 2005), 97-113.

Japan: Kiichi Fujiwara, “Between terror and empire: Japan’s response and the post-9/11 order,” in Glenn D. Hook and Harukiyo Hasegawa, eds. *Japanese Responses to Globalization: Politics, Security, Economics and Business* (New York: Palgrave Macmillan, 2006), pp. 55-68.

Germany: Dirk Peters, “The Debate About a New German Foreign Policy after Unification,” in *Germany Foreign Policy Since Unification: Theories and Case Studies*, edited by Volker Rittberger (New York: Manchester University Press, 2001), 11-32 and Augusto Pradetto, “The Polity of German Foreign Policy: Changes Since Unification,” in *Germany’s Uncertain Power: Foreign Policy of the Berlin Republic*, edited by Hanns W. Maull (New York: Palgrave Macmillan, 2006), 15-26.

USA: Steven W. Hook and John Spanier, *American Foreign Policy Since World War II*, 17th ed. (Washington, DC: CQ Press, 2007), 299-308; and TBA.

Friday, April 3: Has the end of the Cold War led to a new world order? Is there a “global community” or is it rather conflict what characterizes the international arena?

Week 14: General results

No readings this week

Monday, April 6: General discussion: what does it change if you look globally?

Wednesday, April 8: What will the future bring? Why are there anti-immigration backlashes, revivals or religiosity? Will there be more cooperation, or competition for resources and cultural conflicts?

Friday, April 10: What have we left out in this course? How would the picture change if we had discussed other parts of the world, smaller countries, etc.?

Submit intellectual journals.