

# **GLOBALIZATION: A Hitchhikers Guide to World Capitalism<sup>1</sup>**

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**History 224A, Duke University**

**Mondays and Wednesdays: Lecture 1:15-2:05 Carr 136**

**Fridays: Discussion 1:15-2:05**

## **1. Course Description**

“Globalization is by definition world-wide. However, in their own lives people experience globalization locally. Even for global businesses, markets are local. Globalization is always present somewhere. As a result of increased interdependence, local actions have global effects.

Local becomes global and vice versa. It is important that, in analyzing the effects of globalization or considering ways to manage it, we keep our attention focused on people. People are at the same time the objects and the subjects of globalization.”

- Finland President Tarja Halonen, at a discussion arranged by the World Commission on the Social Dimension of Globalization in Beijing on 26 November 2002

What is “globalization”? How old is this phenomenon? How has it played out globally and locally throughout history? In an attempt to sketch out answers to these questions, this course will explore the global contours of economic, political history by tracing the flows of commodities, people and ideas across geographic and ideological boundaries. An overarching theme will be the various ways in which commerce is supported by political and extra-political institutions and coordinated between different groups and cultures in a dynamic environment. In doing so, the course will show how people have simultaneously been both agents and subjects of “globalization” throughout history.

By highlighting the way in which these flows connect different physical, social, and legal arenas the course will weave together a grand narrative of the ascent of global capitalism and illuminate how exchange occurs within an ever-changing economic, geopolitical, and legal framework. The story here is one that highlights the tensions between conflict and cooperation, change and continuity, and the global and local. Although it is primarily a story of licit trade, accounts of illicit trade will pepper the grand narrative of global capitalism.

Reading materials for lectures will come from secondary works while readings for discussions will be drawn from primary sources. There is a correlation between the lectures and reading material, but students should note that the latter will include discussions of economic and geo-political events that the readings might not emphasize.

Instructor: Fahad Bishara (Section 01 West Duke 104)

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Instructor: Elizabeth Brake, (Section 02 East Duke 103)

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<sup>1</sup> This syllabus is a collaborative project by Fahad Bishara, Elizabeth Brake, Risha Druckman, and Robert Penner. It has been adapted from an earlier syllabus created by Bishara, Brake, and Penner with Tamara Extian-Babiuk and Bryan Pitts. We have retained Pitts’s contributions to the Latin American portions of this syllabus, and both Pitts and Extian-Babiuk contributed to the course objectives and evaluation rubrics, which remain largely unchanged from the original draft.

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## 2. Learning Objectives

By the conclusion of this course, you will be able to do the following:

- Identify major economic and political trends and the role of trade and commodities in shaping global history.
- Develop a broad understanding of commerce, its expansion and organization, and the concomitant changes in political and cultural relations between various communities.
- Analyze both primary and secondary sources concerning disparate regions and create original arguments about global connections.
- Understand flows and circulation of people, ideas, commodities and capital across the globe and evaluate arguments scholars make about these phenomena.
- Develop sophisticated analytical tools, such as the ability to evaluate differing accounts of historical events.

## 3. Evaluation

### *I. Exams and assignments*

#### *A. Two Analyses of Primary Sources (15% each)*

You will find on Blackboard 2-4 primary sources for each paper which present historical accounts pertaining to the production and trade of a given commodity already covered in class and/or the social networks that surround or support this trade. Your paper should examine the primary sources in light of the overall themes of the course, demonstrate close reading of the documents, and form a well-crafted argument about the issues raised by the reading. What do you see here? Does a coherent narrative that meshes with your readings for class and lecture, or do you see complications and contradictions? Explain how these documents reflect or challenge what we've learned, and discuss the sources themselves, as sources. Who wrote them, for what reason and to whom? Why? Are they "reliable" or not and why? How do you understand them in relation to each other? **Papers should be 7-10 pages.** You will have the opportunity to re-write your papers in order to improve your grade. Although you may write about any single primary source or any combination of two or more primary source

readings, the first paper must be completed no later than **Monday, February 11 at 12:00 noon**, with re-writes due by Monday, 25 February at 12:00 noon. The second paper must be completed no later than **Monday, March 31 at 12:00 noon**, with re-writes due by Monday, 14 April at 12:00 noon. Please Submit your papers via the digital drop box on Blackboard. For more details about the assignment, including a grading rubric, please see the “Guide for Primary Source Analysis” on the Blackboard site under Course Documents.

***B. Research Paper on Commodity Cultures (20%)***

This course moves all over the world as we follow certain commodities from production to trade and final use. We will build a narrative that shows change over the course of centuries that reflects the rise and fall of empires and the progress of three industrial revolutions.

This paper asks you to trace change over a much shorter period. Rather than following a commodity around the world, you will, so to speak, stand in one place and see what happens when a commodity comes to dominate the economy of that place. Societies that depend on a single commodity for the great part of their economic livelihood develop “commodity cultures” in which the rhythms and needs of that industry profoundly shape the work, social, and political life in at place.

For this paper, you will explore the commodity culture of a given place and trace it over time from its inception to its demise (where applicable). You will be required to delve into some of the secondary literature about these places, but you will also be expected to use primary sources to flesh out your argument with the following questions in mind. These are not meant to be exhaustive, and you might come up with important, case-study specific questions on your own. Additionally, the relative importance of these questions will be different for different topics.

- Why was the given commodity important or well-suited to the place under study?
- What organizations were most involved with the commodity? What was work like in those places?
- How did the requirements of the commodity production shape the labor force, and thus the society of this place?
- What was the role of the state or other local power structures in promoting or restraining this industry?
- In what way did dependence on the commodity cause friction in society? Or lead to cooperation? Why?
- When and why did this commodity culture decline? With what effects?

**This paper should be approximately 20 pages. You will turn a rough draft of at least 12 pages on date, and the final on date.**

***C. Final Exam (25%)***

The comprehensive final exam, to be administered on Friday, 30 April from 7:00 p.m. to 10:00p.m., will consist of three parts:

- 1.) A list of ten commodities. You will explain when and where each was most important and why they were significant.
- 2.) Five short answer questions to be chosen from ten options. A “short answer” means 3-4 sentences.
- 3.) Two essays to be chosen from five options. These essays will ask you to use specific examples from the lectures or readings to make larger arguments about globalization and world capitalism and the broader changes, continuities and periodizations that characterize it.

#### ***D. Participation (25%)***

Your participation grade will be based on three factors.

- 1.) During the Monday and Wednesday lectures, you are expected to actively participate. Active participation includes asking questions, volunteering answers, and otherwise demonstrating that you have read and thought about the readings. If you are uncomfortable asking questions or volunteering answers in lecture, you may demonstrate your participation by submitting brief (one paragraph) reading responses to your instructor by your Friday discussion group meeting. These reading responses should not summarize the readings – instead, they should address a problem you found with the reading or a question it raised in your mind.
- 2.) During the Friday discussion groups, you are also expected to actively participate in the discussion. Your participation should indicate that you have read and thought about the primary source.
- 3.) Attendance at all lectures and discussion group meetings is required, and you are expected to be on time. You may have up to four total absences without penalty, but each subsequent absence will result in a loss of one point from your participation grade. (Thus, your fifth absence would decrease your highest possible participation grade from 25 to 24 points; a sixth would decrease it to 23 points, etcetera). These four permitted absences are intended to cover sickness, travel, or any other reason that would cause you to miss class.

#### ***II. Grading Scale***

98-100 – A+	88-89 – B+	78-79 – C+	68-69 – D+
93-97 – A	83-87 – B	73-77 – C	63-67 – D
90-92 – A-	80-82 – B-	70-72 – C-	60-62 – D-
			<60 – F

#### **4. Course Policies**

##### ***I. Honor Code***

Each Duke student has promised to abide by the Honor Code, which states:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and

- I will act if the Standard is compromised.

Cheating, plagiarism, or any other type of academic dishonesty will be dealt with severely and may result in sanctions ranging from a failing grade on the assignment to expulsion from the university. For more information, please visit the Academic Integrity Council at <http://www.integrity.duke.edu/ugrad/>.

## **II. *Learning Resources***

### **A. *Academic Resource Center***

If you are having trouble with the class, please meet with me or with your TA. If you still require assistance with study techniques and time management, or if you have a learning disability, you may get in touch with the Academic Resource Center. Their website is <http://aaswebsv.aas.duke.edu/skills>.

### **B. *English for International Students***

If you are an international student, or if English is not your first language, and you are having language difficulty, you may contact the English for International Students program. Their website is <http://www.duke.edu/web/eis>.

### **C. *Student Disability Access Office***

For any special accommodations, students with physical disabilities should contact Emma H. Swain, director of the Student Disability Access Office (SDAO), at 668-1267 or [eswain@duke.edu](mailto:eswain@duke.edu).

## **III. *Changes to the Syllabus***

The number and nature of exams and assignments will not change. However the course schedule and a limited number of readings may change if we need more time to cover a particular topic or if I find a reading that could better illustrate the topic we are covering in lectures or discussion groups. Under no circumstances will I assign you extra required readings without eliminating or making optional another assigned reading.

### **7. Reading List**

All primary and secondary readings are posted on Blackboard under “Course Documents.”

## 8. Class Schedule

### Unit 1 – 1250: Silk, Spices

#### **Week 1: Introduction**

Wednesday

*Lecture: Course Introduction*

Friday

*Discussion*

- Read: Frederick Cooper, *Colonialism in Question: Theory, Knowledge, History*, Chapter 4, “Globalization,” (Berkeley, Calif.: University of California Press, 2005), 91-112.

#### **Week 2: Commodities and Trade in the Muslim Indian Ocean and Mediterranean**

Monday

*Lecture: Muslim trade in the Indian Ocean*

- Read: K.N. Chaudhuri, *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, Chapter 2: “The Rise of Islam and the Patterns of Pre-Emporia Trade in Early Asia” (Cambridge, England: Cambridge University Press, 1985), 34-62.

Wednesday

*Lecture: Muslim trade in the Iberian Peninsula*

- Read: Olivia Constable, *Trade and Traders in Muslim Spain*, Chapter 6: “Commodities and patterns of trade in the medieval Mediterranean world” (Cambridge, England: Cambridge University Press, 2004), 138-168.

Friday

*Discussion*

- Read: Ibn Battuta, *Travels in Asia and Africa*, trans. H.A.R. Gibb (London: Routledge, 1929), 282-300.

#### **Week 3: Explaining European Involvement in Late-Medieval Trade**

Monday

*Lecture: Early Chinese trading networks*

- Read: Robert Santino Lopez, “China Silk in Europe in the Yuan Period,” *Journal of the American Oriental Society*, 72:2 (April-June 1952): 72-76.

Wednesday

*Lecture: Comparative advantage in trade: politics and institutions*

- Read: Olivia Constable, *Trade and Traders in Muslim Spain*, Chapter 9: “Spain, Northern Europe and the Mediterranean in the Late Middle Ages,” (Cambridge, England: Cambridge University Press, 2004), 240-258.
- Read: Avner Grief, “On the Political Foundations of the Late Medieval Commercial Revolution: Genoa During the Twelfth and Thirteenth Centuries,” *Journal of Economic History*, 54:2 (June, 1994): 271-287.

Friday

*Discussion*

- Read: *The Travels of Marco Polo* (New York: Liveright, 1930), 152-167.

## Unit 2 – 1500: Gold, Silver, Sugar, & the Woods

### Week 4 – Portuguese and Spanish Expansion

#### Monday

*Lecture: In search of spices: Portugal in the Indian Ocean trade network*

- Read: Robert S. Wolff, “Da Gama's Blundering: Trade Encounters in Africa and Asia during the European 'Age of Discovery,' 1450-1520,” *The History Teacher* 31:3 (May, 1998): 297-318.
- Read: Michael N. Pearson, “Markets and Merchant Communities in the Indian Ocean: Locating the Portuguese,” in *Portuguese Oceanic Expansion, 1400-1800*, ed. by Francisco Bethencourt and Diogo Ramada Curto (Cambridge, England: Cambridge University Press, 2007), 88-108.

#### Wednesday

*Lecture: “Do you eat gold?”: Spain in Mexico and Peru*

- Read: Carlos Marichal, “The Spanish-American Silver Peso: Export Commodity and Global Money of the Ancien Regime, 1550-1800,” in *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000*, ed. by Steven Topik, Carlos Marichal, and Zephyr L. Franch (Durham, N.C.: Duke University Press, 2006), 25-51.
- Read: Carlos Sempta Assadourian, “The Colonial Economy: The Transfer of the European System of Production to New Spain and Peru,” *Journal of Latin American Studies* 24, Quincentenary Supplement: The Colonial and Post Colonial Experience. Five Centuries of Spanish and Portuguese America. (1992): 55-68.

#### Friday

*Discussion*

- “The Indians of Tejupan want to raise silk on their own,” in *Colonial Lives: Documents on Latin American History, 1550-1850*, ed. by Richard Boyer and Geoffrey Spurling (New York: Oxford University Press, 1999), 6-11.

### Week 5 – Portugal in the Atlantic World and the Rise of Sugar

#### Monday

*Lecture: Sugar and the development of a slavery-based economy: Portugal in the Atlantic World*

- Read: Luiz Felipe de Alencastro, “The Economic Network of Portugal’s Atlantic World,” trans. by Marguerite Itamar Harrison, in *Portuguese Oceanic Expansion, 1400-1800*, ed. by Francisco Bethencourt and Diogo Ramada Curto (Cambridge, England: Cambridge University Press, 2007): 109-137.

#### Wednesday

*Lecture: The spread of sugar to the Caribbean; Sugar’s global reach*

- Read: Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (New York: Viking, 1985), Introduction (pp. xv-xxx)
- Read: B. W. Higman, “The Sugar Revolution,” *The Economic History Review* 53:2 (May, 2000), pp. 213-236.

#### Friday

*Discussion*

- Read: Primary source reading TBA.

**Week 6 – The Colonization of North America**

Monday

*Lecture: “That the wilderness should turn a mart”: North American commodities and their effects on the environment*

- Read: William Cronon, *Changes in the Land: Indians Colonists, and the Ecology of New England*, 2<sup>nd</sup> ed., Chapters 7 and 8 (New York: Hill and Wang, 2003): 127-170.

Wednesday

*Lecture: Charter company colonies and early southern commodities*

- Read: Martin H. Quitt, “Trade and Acculturation at Jamestown, 1607-1609: The Limits of Understanding,” *The William and Mary Quarterly* 52:2 (April, 1995): 227-258.

Friday

*Discussion*

- Read: Ordahl Kupperman, *Captain John Smith: A Select Edition of His Writings*, (Chapel Hill: University of North Carolina Press, 1988), 213-219, “Of Such Things Which are Natural in Virginia and How they Use Them,” and 224-238, “The Description of New England.”

**Unit 3 – 1750: Coffee, Cotton, Slaves, Tobacco**

**Week 7: The Slave Trade**

Monday

*Lecture: The global slave trade and the “Atlantic Triangle”*

- Read: Barbara L. Solow, “Capitalism and Slavery in the Exceedingly Long Run,” *Journal of Interdisciplinary History* 17:4 (1987): 711-37.
- Sebastian R. Prange, “‘Trust in God, But Tie Your Camel First.’ The Economic organization of the trans-Saharan slave trade between the fourteenth and nineteenth centuries,” *Journal of Global History* (2006): 219-239.

Wednesday

*Lecture: The Middle Passage and the horrors of slavery*

- Robert E. Desrochers, Jr, “Slave-for-Sale Advertisements and Slavery in Massachusetts, 1704-1781,” *The William and Mary Quarterly*, Third Series, Vol 59, No. 3, (July 2002), pp. 623-664
- Walter Johnson, “The Slave Trader, the White Slave, and the Politics of Racial Determination of the 1850s,” *The Journal of American History*, Vol. 87, No.1 (June 2000), pp. 13-38.

Friday

*Discussion*

- Olaudah Equiano, *The Life of Olaudah Equiano or Gustavas Vassa, the African*, (Mineloa: Dover Publications, Inc., 1999): pages TBA
- Landon Carter, *The Diary of Landon Carter of Sabine Hall, 1752-1778*, Jack P. Green, ed., (Charlottesville: University Press of Virginia, 1965): pages TBA
- Selected slave sale and run-away slave advertisements



## **Week 8: Cotton and the Industrial Revolution**

### Monday

*Lecture: The British Industrial Revolution*

- Read: Peter Temin, "Two Views of the British Industrial Revolution," *The Journal of Economic History* 57:1 (March 1997): 63-82.
- Read: Erik Ringmar, "Audience for a Giraffe: European Expansionism and the Quest for the Exotic," *Journal of World History* 17:4 (December 2006): 375-398.

### Wednesday

*Lecture: The textile industry: cotton supply to finished product*

- Read: Ronal Bailey, "The Other Side of Slavery: Black Labor, Cotton, and Textile Industrialization in Great Britain and the United States," *Agricultural History* 68:2 (Spring 1994): 35-50.
- Read: Joyce E. Chaplin, "Creating a Cotton South in Georgia and South Carolina, 1760-1815," *The Journal of Southern History* 57:2 (May 1991): 171-200.

### Friday

*Discussion:*

- Read: David Eltis and Stanley L. Engerman, "The Importance of Slavery and the Slave Trade to Industrializing Britain," *The Journal of Economic History* 60:1 (2000): 123-144.
- Read: Joseph E. Inikori, "Slavery and Atlantic Commerce, 1650-1800," *The American Economic Review* 82:2 (1992): 151-157.

## **Week 9: Meanwhile in the East**

### Monday

*Lecture: Omani empire and the Dutch East Indies coffee plantations*

- Read: Gwyn Campbell, "Slavery and Other Forms of Unfree Labor in the Indian Ocean," *The Structure of Slavery in the Indian Ocean, Africa, and Asia*, (London: Frank Cass Publishers, 2004): Introduction.

### Wednesday

*Lecture: Chartered trading companies*

- Read: Ann M. Carlos and Stephen Nichols, "'Giants of an Earlier Capitalism': The Chartered Trading Companies as Modern Multinationals," *Business History Review* 62 (Autumn 1988): 398-419.
- Read: Sushil Chaudhury, "International Trade in Bengal Silk and The Comparative Role of Asians and Europeans, circa. 1700-1757," *Modern Asian Studies*, 29:2 (1995): 373-386.

### Friday

*Discussion:*

- Read: Fredrick Cooper, *Plantation Slavery on the East Coast of Africa* (London: Yale University Press, 1977) Chapter 1: "The Arabs of Oman and the Growth of Trade in East Africa" (pp. 23-47)

**Spring Break: No Class**

## **Week 10: Trade, Dependency and Discontent**

### Monday

*Lecture: Origins of Discontent*

- Read: Richard Allen, *Slaves, Freedmen and Indentured Labor in Colonial Mauritius* (New York: Cambridge University Press, 1999), Chapter 1: “Creating a Garden of Sugar: Land, Labor and Capital, 1721-1936” (pp. 9-34)
- Abdul Sheriff, *Slaves, Spices and Ivory in Zanzibar* (London: James Currey, 1984), Parts of Chapter 4: “The Structure of the Commercial Empire” (pp. 116-136)

### Wednesday

*Lecture: Independence and Interdependence: the complex world of the tobacco trade*

- Read: T.H. Breen, *Tobacco Culture: The Mentality of the Great Tidewater Planters on the Eve of Revolution* (Princeton: Princeton University Press, 1985), Chapter 5.
- Read: David Eltis and Lawrence C. Jennings, "Trade between Western Africa and the Atlantic World in the Pre-Colonial Era," *The American Historical Review* 93:4 (1988): 936-59.

### Friday

*Discussion:*

- Read: “Like the patriarchs . . .” letter and following letter, William Byrd II to Earl of Orrery, in *The Correspondence of the Three William Byrds of Westover Virginia 1684-1776*, vol. 1, ed. Marion Tinling (Charlottesville, Va.: University of Virginia Press, 1977): 355, 357.
- Read: Letters from William Byrd II to Perry, Jr. (agent in London), in *The Correspondence of the Three William Byrds of Westover Virginia 1684-1776*, vol. 1, ed. Marion Tinling (Charlottesville, Va.: University of Virginia Press, 1977): 499, 522.

## **Unit 4 – 1875: Tobacco, Grain, Mining, Oil**

### **Week 11: Industrial Enterprise in the US: Coordination and Overseas Expansion**

#### Monday

*Lecture: BAT, industrial integration, and overseas expansion*

- Read: Alfred D. Chandler, *The Visible Hand: The Managerial Revolution in American Business* (Cambridge, Mass.: Belknap Press, 1977): 249-253; 287-302; 382-391.
- Read: Sherman Cochran, *Encountering Chinese Networks: Western, Japanese and Chinese Networks in China, 1880-1937*, Chapter 3: “British-American Tobacco Company” (Berkeley, University of California Press, 2000): 44-69.

#### Wednesday

*Lecture: Mass production, regulation, and coordination in the US grain industry*

- Read: William Cronon, *Nature’s Metropolis: Chicago and the Great West*, Chapter 3: “Pricing the Future: Grain” (New York: W.W. Norton, 1991): 97-147.

#### Friday

*Discussion:*

- Read: Khalid M. Kanoo, *The House of Kanoo: A Century of Arabian Family Business* (London: London Center of Arab Studies, 1997): 60-67.

### **Week 12 – Imperialism, Resource Extraction, and Distant Markets**

#### Monday

*Lecture: Local Trade and Colonialism in Africa/What is a trade diaspora?*

- Read: Martin Lynn, "Technology, Trade and 'A Race of Native Capitalists': The Krio Diaspora of West Africa and the Steamship, 1852-95" *The Journal of African History*, 33:3 (1992): 421-440
- Read: Vishnu Padayachee and Robert Morrell, "Indian Merchants and Dukawallahs in the Natal Economy, c1875-1914" *Journal of Southern African Studies* 17:1 (March 1991): 71-102

### Wednesday

#### *Lecture: Dependency in Latin America*

- Read: *Banana Wars: Power, Production, and History in the Americas*, ed. by Steve Striffler and Mark Moberg (Durham, N.C.: Duke University Press, 2003): 1-15.
- Read: Stephen Zunes, "The United States and Bolivia: The Taming of a Revolution, 1952-1957," *Latin American Perspectives* 28:5 (September 2001): 33-49.
- Read: John M. Talbot, "The Struggle for Control of a Commodity Chain: Instant Coffee from Latin America." *Latin American Research Review* 32:2 (1997): 117-135.

### Friday

#### *Discussion:*

- Read: Phillip Bourgois, "One Hundred Years of United Fruit Company Letters," in *Banana Wars: Power, Production, and History in the Americas*, ed. by Steve Striffler and Mark Moberg, (Durham, N.C.: Duke University Press, 2003): 103-144.
- Read: Adamji, Ebrahimji N., "My Journeys into the Interior," in Cynthia Salvadori (ed.) *East Africa, 1902-1905 : being accounts of journeys made by Ebrahimji N. Adamji, a very young Bohra merchant from Mombasa & Sorabji M. Darookhanawala, a middle-aged Parsi engineer from Zanzibar* (Mombasa, Kenya: Friends of Fort Jesus, 1997): 10-51

## **Week 13: Mining**

### Monday

#### *Lecture: The Culture of Gold*

- Read: Maureen A. Jung. "Capitalism Comes to the Diggers: From Gold Rush to Adventure to Corporate Enterprise." *A Golden State: Mining and Economic Development in Gold Rush California* by James J. Rawls; Richard J. Orsi. Berkley California: University of California Press, (1999): 52-77
- Read: "A Veritable Revolution: The Global Economic Significance of the California Gold Rush," by Gerald d. Nash. *A Golden State: Mining and Economic Development in Gold Rush California* by James J. Rawls; Richard J. Orsi. Berkley, California: University of California Press, (1999): 276-292
- Read: Kathryn Morse. Chapter Six: "The Nature and Culture of Food," *The Nature of Gold: An Environmental History of the Klondike Gold Rush*. Seattle: University of Washington Press, (2003): 138-165.
- Kathryn Morse. Chapter Seven: "The Nature and Culture of Seattle," *The Nature of Gold: An Environmental History of the Klondike Gold Rush*. Seattle: University of Washington Press, (2003): 139-166

### Wednesday

#### *Lecture: Politics of Copper and Silver*

- Read: Christopher Schmitz. "The Rise of Big Business in the world Copper Industry, 1870-1930" *The Economic History Review, New Series*, Vol. 39, No. 3 (Aug., 1986): 392-410.

- Read: Thomas F. O'Brien. Chapter Ten: "The Americanization of the Mexican." *The Revolutionary Mission: American Enterprise in Latin America, 1900-1945*. New York: Cambridge University Press, (1996): 251-285.
- Read: Thomas F. O'Brien. Chapter Eleven: Nationalism and Capitalism." *The Revolutionary Mission: American Enterprise in Latin America, 1900-1945*. New York: Cambridge University Press, (1996): 285-312.

#### Friday

##### *Discussion:*

- Read: Ted Steinberg. *Down to Earth: Nature's Role in American History*. New York: Oxford University Press, (2002): 117-123
- (Optional) Read: Larry Shweikart and Lynne Pierson Doti. "From Hard Money to Branch Banking: California Banking in the Gold Rush Economy." *A Golden State: Mining and Economic Development in Gold Rush California* by James J. Rawls; Richard J. Orsi. Berkeley California: University of California Press, (1999): 209-232

### **Week 14: Oil and New World Orders**

#### Monday

##### *Lecture: OPEC, non-alignment, and the Cold War*

- Read: Peter R. Odell, "The Significance of Oil," *Journal of Contemporary History* 3:3 (July 1968): 93-110.
- Read: Fuad Itayim, "Arab Oil: The Political Dimension," *Journal of Palestine Studies* 3:2 (Winter 1974): 84-97.

#### Wednesday

##### *Lecture: A new New World Order?*

- Minqi Li, "Peak Oil, the Rise of China and India, and the Global Energy Crisis," *Journal of Contemporary Asia*, Vol. 37, No. 4, November (2007): 449-471
- Andrew Symon, "Fuelling Southeast Asia's Growth: The Energy Challenge," *ASEAN Economic Bulletin*, Vol. 21, No. 2 (2004): 239-248.
- Erica S. Downs, "The Chinese Energy Security Debate," *The China Quarterly* (2004): 21-41.

#### Friday

##### *Discussion:*

- Read: V. I. Lenin, "Imperialism, the Highest stage of Capitalism" in *On Imperialism and Imperialists*, (Moscow: Progress Publishers, 1973): 59-68.
- Read: Kwame Nkrumah, *Neocolonialism: The Last Stage of Imperialism*, (London: Thomas Nelson and Sons, 1965): ix-xx.
- Read: 2007 Bin Laden video transcript from ABC news:  
<http://abcnews.go.com/images/Politics/transcript2.pdf>
- Read the following news articles:
  1. Mufson, Steven. 2006. As China, U.S. Vie for More Oil, Diplomatic Friction May Follow. *The Washington Post*, April 15
  2. Kahn, Joseph. 2007. Why China Needs Its Own Progressive Era. *New York Times*, Oct 22-Nov 5, 2007. Vol. 140, Iss. 4/5: 10, 3 pgs
  3. Neil, Dan (The Times' automotive critic) 2008. Buy GM, Really. *Los Angeles Times*, December 2, Section A

4. Gross, Daniel. 2008. The China Bubble Fuelling Record Oil Prices. *Financial Times* (London, England), July 10, Asia Edition 1

**Week 15 – Course Wrap-up**

Monday

*Lecture: Tying it all together*

- No readings required.

**Final Exam: Wednesday, April 30, 7:00-10:00 P.M.**