

# History 714: The United States and Globalization since the Late Nineteenth Century

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Thursday, 9:30-12:30 a.m., CNH 614  
Winter 2007

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Office Hours Tuesday 2:30 – 3:30 p.m.

## Course Description

This course explores the history of globalization since 1898, emphasizing the role of the United States both internationally and domestically. We begin with the War of 1898, track the rise of the American empire through the so-called Golden Age of capitalism, and conclude with the neoliberal era following the end of the Cold War. The content of this course overlaps with the history of the United States and its diplomacy, but our focus will remain on globalization, a broad concept describing how the world has become more interconnected, a process that some scholars refer to as an increase in supraterritoriality. In this course, we will explore how and why the United States came to play such a powerful role in shaping globalization, and, we will also examine the impact of globalization on the United States. Questions to be investigated in this seminar include the following: When did globalization begin and what are its key turning points in the twentieth century? What has been the impact of U.S. economic, political, and cultural expansion? Has U.S. expansion been primarily a case of empire by imposition or empire by invitation? What tensions have been generated by the clashes between global popular movements and global corporations? Has globalization increased or decreased the autonomy of less powerful nations, the labor movement, human rights organizations, environmental groups, etc.?

## Grading

weekly class participation, including discussion facilitation	25%
10 weekly discussion papers (about 3 pages or 750 words each)	50%
research essay	25%

Grades will reflect both the quality and the quantity of your written and oral contributions. Pay attention not just to what you say, but also to how you say it. For all your written work follow the advice in Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. Individual assignments and class participation will be graded on a 100 point scale based on the system described in the [Undergraduate Calendar](#). All students must conform to the *Academic Integrity* guidelines specified in the [Graduate Calendar, section 6](#). It is your responsibility to keep copies of all written work that you do for this course. Late work will not be accepted; i.e. missed written assignments will automatically receive a grade of zero. All grades will be posted on WebCT.

### Class Participation:

The expectation in this course is that all students will arrive at class not only having read the assigned materials but also having reflected about the material critically so they can engage productively in discussion. In these discussions, our initial objective will be to explore the questions posed on the class schedule. Naturally, other questions will arise but by the end of the class we want to make sure we have developed a fundamental understanding of the key issues. As students carry the full weight of making the seminar go smoothly, everyone should come to class prepared to engage with each other critically but fairly and with open minds. A student designed self-evaluation chart (available on WebCT) will help you to monitor your performance. About four weeks into the term I will ask everyone to do an informal assessment of class participation using this form.

### Facilitating Discussion:

After the second week this seminar will be student led. Each student must serve as a facilitator for at least two of the questions posted on the class schedule. A sign up sheet will be circulated to ensure that all topics are covered. Please do not sign up for more than one question per week. Depending on the number of students enrolled in the seminar, you may have to co-facilitate with another student. Leading discussions does not mean giving a monologue and then standing back. You have to be prepared to listen to responses, raise questions, and offer summaries. We will follow a modified version of [\*A User's Manual for Student-Led Discussion\*](#). Under this method, the instructor will remain silent for long periods in order to encourage the development of a student-centered dialogue. This does not mean the instructor is not paying attention. To the contrary, the instructor's task is to listen intently to everything so that suggestions can be offered at a natural break in the discussion.

### Discussion Papers:

Each student must write 10 short discussion papers (750 words, about 3 pages) on the assigned readings. Each essay should draw on the week's readings, including the documents, to answer *one* of the suggested discussion questions posted on the class schedule. These essays are meant to be "think pieces" so paraphrase as much as possible (absolutely no bloc quotations) and if you do quote a phrase or sentence, follow Rampolla's citation rules. Please use endnotes, not the author-date system. The bibliography for all assigned readings is posted on WebCT. The essay will be graded for form as well as content, so pay attention to writing style and grammar. For stylistic advice, see "writing tips" on WebCT. Essays are due in class on the day that the assigned material is to be discussed. Because the purpose of this assignment is to help everyone prepare for class discussion, no late papers will be accepted for any reason. Failure to turn in a discussion paper on time will result in a grade of 0 for that discussion paper.

### Research Essay:

The research essay should address a single question related to the course and should cite a minimum of 6 different scholarly sources. The McMaster [Globalization and Autonomy Online Compendium](#) provides a useful glossary and bibliography. The foreign relations section of the McMaster [U.S. History Website](#) may also be of use. Aim for about 10 pages in length (2500 words) and follow the citation rules in Rampolla, *A Pocket Guide*. Each student must meet with the instructor during office hours before reading week (February 15) to discuss a potential topic. The essay is due by April 20.

## Class Schedule

Introduction Jan 4

1. The United States, History, and Globalization Jan 11

Scholte, *Globalization: A Critical Introduction*, chs. 2-3

Hopkins, *Globalization in World History*, chs. 1,2, 11

Mazlish, “Comparing Global History to World History”

Geyer and Bright, “World History in a Global Age”

Documents: Henry Luce, “The American Century”

1. Explain how scholars have tried to periodize globalization, i.e. what are the key historical stages of globalization and what differentiates them?

2. How should we distinguish world history from global history or the history of globalization?

3. What are the distinctive features, if any, of American-led globalization?

2. Rising Empire Jan 18

“Becoming a World Power in the Late Nineteenth Century” in *Major Problems*, vol. 1, ch. 11

Schoonover, *America's First Global War*, chs. 4-6

Documents: Open Door Note and primary sources in “Becoming a World Power”

1. How was U.S. expansionism during the late nineteenth century related to globalization?

2. Place the war of 1898 in the context of the history of globalization. In particular, how useful is the concept of social imperialism in explaining the role of the United States in shaping globalization?

3. First World War and Wilsonianism Jan 25

Eckes and Zeiler, *Globalization and the American Century*, ch. 2

Ninkovich, *Wilsonian Century*, ch. 2

Smith, *America's Mission*, ch. 2

Documents: Woodrow Wilson's Fourteen Points

1. What role did globalization play in the onset of World War I and what was the impact of the war on globalization?

2. How did President Woodrow Wilson's policies and ideals influence globalization and what obstacles did Wilsonianism face in the aftermath of World War I?

4. Exporting American Culture in the Early 20<sup>th</sup> Century

Feb 1

Rosenberg, *Spreading the American Dream*, ch. 1

Kuisel, "Americanization for Historians"

Rydell and Kroes, *Buffalo Bill in Bologna*, introduction and chs. 4-6

Documents: figures in Rydell and Kroes

1. How and why did the United States attempt to export its culture in the early 20<sup>th</sup> century?

2. What is meant by the term "Americanization"? How well does this term describe the globalization of American mass culture in the early 20<sup>th</sup> century?

5. Deglobalization and the Great Depression

Feb 8

Garraty, *Great Depression*, ch. 1

James, "Globalizations and Great Depressions"

Bairoch, *Economics and World History*, ch. 1

Documents: John Maynard Keynes, "National Self-Sufficiency"

1. What were the global origins of the Great Depression?

2. In what ways can the inter-war era be described as a period of "deglobalization?"

**Reading Week**

6. The Emergence of U.S. International Financial Hegemony

Mar 1

Block, *Origins of International Economic Disorder*, ch. 3

Helleiner, *States and the Reemergence of Global Finance*, chs. 2-3

Frieden, *Global Capitalism*, chs. 12, 15

Documents: "Bretton Woods Agreement"

1. Explain the origins of the Bretton Wood system. How did the United States influence its creation?

2. Describe the impact of the Bretton Woods system on globalization in the immediate postwar world. Why did it fail?

7. U.S. Cultural Expansion and Its Impact during the Cold War

Mar 8

Wagnleitner, "Empire of the Fun"  
Pells, *Not Like Us*, chs. 7-9  
McKenzie, *Remaking France*, introduction, chs. 2-3  
Merrill, "Negotiating Cold War Paradise"  
Von Eschen, "Satchmo Blows up the World"

Documents: Kitchen Debate

1. What forces shaped the export of American culture during the Cold War and what was the impact of culture on the outcome of the Cold War?
2. Compare and contrast the reception of U.S. culture in Europe versus the Third World.

8. Winning "Hearts and Minds" in the Third World

Mar 15

Berger, *The Battle for Asia*, introduction, ch. 1  
Darby, "Colonial and Postcolonial Globalizations"  
Streeter, "U.S.-Led Globalization Project in the Third World"

Documents: Rostow, "Five Stages-Of-Growth"

1. Describe U.S. objectives in the Third World after World War II and the instruments devised to achieve these objectives. How did these efforts relate to globalization?
2. How did the Third World respond to the U.S.-led modernization project?

9. 1968 as a "Global Moment"

Mar 22

Katsiaficas, *Imagination of the New Left*, ch. 1  
Suri, *Power and Protest*, ch. 5  
Wallerstein, *Geopolitics and Geoculture*, ch. 5

Documents: Fraser, *1968*, ch. 1

1. Why did so many social protests across the globe erupt in 1968? Did these protests have a common origin?
2. In what ways can the social movements of 1968 be considered a vital "moment" in the history of globalization?

## 10. Deindustrialization

Mar 29

Bluestone and Harrison, *Deindustrialization of America*, chs. 5-6  
Gordon, "Chickens Home to Roost"  
Olson, *Wives of Steel*, introduction and ch. 6

Documents: Hart and K'Meyer, "Worker Memory"

1. What evidence is there to sustain the argument that the U.S. empire began its decline in the 1970s?
2. How, when, and why did "deindustrialization" change the American social landscape? Was it a consequence of globalization?

## 11. Imposing Neoliberalism

Apr 5

Scholte, *Globalization: A Critical Introduction*, pp. 38-41  
Chomsky, "Free Trade and Free Markets"  
Winn, "The Pinochet Era"  
Dezealay and Garth, *Internationalization of Palace Wars*, ch. 5  
Broad and Heckscher, "Before Seattle"

Documents: "Declaration of the Group of 77 South Summit" (April 2000)

1. Explain the economic transformations that fostered globalization in the 1980s and 1990s. To what degree were these transformations initiated or shaped by the United States?
2. How did U.S. experts from the "Chicago School" help legitimize neoliberal globalization? What was the impact on Chile?
3. How has resistance to neoliberal globalization evolved? Consider the objectives, strategies, tactics, and outcomes of these social movements.