

*****PLEASE NOTE: THIS JUNE 2024 VERSION OF THE SYLLABUS IS PRELIMINARY.
READINGS ARE SUBJECT TO CHANGE.*****

University of Pennsylvania
ANTH 0120 / SOCI 2910: Globalization and Its Historical Significance
Summer 2024 | Session II | MWF, 12:00 – 1:45 pm

Instructor: Erica Jaffe Redner, erjaffe@sas.upenn.edu

Office hours: Wednesdays and Fridays, 2:00 – 3:00 pm, on Zoom

Course Description

This course draws on readings, insights, and frameworks from anthropology, history, political science, economics, and sociology to inform our understanding of globalization in its present form and to place it in historical perspective. We focus on a series of questions not only about what is happening as new developments continue to remake our world's cultural, economic, and political interconnections, but also about the growing awareness of these changes and the consequences of this awareness. In examining the changing nature of globalization over time and its recurring themes, we explore key moments and developments of early globalization (e.g. The Atlantic and Indian Ocean worlds; early global flows of luxury goods like sugar, coffee, and tea; European exploration and the beginning of modern colonialism; the rise and transformation of early capitalism, etc.), as well as issues facing our current globalized world (e.g. international migration; offshoring of work; rising inequality; challenges to democracy and the post-World War II political order, etc.) and their interconnections. The body of the course deals with particular dimensions of globalization, reviewing and then looking comparatively at them in early and recent history. The overall approach is historical and comparative, setting globalization on the larger stage of the economic, political, and cultural development of various parts of the modern world.

Course Policies and Expectations

Enrollment:

This class is ideally suited for curious, committed learners who wish to (1) better understand the historical scaffolding that underpins the daily sociocultural, economic, and political developments of our globalized world, and, relatedly, to (2) improve their ability to contribute in the democratic sphere as thoughtful citizens, evaluating the significance of new developments and the virtues (as well as the limitations) of the policies that emerge in response to them, which inevitably satisfy some demographics of people while garnering the intense disapproval of others.

This class also conveniently fulfills a foundation and sector requirement in the College, and satisfies several requirements within other schools and majors as well.

Use of ChatGPT or other AI tools:

In this course, **any use** of ChatGPT or AI tools is considered a violation of academic integrity. This includes **(but is not limited to)** the use of AI tools to compare/contrast or summarize course readings; to generate potential contributions for use in live classes, posted comments, or your peer application paper reviews; or to assist in your drafting or writing of reflection or application papers **in any fashion whatsoever**. Use of these tools undermines the critical reading and critical thinking skills that this class seeks to help you cultivate, and distorts the contributions and written work on which your grade will be based. In choosing to take this course, you commit to adhere to this AI policy, abstaining from use of ChatGPT and other AI tools in the context of

any and all preparation for ANTH 0120 / SOC 2910. Any failure to adhere to this policy will have a direct impact on one's course grade.

Structure of our class meetings:

Each session will include a lecture, followed by some structured small group discussion of the readings, full group discussion of the readings, and 10-15 minutes of personal written introspection to be submitted to me at the end of each class (on notable contributions individual peers made to your learning in that session, how you understand the topic/material differently than you did when the session started, and anything about the topic/material that is still unclear to you).

It is expected that students' video cameras will be turned on whenever possible throughout our lectures and discussions, so as to mirror the level of presence and visibility we would have with each other if we were meeting in a classroom as consistently as possible. If there are any reasons why this would present a hardship for you, please reach out so we can discuss this together before the course begins.

Structure of our class readings:

As noted in the course description, our course materials consist of works by anthropologists, historians, economists, political scientists, etc. They sometimes take the form of primary source materials, summaries of primary source materials, journalistic articles, materials from government offices that provide succinct overviews of key historical periods, and occasionally even classic fiction literature (such as the excerpt from Emile Zola for Class 5). By engaging with diverse materials, I hope to help you develop the richest possible portrait of globalization, in all of its temporal iterations. At times, you'll engage with many short excerpts for our course meetings, rather than just one or two longer but narrower excerpts, in order to maximize your exposure to various sources that may help you better grasp the fuller scope of events occurring in any given moment of globalization. My hope is that by emphasizing breadth in these cases, you will have solid foundational anchors on which to absorb additional, deeper material in the lectures that build directly on the shorter excerpts. Lectures will aim to place the readings in the larger perspective of the topic, moment, and major geographic area under study in any given class session, offering additional context and cohesion. All of the course materials will be available on our Canvas website; with few exceptions, each of the readings will be bundled into a single PDF by class session. Please be sure to have the class readings assigned for each meeting accessible during our time together.

Grading:

In-class contributions / participation, 30%
Two application papers (750-1000 words), 30% (15% each)
Five weekly reflection papers (500 words), 30% (6% each)
Two reviews of peers' application papers, 10% (5% each)

In-class contributions / participation: You will have ample opportunities to contribute to our learning experience, both in class sessions and, once a week, on the course discussion page, where you will be responsible for commenting on two peers' response papers (one that does not yet have a response where possible, and one that already has a response that you can then build on in the style of a chain of ideas) each Friday. More details about contributions will be provided on the first day of class. Overall, the quality of your engagement and effort on this front will be more highly weighted than the quantity of your contributions.

Two application papers: These 750-1000 word papers (1.5 – 2 single spaced pages) will require you to engage with a globalization-related news or magazine article I'll provide that we have not covered in class. You'll demonstrate your understanding of major course concepts by answering posed essay question(s) (as

they relate to the article) that will have grounding in the topics we've discussed together in the lecture, and then substantively connecting that article to three course readings from the past two weeks. The readings you choose will be at your discretion, but must span both weeks and three different class meetings. You will be required to provide appropriate, direct quotes from each of the three sources you choose in the course of your writing. (Additional readings may also be cited, though it will not be required.) More detailed information about these papers will be available on the first day of class. Application paper articles and questions will be assigned on Fridays, more than a week before they're due to peers for review, and ten days before they're due in class. You will have application papers to submit on July 22 and August 5.

Five weekly reflection papers: These approximately 500-word pieces (about 1 single spaced page), due each Friday at 10 am and posted publicly on the course discussion page, are an opportunity for you to process the week's readings and to consider how they connect with each other. Deep, substantive engagement within and between the readings is expected. Reflection papers should include **at least one reading from each of the week's three class sessions** so as to foster analysis across the session topics. **Papers must include at least one direct quote from each of the three readings you choose to explore. (If you bring in four or more readings, you are not required to quote from the fourth or fifth, etc. You are also welcome to bring in additional readings from past weeks.)** Approaches to the reflection could include identifying and discussing areas of complementarity or divergence in the readings' themes or positions; flagging major or minor takeaways that you want to remember; or engaging with personal experiences depicted in the readings that were meaningful to you (maintaining a tie to the broader topic of globalization in doing so). You may also use the paper to highlight and connect points or stories that were surprising, interesting, confusing/hard to understand, or otherwise striking to you. Your reflection paper should have some basic order or arc organizationally (i.e. it should be clear where you're heading from the introductory paragraph; consider making a short outline of the ideas you want to develop in the paper to aid in this organization). The emphasis here is not on a perfectly polished paper with major insights, but on seeing how you're digesting the ideas you've been engaging with during the week. The goal overall is for you to "play" with the material in a way that allows you to more fully integrate and connect the dots between different readings.

Two reviews of peers' application papers: More details to follow at our first class session. You'll swap your application paper with a pre-selected peer and receive their suggestions/feedback for your consideration before you submit the final draft to me. This exercise should take approximately 1 hour in each instance.

Academic Support

The **Marks Family Center for Excellence in Writing** offers free virtual (or in-person) appointments to Penn students. They can help you with written course assignments at any stage of your writing process. For more information on their services, see <https://writing.upenn.edu/critical/index.php>. The **Weingarten Center** also offers free, virtual (or in-person) learning consultations and tutoring assistance to Penn students, as well as workshops on various study strategies to help you optimize your academic performance. For more information on their services, see <https://weingartencenter.universitylife.upenn.edu/about/>.

Accommodations for Students with Disabilities

The Weingarten Center provides services for students who self-identify as having a disabling condition in order to ensure equal access to all University programs and activities. The process begins when a student requests an accommodation, provides documentation of their condition, and meets with a Disability Specialist. Students who receive accommodations work with the Disability Services staff to coordinate their academic accommodations as well as accessible housing, dining, communication, and technology. Through ongoing collaboration with the Weingarten Center, students learn to identify and utilize individualized accommodations and strategies that support their full participation in university life. For more information on their services, see <https://wlrc.vpul.upenn.edu/disability-services/>.

Student Mental Health and Wellbeing

College life can be stressful. Penn's Student Health and Counseling is here to support you, offering free confidential help to students (<https://wellness.upenn.edu/student-health-and-counseling>). In addition, there are resident advisors, faculty members living on campus, academic advisors, and undergraduate advisors in each program of study who are available to you. The Office of the Chaplain is also helpful.

Student Basic Needs

It's essential that you have the resources you need to focus on learning in this course. This includes necessary academic materials as well as the more foundational resources of housing and nutritious food. If you're struggling to afford sufficient food to eat every day and/or lack a safe and suitable space to live, please contact Student Intervention Services (vpul-sisteam@pobox.upenn.edu). If you're struggling to afford the materials needed to fulfill our course requirements, please reach out to the Penn First Plus office (pennfirstplus@upenn.edu).

You may also wish to contact your Financial Aid Counselor or Academic Advisor about these concerns. You are welcome to notify me if any of these challenges are affecting your success in this course, as long as you are comfortable doing so. I may be able to connect you with additional appropriate resources.

Course Schedule

PART I: INTRODUCTORY MATERIAL

Class 1, Week 1 (Friday, July 5): General Introduction

NOTE: YOU DO NOT HAVE TO SUBMIT A FRIDAY REFLECTION PAPER TODAY. YOU CAN INCLUDE READINGS FROM THIS WEEK IN YOUR JULY 12 PAPER.

Selections to support you in achieving academic success and a healthy work-life balance in this class and throughout college: Richard Paul and Linda Elder, "Template for Analyzing the Logic of An Article," in *The Miniature Guide to Critical Thinking Concepts and Tools*, p. 11, and Harvard Bureau of Study Counsel, "Interrogating Texts", "Reading with a Question", "Avoiding Plagiarism", "Ways to Improve Your Class Participation Experience", and "Self-Calming and Self-Recharging Activities," 9 pages total.

National Geographic, "Globalization", 2 pages.

Mauro F. Guillen, "Five Hundred Years of Globalizing Events", 1 page.

Selections for a philosophical moral values frame to apply to globalization: Greg Urban, *Metaphysical Community: The Interplay of the Senses and the Intellect*, p. 19; F.A. Hayek, *The Constitution of Liberty* (1960; University of Chicago, 2011), pp. 96-98; and Adam Smith, Excerpts from "Book 1, Ch. 1: Of The Division of Labour" and "Book 5, Ch. 1, Part III: "Of the Expense of the Institutions for The Education of Youth" in *The Wealth of Nations* (1776; New York: The Modern Library, 2000), pp. 3-10, 839-843, 846.

Class 2, Week 2 (Monday, July 8): What is Globalization?

Jeffrey D. Sachs, Selections from “The Seven Ages of Globalization” and “The Digital Age (Twenty-First Century)”, in *The Ages of Globalization: Geography, Technology, and Institutions* (Columbia University Press, 2020), pp. TBD.

Watch on your own before class: *Origin* (2023)

PART II: GLOBAL LINKAGES IN THE PRE-MODERN WORLD (1400s-1700s)

Class 3, Week 2 (Wednesday, July 10): Early Trade

Michel-Rolph Trouillot, *Global Transformations: Anthropology and the Modern World* (Palgrave Macmillan, 2004), pp. 29-46.

Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (Penguin Books, 1986), pp. TBD.

David W. Galenson, *The Rise and Fall of Indentured Servitude in the Americas: An Economic Analysis*, *Journal of Economic History* 44:1 (March 1984), pp. 13-18, 21-24.

Class 4, Week 2 (Friday, July 12): Colonialism

NOTE: 1st FRIDAY REFLECTION PAPER DUE TODAY

Kris Manjapra, *Colonialism in Global Perspective* (Cambridge University Press, 2020), pp. TBD.

“An African Voice of Ambivalence? Nzinga Mbemba (Afonso I), Letters to the King of Portugal,” in *The Human Record: Sources of Global History, Volume 1*, 4th ed., eds. Alfred J. Andrea and James H. Overfield (Houghton Mifflin, 2001), pp. 471-474.

Jamaica Kincaid, “On Seeing England for the First Time,” *Transition* 51 (1991), pp. 32-40.

Frantz Fanon, Excerpt from “On Violence”, *The Wretched of the Earth* (1961; Grove Press, 2005), pp. TBD.

Jared Diamond, “Malthus in Africa: Rwanda’s Genocide” in *Collapse: How Societies Choose to Fail or Succeed* (Penguin Books, 2005), 10 pages total.

PART III: THE STATE OF GLOBALIZATION AROUND THE 1800s

Class 5, Week 3 (Monday, July 15): The Industrial Revolution and the Changing Nature of Employment

E. P. Thompson, Excerpt from “Time, Work-Discipline, and Industrial Capitalism,” *Past and Present* 38 (December 1967), pp. TBD.

Friedrich Engels, *The Condition of the Working Class in England* (1845; Oxford University Press, 2009), pp. 15-31.

Emile Zola, *Germinal* (1885; Chatto & Windus, 1914), pp. 10-22, 51.

Christopher Clark, Excerpt from “Household Economy, Market Exchange and the Rise of Capitalism in the Connecticut Valley, 1800-1860,” *Journal of Social History* 13:2 (Winter 1979), pp. TBD.

Thomas A. Kinney, *The Carriage Trade: Making Horse-Drawn Vehicles in America* (John Hopkins University Press, 2004), pp. 224-226.

Erica Jaffe Redner, “Welfare Capitalism: A Panacea for Labor-Management Inequality?”, 1 page.

Briefly refamiliarize yourself (from Class 1) with: Adam Smith, excerpts from “Book 1, Ch. 1: Of The Division of Labour” and “Book 5, Ch. 1, Part III: “Of the Expense of the Institutions for The Education of Youth” in *The Wealth of Nations* (1776; New York: The Modern Library, 2000), pp. 3-10, 839-843, 846.

Class 6, Week 3 (Wednesday, July 17): Democratization and the Birth of the Nation State

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Revised Ed. (Verso, 2006), pp. 1-7, 37-46.

Skim: Kurt Weyland, “The Diffusion of Revolution: ‘1848’ in Europe and Latin America,” *International Organization* 63:3 (Summer 2009), pp. 391-408, 416-418.

John C. Torpey, *The Invention of the Passport: Surveillance, Citizenship and the State*, 2nd ed. (Cambridge University Press, 2000), pp. 1-18.

Class 7, Week 3 (Friday, July 19): Migration from Europe to the United States, and from Asia to the Americas and West Indies, in the 1800s and Early 1900s

NOTE: 2nd FRIDAY REFLECTION PAPER DUE TODAY

Library of Congress, “Immigration to the United States, 1851-1900” and “Immigrants in the Progressive Era”, 2 pages.

Herbert G. Gutman, Excerpt from “Work, Culture, and Society in Industrializing America, 1815-1919”, *The American Historical Review* 78:3 (June 1973), pp. 537-541.

Erica Jaffe Redner, “Welfare Capitalism: A Panacea for Labor-Management Inequality?”, pp. 8-10.

Stephen Meyer, “Assembly-Line Americanization” in *The Five Dollar Day: Labor Management and Social Control in the Ford Motor Company, 1908-1921* (SUNY Press, 1981), pp. 77-78, 149-168.

James R. Barrett and David Roediger, “Inbetween Peoples: Race, Nationality and the New Immigrant Working Class,” in *American Exceptionalism: US Working-Class Formation in an International Context* (Palgrave Macmillan, 1997), pp. 181-186, 204-209.

Charles Hirschman, Excerpt from “The Contributions of Immigrants to American Culture”, *Daedalus* 142:3 (Summer 2013), pp. TBD.

Briefly refamiliarize yourself (from Class 3) with: David W. Galenson, *The Rise and Fall of Indentured Servitude in the Americas: An Economic Analysis*, *Journal of Economic History* 44:1 (March 1984), pp. 13-18, 21-24.

PART IV: THE ACCELERATING RATE OF GLOBALIZATION IN THE 1900s AND EARLY 2000s

Class 8, Week 4 (Monday, July 22): Technological Innovation and Increased Cross-Cultural Diffusion

NOTE: 1st APPLICATION PAPER DUE TODAY

Greg Urban, *Metaculture: How Culture Moves through the World* (University of Minnesota Press, 2001), pp. TBD.

Skim: Council on Foreign Relations, “Two Hundred Years of Global Communications” and “Trains, Planes, and Shipping Containers: Three Innovations Shaped How People and Goods Move Around the World Today” (December 17, 2022), 30 pages.

Theodore C. Bestor, “How Sushi Went Global,” *Foreign Policy* 121 (November/December 2000), pp. 54-63.

Yunxiang Yan, “McDonald’s in Beijing: The Localization of Americana,” in *Golden Arches East: McDonald’s in East Asia*, ed. James L. Watson (Stanford University Press, 2006), as abridged for the *New York Times*, pp. 1-8.

Madelaine Drohan and Alan Freeman, “English Rules,” in *Globalization and the Challenges of a New Century*, eds. Howard D. Mehlinger, Matthew Krain, and Patrick O’Meara (Indiana University Press: 2000), pp. 428-434.

Class 9, Week 4 (Wednesday, July 24): The Evolution of Production, Part I (Labor in the US and American Business Expansion Abroad)

Short excerpts illustrating important international post-World War II international market phenomenon: David Harvey, *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change* (Blackwell, 1991), p. 137, 185, 141 (in that order) and Peter Cappelli, *The New Deal at Work: Managing the Market-Driven Workforce* (Harvard Business School Press, 1999), pp. 75, 95-96.

Peter Cappelli, Excerpt from “The Pressures to Restructure Employment” in *The New Deal at Work: Managing the Market-Driven Workforce* (Harvard Business School Press, 1999), pp. 70-74.

David Harvey, *A Brief History of Neoliberalism* (Oxford University Press, 2005), pp. 1-4.

Louis Uchitelle and N. R. Kleinfield, “On the Battlefields of Business, Millions of Casualties,” *New York Times* (March 3, 1996), pp. 1-8.

Peter Goodman, “The Robots are Coming, and Sweden is Fine.” *New York Times* (December 27, 2017).

U.S. Customs and Border Protection, “North American Free Trade Agreement”, 1 page.

Mauro Guillen, “NAFTA’s Impact on the U.S. Economy: What Are the Facts?” *Knowledge at Wharton* (September 6, 2016).

Charles Duhigg and Keith Bradsher, Excerpt from “How the U.S. Lost Out on iPhone Work,” *New York Times* (January 21, 2012), pp. 1-8.

Thomas L. Friedman, *The World is Flat: A Brief History of the Twenty-First Century* (Picador, 2007), pp. 138-139.

Short excerpts illuminating the reality that American corporations had operations in foreign countries long before they began offshoring the production of goods that were destined for the US market: Raymond Vernon, *Sovereignty at Bay: The Multinational Spread of US Enterprises* (Basic Books, 1971), pp. 194-195, and Stephen Herbert Hymer, “Table 1.1.” in *The International Operations of National Firms: A Study of Direct Foreign Investment* (The MIT Press, 1960), p. 3.

Katherine S. Newman, *Falling from Grace: Downward Mobility in the Age of Affluence* (University of California Press, 1988), pp. 70-71, 192-197.

Ilana Gershon, *Down and Out in the New Economy: How People Find (Or Don’t Find) Work Today* (University of Chicago Press, 2017), pp. TBD.

Class 10, Week 4 (Friday, July 26): The Evolution of Production, Part II (Labor in the Global South)

NOTE: 3rd FRIDAY REFLECTION PAPER DUE TODAY

Elana Shever, Excerpt from “Affective Reform (Ch. 1)” in *Resources for Reform: Oil and Neoliberalism in Argentina* (Stanford University Press, 2012), pp. TBD.

Selections on production in Mexico: Melissa W. Wright, *Disposable Women and Other Myths of Global Capitalism* (Taylor & Francis, 2006), pp. TBD, and Ron French, *Driven Abroad: The Outsourcing of America* (RDR Books, 2006), pp. TBD.

Selection on production in China: Leslie T. Chang, *Factory Girls: From Village to City in a Changing China* (Random House, 2009), pp. TBD.

Selections on production in Africa: Ching Kwan Lee, Excerpt from “Raw Encounters: Chinese Managers, African Workers and the Politics of Casualization in Africa’s Chinese Enclaves,” *The China Quarterly* 199 (September 2009), pp. TBD, and Jerry Useem, “Exxon’s African Adventure: How to Build a \$3.5 Billion Pipeline—with the ‘Help’ of NGOs, the World Bank, and Yes, Chicken Sacrifices,” *Fortune* 145:8 (April 15, 2002), pp. 1-7.

Class 11, Week 5 (Monday, July 29): Developments in American Foreign Affairs, the Global Political Order, and Huntington's Clash of Civilizations Prediction

Library of Congress, "U.S. Participation in the Great War (World War I)", "Americans React to the Great Depression", "World War II", "Bretton Woods Conference & the Birth of the IMF and World Bank", and "The Post War United States, 1945-1968: Overview", 4 pages total.

U.S. National Archives, "Japanese-American Incarceration During World War II", 2 pages.

Ruth Benedict, *The Chrysanthemum and the Sword: Patterns of Japanese Culture* (1946; Mariner Books, 1989), pp. TBD.

The Canadian Encyclopedia, Excerpts from "General Agreement on Tariffs and Trade (GATT)" and "Canada and the World Trade Organization", 3 pages total.

European Union, Excerpts from "History of the European Union, 1945-59", 1 page.

Council on Foreign Relations, "What Brexit Means" (July 22, 2019), 9 pages.

Chicago Council on Global Affairs, "Where are U.S. Military Stationed Around the World?" (October 25, 2023), 1 page.

Samuel P. Huntington, Excerpts from "The Clash of Civilizations?", *Foreign Affairs* (1993), pp. TBD.

Michael Scott Doran, Excerpt from "Somebody Else's Civil War", *Foreign Affairs* 81:1 (January/February 2002), pp. TBD.

Class 12, Week 5 (Wednesday, July 31): The Evolution of Consumption

Excerpts from Emile Durkheim, *The Division of Labor in Society* (1933; The Free Press, 1997), p. 15, and from Karl Marx and Frederick Engels, *The German Ideology* (1932; International Publishers, 1986), p. 49.

Briefly refamiliarize yourself with (from Class 1): F.A. Hayek, *The Constitution of Liberty* (1960; University of Chicago, 2011), pp. 96-98

Jeffrey Kaplan, "The Gospel of Consumption and the Better Future We Left Behind," *Orion Magazine* (May/June 2008), pp. 1-7.

Lizabeth Cohen, Excerpt from "The Emergence of the Consumers' Republic," in *A Consumers' Republic* (Vintage Books, 2003), pp. 112-133.

John Micklethwait and Adrian Wooldridge, Excerpt from *The Company: A Short History of a Revolutionary Idea* (Modern Library, 2005), p. 132.

Frederick Errington, Tatsuro Fujikura, and Deborah Gewertz, "Instant Noodles as an Antifriction Device: Making the BOP with PPP in PNG," *American Anthropologist* 114:1 (2012), pp. 19-28.

Class 13, Week 5 (Friday, August 2): Migration from the Global South to the United States and Europe

NOTE: 4th FRIDAY REFLECTION PAPER DUE TODAY

U.S. Citizenship and Immigration Services, “Post-War Years”, 1 page.

Pew Research Center, “Key Facts about U.S. Immigration Policies and Biden’s Proposed Changes” (January 11, 2022), 9 pages.

Sonia Nazario, *Enrique’s Journey* (Random House, 2007), pp. TBD.

Selections from assorted *New York Times* articles on migration into the U.S. in 2024.

Christoph Albert, Excerpt from “The Labor Market Impact of Immigration: Job Creation versus Job Competition,” *American Economic Journal: Macroeconomics* 13:1 (January 2021), pp. TBD.

Migration Data Portal, “Migration to Europe from the Maghreb Countries” and “Migration to the Gulf from Egypt, Libya and Sudan”, 1 page.

Human Rights Watch, “Questions and Answers on the Danish Cartoons and Freedom of Expression”, pp. 1-5.

Raphael Cohen-Almagor, Excerpt from “Indivisibilité, Sécurité, Laïcité: The French Ban on the Burqa and the Niqab”, *French Politics* (October 19, 2021), p. 4.

PART V: THE CURRENT MOMENT

Class 14, Week 6 (Monday, August 5): Inequality Under Globalization

NOTE: 2nd APPLICATION PAPER DUE TODAY

Michael Hirsh, “Economists on the Run,” *Foreign Policy Magazine* (October 22, 2019).

John Micklethwait and Adrian Wooldridge, Excerpt from *The Company: A Short History of a Revolutionary Idea* (Modern Library, 2005), pp. 126, 157.

Erica Jaffe Redner, “Living their Values in Precarious Times: What the Appeal of Philadelphia’s Refinery Jobs Can Tell Us About the Kinds of Opportunities We Need to Be Creating for More Non-College-Educated Workers”, pp. 1-24.

Rob Reich, “The Future of Manufacturing, GM, and American Workers (Part II),” *Rob Reich’s Blog* (May 31, 2009).

Briefly refamiliarize yourself with (from Classes 1 and 12): F.A. Hayek, *The Constitution of Liberty* (1960; University of Chicago, 2011), pp. 96-98

Revisit your notes from: *Origin* (2023)

Class 15, Week 6 (Wednesday, August 7): Globalization and the 2024 Election

Dani Rodrik, Selected text from “Why Does Globalization Fuel Populism? Economics, Culture, and the Rise of Right-Wing Populism,” *Annual Review of Economics* 13 (2021), pp. TBD.

Selections from assorted *New York Times* articles identifying different demographics that have supported Trump.

Selections from assorted articles evaluating Trump’s threat to democracy.

Keith Collins and Jasmine C. Lee, “How Trump’s Trade War Went from 18 Products to 10,000,” *New York Times* (July 11, 2018). Interactive article accessible only by web:

<<https://www.nytimes.com/interactive/2018/07/11/business/trade-war.html>>.

Eileen Sullivan and Colbi Edmonds, “Biden, the Border, and Why a New Wall is Going Up,” *New York Times* (October 6, 2023).

Hurubie Meko, “What to Know about the Migrant Crisis in New York City,” *New York Times* (December 6, 2023).

Class 16, Week 6 (Friday, August 9): Conclusion

NOTE: 5th FRIDAY REFLECTION PAPER DUE TODAY

Dani Rodrik, *The Globalization Paradox: Democracy and the Future of the World Economy* (W. W. Norton & Co., 2011), pp. TBD.