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POL 241 Globalization Syllabus

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Lehman College, CUNY
School of Natural & Social Sciences
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pol 241
globalization

Professor Graulau
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W, 6:00PM - 8:40PM

Office hours by appointment only
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Hernán Cortés in Tlaxcala, Lienzo de Tlaxcala (A.D. 1530-1540). Benson Latin American Collection, UT-Austin.

The birth of globalization

'A project of commerce to the East Indies [China] gave occasion to the first discovery of the West.' With these words, Adam Smith summarized the cause and origins of age of discoveries, an unprecedented time in world history. For the first time after A.D. 1492, trade connected Europe, the Americas, Africa, and Asia, causing dynamic and enduring change everywhere. The Columbian Exchange took off and Spain became a global superpower. However, xenophobia, wars, and exploitation became the torch with which Europe spread 'civilization' to the rest of the world. Military conquests and crusading campaigns against aboriginal peoples of the Americas gave Spain the upper hand until a series of economic crises forced Spain to confront the dilemmas of global power. Exhausted by war against European rivals, internal rebellions, treason, and debt, the Spanish Empire began its decline. The rise and fall of this mighty superpower, the dynamic changes it set in motion, and the global economy it unleashed, are the central themes of this course.

COURSE LEARNING OUTCOMES

1. Demonstrate basic geographic literacy pertinent to the study of globalization.
2. Evaluate author's viewpoints, general beliefs, and interpretation of events when studying primary sources.
3. Identify in written statements key events, people, ideas, places, and phenomena that led the rise of the modern world economy and its empires.
4. Identify in written statements general historical causation and connections among local and global events.
5. Explain in general statements the connections between history and globalization.

METHOD	Guided lectures, zoom meetings, in-class exams, and independent learning sessions.
REQUIREMENTS	Attendance is a course requirement (see *2024-2025 Undergraduate Bulletin*). Students must read assigned chapters, participate in class, and take comprehensive notes. *The responsibility for compliance with the regulations in Undergraduate Bulletin rests entirely with the student.*

CATALOGUE DESCRIPTION

Introduction to the political history of globalization. Historical changes in the national, corporate, and individual pursuit of power and wealth. Global flows of trade, migration, and information technology. The effects of globalization on nation-states. The course fulfills 3-credit hours of general education requirements in World Cultures and Global Issues.

GOAL

The purpose of the course is to provide students with theoretical, methodological, and conceptual tools for understanding world history from a Political Science perspective; to study connections between development and underdevelopment, and between the 16th century 'birth of globalization' and 21st century globalization; and to teach students to think critically about their human experience in relation to the history of modern empires in the Atlantic world.

GRADING

IN-CLASS EXAMS

concept map exam	30%	The map exam evaluates geographic literacy pertinent to the study of globalization. Students will build a concept map describing a concise event leading to the birth of globalization. The event to be described will be thoroughly discussed in class before examination day.
1st essay exam	40%	These exams consist of short essays. Examples of short-essay questions will be discussed in class. Short-essay exams evaluate the following abilities: comprehension and retention of Social Science vocabulary; placing events in chronological order; organizing and understanding arguments; comparing and contrasting basic structures and functions of sixteenth-century empires; and identifying causes and effects of globalization.
2nd essay exam	30%	

ACADEMIC INTEGRITY

Generative AI tools, which are systems like ChatGPT that can create content such as text, images, or music based on input data, are NOT permitted at any stage of coursework. Tools designed to assist in grammar and spelling, such as Grammarly, are acceptable.

OPEN ACCESS COURSE MATERIALS

Textbooks

The Global Spanish Empire: five hundred years of place making and pluralism, ed. C.D. Beaule & J.G. Douglas (The University of Arizona Press, 2020, open-access ed. 2021).

New World objects of knowledge: a cabinet of curiosities, ed. M. Thurner & J. Pimentel (University of London Press, open-access ed. 2021).

Primary Sources & Maps

HANDOUT POL 241 Thinking through primary sources
The handout contains excerpts from primary sources translated by National Humanities Center. Available for download at Bb course page.

Digital Humanities Sources
Open-access art expositions, interactive maps, timelines, and conferences.

Tips for Reading Primary Sources	'When reading primary sources, it is important to answer the following questions: 'When and where was the document written? Who wrote the document? What is the story line? Who was the document intended's audience? Why was the document written? What can we learn about the society that produced this document?' *nationalhumanitiescenter.org*.
Tips for Reading Concept Maps	Concept maps are visual representations of information that help you see the 'big picture,' allowing you to 'learn better visually.' They help you classify information and make meaningful connections based upon concepts, making it easier to remember details. *learningcenter.unc.edu*.

WEEKLY TOPICS & READING SCHEDULE

1st week: The beginnings of Iberian maritime expansion and Mediterranean conquests.
Read: chap. 1 'Contact, colonialism and fragments of empire.'
HANDOUT Papal Bull *Dum Diversas* (A.D. 1452) & Papal Bull *Romanus Pontifex* (A.D. 1455).

2nd week: The Spanish conquest of the New World.
Read: HANDOUT Papal Bull *Inter Caetera* (A.D. 1493); *The Columbus Letter* (A.D. 1493).
Digital Humanities Source: Art exposition 'La Orden del Toisón de Oro,' Musea Brugge, https://www.museabrugge.be/es/colecciones/exposiciones-electr%C3%B3nicas/de-orde-van-het-gulden-vlies-1.
Recommended: Documentary *When the Moors ruled in Europe* (UK, 2005) youtube channel.

3rd week: Land occupation in 'times of crime.'
Read: chap. 2 'Colonization, transformation and indigenous cultural persistence.'
HANDOUT Bartolomé De Las Casas, *Destruction of the Indies* (A.D. 1542/1552); *Requerimiento: pronouncement to be read to defeated Indians* (A.D. 1510).
Digital Humanities Source: 'Conversations with Sir John Elliot,' Fundación Consejo España - EE.UU. (2014), https://www.youtube.com/watch?v=ASXbFUQH-98&t=530s.

4th week: Concept-map exam. Classroom TBA.

5th week: War against Amerindians, 'infidels, and pagans.'
Read: chap. 3 'Native American responses to Spanish contact' & chap. 6 'When the saints go marching in: religious place making in the Andes.'
HANDOUT: 'The Andes' & 'The Inca mummy,' in *New World objects*.
Recommended: Documentary 'Tlatelolco: la resistencia,' INAH, Mexico, https://mediateca.inah.gob.mx/repositorio/islandora/object/documental%3A115

6th week: The fall of Tenochtitlan and Cuzco.
Digital Humanities Sources: 'The death of Tenochtitlan' https://amoxcalli.hypotheses.org/52826 & 'Machu Pichu: a royal estate,' https://books.openedition.org/pressesinalco/26680.
Recommended: Film *Álvar Núñez, Cabeza de Vaca* (Spain, 1990), available youtube channel.

7th week: 1st essay exam (2 hours). Classroom TBA.

8th week: Plundering Amerindian lands & colonial commodity trade.
Read: HANDOUT 'Pearls, Cochineal and Cacao' & 'Potato and Guano,' in *New World objects*.
Digital Humanities Source: 'La verdadera historia de Hernán Cortés,' Prof. Carlos Martínez Shaw, Fundación Juan March (2016), https://www.youtube.com/watch?v=jyqJgoFXp7A.

9th week: From plundering to production: the rise of capital-intensive economies.
Read: HANDOUT 'Potosi and the piece of eight,' 'Extractive economy,' in *New World objects*, & 'Sugar mills in Mexico.'
Digital Humanities Source: 'Domains: the Colonial Spanish America Digital Jurisdiction Project,' https://fiugis.maps.arcgis.com/apps/MapSeries/index.html?appid=c19e8607b13e4592b0eab0f197b9bb95.

10th week: Labor institutions: encomienda, repartimiento, mita & slavery
Read: HANDOUT 'Establishing colonial rule in a frontier encomienda' & 'Implementing the *asiento* and smuggling: a perspective from the Isthmus of Panama and Pacific South America.'
Digital Humanities Sources: 'West-Africa in the Atlantic,' https://transatlantic-cultures.org/ & 'Trans-Atlantic slave trade,' https://www.slavevoyages.org/blog/tag/intro-maps.
Recommended: 'La fiebre del oro y del azúcar en Chiapas,' https://doi.org/10.15359/rh.85.9.

11th week: The power of the 'Dragon' and vulnerability of Spanish colony of Manila.
Read: HANDOUT 'Silver, rouges and trade networks: Sangleyes and Manila Galleons.'
Digital Humanities Source: 'The extraordinary historical journey of Magellan,' https://www.proxi.co/blog/interactive-map-of-magellans-route.

12th week: The Manila-Acapulco trade & the dawn of globalization.
Read: chap. 8 'Place making in the colonial period Philippines' & 'Manila' at capasia.eu.
Digital Humanities Source: 4 Corners of the World Blog 'Negotiating Empire, Part II: Translation in the Philippines under Spanish Rule, 16th-19th centuries,' https://blogs.loc.gov/international-collections/about/.

13th week: 2nd essay exam (2 hours). Classroom TBA.

USEFUL INFORMATION

Academic integrity
The course abides by CUNY Policy of Academic Integrity.

Tutoring assistance
The Academic Center for Excellence provides tutoring in the Humanities and Social Sciences. It offers weekly and walk-in tutoring, and writing and academic-skills workshops. The student is advised to contact ACE early in the semester at phone no. 718-960-8175 and take advantage of ACE services.

Syllabus and course materials are subject to change at the discretion of the Instructor.

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