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<p>HIS 381 Spring 2014 [40185] Wednesday, 3:00-6:00, Garrison 1.122 Graduate Seminar: Capitalism and Global History</p>
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This seminar explores attempts by historians and social scientists, both classic and very recent, to conceptualize global history and the history of capitalism. The goal is to give seminar members a place to apply transnational and global approaches to their own research agendas. A premise of this course is that contemporary forms of globalization represent the latest phase in a far longer process, which can be traced to the twelfth century and earlier. Among the debates we will engage are those over the emergence and nature of capitalism, the economic divergence between Europe and Asia, the transatlantic slave trade, the Industrial Revolution, consumer society and family structure, economic development and underdevelopment, imperialism, global crises and depressions, the rise of Fordism, and the shift from Fordism to neo-liberal globalization.

Required readings:

Available from online booksellers. Copies of most books are on two-hour reserve at the PCL, and a few are available as electronic books. Some we will read more completely than others (see below).

1. Robert C. Allen, *The British Industrial Revolution in Global Perspective* (Cambridge Univ. Press, 2009). ISBN: 978-0521687850 [Paperback]
2. Giovanni Arrighi, *The Long Twentieth Century: Money, Power, and the Origins of Our Times* (updated edition, Verso, 2010). ISBN: 978-1844673049 [Paperback]
3. Fernand Braudel, *The Perspective of the World, Civilization & Capitalism, 15th-18th Century*, Vol. 3 (Univ. of California Press, 1992 [orig. 1979]). ISBN: 978-0520081161 [Paperback]
4. Robert Brenner, *The Economics of Global Turbulence* (Verso, 2006). ISBN: 978-1859847305
5. Eric Hobsbawm, *The Age of Capital, 1848-1875* (Vintage, 1996 [orig. 1975]). ISBN: 978-0679772545 [Paperback]
6. Eric Hobsbawm, *The Age of Empire, 1875-1914* (Vintage, 1989 [orig. 1987]). ISBN: 978-0679721758 [Paperback]
7. Karl Marx, *Capital*, Vol. I, trans. Ben Fowkes (Penguin, 1990). ISBN: 978-0140445688 [Paperback]

8. Prasannan Parthasarathi, *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600–1850* (Cambridge Univ. Press, 2011). ISBN: 978-0521168243 [Paperback]
9. Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton Univ. Press, 2001). ISBN: 978-0691090108 [Paperback]
10. Adam Tooze, *The Wages of Destruction: The Making and Breaking of the Nazi Economy* (Penguin, 2008). ISBN: 978-0143113201 [Paperback]
11. Jan de Vries, *The Industrious Revolution: Consumer Behavior and the Household Economy, 1650 to the Present* (Cambridge Univ. Press, 2008). ISBN: 978-0521719254 [Paperback]
12. Eric Williams, *Capitalism and Slavery* (Univ. of North Carolina Press, 1994 [orig. 1944]). ISBN: 978-0807844885 [Paperback]
13. Handouts and online or electronic reserve readings as specified over the course of the semester (some listed below, some to be announced).

For your reference, we've also placed the following texts on one-day reserve at the PCL.

Toyin Falola and Emily Brownell, eds., *Africa, Empire and Globalization* (Carolina, 2011). [Several chapters by UT History Dept. authors.]

A. G. Hopkins, ed., *Globalization in History* (Norton, 2002).

A. G. Hopkins, ed., *Global History: Interactions between the Universal and the Local* (Palgrave Macmillan, 2006). [All chapters are by UT History Dept. authors.]

Eric Hobsbawm, *The Age of Revolution, 1789-1848* (Vintage, 1996 [orig. 1962]). ISBN: 978-0679772538 [Paperback]

Mark Metzler, *Capital as Will and Imagination: Schumpeter's Guide to the Postwar Japanese Miracle* (Cornell, 2013).

Mark Metzler, *Lever of Empire: The International Gold Standard and the Crisis of Liberalism in Prewar Japan* (California, 2006).

Course Schedule (subject to revision)

(Blackboard) = Electronic reserves (on Blackboard)

(JSTOR) = On JSTOR (access via UT Libraries: <http://www.lib.utexas.edu/indexes/index.php>)

Week 1. (1/15) Introduction

Week 2. (1/22) World history, market economy, and capitalist economy

1. Fernand Braudel, *The Perspective of the World*, chapters 1–3 and 6 (pp. 17–276 and 536–632).

Week 3. (1/29) Industrious revolutions

1. Jan de Vries, *The Industrious Revolution*, ch. 1–4 (to p. 185).
2. **(Blackboard)** Ester Boserup, *The Conditions of Agricultural Growth* (1965), pp. 1–27.
3. **(Blackboard)** Mark Metzler and Gregory Smits, “Introduction: The Autonomy of Market Activity and the Emergence of *Keizai* Thought.” In *Economic Thought in Early Modern Japan*, ed. Bettina Gramlich-Oka and Gregory Smits (Brill, 2010), pp. 1–19.
[read quickly as background; ch. 9 (also part of the pdf file) is not assigned reading]
4. **(Blackboard)** Kaoru Sugihara, “The State and the Industrious Revolution in Tokugawa Japan.” London School of Economics Working Paper, February 2004 (16-page manuscript).
5. **(Blackboard)** Osamu Saito, “Pre-Modern Economic Growth Revisited: Japan and the West.” LSE Working Paper, June 2005 (46-page manuscript).

Week 4. (2/5) Great divergences (1)

1. Kenneth Pomeranz, *The Great Divergence* (entire).

Week 5. (2/12) Great divergences (2)

1. Prasannan Parthasarathi, *Why Europe Grew Rich and Asia Did Not* (entire).
2. **(Blackboard)** James Vaughn, “The Metropolitan Moment: The Crisis of Britain’s Whig Regime and the Political-Economic Transformation of the British Empire in the 1760s.” In *1763 and All That: Temptations of Empire in the British World in the Decade After the Seven Years’ War*, eds. Robert Olwell and James Vaughn (manuscript, approximately 30 pages).

Week 6. (2/19) Slavery and the Atlantic world

1. Eric Williams, *Capitalism and Slavery* (entire).

Week 7. (2/26) Industrial revolution, consumer revolution, and demographic revolution

1. Robert C. Allen, *The British Industrial Revolution in Global Perspective* (entire).
2. Jan de Vries, *The Industrious Revolution*, ch. 5–6 (pp. 186–273).
3. In-class lecture (approximately 45 minutes): James Vaughn, “Marx on the emergence and crisis of bourgeois society.”

Week 8. (3/5) Industrial capitalism and proletarianization

1. Karl Marx, *Capital*, Vol. I: read ch. 1: The Commodity (pp. 125–177), ch. 10: The Working Day (pp. 340–416), ch. 13: Co-operation (pp. 439–454), ch. 14: The Division of Labour and Manufacture (pp. 455–491), and ch. 15: Machinery and Large-Scale Industry (pp. 492–639).

[Spring break]

By the end of spring break, please submit a 3-page project description (including an abstract of 200–300 words, an outline, and a brief bibliographic essay).

Week 9. (3/19) Europe and the world, 1840s–1910s

1. (**Blackboard**) Eric Hobsbawm, *The Age of Revolution*, ch. 16 (pp. 297-308).
2. Eric Hobsbawm, *The Age of Capital*, ch. 1-9 and 16 (pp. 1-169 and 303-308).
3. Eric Hobsbawm, *The Age of Empire*, ch. 1-6, 12-13, and epilogue (pp. 1-164 and 276-340).
4. (**Blackboard**) Mark Metzler, Preface to *The Great Depression of 1873–1896: A Global History* (manuscript, about 5 pages).

Week 10. (3/26) The Great Depression and fascism

1. (**Blackboard**) Mark Metzler, *Lever of Empire*, Preface, chs. 1, 2, and 8 (about 50 pages).
2. Adam Tooze, *The Wages of Destruction*, Preface–ch. 9 and ch. 20 (pp. xix–325 and 656–676).

Week 11. (4/2) Postwar capitalism: from Fordism to neo-liberal globalization

1. (**Blackboard**) David Harvey, *The Condition of Postmodernity* (Blackwell, 1989), ch. 7-10 and 15–17 (pp. 121-188 and 240-307).
2. (**Blackboard**) David Harvey, *A Brief History of Neoliberalism* (Oxford Univ. Press, 2005), ch. 3-6 (pp. 64-182).
3. (**Blackboard**) Mark Metzler, *Capital as Will and Imagination* (Cornell Univ. Press, 2013), pp. 1–14, 36–52, and 204–223.

Week 12. (4/9) Global hegemony and financialization

1. Giovanni Arrighi, *The Long Twentieth Century* (entire).
2. In-class lecture (approximately 45 minutes): Mark Metzler, “Global turbulence.”

Week 13. (4/16) Booms and bubbles since the 1970s

1. Robert Brenner, *The Economics of Global Turbulence* (entire).

Week 14. (4/23) Project work: presentations and discussion

Summarize the methodological challenges and interim conclusions of your own project.

Week 15. (4/30) Project work

[continued]

Seminar requirements and grading:

- I. Discussion and weekly short essays (see below):** one overall grade, worth 50% of the course grade (discussion work is judged on both quantity and quality).

Please remember to **take notes** during seminar meetings. You should finish a graduate seminar with a full notebook.

Attendance is required.

- II. Final essay of 4,500–5,000 words:** due at our final seminar meeting; 50% of course grade.

Topic: Situate your own research work in a global-historical context.

This seminar aims for big thinking and synthesis, so it is appropriate to base your essay mainly on secondary scholarship. It would be ideal if your essay engaged closely with

theories and approaches presented during the seminar; if this would be too strained or unproductive a fit, let's discuss alternative theoretical approaches.

This essay should be based substantially on reading additional to the assigned reading. It should not be a recycled version of a paper you have written for a previous seminar, but do feel free to directly include and adapt material from your weekly essays, as appropriate.

(Meaning: approach the weekly essays as a chance to *develop ideas and construct modules* that you can employ in your own work.)

To repeat: use this essay as an opportunity to venture big, theoretical ideas.

A project proposal is due Week 9.

Weekly Papers

To be written for each week that has assigned readings. You may take four "passes" (= you'll write 8 papers total). You can pass on a paper for any week after the first three regular meetings—that is, everyone should write papers for Weeks 2, 3, and 4.

550–600 words each (please observe word limits and *include a word count* at the end of each paper).

Discussion Work

Active discussion, every week, is a core activity of the seminar. Whether you are making a presentation or not, please come to the seminar with a set of written ideas or questions and be prepared to offer them for discussion.

When it is your turn to initiate the discussion of a set of texts, please prepare a brief **outline** of your comments to hand out to the seminar. Please bring enough copies for all seminar members (including the instructors). It may be appropriate to introduce key words or to give significant quotations from the text. Depending on the topic, it may be appropriate to introduce some background information or ideas from other authors. The task is to give a brief presentation (about five or six minutes) rather than to be a discussion leader and elicit responses.

Email: We may need to send messages about the class by email, so be sure to regularly check the email account you have listed with the university. We welcome questions by email, but please provide hard copies of your essays rather than emailing them.

Accommodations: At the beginning of the semester, students with disabilities who need special accommodations should notify the instructors by presenting a letter prepared by the Services for Students with Disabilities Office (contact them at 471-6259 or 471-4641 TTY).