

## **FOUN 098: The Modern World-System**

**Meetings: 2:30-3:52 PM Tuesdays and Thursdays, Common Hour, 7:00-8:00 PM**

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Office Hours: Tuesday, Thursday, 10:30-12:00 and by appointment

### **Course Overview**

We live in a world that is, at once, increasingly integrated and fragmented. Even as forces such as global capitalism and new technologies claim to bring us closer together, fragmentation along regional, state, ethnic, religious, and other lines emphasize difference and conflict. This contemporary reality, as well as competing explanations for it, is regularly trumpeted from the pages of newspapers and magazines, internet sites, and airwaves. Yet how did the world become this way? Is this “global” space we live in new? If not, where did it come from? How has its history shaped its present?

In providing provisional explorations of these questions, this course invites you to think about our contemporary “condition” from a different perspective—a historical one. It seeks to provide a set of frameworks not to reconstruct world history as a seamless flow of “one-damn-thing-after-another” events, but rather as a set of linked processes that unfold unevenly over time and space and, in doing so, have produced a modern world-system.

The notion of a modern world-system, at its broadest, suggests that the history of the present can be best explained by looking at the way a set of broad processes—the emergence of states and empires, the rise of capitalism, and others—have constituted a more or less interconnected (and coherent) set of political-economic and socio-cultural conditions over the past 400 years. Understanding the interactions that take place within the modern world-system provides a critical way to explain the conditions that shaped historical events such as the “colonial encounter.” It also provides a way to begin to grasp how history has framed the ways that people differently engage with and understand the world in the present.

This course, then, will explore the modern world-system as a system in formation over a broad time frame. Looking at key moments of transition—from the rise of capitalism to contemporary economic liberalization—it will provide you with a set of tools to reimagine the relationship between the history, the local, and the global. The course makes no claim to be comprehensive in this outlook—to do so would be the work of multiple lifetimes (or gross oversimplification). Rather, it invites you into a conversation about the world we live in, its pasts, and its possible futures.

### **Learning Goals**

The course will help you to:

- Gain familiarity with, evaluate, and articulate the difference between, competing theories and concepts central to historical and contemporary politics
- Understand and deploy strategies that contextualize the relationship between a (global) whole and (local) parts
- Explore and outline the relationships between key actors and institutions in historical and contemporary global capitalism
- Explain key moments and processes in the making of the modern world-system
- Develop initial understandings of the various ways that this system was constituted through power-laden encounters between the “West” and the “rest” (or, if you prefer, between the North and the South)
- Learn how to locate contemporary world historical events in their historical and spatial context

- Clearly articulate, through writing and spoken word, why taking a global and historical view of contemporary local events changes our understanding of them in critical ways

**The Foundation Seminar**

This course is a Foundation Seminar. Foundation seminars introduce first-year students to the learning community in which they are expected to participate actively while at Bucknell. Through a wide variety of activities, students come to value and to emulate the characteristics of an engaged learner. In particular, they take responsibility for their own learning and understand how specific activities are related to the learning goals of a course. They take an active role in evaluating their own learning, and if necessary, seek assistance in order to achieve the learning goals. They can apply and transfer knowledge across disciplines and can make connections at various levels. They are aware that learning is a social act that requires collaboration and self-awareness as well as being receptive to constructive criticism and alternative ideas or solutions.

Students improve their ability to analyze, evaluate, and interpret materials they encounter to synthesize and communicate the results of their studies, and to create works of their own. This process fosters critical thinking skills complemented by the creative dimensions of imagination and insight. Through exposure to different perspectives, students come to realize the limitations of a single viewpoint, while learning to construct persuasive arguments based on close analysis of multiple viewpoints.

Learning Outcomes:

1. Students will develop writing, reading, speaking, listening, and information literacy skills necessary for collegiate-level academic work.
2. Students will develop capacities for independent academic work and become self-regulated learners.

**Course Format**

This is largely a discussion-based course, although I will occasionally provide framing lectures and will generally start off and close each class with some remarks that help to contextualized course topics and readings. I expect your full and active participation in class (discussed in more detail below). The course has a common hour which meets once a week in the evenings. This will be used largely to show films related to the course.

**Course Readings and Requirements:**

Component	Description	Weight
Participation	I expect you to attend class, complete all of the assigned readings, actively participate in discussions, show respect and encouragement to your peers, and participate with enthusiasm and professionalism in class activities.	25%
Portfolio	At the end of the semester you will submit a portfolio which will collect the following: <ul style="list-style-type: none"> <li>- 13 discussion questions with brief (1 para) justifications of why those questions were interesting to you and/or how they relate to a given day’s readings. NOTE—These must also be posted on Moodle as you write them.</li> <li>- 5 brief (2 para) responses to films that we watch over the course of the semester. The responses should address how the films do or do not illuminate a moment or process from within the Modern World-</li> </ul>	25%

	<p>System. NOTE—These must also be posted on Moodle as you write them.</p> <ul style="list-style-type: none"> <li>- 5 articles you find in contemporary news sources (such as <i>The New York Times</i>, <i>The Economist</i>, <i>The New York Review of Books</i>, etc.) that link to topics we are covering in the course. These must be accompanied by brief (2 para) explanations of how the stories link to or are informed by processes we are discussing in class. NOTE—These must also be posted on Moodle as you write them.</li> <li>- 2 Short (1-2 page) essays you will write during the course of the semester and my feedback on these pieces.</li> <li>- In-class writing that we will complete over the course of the semester including brief reflections, peer reviews, thought pieces, and more.</li> </ul> <p>NOTE—This portfolio will be graded on a pass/fail/high-pass scale.</p>	
Mid-Term Essay	5-7 page formal paper addressing course materials thus far (prompt will be provided).	<b>25%</b>
Final Essay	5-7 page formal paper linking course issues to a contemporary “world-historical” event.	<b>25%</b>

### Late Penalties

Late assignments will be subject to a late penalty of 10% per day (including weekends) of the total marks for the assignment. Late work must be submitted to me in hand during office hours.

Arrangements can be made when an assignment is late due to verifiable reasons beyond one’s control. Please, inform me immediately when circumstances prevent you from submitting an assignment on time..

### Academic Responsibility

Please, review Bucknell’s policies regarding:

- **Academic Integrity :** <http://www.bucknell.edu/x1340.xml>
- **Avoiding Plagiarism:** <http://www.bucknell.edu/x1341.xml>
- **Unauthorized Collaboration:** <http://www.bucknell.edu/x1344.xml>
- **Bucknell Resources for Research and Writing:** <http://www.bucknell.edu/x1342.xml>

### Students with disabilities

Bucknell is “committed to ensuring reasonable accommodations to all students who are diagnosed with disabilities (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992).

It is the responsibility of students with disabilities to identify themselves to the appropriate Associate Dean, to provide documentation of their disability, including an assessment of needs, and to discuss the types of accommodations that they may need. Given the many types, dimensions and complexities of disabilities, reasonable accommodations will be determined on an individual basis and shall be worked out with the assistance of the Associate Dean in consultation with the student, faculty members, and/or university staff. To provide the most appropriate services, the university reserves the right to review the diagnosis provided by the student and may suggest that a new or updated diagnosis be provided by the student.” For more information go to <http://www.bucknell.edu/DisabilityServices.xml>

## **E-mail Policy**

Please, feel free to contact me for any reason. However, please also keep in mind that I am as busy as you. Make sure you consult the course syllabus, other handouts, and the course Moodle BEFORE sending an e-mail. Note that e-mail should NOT be seen as an alternative to meeting with me during office hours. Nor should e-mail be used as a mechanism to receive private tutorials or to explain material that was covered in classes you've missed (those are your responsibility to obtain from your peers). To ensure that your e-mail reaches my inbox, include the course code (FOUN 098) and the nature of your question/comment in the subject of your e-mail.

## **Required Material**

The following required texts are available at the Campus Bookstore:

- Gandhi, M. 1997. *Hind Swaraj and Other Writings*. Edited by A. Parel. Cambridge University Press: New York.
- Kapuscinski, R. 1983. *The Emperor*. Vintage Books: New York.
- Reding, N. 2009. *Methland: The Death and Life of an American Small Town*. Bloomsbury: New York.
- Thurow, R. and S. Kilman. 2009. *Enough: Why the World's Poorest Starve in an Age of Plenty*. Public Affairs: New York.
- Wallerstein, I. 2005. *World-Systems Analysis: An Introduction*. Duke University Press: Durham.

Recommended:

- Prashad, V. *The Darker Nations: A People's History of the Third World*. The New Press: New York.

## **INRODUCTION**

*Thursday, August 23<sup>rd</sup>: Histories of the Present (how did we get from there to here, and why does it matter?)*

- Mann, C. 2011. "Shiploads of Money." Pp. 123-163 in *1493: Uncovering the New World Columbus Created*

## **THEORIZING THE MODERN WORLD SYSTEM**

*Tuesday, August 28<sup>th</sup>: What is the modern world-system and why should we think it?*

- Wallerstein, I. 2004. "To Start" and "Historical Origins of World-Systems Analysis." Pp ix-xii and 1-22 of *World-Systems Analysis: An Introduction*.

*Wednesday, August 29<sup>th</sup>: Common Hour*

- Film: *Inside Job*

*Thursday, August 30<sup>th</sup>: What are the "parts" of the Modern World-System and how do they relate to the "whole"?*

- McMichael, P. 1992. "Rethinking Comparative Analysis in a Post-Developmentalist Context." *ISSJ*. 133. Pp: 351-365.
- Wallerstein, I. 2004. "The Modern World-System as a Capitalist World Economy." Pp 23-41 of *World-Systems Analysis: An Introduction*
- **Short Essay 1 Assigned**

## **WRITING THE MODERN WORLD-SYSTEM (ROOTS & RISE)**

*Tuesday, September 4<sup>th</sup>: Were there world-systems before the "modern" one?*

- Abu-Lughod, J. 1989. "Studying a System in Formation" and "Restructuring the 13<sup>th</sup> Century World System." Pp 3-20 and 352-373 in *Before European Hegemony: The World System AD 1250-1350*.
- **Short Essay 1 Due**

*Wednesday, September 5<sup>th</sup> : Common Hour*

- Film: *Black Robe*

*Thursday, September 6<sup>th</sup> : How did this modern world-system get its start?*

- Braudel, F. 1977. "Afterthoughts on Material Life." Pp 3-35 of *Afterthoughts on Material Civilization and Capitalism*

## **COLONIALISM AND THE MODERN WORLD-SYSTEM**

*Tuesday, September 11<sup>th</sup> : What was the imperial project (1)?*

- Wallerstein, I. 2004. "The Rise of the States-System." Pp 42-59 in *World-Systems Analysis: An Introduction*.
- Davis, M. "Origins of the Third World." Pp 14-30 of *The Development Reader*

*Wednesday, September 12<sup>th</sup> : Common Hour*

- Film: *Aguirre: Wrath of God*

*Thursday, September 13<sup>th</sup> : What was the imperial project (2)?*

- Cooper, F. 2005. "States, Empires, and Political Imagination." Pp 153-203 of *Colonialism in Question: Theory, Knowledge, History*

*Tuesday, September 18<sup>th</sup> : The darker side(s) of the Imperial Project (1)*

- Hochschild, A. 1998. "Where there Aren't No Ten Commandments." Pp 115-149 of *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*

*Wednesday, September 19<sup>th</sup> : Common Hour*

- Film: *Kenya: White Terror*

*Thursday, September 20<sup>th</sup> : The darker side(s) of the Imperial Project (2)*

- Elkins, C. 2005. "Britain's Assault on Mau Mau" and "Screening." Pp 31-90 of *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*.
- **Short Essay 2 Assigned**

## **DECOLONIZATION AND THE CHANGING WORLD SYSTEM**

*Tuesday, September 25<sup>th</sup> : Why did the imperial project fail?*

- Adas, P. 2004. "Contested Hegemony." Pp 78-100 in *Decolonization: Perspectives from Now and Then*
- Wallerstein, I. "The Creation of a Geoculture." Pp 60-75 of *World-Systems Analysis: An Introduction*
- **Essay 2: Due—BRING 2 PRINTED COPIES TO CLASS**

*Wednesday, September 26<sup>th</sup> : Common Hour*

- Film: *Burn*

Thursday, September 27<sup>th</sup>: Case Study: Indian Decolonization (1)

- Gandhi, M. 1997 (1909). "Historical Context" and "Hind Swaraj." Pp xvii-xxxii and 5-41, and 66-119. Skim 42-65 of *Hind Swaraj and Other Writings*.
- Desai, A. 2011. "A Different Gandhi." *New York Review of Books*. April 28.

Tuesday, October 2<sup>nd</sup>: Case Study: Indian Decolonization (2)

- Butalia, U. 1998. "Blood: Part 1—Ranamama." Pp 29-52 in *The Other Side of Silence: Voices from the Partition of India*.
- Kumar, R. "The Troubled History of Partition." Pp 162-174 in *Decolonization: Perspectives from Now and Then*.
- Mishra, P. 2000. "The Birth of a Nation." *New York Review of Books*. October 5.

Wednesday, October 3<sup>rd</sup>: Common Hour

- Film: *The Battle of Algiers*

Thursday, October 4<sup>th</sup>: Case Study: Algerian Decolonization

- Fanon, F. 1963. "Concerning Violence." Pp 35-106 in *The Wretched of the Earth*
- Fanon, F. 1965. "Algeria Unveiled." Pp 35-68 in *A Dying Colonialism*
- Shatz, A. 2002. "The Torture of Algiers." *New York Review of Books*. November 21
- **Long Essay 1 Assigned**

Tuesday, October 9<sup>th</sup>: No Class—Fall Break

Wednesday, October 10<sup>th</sup>: Common Hour

- Library Information Session

Thursday, October 11<sup>th</sup>: Class Canceled—Instructor out of town

## **OTHER COLD WARS—DEVELOPMENT, MODERNIZATION, & POSTCOLONIALISM**

Tuesday, October 16<sup>th</sup>: Shifting Perspectives—How did America's "Civilizing Mission" shape postwar history?

- Cullather, N. 2007. "The Foreign Policy of the Calorie." *American Historical Review*. 112: 2. Pp 337-364.
- Rist, G. "The Invention of Development." Pp 69-79 in *The History of Development: From Western Origins to Global Faith*.
- **Long Essay 1 Draft Due**

Wednesday, October 17<sup>th</sup>: Common Hour

- Film: *The Fog of War*

Thursday, October 18<sup>th</sup>: The Rise of Modernization Theory.

- Rostow, WW. 2008 (1960). "Marxism, Communism and the Stages-of-Growth." Pp 141-148 in *The Development Reader*.
- Ekbladh, D. 2010. "'The Proving Ground': Modernization and U.S. Policy in Northeast Asia, 1945-1960." Pp 114-152 in *The Great American Mission: Modernization and the Construction of an American World Order*.
- **Long Essay 1 Final Due**

Tuesday, October 23<sup>rd</sup>: *Development's Discontents: Case Study—Ethiopia, the Green Revolution, and Food Aid*

- Thurow, R and Kilman, S. 2009. "Part 1—The Unfinished Revolution." Pp 3-125 in *Enough: Why the World's Poorest Starve in an Age of Plenty*

Wednesday, October 24<sup>th</sup>: *Common Hour*

- Film: *Seeds of Plenty, Seeds of Sorrow*

Thursday, October 25<sup>th</sup>: *The Empire Strikes Back—Postcolonial Histories and "Other" Perspectives on the Cold War and Development (1)*

- Prashad, V. "Bandung," and "Belgrade". Pp 31-50 and 95-104 in *The Darker Nations: A People's History of the Third World*

Tuesday, October 30<sup>th</sup>: *The Empire Strikes Back—Postcolonial Histories and "Other" Perspectives on the Cold War and Development (2)*

- Prashad, V. "Algeirs" and "Caracas." Pp 119-133 and 176-190 in *The Darker Nations: A People's History of the Third World*

Wednesday, October 31<sup>st</sup>: *Common Hour*

- Film: *Lumumba*

Thursday, November 1<sup>st</sup>: *Case Study: Ethiopia (1)*

- Kapuscinski, R. "The Throne" and "Its Coming, Its Coming." Pp 1-103 of *The Emperor*

Tuesday, November 6<sup>th</sup>: *Case Study: Ethiopia (2)*

- Kapuscinski, R. "The Collapse." Pp 103-165 in *The Emperor*.

Wednesday, November 7<sup>th</sup>: *Common Hour*

- Film: *Darwin's Nightmare*

Thursday, November 8<sup>th</sup>: *Global Collusions: Prefiguring the War on Terror (1)*

- Mamdani, M. 2004. "Afghanistan: The High Point in the Cold War." Pp 119-177 in *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror*.
- Rashid, A. 2000. "Romancing the Taliban 2." Pp 170-182 in *Taliban: Militant Islam, Oil, and Fundamentalism in Central Asia*.
- **Long Essay 2 Assigned**

## **NEOLIBERALISM & GLOBALIZATION:**

Tuesday, November 13<sup>th</sup>: *What's new about "neo"liberalism? What's new about globalization?*

- Colás, A. 2005. "Neoliberalism, Globalisation and International Relations." Pp 70-79 in *Neoliberalism: A Critical Reader*.
- Wallerstein, I. "The Modern World-System in Crisis." Pp 76-90 in *World-Systems Analysis: An Introduction*.

Wednesday, November 14<sup>th</sup>: *Common Hour*

- Film: *A Fate Worse than Debt*

Thursday, November 15<sup>th</sup>: *Neoliberalism from the bottom up and the top down*

- Elyachar, J. 2102. "Before (and After) Neoliberalism: Tacit Knowledge, Secrets of the Trade, and the Public Sector in Egypt." *Cultural Anthropology*. Pp 76-96.

- Stiglitz, J. 2003. "Boom and Bust." Pp 3-28 in *The Roaring Nineties: A New History of the World's Most Prosperous Decade*.
- **Long Essay 2 Research Question and Abstract Due**

*Tuesday, November 20<sup>th</sup>: Globalization and Oil*

- Coll, S. 2011. "Do You Really Want Us as an Enemy" and "Assisted Regime Change." Pp 93-121 and 280-300 in *Private Empire: ExxonMobil and American Power*.

*Wednesday, November 21<sup>st</sup>: Common Hour: No Class-Thanksgiving Recess*

*Thursday, November 22<sup>nd</sup>: No Class-Thanksgiving Recess*

*Tuesday, November 27<sup>th</sup>: Case Study: Bringing it All Back Home (1)*

- Reding, N. "Prologue" and "Part 1." Pp 1-103 in *Methland*

*Wednesday, November 28<sup>th</sup>: Common Hour*

- Peer Editing Workshop: Bring questions and drafts of final paper

*Thursday, November 29<sup>th</sup>: Case Study: Bringing it All Back Home (2)*

- Reding, N. "Part 2." Pp 107-180 in *Methland*

*Tuesday, December 4<sup>th</sup>: Case Study: Bringing it All Back Home (3)*

- Reding, N. "Part 3" and "Afterward." Pp 183-259 in *Methland*

**DECEMBER 10, 6:30 PM: LONG ESSAY 2 DUE**