

**YSS3306: Modern History of Economic Globalization (Semester 2 21/22)**  
**Tuesdays, 16.00–18.00; Fridays, 16.00–17.00, Kewalram Chanrai Room (Elm)**

**Professor David Jacks (dsjacks@yale-nus.edu.sg)**

**Office hours: Wednesdays 13.00–15.00 and by appointment (Cendana 01-03H)**

### **COURSE DESCRIPTION**

What has been the course, causes, and consequences of economic globalization? This module has as its focus the long-run evolution of the global economy, particularly events dating from the early nineteenth century up to the present day. This roughly 200 year period is instructive in that it gave rise to considerable variation in institutions, policy, and technology which help us understand the evolution of the global economy and its effects on development, inequality, and international relations.

The first weeks will be spent on an overview of the major periods of globalization: its pre-history (roughly everything before 1500 AD), its early history (roughly from 1500 to 1800), its first wave (roughly from 1800 to 1914), its disintegration (roughly from 1914 to 1950), its subsequent reintegration (roughly from 1950 to 2000), and developments into the present day. The remainder of the course will be spent examining common themes from the early nineteenth century such as immigration and international trade.

### **COURSE GOALS**

- (1) develop an understanding of how the global economy has actually functioned over time
- (2) develop an appreciation of how data & empirics are used to examine historical experience
- (3) develop a sense of how the judicious use of theory can also help us do the same  
(emphasizing intuition/logic over maths/proofs, the models brought in most weeks will serve as an introduction to some students and a refresher to others)
- (4) build on students' economic literacy & understanding of what is happening in the present

### **PRE-REQUISITES FOR THE COURSE**

YSS1203 or with the permission of the instructor.

### **COURSE MATERIALS**

There is no required text. Required articles and slides for lectures will be posted to Canvas.

### **COURSE ASSESSMENT BREAKDOWN**

Your grade will be based on the following:

- (1) reading summaries, 10%
- (2) participation in tutorials (½ & ½ on presence), 20%
- (3) a cumulative, in-class exam, 35%
- (4) a group research paper, 35%

NB: Throughout the term, Tuesdays will feature lectures on background material, guiding principles, and models. Fridays will feature tutorials centered on group discussion of related articles. Thus, the active participation of class members is essential, requiring two things of students. First, you will be doing a fair amount of reading (generally, one or two articles per week). Second, I expect substantive discursive input from everyone and for every tutorial.

One useful way of achieving both these goals is to write short summaries of every article as one of the easiest ways of checking our own comprehension comes in seeing whether we can succinctly summarize the arguments of another or not. Summaries will be submitted in Canvas before tutorials on a weekly basis. They should be a minimum of **300 words per reading** (so 300 words in a week with one reading and 600 words in a week with two).

The summaries should be clearly organized to capture the central arguments of the paper and any concerns about it. There are five questions to be answered when preparing them:

- (1) What is the big question and why is it interesting?
- (2) What kind of evidence does the paper rely on?
- (3) Do the models, specifications, or tests make sense?
- (4) What are the conclusions and what are the main problems of the paper?
- (5) How do the readings relate to one another? (In weeks with two readings)

You will get one “free” summary (i.e., no need to turn one in without my permission). And while these summaries will only be graded in a 0-or-1 fashion, you are on your way to mastery of the course material if you can adequately answer these questions for the readings.

Finally, **I will assign a common topic for a group research paper in week 7** (I am also open to suggestion to independent research proposals). Details to follow later in the term.

### **COURSE SCHEDULE (all associated weekly readings posted to Canvas)**

01/11: *Introduction and organizing principles of the course* (NO TUTORIAL)

01/18: *The prehistory of globalization*

01/25: *The early history of globalization*

02/01: *The first wave of globalization*

02/08: *The disintegration of the world economy*

02/15: *The reintegration of the world economy*

02/22: RECESS WEEK

03/01: *Developments into the present day*

03/08: *Globalization and international trade*

03/15: *Globalization and international capital*

03/22: *Globalization and immigration*

03/29: *Globalization and monetary regimes (or if time permits, Globalization and ideas)*

04/05: *Globalization and the great divergence/convergence* (REVIEW ON 8<sup>th</sup>)

04/12: IN-CLASS EXAM (NO TUTORIAL – GOOD FRIDAY)

05/04: GROUP RESEARCH PAPER DUE AT 16.00

## **ABSENCE POLICY**

Students are expected to attend all classes and to notify the professor in advance if they will be absent. If you have required class trips/fieldwork for another course, you should discuss this potential absence with me in advance. It is your responsibility to get class notes from your peers and be prepared to rejoin the class after your absence. You will not be penalized for absences if you receive an Assistant Dean's Note or a Medical Certificate.

## **ACADEMIC INTEGRITY POLICY**

Yale-NUS College expects its students to abide by the highest standards of academic integrity as a matter of personal honesty and communal responsibility. Acting with academic integrity requires that (a) students do their own work, (b) students not interfere with the work of others, (c) students accurately and honestly represent the content of their work, and (d) students properly attribute others' work. Violations of the College's academic integrity standards undermine both the community and the individual growth of students.

Accordingly, they will be addressed with the utmost seriousness and sanctions ranging from grade penalties to expulsion. Examples of violations of academic integrity include plagiarism, copying or sharing homework answers, submitting work completed for one course as "new" work for another course, or fabricating or falsifying research data. For more information please visit the Student Services website, Policies and Procedures section:

<https://studentlife.yale-nus.edu.sg/policies/academic-integrity/>

The Yale-NUS Library provides resources on citations and plagiarism here:

<http://library.yale-nus.edu.sg/avoiding-plagiarism/>

## **ALERTS TO PARTICULARLY SENSITIVE OR TRIGGERING READINGS/TOPICS/WEEKS**

NA

## **ACADEMIC RESOURCES**

Canvas Page Usage Policy: All of the weekly readings for the course will be posted on Canvas. I will primarily communicate with the class via email. However, feel free to anonymously message me on Canvas if any concerns or issues arise.

Research Consultations: Librarians at the Yale-NUS Library meet with students to assist them with their research and with developing information literacy skills and habits. Students should contact their Subject Librarian (<http://library.yale-nus.edu.sg/about/subject-librarians/>) or complete the Research Consultation form (<http://library.yale-nus.edu.sg/research-consultation/>) to set an appointment.

Writing Consultations and Peer Tutoring: The Yale-NUS Writers' Centre provides individual writing consultations for class assignments. For more information on making appointments, visit <https://writerscentre.yale-nus.edu.sg/> Many disciplines also have peer tutors available.

To learn more and book an appointment, visit <https://teaching.yale-nus.edu.sg/student-support/students-peer-tutoring/>

## **CLASS CLIMATE**

**Access Needs:** If you have any physical, psychiatric or learning conditions that may impact your performance in this course, please reach out to your Assistant Dean for advice and referral to further resources.

**Class Discussions:** Some students will be more comfortable or assertive speaking in class than others. Students who tend to speak more frequently, longer, and louder are encouraged to make room in the conversation for other voices and develop their listening skills. At the same time, students who are more reserved about speaking during class are encouraged to participate vocally. Please come talk to me if participation or classroom discussion dynamics are challenging for you. We can work together to identify a way forward.

Also, if you are having inter-personal conflicts with a classmate in ways that undermines your learning or engagement, please come talk to me or talk to you AD so we can identify a constructive way forward.

**Inclusive and Non-Discriminatory Language:** Faculty and students will endeavour to learn and respect each other's names and preferred pronouns. While we aim to harness and learn from the diverse experiences and identities in our classroom, we will avoid expecting individual students to represent their entire country, culture, gender identity, etc.

**Language & Conduct:** This course encourages non-discriminatory language and conduct. Students should not use racist, sexist, ableist or other discriminatory language in class discussions or written work. Instead, students should be mindful and respectful of the diverse identities present in the class, including but not limited to gender, sex, sexuality, (dis)abilities, socioeconomic class, religion, race, nationalities, and language. If you have suggestions to improve class climate and inclusivity, please come talk to me during office hours, send me an email, or submit anonymous feedback via Canvas. I understand it can be uncomfortable to talk to a professor about these issues, and I want to assure you that any concerns or constructive feedback you raise with me even if it is about my own speech or teaching style will not lead to negative consequences for your grade or our interactions in the course. If you feel uncomfortable speaking with me directly or want to consult with another faculty member about difficulties you are facing in the class, I encourage you to reach out to your Assistant Dean, who can advise you on the process for referring complaints relating to content or behaviour that causes offence to the College administration.

## **EXPECTATIONS REGARDING STUDENT-FACULTY COMMUNICATION**

The quickest way of getting a hold of me is via email, but it is best suited for logistical questions or small points of clarification. Instead, I encourage you to attend my office hours as answering more than the simplest of questions by email is not ideal. This is also the best

way for me to get to know you on a more personal basis (an important part of any good letter of reference). Finally, email will also be the means by which I contact you collectively with any information about the course.

### **HEALTH AND WELLNESS CONTACTS**

Overall personal wellness is of the utmost importance. If you are experiencing undue stress and are concerned that your level of contribution to the class is being affected, please feel free to approach me. If you feel that you might benefit from private counselling, please contact your residential staff, Assistant Dean or the Yale-NUS Counselling Centre. For more information on the Counselling Centre, visit <https://studentlife.yale-nus.edu.sg/counselling/>

### **INTELLECTUAL PROPERTY AND PRIVACY**

The College's academic model encourages open and penetrating discussion of what can sometimes be challenging materials. Additionally, we seek to cultivate an intellectual space in which, as stated in the Faculty Statement on the Freedom of Expression, "there are no questions that cannot be asked, no answers that cannot be discussed and debated." This kind of intellectual exploration requires trust and privacy.

Therefore, students may not record and/or distribute course discussions, lectures, lecture slides or handouts, readings, videos, or any course related materials without prior permission of the instructor. This includes audio recording, video, transcription, and photography. Lectures and seminars that are delivered in-person, online, or as a pre-recorded videos should never be recorded or distributed beyond the course for which it was intended. Any notes which a student takes for their own learning and retention should not be shared beyond the Yale-NUS community. Students are encouraged to reflect upon and share their own learning experiences and ideas in whatever forum they wish. However, they should not share course content produced by their professors or their peers without prior permission through any channels including social media.

NB: Violation of this policy is addressed in the student Code of Conduct and could result in disciplinary and/or legal consequences. As per Clause F2(a) of Policies Relating To Yale-NUS College Intellectual Property, copyright to an authored work shall be owned by the University Member who authored it. Authored work could include syllabi, tests, examination scripts, study guides, lecture notes and teaching materials, including lectures recorded on audio and/or visual recordings.

### **LATE SUBMISSION POLICY**

NA

### **OTHER POLICIES UNIQUE TO THE DISCIPLINE/COURSE AS RELEVANT**

NA