

**Introduction to World History**  
HIST 125-001, Spring 2015  
Lectures on Tuesdays, 12-1:15 pm, Robinson B 104

**Dr. Jane Hooper**  
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Office: Robinson Hall B 369 A  
Office Hours: Tuesdays and Thursdays, 1:30-2:30 pm, or by appointment

**Recitation Sections:**

HIST 125-301, Thursdays, 12:00-1:15 pm  
Enterprise 276  
Dr. Hooper

**Recitation Instructor:**

Jacqueline Beatty  
jbeatty2@gmu.edu  
Office Hours: TBA, Robinson Hall B 369

HIST 125-302, Thursdays, 1:30-2:45 pm  
Robinson Hall B 118  
Jacqueline Beatty

HIST 125-303, Thursdays, 10:30-11:45 am  
Enterprise 276  
Jacqueline Beatty

**Course Description:**

In this class we will examine major events and relationships that have transformed our world from about 1400 to the twenty-first century. Our focus will be on global interactions, balanced with a careful consideration of local developments and influences. Topics will include the development of political and economic systems (e.g., democracy, liberalism, nationalism, fascism, colonialism, capitalism, socialism), changing conceptions of culture and identity (e.g., race, gender, ethnicity), and the conflicts and opportunities born of this transformation (e.g., anti-colonial movements, social revolutions, world wars, international organizations, globalization, religious and cultural conflicts).

By the end of the semester, students will be able to provide thoughtful answers to the following questions: Why is economic and military power largely concentrated in the hands of Western leaders and countries? What separates a “developing” country from a “developed” one? Why are some areas of the world resource-rich but their communities poor? Why is warfare seemingly endemic in some parts of the world? What do we mean by the term “modern world”? While we cannot come up with simple answers to these questions, we can use history to understand how modern systems of political, economic, and social meaning, including the emergence of Western economic dominance, developed.

**Course objectives:**

1. You will be able to understand major events in the making of the modern world and gain knowledge about the complexity of human experience from a historical perspective.
2. You will develop concepts of time, continuity, and change in order to understand and reconstruct the past.
3. You will develop a perspective of a world beyond your own personal location in order to understand other people, places and environments.
4. You will gain an understanding about how individual development and identity are affected by culture, groups, and institutions, and about how institutions (social, economic, religious, governmental) are formed and operate.
5. You will understand the historical development of power, authority, and governance as they relate to the functions of governmental institutions, the exercise of power, and individual rights.
6. You will understand global connections that lead to interdependence.
7. You will be able to analyze and interpret primary and secondary sources by employing techniques used by historians. The reading skills we will work on in the class will assist you in engaging with scholarship in the field of history. We will also use digital media to learn how historians communicate their research findings.
8. You will be able to clearly and concisely express yourself in writing and speaking. You will learn how to properly cite print and online material in your papers. In addition, you will be able to identify and grapple with major issues discussed by historians.

**Grading and expectations:**

*Participation:* This class is participatory and, in order to get the most from class, you need to attend every class prepared and having thought about the assigned reading(s). You will be expected to spend about 5 hours per week outside of the classroom preparing for class and finishing assignments. If you have poor class participation due to absences – i.e., your non-presence during discussions – your final grade will fall dramatically. In other words, if you average a B on assignments and exams but fail to participate consistently, your final mark will be a C. If you are absent for more than four classes (and do not provide an adequate excuse in a timely manner – i.e., notify the instructor after your second missed class), you will lose points from your class participation grade. **Note: the instructors will not re-teach a missed class via email or during office hours.**

*Classroom Etiquette:* **You may not use cell phones, laptops, or any other electronic devices in the classroom** unless they are being used for a classroom activity as indicated by the instructor. Please arrive on time and pack up your things only when the lecture or discussion has completely finished. **Any violation of these rules will significantly lower your participation grade.**

*Reaction Papers:* You will write short papers of 200-300 words answering the question(s) posted on blackboard. These papers are to be emailed **to your recitation instructor** as a Word

attachment **before midnight on the Wednesday prior to class.** You will receive a score of 3 (very good), 2 (fulfills the assignment), 1 (needs improvement), or 0 (does not respond to the question adequately) for each paper. You must provide proper citations for each paper or you will lose points. Out of 9 reaction papers listed on the syllabus, you will be graded on 8 of these papers (you can either choose to skip one paper or have the lowest reaction paper grade dropped at the end of the semester). **Late reaction papers will not be accepted for any reason.**

*Source Analysis Papers:* You will read *Abina* and write a paper in which you analyze how historians used a primary source to create the graphic novel. The paper will be 3-5 pages in length and necessitate the use of footnote citations. A more detailed guide for this assignment will be posted during the semester.

*Current Event Project:* For this paper, you will examine the role that historical developments have played in shaping a significant current event. During the first weeks of the semester, you will choose your event and continue to read news stories about this event throughout the semester. At the end of the semester, you will submit a 3-5 page paper describing the results of your research. More details will be given in class and on the course blackboard site. **All papers must be submitted in hard copy and an electronic copy must also be emailed before class to your recitation instructor. Late papers will only be accepted with prior approval by Dr. Hooper.**

*Mid-term and Final:* These exams will be comprehensive and deal with our readings, assignments, and discussions in class. The exams will test your ability to analyze historical data and not just focus on the memorization of dates and events, although you will be tested on this information as well. Guides will be distributed in advance of the exams.

### **Exam Rules and Deadlines:**

In accordance with university regulations, professors in the Department of History and Art History re-schedule exams after receiving documentation of a medical emergency or family emergency; often this documentation must be verified by the Dean of Student Life. **Work-related or personal/family obligations are not adequate excuses for re-scheduling an exam or obtaining any kind of extension.** Note: January 27 is the last day to add classes or drop classes with no tuition penalty; February 10 the last day to drop with a 67% tuition penalty. If you have questions about registering for this class, please speak with your academic advisor.

### **Final Grade:**

Participation - 10% (based on the quantity and quality of your contributions in both lecture and recitation sections)

Reaction Papers (8 total) - 15%

Source Analysis Paper - 10%

Current Event Project – 10%

Mid-term - 20%

Final - 35%

**Office of Disability Services:**

If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. See <http://ods.gmu.edu>.

**Note about Communications:**

Students must use their Mason email account to receive important University information. Blackboard will be used to post important messages, links for readings, and grades for papers.

**Other Important Campus Resources:**

The Writing Center: Robinson A114, <http://writingcenter.gmu.edu>

University Libraries: <http://library.gmu.edu>

Counseling and Psychological Services: 703-993-2380, <http://caps.gmu.edu>

**Academic Honesty:**

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient. Plagiarism cannot be tolerated in an academic setting.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited; this is incorrect. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this rule include factual information which can be obtained from a variety of sources—what has been called common knowledge—or the writers' own insights or findings from their own field research. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly."

In other words, writers provide a citation for any piece of information that they think their readers might be unfamiliar with and want to investigate or debate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will not be guilty of plagiarism.

Cheating means to get help on an assignment without permission. This includes asking another classmate to “see” their paper before writing your own paper OR hiring someone to “edit” your paper. Allowing another student to see your work without permission from the instructor is also considered cheating. You must get permission from your instructor before asking anyone outside of your professors, writing center tutors, or teaching assistants for help on assignments. If you don’t understand an assignment, you need to ask the professor for clarification rather than your classmates.

In this course, you will be expected to adhere to the Honor Code at George Mason. It is your responsibility to read and understand the policy (available at <http://oai.gmu.edu/the-mason-honor-code/>). We will discuss the use of citations and quotations throughout the semester. If you have any questions on how to cite a source, please see the professor or instructor.

### **Texts Available for Purchase through the Bookstore:**

*Exchanges: A Global History Reader, Volume 2*, edited by Trevor Getz, Richard Hoffman, and Jarbel Rodriquez (Pearson, 2009). (Also available on 2 hour reserve at the Johnson Center library.)

Trevor R. Getz and Liz Clarke, *Abina and the Important Men: a Graphic History* (Oxford: Oxford University Press, 2012). (Also available on 2 hour reserve at the Johnson Center library.)

All other readings on the syllabus are found in links given on blackboard or on course reserves. You are expected to bring a copy of assigned readings with you to class. **Always bring our textbook, *Exchanges*, with you to class.**

# Course Schedule

\*This schedule is subject to change. Please consult the course blackboard site for updated course information.

## Introductions

**January 20 (L):** Introduction to the course and expectations.

**January 22 (R):** Why do we study world history?

*Readings:*

- "Why Study History," by William H. McNeill, available online at:  
<http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-%281985%29>
- Patrick Rael, "How to read a primary source," in *Reading, Writing, & Researching for History: A Guide for College Students*, online at:  
<http://www.bowdoin.edu/writing-guides/>

## Understanding the Impact of 1492

**January 27 (L):** How did Europeans view the world before 1492?

*In Class:*

- See handout posted on blackboard site.
- \*Please bring a laptop computer with you to class, if possible*

**January 29 (R):** The travels of Ibn Battuta

*Readings:*

- Ibn Battuta, *Travels* (excerpts) (see blackboard for document)
- Reaction Paper #1 due*

**February 3 (L):** The Voyages of Zheng He and Indian Ocean Trade

*In Class:*

- *Exchanges*, pp. 21-28 (sources #5-8)
- Rael, "How to read a secondary source"

**February 5 (R):** European voyages of exploration

*Readings:*

- "Christopher Columbus: Extracts from Journal" (excerpts) (see blackboard for link)
- "Vasco da Gama: Round Africa to India, 1497-1498 CE" (excerpts) (see blackboard for link)

*Reaction Paper #2 due*

*\* Current Event Topic due*

**February 10 (L):** Europeans in the New World and debates over European exceptionalism

*In Class:*

- *Exchanges*, pp. 29-37 (sources 9-12)

**February 12 (R):** The Mexican perspective on the Spanish conquest

*Reading:*

- "The Story of the Conquest as Told by the Anonymous Authors of Tlateloco," in *The Broken Spears: the Aztec account of the Conquest of Mexico*, edited by Miguel Leon-Portillo (Boston: Beacon Press, 2006, pp. 127-145. (online via library course reserves)

*Reaction paper #3 due*

### **Industry, Slavery, and the Enlightenment**

**February 17 (L):** The Industrial Revolution

*In Class:*

- *Exchanges*, pp. 119-131 (sources #44 - 49).

**February 19 (R):** What was the Enlightenment?

*Readings:*

- *Exchanges*, pp. 94-107 (sources #34-38).

*Reaction paper #4 due*

**February 24 (L):** Atlantic Revolutions

*In Class:*

- *Exchanges*, pp. 108-110, 112-117 (sources #41-3).

**February 26 (R):** Slavery in the Americas

*Readings:*

- Harriet Jacobs, *Incidents in the Life of a Slave Girl Written by Herself* (Charlottesville, VA: University of Virginia, 2002), pages TBA (excerpts available online).

*Reaction paper #5 due*

**March 3 (L):** Asian revolutions?

*In class:*

- *Exchanges*, pp. 136-145 (sources #50-55).

**March 5 (R):** Mid-term in class

**March 10 and March 12: Spring break**

### **New Imperialism**

**March 17 (L):** Describing modern colonialism

*In Class:*

- *Exchanges*, pp. 158-160, 172-173, 177, 182-3 (sources #56, 57, 63, 64, 68).

**March 19 (R):** Africa, Europeans, and Slavery

*Reading:*

- *Abina and the Important Men*.  
*Source Analysis Paper due*

**March 24 (L):** Watch documentary in class.

### **The Twentieth Century**

**March 26 (R):** The First World War

*Reading:*

- Private Donald Fraser, selections from *My Daily Journal* (see link on blackboard)
- *Exchanges*, pp. 223-4, 231-234 (source 84)

*Reaction Paper #6 due*

**March 31 (L):** Between the Wars: Socialism, Communism, and Fascism

*In Class:*

- *Exchanges*, pp. 240-242, 247-8 (sources #87, 88, 92)

**April 2 (R):** The Rise of American Global Power

*Readings:*

- *Reading American Horizons: U. S. History in a Global Context, Volume II: Since 1865*, eds. Michael Schaller, et al. (Oxford: Oxford University Press, 2012), pages TBA.

*Reaction Paper #7 due*

**April 7 (L):** World War II in Europe and Asia

*In class:*

- *Exchanges*, pages TBA.

**April 9 (R):** The Holocaust

*Reading:*

- *Exchanges*, pages TBA.

*Reaction paper #8 due*

**April 14 (L):** The Cold War

*In Class:*

- *Exchanges*, pages TBA.

**April 16 (R):** Decolonization in Africa and Asia

*Reading:*

- *Exchanges*, pp. 285-287, 289-296 (sources #106-108)

*Reaction paper #9 due*

**April 21 (L):** The Middle East in the Twentieth Century

**April 23 (R):** Using history to understand current events



*Current Event Paper due*

**April 28 (L):** The Clash of Civilizations?

*Readings:*

- *Exchanges*, pp. 327-338 (sources #120-123)

**April 30 (R):** Review and final reflections

**Final Exam:** during exam week (exact date and time TBA on blackboard site and in class)