

## HIST 125-001: INTRODUCTION TO WORLD HISTORY

Fall 2015

Professor Joan Bristol

E-mail: [jbristol@gmu.edu](mailto:jbristol@gmu.edu)

Office hours: Thursdays 3-4 and by appointment

Office: Robinson B, Room 348

Teaching Assistant:

Spencer Roberts

Email: [srober26@gmu.edu](mailto:srober26@gmu.edu)

Office hours: Tuesdays 3-5

Office: Robinson B, Room 348

Course times and locations:

Lecture: Thursday 12:00-1:15 pm

David King Hall 1006

Discussion sections:

301: Tuesday 12-1:15, West 1001 (Bristol)

302: Tuesday, 1:30-2:45, East 121 (Roberts)

303: Tuesday, 10:30-11:45, East 121 (Roberts)

### COURSE DESCRIPTION

---

This course covers the thirteenth through the twentieth centuries and explores the political, economic, and cultural events that created the world we live in. We focus on Africa, Asia, Latin America, and the Middle East while taking the US and Europe into account as well. Over the period considered here these regions became enmeshed in a global system affected by far-reaching religious transformations, mercantile activity, industrial growth and imperialism/colonialism. Finally, we study the influences of modern nationalism, Cold War dynamics, and anti-colonial movements in the twentieth century. By the end of the semester, students should have a grasp of the major trends underlying six centuries of world history.

### REQUIRED TEXTS

---

These titles are available at the GMU Bookstore in the Johnson Center and other booksellers.

1. Kevin Reilly. *Worlds of History A Comparative Reader*, Volume 2: Since 1400. 5th ed. Bedford/St. Martin's, 2013.
2. Rafe Blaufarb and Liz Clarke. *Inhuman Traffick: The International Struggle against the Transatlantic Slave Trade*. Oxford University Press, 2014.
3. Marjane Satrapi. *Persepolis*. Pantheon Books, 2004.

### COURSE REQUIREMENTS

---

**Attendance and Participation (20% of final grade):** Students are expected to attend all meetings of the course, both the lectures and the discussion sections. Because the midterm and final examinations require knowledge of course lectures and readings you will not do well unless you attend BOTH class meetings (lecture and discussion) and pay attention in BOTH class meetings each week. We expect all students to participate in the discussion section, and your instructors will document your participation. To participate effectively you must read and think

about the assigned reading before you come to class. In class, be prepared to ask questions and think critically about the material. If you are uncomfortable speaking in front of the group or have trouble contributing to the discussion, please talk to your instructor after class.

As part of the participation grade you must fill out the primary source sheet, attached at the end of the syllabus, for at least four individual readings over the course of the semester. The readings should be from different weeks.

**Short Papers (20% each, 40% total):** Students will write two short papers (3-4 pages). Due dates are listed in the course schedule below, and assignments for each paper will be handed out in class. The goal of these papers is to allow you to engage with the course material and work on (and improve) your writing skills. Your discussion section leader is available to help you think about your papers. Guidelines for submitting papers are listed below under course policies.

**Examinations (20% each, 40% total):** The course will have an in-class midterm and a cumulative final examination. Both will have identifications (matching or short answer) and essay questions. The questions will cover material from the readings and lectures.

**To do well in this course you must come to class, read weekly, take part in discussions, and work hard on your papers.**

## COURSE SCHEDULE

---

### Week 1: Introduction and the Old World Order

Tuesday 9/1 Discussion section (go to your section meeting – see above): Introduction to the course

Thursday 9/3 Lecture (meet in David King Hall 1006): Before European Hegemony, The World System 1250-1450

Tuesday 9/8 Discussion section: *Map quiz*

Assignment (to be done before discussion section on Tuesday): 1) Ma Huan, “On Calicut, India, 1433” (REILLY 573-580); 2) “Ibn Battuta describes Chinese Ships on the Indian Coast, <http://bridgingcultures.neh.gov/muslimjourneys/items/show/84>

Use the primary source sheet, attached to this syllabus, to take notes.

SEPTEMBER 8th IS THE LAST DAY TO ADD CLASSES AND THE LAST DAY TO DROP CLASSES WITHOUT TUITION PENALTY

### Week 2: The American World (Before Contact)

Thursday 9/10 Lecture: The Americas to 1491

Tuesday 9/15 Discussion section

Assignment (to be done before discussion section on Tuesday): 1) “A View from Above,” introduction to Charles Mann, *1491: New Revelations of the Americas Before Columbus*, pp. 3-27. PDF on Blackboard.

Use the primary source sheet, attached to this syllabus, to take notes.

SEPTEMBER 15th IS THE LAST DAY TO DROP CLASSES WITH A 33% TUITION PENALTY

Week 3: Exploration and Conquest

Thursday 9/17 Lecture: The Motives of Discovery and the Columbian Exchange

Tuesday 9/22 Discussion section

Assignment: 1) "Atlantic World Encounters" (REILLY, 609-612); 2) Bernal Diaz, "The Conquest of New Spain" (REILLY, 612-621); 2) "The Broken Spears" (REILLY, 621-628); 3) Bartolomé de Las Casas, "The Devastation of the Indies" (REILLY, 628-631).

Use the primary source sheet, attached to this syllabus, to take notes.

**Try to get a head start on the Blaufarb and Clarke book, due next week.**

Week 4: The Atlantic System

Thursday 9/24 Lecture: The Tropical Atlantic Plantation Complex. **Paper #1 prompt is handed out.**

Tuesday 9/29 Discussion section

Assignment: Blaufarb and Clarke, *Inhuman Traffick* (whole book)

October 2nd IS THE LAST DAY TO DROP CLASSES

Week 5: The Atlantic Revolutions and Limits of Enlightenment

Thursday 10/1 Lecture: Independence Movements in Haiti and Latin (Spanish) America (1800-1825). **Begin midterm review.**

Tuesday 10/6 Discussion section. **Paper #1 is due. Continue midterm review.**

Assignment: 1) "The American Declaration of Independence, 1776" (REILLY, 776-780); 2) "The French Declaration of the Rights of Man and Citizen, 1789" (REILLY, 783-785); 3) Olympe De Gouges, "French Declaration of Rights for Women, 1791" (REILLY, 785-788 4); Toussaint L'Ouverture, "Letter to the Directory" (REILLY, 788-791).

Week 6: Midterm

Thursday 10/8 Lecture: **Midterm examination**

Tuesday 10/13 No class (Columbus Day)

Week 7: The Rise of European Domination

Thursday 10/15 Lecture: The Industrial Revolution and the Rise of the British Empire.

Tuesday 10/20 Discussion section

Assignment: 1) "Capitalism and the Industrial Revolution" (REILLY, 799-800); 2) Arnold Pacey, "Asia and the Industrial Revolution" (REILLY, 801-806); 3) Peter Stearns, "The Industrial Revolution Outside the West" (REILLY, 823-830).

Week 8: Free Trade Imperialism

Thursday 10/22 Lecture: Global Context of the First Opium War, 1839-1842.

Tuesday 10/27 Discussion section

Assignment: TBA

Week 9: High European Imperialism and White Settler Colonialism

Thursday 10/29 Lecture: High Imperialism, 1870-1900.

Tuesday 11/3 Discussion section

Assignment: 1) “Colonized and Colonizers,” (REILLY, 846-847); 2) Joseph Conrad, “Heart of Darkness, 1899,” (REILLY, 857-861); 3) Chinua Achebe, “An Image of Africa: Racism in Conrad’s *Heart of Darkness*, 1975” (REILLY, 861-866).

#### Week 9: Westernization and Its Discontents

Thursday 11/5 Lecture: Trouble in the Global System: Anti-imperialism, Inequality, and the Rise of Japan 1895-1945.

Tuesday 11/10 Discussion section

Assignment: 1) “Westernization and Nationalism” (REILLY, 885-887); 2) Fukuzawa Yukichi, “Good-bye Asia” (REILLY, 893-897); 3) Kakuzo Okakura, “The Ideals of the East, 1904” (REILLY, 899-904); 4) Mohandas K. Gandhi, “Hind Swaraj, 1921” (REILLY, 909-914); 5) Jawaharlal Nehru, “Gandhi, 1936” (REILLY, 914-916).

#### Week 10: World Wars and Depression

Thursday 11/12 Lecture: The American Century, 1914-1945 and the Great Depression.

Tuesday 11/17 Discussion section

Assignment: 1) “World War II and Mass Killing (REILLY, 957-959); 2) “President Truman’s Announcement of the Dropping of an Atom Bomb on Hiroshima” (REILLY, 991-995); 3) Akihiro Takahashi, “Memory of Hiroshima” (REILLY, 995-997); 4) J. Samuel Walker, “History, Collective Memory, & the Decision to Use the Bomb.” PDF on Blackboard.

#### Week 11: Latin America and the Cold War

Thursday 11/19 Lecture: The (Not Very) Cold War in Asia and Latin America

Tuesday 11/24 Discussion section

Assignment: 1) “The Cold War and the Third World” (REILLY 999-1001); 2) Ho Chi Minh, “The Vietnamese Declaration of Independence” (REILLY, 1006-1009); 3) Edward Lansdale, “Report on CIA Operations in Vietnam, 1954-1995” (REILLY, 1009-1014); 4) “U.S. Government Meeting Transcript and Telegram on Military Coup in Argentina, 1976” (REILLY, 1027-1028).

#### Week 12: Course overview

Thursday 11/26 No class (Thanksgiving break)

Tuesday 12/1 Discussion section: Paper-writing workshop. **Paper #2 prompt is handed out.**

Assignment: Begin *Persepolis* (you have to read the whole book for next week’s discussion section).

#### Week 13: The Middle East and the Iranian Revolution

Thursday 12/3 Lecture: the Iranian Revolution. Read Satrapi, *Persepolis*

Tuesday 12/8 Discussion section

Assignment: Satrapi, *Persepolis* (whole book)

#### Week 14: Considering the Course

Thursday 12/10 Final exam review. **Paper #2 is due.**

Final Exam: Time and place TBA.

## COURSE POLICIES

---

**Class absences:** We expect you to attend all lectures and discussion section meetings. If you must miss class you are responsible for the contents of the lecture or discussion. Please contact another student for the notes. It is not the instructor's responsibility to make up work for you.

**Email:** We are happy to respond to any concerns or questions you have via email. We will send emails to the class as well. For this purpose, we will be using your GMU email account. If you have not activated your GMU email account, go to <https://mail.gmu.edu/>, and select "activate account."

**Cell phones:** During class all telephones must be switched completely off or set to silent mode. Neither students nor instructors should compose, read, or respond to text messages.

**Laptops:** Students who wish to use a laptop computer for note-taking during lecture are welcome to do so. If you use a laptop, however, please sit in the back row so that you do not distract other students. Your section instructors have separate policies for their class meetings.

### **Submitting work and late policy:**

All written work is due at the beginning of class in hard copy on the due date. All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the paper, and all pages should be stapled and numbered. Please retain electronic copies of your work; your instructor may ask for an electronic copy of your paper in order to use it as an example in teaching or to submit to a plagiarism detection site.

Three points will be taken off for every day a paper is late, including weekends. If you anticipate a problem in completing or submitting your work on time, you must contact the instructor at least a week before the due date to ask for an extension. If you do not hear back from your instructor, you should assume that your work is due on the original date. Regardless of whether or not you have been granted an extension, you must contact your instructor for instructions on how to submit late work.

**Academic Honesty and Plagiarism:** This class and all of your work as an undergraduate are governed by GMU's Honor Code, which states, "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Plagiarism is presenting another person's words, ideas, or sequence of arguments as your own without attribution. We will discuss what constitutes plagiarism and how to cite sources properly in this course. If you have a question about this please ask. If you are tempted to plagiarize or find yourself using material from the Internet or any other source and trying to pass it off as your own, stop working on the assignment and contact the instructor. It is better to submit work late than to break the Honor Code. It is our duty to report all violations of the Honor Code, and we take this duty quite seriously. To read more about the Honor Code, the Honor Committee, and its procedures, see go to <http://honorcode.gmu.edu>.

**Disabilities and Academic Accommodations:** If you are a student with a disability and you need academic accommodations, please see contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through that office.

HIST 125-001

Fall 2015

**Study Guide for In-class Map Quiz**

Please locate the 29 items listed below on a world map. At the beginning of section on **Tuesday, 9/8** you will receive a blank map and a list of 15 of the following terms which you will write in the correct places on the map.

Africa  
Australia  
Eurasia (Europe and Asia)  
North America  
South America

Atlantic Ocean  
Indian Ocean  
Pacific Ocean  
Mediterranean Sea  
Red Sea  
Persian Gulf

Brazil  
Haiti  
Mexico  
Venezuela  
  
Ghana  
Guinea  
Kenya  
South Africa

Afghanistan  
Iran  
Iraq  
Saudi Arabia  
Turkey  
  
India  
China  
Japan  
Vietnam

**Primary source sheet (many of the same questions can be applied to secondary sources as well):**

You may not be able to answer all the questions for any given source. Do as much as you can. The more you try to answer these questions the better you will understand the document, and the better you understand the document the better you will do in class discussions and on papers and exams. The primary source readings are a crucial part of this class.

**Basic information about the source:**

What is it? (*Give the title AND a description – is it a letter? A portrait? A law?*)

Who is the creator?

When did he/she create the source?

What event(s) is the creator reporting?

Where was this source created?

How was this source created?

How are you seeing it? (*In the original, as a reproduction/reprint, in translation, etc.*)

**Background:**

Why was this source created?

Who did the author intend as the audience?

How did he/she expect the audience to respond?

**Deeper context:**

How might the author's social/group identity have affected the events he/she reports? (*Think about ethnic, racial, gender, class identity. You will need to place this information in context as well as you can – for example, being a white elite woman in medieval France was very different from being a white elite woman in the 21<sup>st</sup>-century U.S. You need to know a good deal about historical time periods to do this well, so you should do the best you can here. The most important thing is to remember not to make assumptions about the past based on your assumptions about the present.*)

How might the author's personal needs, desires, hopes, fears, etc. have affected the events he/she reports?

Give specific examples (cite particular statements or passages) of how the author's social and/or personal identity might have affected what he/she reported.