

"The West": From the Classical to the Modern World (HIST 100 017)

Fall 2016, M/W/F 10:30am - 11:20am Merten Hall, Room 1200

Prof. Gretchen Burgess

Course website:

geburgess.org/MasonFall2016

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Office Location & Hours:

Robinson B 226C

M/W - 3:00-4:00pm

F - 12:30-1:30pm

and by appointment

Description

Although this course fulfills the University General Education requirement, it is my hope that this course allows you to discover the major trends in Western Civilization that have created our modern world through an examination of empire. Beginning in the Classical Age, we will take a look at varied societies that shaped the Western World, not as individual civilizations or nation-states, but as part of a larger global community—exploring sites of contact, mutual interaction, co-dependence, and conflict. Focusing on the “West”, the course will examine the cultural, technological, political, economic, religious and social transformations which shaped the societies of these geographic regions, as they became part of an interworking global system.

Since Western Civilization, by its nature, involves going over enormous amounts of information, I do not expect you to retain a detailed knowledge of everything. We will focus instead on developing an overall framework of what has happened in the “West” and what broad patterns and trends we can use to make sense of it (such as industrialization, globalization, imperialism, nationalism, etc.) and then fitting the details into that framework. In doing so, we will pay attention both to interactions and encounters among the various societies and to what sorts of useful comparisons we can draw between them. Finally, we will pay particular attention to sources and interpretations — so that you can see where the generalizations in your textbooks come from, and what they are based upon.

Learning Objectives

Students will demonstrate familiarity with the major chronology of Western Civilization; Students will demonstrate the ability to narrate and explain long-term changes and continuities in history; Students will identify, evaluate and appropriately cite online and print resources; Students will develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events; Students will communicate effectively—orally, in writing, and/or using digital media—their understanding of patterns, processes, and themes in the history of Western civilization.

Goals

By successfully completing this course, students will understand the diverse roles played in shaping human experience since the Classical period and into the modern world; the dynamics of large-scale forces responsible for causing change over time including politics, economics, technology and religion; the rise of nation-states and their conflicts; the challenges mounted by modernity; the new challenges created an increasingly interconnected world.

Textbooks and Reading

National Geographic's Visual History of the World (required)

I require a reference book because you need to read the background information to prep for class. There is a lot of ground to cover and to make the best use of time in class I expand on the ideas and themes within chapters in the book, not recite what is in the book.

Empires in World History: Power and the Politics of Difference (required)

We will pay considerable attention to non-European empires and – in the case of early modern and modern European empires – how empire was experienced by the people of Latin America, Asia, and Africa. This book, by Jane Burbank and Frederick Cooper, is broken down into chapters that offer a survey of empire-building from 200 BC (Rome and China) to the late twentieth century and can help you understand the greater role empire plays in understanding World History.

****All other required readings will be available in the “Course Documents Folder” on our WordPress site, indicated (WP) on the syllabus.**

Class Policies

Attendance is necessary; much of the material will only be covered in our lectures. You are responsible for getting notes, and for all consequences of missed classes. Class participation will affect your grade, if it is conspicuously good, conspicuously lacking, or continually disruptive.

Class Cancellation Policy. Sometimes class will be cancelled between class meetings due to certain circumstances not related to school closings. In most cases, if a cancellation must occur, I will notify the class via email and the course website the night prior to class. In SOME cases, an emergency may occur directly before the start of class at which time someone from the History department will place a notice on the door and alert those already in the classroom about the class cancellation. Class will not be cancelled unless either of the above occurs (depending on circumstances).

In the event that the professor is late to class (or there is no prior notification), you must wait in the classroom for 20 minutes before you can pack up and leave. If this scenario ever does occur, I will send out notification after the class period to discuss make-up assignments, discussions, or schedule changes.

Classroom atmosphere. Courtesy and common sense, please. We are all adults; sometimes emergencies come up. If you have an emergency, feel free to step outside for phone use. However, talking to friends during lectures, wandering in and out, cell phones, and eating food are all badly distracting to everyone else. Have consideration and respect for your fellow students and instructor. Turn off all phones, tablets, computers, etc. in class**. Once class begins, there should be no talking while I am talking. Chronic chatterers and latecomers are disruptive and will be asked to leave.

****Laptops:** Laptop computers are fine for use during class for note-taking **only** and in compliance with the following rules: (1) Students using laptops must sit in the front rows of the class. (2) All Internet connections, audio, and video components should be switched off.

Respectful Exchange of Ideas. History is often a matter of perspective. Discussion is encouraged—in fact required. Be mindful however to be polite, courteous and respectful to your classmates.

Course Material. Students are responsible for all material covered in class (announcements, lectures, discussions) whether you are present or not. Take responsibility for your own success in the course by completing all assignments on time to the best of your own abilities, work in and outside of

class to understand the material, and ask for help when needed. If you are having trouble, let me know immediately. Make an appointment with me to discuss your ideas or problems.

No email submissions of papers, except in special cases with my prior permission. Written work is due in hard copy in class or via WordPress on the due date. Papers will not be considered “on time” unless and until I confirm receipt.

Late work will be graded down five points per day and ten points over a weekend. Plan! Last-minute hard disk and printer failures are your problem, and do not constitute legitimate excuses. By the final exam, all missing work becomes F work. Should you miss an exam or quiz based on an emergency – i.e. death in the immediate family or hospitalization of yourself due to illness – a make-up exam can be taken. A make-up exam will not be given without proper documentation by the student concerning why he or she was absent on the day of the test.

English as a Second Language. If English is not your first language, I will be happy to help you do your best in the writing assignments—by previewing papers, offering extra help, that sort of thing. However, the result must be written in good standard English.

Students with disabilities will be accommodated as required according to GMU policies. Learning disabilities must be documented by the Student Services Office. It is the student’s responsibility to be tested, present the documentation to me, and request accommodations in a timely way (i.e. not on the day of the test; not after-the-fact). If you are a student with a disability that may impact your course work, please contact Equity and Diversity Services: <http://equity.gmu.edu/dadAct.html> or 703-993-2474. For more information on this, you may refer to the Nondiscrimination Policy on the Enrollment Agreement Form for the complete policy.

Religious holidays. I have planned this course according to the GMU calendar. If you observe a religious holiday that GMU does not, please let me know and I will make necessary accommodations for you (but not for the whole class).

Academic honesty is expected in all tests and writing. As a member of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff, and fellow students. In speaking with any member of the college community, students must give an accurate representation of the facts at hand. Students are required to refrain from any and all forms of dishonorable or unethical conduct related to academic work. In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not the product of the student’s own efforts is considered dishonest. Engaging in academic dishonesty can have serious consequences for the students. Students proven to have been dishonest in submitting or presenting their work in a class will receive a grade of F for the assignment and may be subject to further disciplinary action. Record of the incident will also be kept in the student’s file. If such an incident occurs and you would like to file a written appeal, you may do so with the academic director of the department. An explanation of what constitutes plagiarism can be found here: <http://academicintegrity.gmu.edu/honorcode/>.

Student Behavior. George Mason University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students’ ability to learn.

***Please note this syllabus and its schedule are subject to revision at any time during the semester. Revisions will be announced via the student's registered email and in class announcements.**

Requirements and Grading

Class Participation: (10%) Class participation will be based on your attendance, your overall contribution to the discussion, and how prepared you are to engage with the class and subject matter. You should expect to join in all classroom activities and any class discussions. Paying attention to lectures, visual media, AND completing your reading assignments are thus vital to your ability to participate with your classmates.

- Included in your class participation grade, may be class quizzes. Quizzes will be administered at any given time throughout the course. They will usually cover assigned readings and assignments. You will have 5 to 10 minutes to complete the quiz and turn in for a grade. If you arrive after a quiz or leave before a quiz, there are no make-ups. If you arrive late and a quiz is already in progress, you will only have the remaining time to complete it. You will be allowed to drop your lowest quiz

Discussion Groups: (10%) Each student will be assigned a discussion group. Discussion groups will meet during part of class to discuss the people, events, themes, and readings of the week to connect it to the current event article. Each group will produce a one-page document summarizing their collective findings.

Timeline/StoryMap Assignments: (10% each) The purpose of these assignments is to help you better engage you with your sources and aid in studying.

Requirements: You are responsible for turning in no less than 3 **Timeline/StoryMap** assignments (the dates are listed in the class schedule) for the totality of the course. The assignments will usually require a brief analysis paragraph regarding your chosen object/artifact/source, which will be posted in your **Timeline/StoryMap Google Document**.

Each of your responses should show that you fully comprehend and have reasoned through the source and/or visual material. You will not receive extra credit if you do more than 3 assignments.

Primary Source Analysis Paper: (15%) You are responsible for one short (2-3 pages) paper analyzing **primary** sources from either the text or WordPress documents. The due dates are noted in your class schedule as, "Primary Source Analysis." Your paper involves identifying a historical question and analyzing how your primary source adds to our knowledge on that question. More details will be available on [here](#).

Historical Fiction Review Paper: (15%) You are responsible for one short (3-4 page) review of a novel, film, video game, etc. with a strong focus on the idea of empire.

Final Project: (20%) Each student is required to produce a course project. Students will create a **Timeline/StoryMap** with a topic relating to material covered in this course. The project takes the form of a timeline or map for which the theme/topic is based on an aspect of the history and culture covered this semester.

Paper Format Work should be double-spaced with one-inch margins on all sides. **Use a 12-point Font in Times Roman**. Center the title of the work, then double space and begin with the paper text. Follow standard rules for grammar.

Though we are learning to write like Historians, I am not requiring you to learn the Chicago Citation Style. If you choose to experiment with Chicago Style, I will not count down for errors. Please see the Chicago Manual of Style for more information.

If you are not using Chicago, all papers must be formatted using MLA. Please review the MLA Guide for information about quoting references and adding a Works Cited page on a separate sheet at the end of your paper to list source information. **I will grade for correct use of style, if you choose to use MLA.**

For each full page of text, your last name, and the page number should go in an upper right corner header. **Example: Last Name – 2.**

Grading Standards

C is the average expected performance of a college student. To receive a C you must complete all readings and assignments on time, demonstrate a basic knowledge of the material and write clearly and competently (all assignments must be well organized and follow the rules of correct spelling and grammar). To receive a B your work must be substantially better than average. To receive an A your work must be truly exceptional, NOT given for simply following directions.

Grades will be calculated as follows:

A = 100% to 93%, or 4.00	B- = 82% to 80%, or 2.67	D = 60% to 66%, or 1.0
A- = 92% to 90%, or 3.67	C+ = 79% to 77%, or 2.33	F = below 60%
B+ = 89% to 87%, or 3.33	C = 76% to 72%, or 2.00	and receives no credit
B = 86% to 83%, or 3.00	C- = 72% to 70%, or 1.67	

Please note that to receive a passing grade for this course, *all* work must be completed and handed in. If you fail to turn in papers or projects, do not complete an assignment, or do not give a class presentation/lead discussion, you will not receive a passing grade no matter what your other grades have been throughout the course.

Course Schedule

Note: Visual History is mostly used as a reference and Empires as background; read and come prepared with questions, but you don't need to bring books to class (unless otherwise notified).

Week 1: Introduction: What is History? (29 August – 2 September)

29 August

- Syllabus
- Research Skills
- Introduction to Digital Tools

31 August

- What is History? (be prepared to dialogue)
- Why Empires Matter (be prepared to dialogue)

2 September

- Practice Primary Source Analysis – In Class
- Bring to class three project ideas
- Brainstorming session on Final Project – In Class

Week 2: Toward Empire, Defining Humanity (5 – 9 September)

5 September: No Class

7 September:

- To read in full:
 - Pages 30-41, 52-53, 76-101 (Visual History)

To Skim & Be Prepared to Discuss by 9 September:

- Gilgamesh
- Homer, The Odyssey
- Sappho, An interesting comparison to the Homeric, epic poetry. How are they different? What do you think accounts for these differences?
- Plato's Republic
- The Golden Age of Athens: Thucydides, The Funeral Oration of Pericles
- In Pursuit of Happiness: Epicurus, Letter to a Friend

Homework due on 9 September:

- A copy of your mind map on ONE of your three selected ideas for the final project.
 - Please include the TWO other ideas that you did not choose to mind map with your submission.
 - A sample mind map is found here: Mind Map Project Idea

Week 3: Toward Empire: Rome, How It Worked (12-16 September)

- Readings by 12 September
 - Pages 23-42 (Empires)
 - Pages 106-127 (Visual History)
- To Skim & Be Prepared to Discuss by 14 September:
 - Virgil's Aeneid
 - Ovid's Metamorphosis
 - Livy, "Romulus and Remus" and "The Rape of Lucretia"
 - Excerpts from Cicero's 12 Tables
 - Polybius, "Rome at the End of the Punic Wars" from his Histories
- 16 September: Putting it all together

Week 4: The Mediterranean & Beyond (19-23 September)

- Readings by 19 September
 - Chapter 3 (Empires)
 - Pages 128-135, 140-47, 160-71, 224-235 (Visual History)
- To Skim & Be Prepared to Discuss by 21 September:
 - The Theodosian Code
 - Ignatius of Antioch Letter to the Ephesians
 - The Rule of St. Augustine
 - The Quran
 - Iconoclastic Council
 - Gregory of Tours
 - Arabs, Franks, and the Battle of Tours
 - Liudprand of Cremona
 - Jan Garay

Week 5: Eurasia & The Mongol Empires (26 – 30 September)

26 September:

- In-Class Exercise (date subject to change)
 - Ibn Al-Wardi, On the Advance of the Plague, 1348 (This will be read in class)
 - Ibn Khaldun on the Plague (This will be read in class)
 - The Florentine Chronicle (This will be read in class)
- Timeline/StoryMap Deadline #1:
 - If you have not done so already: the first 2 of your Timeline/StoryMap homework assignments must be completed and posted to your Timeline/StoryMap
- Bring to class:
 - Your Research Question for your Final Project
- To read in full:
 - Chapter 4 (Empires)
 - Pages 236-239 (Visual History)

To Skim & Be Prepared to Discuss by 30 September:

- Ye-lü-Ch'u-ts'ai Excerpt
- The Book of Ser Marco Polo- The Venetian Concerning Kingdoms and Marvels of the East Excerpt
- Rabban Sauama in Christendom Excerpt
- The Rise of Chinggis Khan (WP)
- Letters between Pope Innocent IV and Guyuk Khan (1245-1246) (WP)
- Excerpts from Khwandamir's Haibiu's-Siyar, on Mongol Rule (WP)

Week 6: The Islamic Heartland (3 – 7 October)

3 October:

- To read in full:
 - Chapter 5, Section on Ottomans (Empires)
 - Pages 308-317 (Visual History)

To Skim & Be Prepared to Discuss by 5 October:

- Chihab Al-'Umari, The Pilgrimage of Mansa Musa (1342-49)
- Kabir, Three Poems (Fifteenth Century)
- Leo Africanus, On Timbuktu in Africa (1526)
- Ibn Battuta Describes the Umayyad Mosque in Damascus, Syria
- An Imperial Caste: Inverted Racialization in the Architecture of Ottoman Sovereignty

Week 7: Putting Empire Together – The Renaissance & Reformation (11 – 14 October)

TUESDAY, 11 October:

- To read in full:
 - Chapter 6, Section on Spain (Empires)
 - Pages 190-199, 254-265 (Visual History)

To Skim & Be Prepared to Discuss by 12 October:

- Boccaccio, The Decameron (1353)
- Petrarch
- Niccolò Machiavelli
- Christopher Columbus, On World Geography (Late Fifteenth Century)

To Skim & Be Prepared to Discuss by 14 October:

- Erasmus
- Martin Luther
- Otto von Guericke, The Destruction of Magdeburg (1631)
- Social Structure of France on the Eve of the Wars of Religion
- Henry IV's Edict of Nantes Grants Limited Toleration to the Huguenots

14 October:

- Please bring a hard copy of your Primary Source Analysis paper to class.
 - You will discuss your interpretations with the rest of your discussion group.

Week 8: The Atlantic & the Americas (17 – 21 October)

17 October:

- To read in full by 17 October:
 - Chapter 6 (Empires)
 - Pages 318-321, 332-339 (Visual History)
- Timeline/StoryMap Deadline #2:
 - If you have not done so already: the second 2 of your Timeline/StoryMap homework assignments must be completed and posted to your Timeline/StoryMap

To Skim & Be Prepared to Discuss by 21 October (Selections to be divided for group analysis activity):

- The Broken Spears: The Aztec Account of the Conquest of Mexico (1519)
- Arana Xajilá, Plague in Central America (1519–1560)
- Juan Sepúlveda, On the Causes of Just War with the Indians (?)
- Cabeza De Vaca
- William Bradford, Treaty with the Indians (c. 1650)
- Colonel Benjamin Church, In the Nipmuck Country (1675–1676)
- Nzinga Mbemba, Letters to the King of Portugal (1526)
- Vasco da Gama, Round Africa to India (1498)
- Galeota Peirera, A Portuguese Voyage to China (1561)
- Bartolomé de las Casas
- Cortés's Account of the City of Mexico
- Pedro Cieza de León
- Bernal Diaz Del Castillo
- Jean de Lery, History of a Voyage to the Land of Brazil (1578)
- Luis Brandaon, Letter to Father Sandoval (1610)
- Richard Ligon, A True & Exact History of the Island of Barbadoes (1657)
- Thomas Phillips, Buying Slaves at Wyhdah (1694)
- Alexander Hamilton, A New Account of the East Indies (1688–1723)

Week 9: Continental Empires (24 – 28 October)

24 October:

- To read in full by 24 October:
 - Chapter 8 (Empires)
 - Pages 266- 287, 348-373 (Visual History)

To Skim & Be Prepared to Discuss by 26 October:

- Roger Cotes, Preface to Newton's Principia Mathematica (1713)
- Simon Schaffer, Information Sources for Principia Mathematica
- Voltaire, Sixth Philosophical Letter (1734)
- Adam Smith, On Baubles and the Transition from Feudalism to Capitalism (1776)
- Haitian Republic Constitution of 1801
- On Slavery
- The Bill of Rights 1791
- Declaration of the Rights of Man and the Citizen
- Olympe de Gouges, Declaration of the Rights of Women and the Female Citizen(1791)
- Maximilien Robespierre, Report on the Principles of a Revolutionary Government(1793)
- Olaudah Equiano, The Case against the Slave Trade
- George Valentia, Calcutta (1809)
- Testimony for the Factory Act (1833)
- Domingo Sarmiento, Life in the Argentine Republic in the Days of the Tyrants(1868?)

Week 10, Part I: Russia, Between Europe & Asia (31 October)

31 October:

- To read in full by 31 October:
 - Chapter 7, Sections on Russia and Chapter 9, Pages 271-286 (Empires)
 - Pages 302-309 (Visual History)

- To Skim & Be Prepared to Discuss by 31 October
 - Letter of a Member of the Household of Archbishop Isidore of Kiev
 - Catherine the Great's Charter on the Rights and Benefits for the Towns of the Russian Empire, from Catherine II's Charters of 1785 to the Nobility and Towns.

Week 10, Part II: From Continental Empire to Nation-State? (2 – 4 November)

2 November:

- To read in full by 2 November:
 - Chapter 9 – through page 270 (Empires)
 - Pages 340-343, 426-431 (Visual History)

To Skim & Be Prepared to Discuss by 4 November

- Richard White, It's Your Misfortune and None of My Own: A History of the American West
- Rivers, Edens, Empires: Lewis & Clark and the Revealing of America
- Thomas Jefferson: The West (exhibition)

Week 11: Colonial Empires (7 – 11 November)

7 November:

- To read in full by 7 November:
 - Chapter 10 (Empires)
 - Pages 374-395 (Visual History)

To Skim & Be Prepared to Discuss by 9 November (selections to be assigned to groups)

- Thomas Babington Macauley, "On Empire and Education" (WP)
- By the King- A Proclamation for the Suppression of Coffee Houses
- News From the Coffee House, 1667
- 'Traite Nouveau et Curieux du Cafe, du The et du Chocolat'
- Turkish girl having coffee on the sofa
- The Coffee House Politicians
- The Good Savages
- The British Rule in India
- The Indian Revolt
- Trade or Opium
- Honda Tokiashi, A Secret Plan of Government (1798)
- Abd al-Wahhab, The History and Doctrines of the Wahhabis (Eighteenth Century)
- Nathaniel Isaacs, Descriptions of Shaka and the Zulu Military (1836)
- Maulvi Syed Kutb Shah Sahib, Call for Hindu-Muslim Unity (1858)
- Proudhon, What Is Property? (1840)
- Capt. F.D. Lugard
- Joseph Chamberlain
- Lord Milner
- Rudyard Kipling
- Raja Rammohan Roy, Practice of Burning Widows Alive (1820)
- Temple Wage Chart (1877)
- Cecil Rhodes, Confession of Faith (1877)

- Criminal Tribes Act (1871)

11 November:

- New Imperialism In-Class Exercise

Week 12: Continental Empires and Clash of Empires (14 – 18 November)

14 November:

- To read in full by 14 November:
 - Chapter 10 (Empires)
 - Pages 422-425 (Visual History)
- To Skim & Be Prepared to Discuss by 14 November (selections to be assigned to groups)
 - Edward D. Morel, *The Black Man's Burden* (1920)
 - Jane Burbank, "An Imperial Rights Regime: Law and Citizenship in the Russian Empire"
 - W. E. B. Du Bois, *The Negro Problems* (1915)

16 November:

- To read in full by 16 November:
 - Chapter 11 (Empires)
 - Pages 394-395, 402-409 (Visual History)
- To Skim & Be Prepared to Discuss by 18 November
 - Eugene Lyons, *Assignment in Utopia* (1937)
 - The Communist Manifesto (excerpts)
 - Edward D. Morel, *The Black Man's Burden* (1920)
 - Lenin, *Declaration of Rights Of The Working And Exploited People* (WP)
 - V. I. Lenin, *The Transition from Capitalism to Communism* (1917)

18 November, Historical Fiction Paper is due:

- A hard copy of your historical fiction paper is due at the start of class.

Week 13: Individual Projects (21 – 25 November)

Thanksgiving Break: No class 23 or 25 November

21 November:

- Timeline/StoryMap Deadline #3:
 - If you have not done so already: the third 2 of your Timeline/StoryMap homework assignments must be completed and posted to your Timeline/StoryMap
- In-class exercise: WWI Poster Exercise or Individual Projects

Week 14: Clash of Empires (28 November – 2 December)

28 November

- To read in full by 28 November:

- Chapter 12 (Empires)
- Pages 438-445 (Visual History)

To Skim & Be Prepared to Discuss by 30 November

- British Army's Form A.2042 (World War I)
- Wilfred Owen, Dulce et Decorum Est (1918)
- 14 Points (WP)

To read in full by 2 December:

- Chapter 13 (Empires)
- Pages 448-473 (Visual History)

To Skim & Be Prepared to Discuss by 2 December

- Benito Mussolini, "What is Fascism" (WP)
- An early Nazi program (WP)

Week 15: Imperial Formation After Empire (5 – 9 December)

5 December:

- To read in full by 5 December:
 - Chapter 14 (Empires)
 - Pages 530-537, 586-593, 636-643 (Visual History)

To Skim & Be Prepared to Discuss by 7 December

- Cold War Primary Source Packet (WP)
- Nahum Goldmann: Conflicting Perspectives on Israel/Palestine (1969)
- Fawaz Turki: Conflicting Perspectives on Israel / Palestine (1972)
- Frantz Fanon, The Wretched of the Earth (1961)
- Nelson Mandela, The Rivonia Trial (1964)
- Simone de Beauvoir, The Second Sex (1949)
- Hermann Muller, One Hundred Years without Darwinism Are Enough (1959)

9 December:

- For class, bring in your working timeline to class

Final Exam: Completed Timeline/StoryMap Project Due by 1:15pm

on 14 December