

HIST 125 (007): Introduction to World History

Professor Brian Platt

Office: Robinson B, Room 351

E-mail: bplatt1@gmu.edu**Course times and locations:**

TR 10:30-11:45, Rob B208

Office hrs: Thurs 1:30-2:30 and by appt.

COURSE DESCRIPTION

In this course we explore the sweeping historical changes that created today's world. Beginning around 1250, we trace key processes reshaping the politics, cultures, & economies of various regions. While Europe & the United States are part of our focus, we primarily consider Africa, Asia, Latin America, & the Middle East. Each of these geographic regions became enmeshed in a global system affected by 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

1. Kevin Reilly, ed., *Worlds of History, vol. 2, since 1400: A Comparative Reader*, 5th edition. (abbreviated below as "Reilly")
2. Trevor Getz and Liz Clarke. *Abina and the Important Men*. Oxford University Press, 2012.
3. Marjane Satrapi. *Persepolis*. Pantheon Books, 2003.

COURSE REQUIREMENTS & GRADING

NOTE: You must complete (that is, demonstrate serious engagement with) every requirement in order to receive a passing grade. I will reserve the final right to determine what constitutes "completion" of a requirement.

1. Attendance & Participation (15%): Students are expected to attend all meetings of the course. The midterm and final examinations require knowledge of course lectures and readings. This course is structured to reward students who come to class, complete their reading, participate in discussions, and stay on top of their assignments. In the discussion section, all students will help lead one discussion and all are expected to participate in each discussion. To do this effectively you need to have read and thought 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 and explain your situation.

2. Papers (40%): Students will be responsible for completing **two (2) short papers due in-class on 9/29 and 11/8**. Each paper will be 4-5 pages long. Paper 1 is worth 15% of your overall course grade, and Paper 2 is worth 25%. Specific guidelines for each paper will be forthcoming. The primary purpose of these papers is to allow students to grapple with the material from the course and to work on (and improve) their college-level writing. Guidelines and procedures for the submission of written work are listed below (see Course Policies).

4. In-class Midterm (20%): identifications & essay question; **December 6.**

5. Final Exam (25%): identifications & essay question; **Tues., Dec. 13, 10:30 a.m.-1:15 p.m.**

COURSE POLICIES

a) Class absences: Students are expected to attend all meetings of the course for the lecture and assigned discussion section. In the event that you must miss class, you are responsible for the contents of the lecture or discussion. Furthermore, if you miss class or are late to class on the day of a quiz or an exam, you will not be permitted to make it up without prior arrangement with the instructor. **Students are expected to come to class on time.** Late arrivals are disruptive, and late-comers may miss important information or hand-outs.

b) Cell phones: During class all telephones must be switched off or set to silent mode. Neither students nor instructors should compose, read, or respond to text messages. If you are an emergency responder (such as an EMT) and must receive pages, please notify the instructors within the first week of class.

c) Laptop computers: Students may not use laptops during class. If you have a medical issue that makes it difficult for you to take notes by hand, please see the instructor in order to seek permission.

d) Submission of written work: All written work is due at the beginning of class in hard copy on the day indicated on the syllabus. 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. You must submit your work in hard copy only; no email attachments accepted. You should, however, retain electronic copies of your work, and your instructor may ask for an electronic copy of your paper in order to use it as an example in teaching (good!) or to submit to a plagiarism detection site like Turnitin.com (bad!).

e) Late policy: All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized **ONE FULL LETTER GRADE (10 pts.) per day (including weekends & holidays)**. The only exceptions will be when you have explicit, advance permission from your instructor. If you anticipate a problem in completing or submitting your work on time, you must contact the instructor in a timely manner. 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 how to submit late work.

f) Plagiarism: Don't do it. It's easy to spot and can result in expulsion from the University and/or loss of your degree. If you have any questions about what constitutes plagiarism, or about when or how to properly cite a source, talk to your instructor before you write! For more information see this very helpful website:

<http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

g) Academic accommodations. If you are a student who has a documented condition that warrants academic accommodations, please see me and contact the Office of Disability Services at 703-993-2474. **All academic accommodations must be arranged through that office.** (<http://ods.gmu.edu/>)

h) Electronic communication. Instructors may best be reached by email (see addresses above). Note: I usually check email during normal business hours, namely M-F, 8 am-5pm. Please allow 24-48 hours for a reply to an email request or inquiry (excluding weekends). Be sure to note your course number in your email subject line and include both your first and last name in your signature. For general advice on the best way to communicate via email, see: <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>

i) Final note: This syllabus is subject to revision as the semester proceeds. Announcements of changes will be made online and during class meetings. Students are responsible for being aware of any changes. All of the University's academic policies and the honor code apply to this course.

COURSE SCHEDULE

Week 1: Introduction

Tues 8/30 Course intro

Thurs 9/1 The World in 2014

Discussion: *Worlds Together, Worlds Apart*, pp. 825-837 (available on Blackboard)

Worldmapper exercise (prepare in advance of class): 1) go to

<http://www.worldmapper.org/atozindex.html>; 2) Choose three maps (and write down which three maps you've chosen); 3) Explain in your own words how to interpret each of the three maps; 4) Explain how the three maps relate to each other

LAST DAY TO DROP WITH NO TUITION PENALTY: SEPT. 6

Week 2: Brexit, Trump and Globalization

Tues 9/6 **MAP QUIZ**

Discussion: <https://www.washingtonpost.com/news/wonk/wp/2016/06/27/the-losers-have-revolted-and-brex-it-is-only-the-beginning/>

<https://www.project-syndicate.org/commentary/brexit-us-election-parallels-by-jeffrey-frankel-2016-07>

http://www.salon.com/2016/06/25/globalization_and_its_discontents_how_the_trumpbrexit_movements_might_herald_new_world_orders/

Thurs 9/8 **Class Presentations** on Brexit, Trump and Globalization

Week 3: The World System Before European Hegemony

Tues 9/13 **Lecture:** Internal Changes in the World System, 1250-1450

Discussion: 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

Tues 9/15 **Lecture:** Motives of Discovery & the Columbian Exchange

Week 4: Exploration & Conquest

Tues 9/20 **Discussion:** 1) "Atlantic World Encounters" (Reilly, 609-612); 2) Bernal Diaz, "The Conquest of New Spain" (Reilly, 612-621); 3) "The Broken Spears," (Reilly, 621-628); Bartolome de las Casas, "The Devastation of the Indies" (Reilly, 628-631)

Tues 9/22 **Lecture:** The Tropical Atlantic Plantation Complex

Week 5: The Atlantic System

Thurs 9/27 **Discussion:** 1) Nzinga Mbemba, "Appeal to King of Portugal" (Reilly, 620-623); 2) Capt. Thomas Phillips, "Buying Slaves in 1693" (Reilly, 623-627); and 3) Frederick Douglass, "Narrative Life of an American Slave" (Reilly, 630-633)

Tues 9/29 **Lecture:** Independence Movements in Haiti & Latin (Spanish) America (1800-1825)
PAPER 1 DUE AT BEGINNING OF CLASS

Week 6: The Atlantic Revolutions & the Limits of Enlightenment

Thurs 10/4 **Discussion:** 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)

LAST DAY TO DROP: SEPT 30

Tues 10/6 **Review for midterm exam**

Week 7: Midterm Examination

Tues 10/11 NO CLASS -- COLUMBUS DAY HOLIDAY

Tues 10/13 **MIDTERM EXAM.** You must bring two blank, 8.5 x 11-inch blue books.

Week 8: The Rise of European Domination

Tues 10/18 **Lecture:** The Industrial Revolution & Rise of the British Empire

Thurs 10/20 **Discussion:** 1) “Capitalism and the Industrial Revolution” (Reilly, 799-800); 2) Arnold Pacey, “Asia and the Industrial Revolution” (Reilly, 801-806); and 3) Peter Stearns, “The Industrial Revolution Outside the West” (Reilly, 823-830).

Week 9: Free-Trade Imperialism

Tues 10/25 **Lecture:** The Global Context of the 1st Opium (Anglo-Chinese) War, 1839-1842

Thurs 10/27 **Discussion:** *Abina and the Important Men*, 3-71

LAST DAY OF SELECTIVE WITHDRAWAL PERIOD: OCTOBER 28

Week 10: High Imperialism & White Settler Colonialism

Tues 11/1 **Lecture:** High Imperialism, 1870-1900

Thurs 11/3 **Discussion:** Paper writing workshop (*Abina and the Important Men*, 99-111)

Week 11: Westernization & Its Discontents

Tues 11/8 **Lecture:** Anti-Imperialism & Japan’s Rise, 1895-1945
PAPER 2 DUE AT BEGINNING OF CLASS

Thurs 11/10 **Discussion:** 1) “Westernization and Nationalism” (Reilly, 885-887); 2) Fukuzawa Yukichi, “Good-bye Asia” (Reilly, 893-897); 3) Kakuzo Okakura, “Ideals of the East,” (Reilly, 899-904); Mohandas Ghandi, “Hind Swaraj” (Reilly, 909-914); Jawaharlal Nehru, “Ghandi, 1936” (Reilly, 914-916)

Week 12: World War(s) & Depression

Tues 11/15 **Lecture:** The American Century, 1914-1945 & the Great Depression

Thurs 11/17 **Discussion:** 1) World War Two 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)

Week 13: The Cold War & Decolonization

Tues 11/22 **Lecture:** The Cold War in Asia and Latin America

Thurs 11/24 NO CLASS -- THANKSGIVING HOLIDAY

Week 14: The Cold War and Decolonization

Tues 11/29 **Discussion:** 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” (Reilly, 1009-1014); “U.S. Government Meeting Transcript and Telegram on Military Coup in Argentina, 1976” (Reilly, 1027-1028)

Thurs 12/1 **Lecture:** The Iranian Revolution (start reading Satrapi, *Persepolis*)

Week 15

Tues 12/6 **Discussion:** Finish *Persepolis*

Thurs 12/8 **Review** for final examination

Final Examination—10:30 am-1:15 p.m., 12/13/2016.**Primary source analysis sheet:**

You may not be able to answer all the questions below 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 central to 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 or group identity have affected his or her view of the events he or she reports? (Think about ethnic, racial, gender, class, political 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 21st-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 or she reports?

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

Study Guide for In-class Map Quiz

Using the world map on the inside back cover of our textbook, *Worlds Together, Worlds Apart*, please locate the 28 items listed below on the attached map. At the beginning of section on **Tuesday, September 6** you will receive a blank map (a bigger version of the one included here) and will have 10 minutes to write these items in their proper locations.

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

Brazil
Haiti
Mexico
Venezuela

Afghanistan
Iran
Iraq
Saudi Arabia

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

Democratic Rep. of the Congo
Ghana
Kenya
South Africa

India
China
Japan
Vietnam
Philippines

