

Introduction to Western Civilization
HIST 100-004
Time: MWF 12:30 – 1:20 pm
Room: PLN 120

Professor Zayna N. Bizri
Office: Robinson B 369A
Office Hours: Friday, 1:30-3:30
Email: zbizri1@gmu.edu
Twitter: @ProfBizri / @gunsandgams

History is the story of us and a conversation about events and their meaning. In this class, we will do more than learn the basic facts of history; we will define it and contribute to the conversation. History is based on the interpretation of primary sources; that is, the words and images created by people at the time we are studying. We will engage with the material in various ways, including classroom discussions, conversations in online spaces, and individual analysis.

Throughout the semester, we will be analyzing historical sources, including digital history sources, tools, and presentations. You will learn how to evaluate secondary sources for accuracy, objectivity, and utility. You will learn how to read primary sources for historical value, and how to create a narrative from a collection of primary sources. Both of these skills are widely applicable outside of the historian's workspace; both are valuable critical thinking skills that will help you evaluate news media, political conversations, and even works of fiction.

Readings will be selected from the following:

The Making of the West, by Lynn Hunt, et al. 5th Edition

Augustus and the Creation of the Roman Empire, Ronald Mellor, ed.

Black Death: The Great Mortality of 1348-1350, John Aberth, ed.

Victors and Vanquished: Spanish and Naha Views of the Conquest of Mexico, Stuart B. Schwartz, ed.

The Enlightenment, Margaret C. Jacob, ed.

Charles Darwin and the Question of Evolution, Sandra Herbert, ed.

1989: Democratic Revolutions at the Cold War's End, Padraic Kenney, ed.

The Internet History Sourcebook: <http://sourcebooks.fordham.edu/Halsall/index.asp>
(assignments noted as links in Blackboard)

Expectations: We have specific expectations of each other. I expect that you will come to class regularly and promptly, that you will complete all of the assigned readings before the class meeting for which they are assigned, that all assignments will be turned in as instructed and on time, and that you will contact me when you have questions or when you have difficulty with class or the material. You may expect the following of me: I will reply to all external communications within 24 hours, I will post grades, discussion questions, and project parameters in a timely fashion as noted in the syllabus, I will answer questions during class, I will tell you what I expect for all assignments and will clarify as much as you need, and I will hold our conversations outside of class confidential unless you tell me otherwise.

Attendance Policy: Attendance at all classes is vital to your success, as all evaluations are based on class lecture. Attendance also counts as part of your class participation grade, noted below. You may be excused from class for extenuating circumstances, including (but not limited to) medical reasons, court appearances, sports participation, or a required event for another class. In

each case, you must notify me before class that you will not be in class that day. Excused absences will not adversely affect your grade. I will not retroactively excuse you from class.

Technology Policy: Laptops, tablets, and smartphones are allowed and encouraged in class. Please silence all devices at the beginning of class. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. If you choose to use a laptop or tablet as a note-taking device, please be sure to charge it fully before class, as there is a limited number of outlets available in most classrooms on campus.

The exception is for assessments (quizzes and exams); laptops, tablets, and phones are all prohibited during an assessment. If you use a device during an assessment, you will receive a zero for a grade.

Academic Integrity Policy: The integrity of the university community is affected by the individual choices made by each of us. George Mason University has clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification.

No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using Chicago style format. A simple listing of books or articles is not sufficient – any source list or bibliography must be properly formatted.

Plagiarism is the equivalent of intellectual robbery and will not be tolerated in the academic setting. If you plagiarize or cheat on a research project, you will receive a zero for your grade. If you have any doubts about what constitutes plagiarism, please ask me.

Disability Accommodations: If you are a student with a disability and you need academic accommodations, please see me and contact Disability Services (<http://ds.gmu.edu/>). All academic accommodations must be arranged through ODS.

Trigger Warning: Several of the assigned sources can be upsetting and disturbing. To a degree, this is the point of reading them – learning is an uncomfortable process. If you have specific triggers, please let me know and I will note assignments accordingly. However, this will not release you from the assignment. The trigger warnings are to give you the tools you require to complete the assigned work.

Late policy: Only some assignments are eligible for late submission. Of those, I accept late assignments on a case by case basis with prior arrangement. You must speak to me before the deadline to be eligible.

Grades will be calculated as follows:

10%: Attendance and Participation

This portion of your grade includes in-class participation and attendance. Each day's attendance counts toward your final grade. Any alternate assignments that replace a class meeting will count as part of this portion of your grade.

I expect that you will have done the readings prior to the scheduled class date and will be prepared to participate in discussions. That means that you will be able to identify the main idea of each reading and explain what they have in common. Be prepared to answer questions I pose in class, and be prepared to ask questions based on the readings and the lecture.

Each week you will identify a passage from the primary source readings based on the prompt listed on Blackboard under the assignments tab. You will submit it to me in hard copy at the beginning of our first class meeting of the week. Include your name, the week, and the prompt on your submission. For example, the first week's starter is to select something that surprised you, and you will draw your selection from the primary sources found in the Augustus book. Your final week's selection will be drawn from any of the six primary source collections we cover during the semester.

*Weekly prompt responses are eligible for late submission.

10%: Twitter Participation

Create a unique Twitter handle for this class and follow @ProfBizri, and I will follow you back. You must follow all your classmates, and tweet at least 3 times per "Twitter week," which is Monday-Sunday. For example, the first Twitter week runs from Monday, 23 January to 11:59 pm on Sunday, 29 January. The final week for credit ends 7 May. You may continue to Tweet questions and comments until the final exam, but nothing more will be counted for credit. All Twitter handles should be set and following by our second meeting, 25 January. Include the hashtag #**HIST100MWF** in all your Tweets.

You can begin a conversation by posing a question or comment on one of the assigned readings or posting something interesting you found online. You can contribute to a conversation by engaging with someone else's tweet. You may post questions that come up during class, livetweet lectures, or post a current news article that is relevant to class. This is more than a backchannel for questions during class; this is a way to engage with the material on your terms.

Tweets that meet the requirements are worth one point each. You may tweet more than three times per week, but will only earn three points per week. Signing up and following @ProfBizri by the deadline is also worth three points.

*Twitter is not eligible for late submission. If you miss a week of Tweeting, you lose those three points.

20%: Research Paper

You will select at least four primary sources that address a specific and narrow topic, state a thesis, and make an argument based on your analysis of the sources. You will summarize each

source and analyze their contents for historical information. You will provide historical context and explain how the four sources work together to tell a story. Your thesis will be the story the sources tell, and you will use the sources as evidence for your argument. The topic should be one that interests you, because you will be doing independent research on it. You may use non-textual resources. No more than three sources may come from one of the assigned collections.

Thesis: A conclusion you have drawn based on your interpretation of the readings.

Argument: The use of evidence to support your thesis.

Evidence: Excerpts, themes, and concepts from the readings that support your conclusion.

This is your opportunity to be creative! For example, if you are interested in the history of Communism, you can use Communist writings from the Internet Modern History Sourcebook and primary sources by Communist leaders from 1989. Alternately, you may find several different perspectives on the same problem – for example, how did different demographic groups feel about World War I? You may consider large historical problems and find sources that show how perspectives on it have changed over time – good examples of this are the treatment of slaves and the treatment of women.

The paper is due **Monday, 24 April, 2017**.

*To be eligible for late submission, you must make an appointment to speak with me in office hours **by 17 April 2017**.

30% total: Paper Process

The following assignments are a part of writing your research paper and will be graded individually. This is one of many methods to write a research paper, and may be useful to you in other classes.

1. *Broad topic or research question*: Submit either a broad topic you would like to learn more about or a historical question you would like answered. The topic or question should be broad at this point. Examples of a topic would be the history of medicine or the history of Cleopatra's reign. Examples of a research question would be "How did religion influence reactions to the Black Death?" or "What was the role of the Dutch in the Atlantic Slave Trade?" **Due 6 February (5%)**
2. *Research Proposal*: Submit a brief review of the secondary material on your chosen topic. You will research the secondary material available on the topic. You will write a brief (2-3 pages) paper on the topic that covers the basics of historical inquiry: who, what, when, and where. This provides the context for your primary research. In your final paragraphs, you will also state where you have found primary source materials. This portion of the project is more intensive, and requires more time. It is therefore worth more than the other Paper Process assignments. **Due 27 February (10%)**
3. *Primary Source Analysis*. By this point, you will have located at least one source that addresses your topic or question, and you should have an idea of what the answer will be. The source analysis will include a brief summary of the content of the source, a statement of the intended audience, and a statement of the piece's goal. We will review the process in class. **Due 20 March (5%)**

4. *Source list*: You will provide a list of four primary sources you expect to use in your research paper. Each should clearly connect to your topic or question. The list should include the source you analyzed for the Source Analysis. **Due 27 March (5%)**
5. *Workshop Day*. Bring a first draft to class with you. You will be divided into work groups and you will peer review each other's drafts. You will critique based on clarity of argument and grammar and structure issues. **Due 10 April (5%)**

*NONE of the Paper Process assignments are eligible for late submission for credit. You may submit late for feedback only.

10%: Quizzes

There will be three quizzes during the semester. Quizzes will be based on lecture and readings. They will test you on facts –who, what, when, and where – that we covered in the preceding weeks of class, and will expect you to do basic analysis and synthesis.

*Quizzes may be made up if you speak to me and we come to an arrangement.

5%: What Did I Miss? Project

What did I miss? While the structure of this course allows us to explore many topics in detail, a great deal of information will still be left out. After the majority of the semester has passed, you will research an event, location, or person who you believe should have been included. You will select a digital source as the best one on the topic, using the analytical skills you have learned over the term. You will submit a digital source with brief explanation of the topic and defense of the digital source. Submissions for this project will only be accepted **between Monday, 3 April, 2017 and the final class period, Friday, 5 May, 2017**.

*The What Did I Miss? Project is not eligible for late submission.

15%: Final Exam

The final will be comprehensive. No blue books or Scantron sheets will be required. The exam will require more analysis and synthesis than the quizzes. I will expect you to make judgement calls on the exam based on what you have learned over the semester, and that you will defend them with examples from class.

*The final exam may not be taken late. If necessary, you make take an alternate exam **EARLY**.

Extra Credit:

From time to time throughout the semester, I will offer extra credit opportunities to the class. You must be in class the day the opportunity is offered to be eligible for the points. I will explain the assignment verbally only, and you will be expected to take note of what I say in class. The amount of Random Extra Credit varies each semester.

Yelp Reviews:

Visit a historical site and write a Yelp review of it. Include the site's mission, their interpretation of the history, and how your visit went. Each portion of the review must be substantive, with

specific examples. You may submit more than one, and I will count the one earning the highest grade.

The review itself must answer the following questions:

1. Where is the site?
2. Is there a fee?
3. Who is the site for?
4. What makes up the site (is it a single monument? A park? A historic building?)
5. When did you go?
6. Why did you give it the rating you did?

You will post the Yelp review on the live site and share it via Twitter. Submit the following to me for each submission: timestamp of the Tweet sharing the review, the text of the review, links to any web presence the site has, the name of the managing entity, and if, in your opinion, the site succeeded in its mission. **5 points each**

Super Saiyan Extra Credit:

If you visit **ten** different historical sites and write ten good Yelp reviews, you can earn **up to 10% of your overall grade**. If you choose to attempt this, you may submit a maximum of three reviews per week. You will not be eligible for this opportunity until you submit ten reviews. You may submit more than ten, and I will count the ten that score highest.

Pokemon Go!:

Locate historical marker signs. Take a picture of the Pokemon you captured on the sign and Tweet it. If you do not have the app, take a selfie with the sign. You may Tweet up to 10 unique signs.

****All extra credit options noted in the syllabus must be submitted by the end of the Twitter assignment, at 11:59 pm on 7 May, 2017.***

*****Please note, you may earn a maximum of 10% extra credit overall.***

Schedule

Week 1: 23-27 January

Assignments:

25 January: Twitter account set up

Reading:

Chapter 1: Early Western Civilization, 400,000 – 1000 BCE

Chapter 2: Near East Empires and the Reemergence of Civilization in Greece, 1000-500 BCE

Chapter 3: The Greek Golden Age, 500-400 BCE

Begin *Augustus*

Week 2: 30 January – 3 February

Reading:

Chapter 4: From the Classical to the Hellenistic World, 400-30 BCE

Chapter 5: The Rise of Rome and Its Republic, 753-44 BCE

Chapter 6: The Creation of the Roman Empire, 44 BCE-284 BCE

Continue *Augustus*

Week 3: 6-10 February

Assignments:

6 February: Research Topic Due

8 February: *Augustus* Discussion

Readings:

Chapter 7: The Transformation of the Roman Empire, 284-600

Chapter 8: The Heirs of Rome: Islam, Byzantium, and Europe, 600 – 750

Complete *Augustus* by 8 February discussion

Begin *Black Death*

Week 4: 13-17 February

Assignments:

13 February: Quiz #1

Reading:

Chapter 9: From Centralization to Fragmentation, 750-1050

Chapter 10: Commercial Quickening and Religious Reform, 1050-1150

Continue *Black Death*

Week 5: 20-24 February

Assignments:

22 February: *Black Death* Discussion

Reading:

Chapter 11: The Flowering of the Middle Ages, 1150-1215

Chapter 12: The Medieval Synthesis – and its Cracks, 1215-1340

Complete *Black Death* by 22 February discussion

Begin *Victors and Vanquished*

Week 6: 27 February – 3 March

Assignment:

27 February: Research Proposal due

Reading:

Chapter 13: Crisis and Renaissance, 1340-1492

Chapter 14: Global Encounters and the Shock of Reformation, 1492-1560

Continue *Victors and Vanquished*

Week 7: 6-10 March

Assignment:

6 March: Quiz #2

8 March: *Victors and Vanquished* Discussion

Reading:

Chapter 15: Wars of Religion and the Clash of Worldviews, 1560-1648

Chapter 16: Absolutism, Constitutionalism, and the Search for Order, 1640-1700

Complete Victors & Vanquished by 8 March discussion
Begin *Enlightenment*

Week 8: 13-17 March

SPRING BREAK – NO CLASS

Continue *Enlightenment*

Week 9: 20-24 March

Assignments:

20 March: Primary Source Analysis due

22 March: *Enlightenment* Discussion

Reading:

Chapter 17: The Atlantic System and Its Consequences, 1700-1750

Chapter 18: The Promise of Enlightenment, 1750-1789

Complete *Enlightenment* by 22 March discussion

Begin *Darwin*

Week 10: 27-31 March

Assignment:

27 March: Preliminary Source List due

Reading:

Chapter 19: The Cataclysm of Revolution, 1789-1799

Chapter 20: Napoleon and the Revolutionary Legacy, 1800-1830

Continue *Darwin*

Week 11: 3-7 April

Assignment:

3 April: Quiz #3

5 April: *Darwin* discussion

Reading:

Chapter 21: Industrialization and Social Ferment, 1830-1870

Chapter 22: Politics and the Culture of the Nation-State, 1850-1870

Complete *Darwin* by 5 April discussion

Begin *1989*

Week 12: 10-14 April

Assignments:

10 April: Workshop Day

Reading:

Chapter 23: Empire, Industry, and Everyday Life, 1870-1890

Chapter 24: Modernity and the Road to War, 1890-1914

Continue *1989*

Week 13: 17-21 April

Reading:

Chapter 25: World War I and Its Aftermath, 1914-1945

HIST 100-004 Syllabus

Chapter 26: The Great Depression and World War II, 1929-1945
Continue *1989*

Week 14: 24-28 April

Assignment:

24 April: Research Paper Due

26 April: *1989* Discussion

Reading:

Chapter 27: The Cold War and the Remaking of Europe, 1945-1960s

Week 15: 1-5 May

Reading:

Chapter 28: Postindustrial Society and the End of the Cold War Order, 1960s-1989

Chapter 29: A New Globalism, 1989 to the Present

Final Exam: Monday, 15 May, 2017, 10:30 am - 1:15 pm

****Please be advised, the syllabus may change. All changes will be posted to Blackboard.**