

HIST 125 (001): Introduction to World History

Professor and Instructors:

Dr. Michael Chang (mchang5@gmu.edu)

Office: Robinson B, Room 377C

Office hrs: MW 12-1 pm & by appt

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Office hrs: Th 12:30-2:30 pm @ Argo Tea

Mr. Benjamin Schneider (bschnei6@gmu.edu)

Office hrs: M 9:15-10:15 am @ Argo Tea

Course times and locations:

Lecture: M 10:30-11:45 am, Nguyen Eng Bldg, 1101

Discussion sections:

301: W 9:00-10:15 am, Aquia 219 (Schneider)

302: W 10:30-11:45 am, Hanover Hall L003 (Chang)

303: W 10:30-11:45 am, Research 202 (Schneider)

304: W 10:30-11:45 am, Research 201 (Guidone)

305: W 12:00-1:15 pm, Research 202 (Schneider)

306: W 12:00-1:15 pm, Research 201 (Guidone)

Course website: <http://hist125.wordpress.com>

COURSE DESCRIPTION

In this course we explore the sweeping historical changes that created today's world. Beginning around 1350, we trace key processes reshaping the politics, cultures, & economies of various regions. While Europe & the United States are part of our studies, we primarily consider events in 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 These titles are available for purchase at the GMU Barnes & Noble in the Johnson Center.

1. Elizabeth Pollard, et al. *Worlds Together, Worlds Apart, Volume 2: from 1000 CE to the Present*, concise edition. W.W. Norton & Co., 2015. [Abbreviated as *WTWA* below.]

2. Trevor R. Getz and Liz Clarke, *Abina and the Important Men: A Graphic History*, 2nd edition. Oxford University Press, 2015. [Abbreviated as *Abina* below.]

Readings in the course schedule marked by an **asterisk (*)** are available at the “Additional Materials” page on our course website <http://hist125.wordpress.com> (password = history).

COURSE REQUIREMENTS & GRADING

1. Attendance & Participation (12%): *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 the assigned reading, participate in discussions, and stay on top of their assignments. All students are expected to actively participate in each week's discussion. To do this effectively you will need to 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. Students will be evaluated based upon both the quantity and the quality of your contributions to our weekly discussions. *If you are uncomfortable speaking in front of the group, please talk to your instructor after class and explain your situation.*

2. Map Quiz (3%): *beginning of class on Wed. 2/1/2017*; no make-ups; study guide below (see p. 5)

3. Reaction Papers (20%): Most Wednesdays are devoted to discussion of assigned readings. For each of these class meetings, I have provided “reaction questions” related to the reading (see Course Schedule). These serve as prompts for short essays of roughly 300 words. There are a total of twelve (12) reaction paper questions; each student must submit **five (5)** reaction papers over the course of the semester, **due by at the BEGINNING of the Wednesday discussion section in which we discuss the assigned reading(s) about which you are writing.** If you only complete four reaction papers, you will receive a zero for the one you skipped. If you complete six, your lowest grade will be dropped. Each student may submit a maximum of six reaction papers. Use parenthetical citations to your sources (author, page #).

4. Abina Paper (20%): *due at start of lecture on Mon. 4/3/2017.* Students will write a paper of 4-5 pages in length, based on the book *Abina and the Great Men*. The assignment is attached below (see p. 6). The purpose of this paper is to allow students to grapple with the course material and to improve their college-level writing. One day of the course (W 3/29/2017) will be devoted to a paper writing workshop.

5. In-class Midterm (20%): matching IDs & blue-book essay; *in class on Wed. 3/8/2017*; no make-ups

6. Final Exam (25%): matching IDs & blue-book essay; *Wed. 5/10/2017 10:30 a.m.-1:15 p.m., Nguyen Engineering 1101 (lecture hall)*; no make-ups

COURSE POLICIES

a) Class absences: Students are expected to attend all meetings of the course. In the event that you must miss class, you are responsible for the contents of the lecture or discussion. **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 phones must be switched off and put away. Neither students nor instructors should compose, read, or respond to text messages during class. If you are an emergency responder (such as an EMT) and must receive calls or messages, please notify the instructor within the first week of class.

c) Laptop computers: Students who wish to use a laptop computer for note-taking are welcome to do so. However, students who use laptops for purposes other than taking notes (i.e., email, instant messaging, internet browsing unrelated to the course) will be asked to leave and no longer be permitted to use a computer in class.

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 will accepted (unless prior arrangements with the instructor have been made). You should, however, retain electronic copies of all written work, and 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 like Turnitin.com.

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. Late assignments will not be considered as “received” until a hard copy is in the instructor’s hands. **No make-ups will be allowed for the midterm or the final exams.**

f) Plagiarism: Don’t do it. It’s easy to spot & can result in expulsion from the University and loss of degree. **What is plagiarism?** As noted by the American Historical Association (AHA), “Writers plagiarize... when they fail to use quotation marks around borrowed material and to cite the source, use an inadequate paraphrase that makes only superficial changes to a text, or neglect to cite the source of a paraphrase.” For details see pgs. 3-4 of this document: http://www.historians.org/Documents/Plagiarism/Curriculum_Plagiarism.pdf

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 website:

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

g) Academic accommodations. If you are a student with a documented condition that warrants academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. **All academic accommodations must be arranged through ODS** (<http://ods.gmu.edu/>). Additional support may be obtained through Counseling and Psychological Services (CAPS): <http://caps.gmu.edu/>

h) Electronic communication. It is best to contact me at mchang5[at]gmu[dot]edu. I usually check email during normal business hours, namely M-F, 8 am-5 pm. Please allow 24-48 hours for a reply to an email request or inquiry (excluding weekends). Please sure to indicate 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://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>

i) Academic Integrity: All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code (<http://oai.gmu.edu/the-mason-honor-code/>).

All violations of the Honor Code will be reported to the Honor Committee for review.

j) Final disclaimer: 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.

COURSE SCHEDULE

The schedule below indicates themes, lecture topics, readings, & deadlines.

Week 1: Introduction & Orientation

- Mon 1/23 Lecture: Course Intro & Before European Hegemony, The World System 1250-1350 |
Read: *WTWA*, xl-xli, "The Geography of Ancient & Modern Worlds."
- Wed 1/25 Discussion: John M. Hobson, "Countering the Eurocentric Myth of the Pristine West: Discovering the Oriental West," *The Eastern Origins of Western Civilisation* (Cambridge University Press, 2004), 1-6 and 19-26.*
- Reaction Question: What does Hobson mean by the "Oriental West" and how does this concept shift our understanding of world history?

Week 2: The Old World Order

- Mon 1/30 Lecture: Internal Changes in the World System, 1350-1450 | Read: *WTWA*, 382-413
- Wed 2/1 Discussion: 1) **map quiz (first 10 min. of class)**; 2) "Introduction for Students," ix-xiii*; and 3) "Ibn Battuta Describes Chinese Ships on the Indian Coast"*
- Reaction Question: What evidence does Ibn Battuta's account provide that the Indian Ocean was the center of the global economy in the fourteenth-century (the 1300s)?

1/30: Last day to add courses; last day to drop classes with no tuition penalty

Week 3: Exploration & Conquest

- Mon 2/6 Lecture: Motives of Discovery & the Columbian Exchange | Read: *WTWA*, 418-447
- Wed 2/8 Discussion: 1) "Atlantic World Encounters"*; 2) Bernal Diaz, "The Conquest of New Spain"*; and 3) "The Broken Spears"*
- Reaction Question: What is the most significant difference between the account provided by the Spaniard Bernal Díaz and the Aztec account in "The Broken Spears"?

Week 4: The Atlantic System

- Mon 2/13 Lecture: The Tropical Atlantic Plantation Complex | Read: *WTWA*, 452-476, 482-489.
- Wed 2/15 Discussion: 1) Nzinga Mbemba, "Appeal to King of Portugal"*; 2) Capt. T. Phillips, "Buying Slaves in 1693"*; and 3) J. B. Romaine, "Journal of a Slave Ship Voyage, 1819"*
- Reaction Question: Pick two of the documents assigned for this week. How do they complicate our understanding of the Atlantic slave trade?

Week 5: The Atlantic Revolutions & the Limits of Enlightenment

- Mon 2/20 Lecture: Independence Movements in Haiti & Latin (Spanish) America (1800-1825) |
Read: *WTWA*, 496-498, 510-525, 530-545 | distribute Midterm Exam study guide
- Wed 2/22 Discussion: 1) Toussaint L'Ouverture, "Letter to the Directory"* and 2) Simon Bolivar, "Reply of a South American to a Gentleman of This Island (Jamaica), 1815"*
- Reaction Question: How did Enlightenment ideas evolve as they spread beyond Europe to the Americas? (Cite specific evidence from the 2 assigned readings.)

2/24: Last day to drop classes

Week 6: The Rise of European Domination

- Mon 2/27 Lecture: The Industrial Revolution & Rise of the British Empire | Read: *WTWA*, 546-553, 555-563
- Wed 3/1 Discussion: 1) "Capitalism and the Industrial Revolution"*; 2) Arnold Pacey, "Asia and the Industrial Revolution"*; and 3) Peter Stearns, "The Industrial Revolution Outside the West"*.
- Reaction Questions: According to Pacey, in what ways was Britain's Industrial Revolution facilitated by political and technological developments occurring in Asia? According to Stearns, why didn't the Industrial Revolution spread rapidly beyond Europe & the US?

Week 7: Midterm Examination

- Mon 3/6 Lecture: review for the Midterm Examination
- Wed 3/8 Discussion: **MIDTERM EXAM**; bring two blank, 8.5 x 11-inch blue books to the test

Week 8: SPRING RECESS, 3/13 – 3/19 —No classes. Read: *Abina*, “Letter to the Reader” (xv-xvii), “Part I: The Graphic History” (1-82), and “Part II: the Transcript” (85-111).

Week 9: Free-Trade Imperialism

Mon 3/20 Lecture: Global Context of the 1st Opium (Anglo-Chinese) War, 1839-1842 | Read: *WTWA*, 555-563.

Wed 3/22 Discussion: Read *Abina*, “Part III: Historical Context” (113-131).

Reaction Question: What was Britain’s interest in the Gold Coast in the 18th and 19th centuries?

Week 10: High Imperialism & White Settler Colonialism

Mon 3/27 Lecture: High Imperialism, 1870-1900 | Read: *WTWA*, 570-578, 606-629

Wed 3/29 Discussion: Read *Abina*, “Part V: Engaging *Abina*” (159-184) | writing workshop, draft thesis due

3/31: Last day of selective withdraw period

Week 11: Westernization & Its Discontents

Mon 4/3 Lecture: Anti-Imperialism & Japan’s Rise, 1895-1945 | Read *WTWA*, 629-635, 644-661

***Abina* Paper due at beginning of lecture**

Wed 4/5 Discussion: 1) “Westernization and Nationalism”*; 2) Theodore Von Laue, “From *The World Revolution of Westernization*”*; 3) Fukuzawa Yukichi, “Good-bye Asia”*; and 4) Mohandas K. Gandhi, “Hind Swaraj, 1921”*

Reaction Question: Pick either Fukuzawa Yukichi or Mohandas Gandhi and explain how he is an example of what Theodore Von Laue calls a “Westernized non-Western intellectual.”

Week 12: The Global System in Crisis—World War(s) & Depression

Mon 4/10 Lecture: The American Century, 1914-1945 & the Great Depression | Read: *WTWA*, 682-703, 711-713.

Wed 4/12 Discussion: 1) *WTWA*, 720-734; and 2) J. Samuel Walker, “History, Collective Memory, & the Decision to Use the Bomb”*

Reaction Question: Why have textbooks and popular history books been slow to incorporate the findings of historians?

Week 13: The Cold War & Decolonization in Asia: Vietnam

Mon 4/17 Film: excerpts from *Fog of War* (53 min., 2003) | Read: *WTWA*, 734-748.

Wed 4/19 Discussion: 1) “The Cold War and the Third World”*; 2) Ho Chi Minh, “The Vietnamese Declaration of Independence”*; 3) Edward Lansdale, “Report on CIA Operations in Vietnam, 1954-1955”*; and 4) distribute Final Exam study guide

Reaction Question: What were the goals and objectives of Ho Chi Minh and the Vietminh in 1945? What were the goals and objectives of the CIA in Vietnam in 1954-55?

Week 14: The Middle East & the Iranian Revolution

Mon 4/24 Lecture: The Iranian Revolution | before class watch: *Iran & the West, Part 1: The Man Who Changed the World* (59 min., BBC, 2009)*

Wed 4/26 Discussion: 1) Ayatollah Ruhollah Khomeini, “The Uprising of Khurdad 15, 1979”*; and 2) Ted Grant, “The Iranian Revolution, Part One” (9 February 1979), excerpt*

Reaction Questions: According to Ted Grant, what were the causes of the 1979 Iranian Revolution? How does Grant’s analysis compare to that of the Ayatollah Khomeini? On what point(s) do Khomeini and Grant agree? Where do they disagree?

Week 15: Review & Wrap-up

Mon 5/1 Lecture: course evaluations and review for Final Examination

Wed 5/3 Discussion: course evaluations and review for Final Examination

Final Exam: Wed. 5/10/2017, 10:30 am-1:15 pm, Nguyen Engineering Building 1101 (lecture hall)

Study Guide for In-class Map Quiz

Using the world maps at the back of our textbook, *Worlds Together, Worlds Apart*, please locate the 28 items listed below on the attached map. **At the beginning of discussion section** on **Wednesday, 2/1/2017** 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



Guidelines for paper on *Abina and the Important Men: a Graphic History*

A person's individual life is shaped by historical forces outside of the intimate spheres of family, friends and community. Whether we are aware of it or not, the circumstances of our lives are shaped in fundamental ways by political events (like elections and revolutions); by social or demographic changes (such as epidemics or population shifts); by technological changes (such as improvements in health care or communications technologies); by economic developments (like recessions, industrialization, and trade); by global processes (like imperialism and war); and by new ideas (such those expressed during the Enlightenment). Abina Mansah's life, too, was shaped by these kinds of forces, many of which we have been studying over the last few weeks.

Assignment: For this essay, **please identify** what you think are the **two (2) most important historical forces shaping Abina's life**, as it is represented in “Part I: the Graphic History” (1-82) of *Abina and the Important Men* by Trevor Getz and Liz Clarke, and also in “Part II: the Transcript” (85-111) on which Part I is based. **Explain why** you think the historical forces you’ve identified are most important and **how** exactly they affected Abina's individual life.

In writing your essay, you should review *Abina* (esp. Parts I-III), *WTWA* (esp. p. 509-510, 545-546, 618-629), and your notes for class lectures (esp. for 2/27, 3/20, and 3/27). Information and examples found in these sources will serve as supporting evidence for the main points in your paper. In most cases, you should use “Part III: Historical Context” of *Abina* as well as *WTWA* and lecture notes to support your discussion of the historical forces, and Parts I and II of *Abina* (the graphic history and the court transcripts) to illustrate how those forces shaped Abina's life.

You must cite specific evidence from the readings to support the main points in your paper.

Due date: **Monday, April 3, 2017 at the beginning of lecture.** (Note: papers turned in after the beginning of class will be marked late. For the late policy, please refer to point e. under “Course Policies” on p. 2 above). This assignment will count as 20% of your overall course grade.

Format: 4-5 pages (AT LEAST to the bottom of page 4, and AT MOST to the bottom of page 5), double-spaced, 1-inch margins, 12-point font, paginated and stapled. Hard-copy only, no electronic submissions or email attachments accepted.

Citation of Sources: Use of specific evidence is vital to this paper, and you must indicate from where in the reading you have taken ideas, quotations, or specific words. Include parenthetical citations to page numbers of the specific accounts, such as (*Abina*, 65) or (*WTWA*, 613). When you cite information from a lecture, provide the date of the lecture (Lecture, March 27). This paper requires no outside sources besides the required texts and lectures. If you do use other sources, you must cite them. Refer to the syllabus for this course's concern with plagiarism and academic honesty (see point f. under “Course Policies” on p. 2 above). If you are confused by any of this, please ask your instructor.

Essay Structure and Writing Style: Your essay should have a clear introduction that states your thesis (in other words your argument – what you are trying to prove) and a conclusion that summarizes your main points and perhaps raises further questions. In the body of your paper, use one paragraph per idea and make sure that you have sufficient evidence to support each of your statements. When writing about the past and accounts written in the past, use the past tense. For most people, writing clearly means using short sentences and words that they know well.

For more details on what an intellectually sound and well-written paper should include and how your work will be evaluated, please see the first link, “Keys to a Strong Paper,” on the "Writing" page of our course website: <https://hist125.wordpress.com/writing/>