

George Mason University
Department of History and Art History

Fall 2017

Lecture: T, 12-1:15 pm (Planetary Hall 131)

Office Hours: M, T 2-3 pm

Randolph Scully
Robinson B 375A
rscully@gmu.edu

Teaching Assistants

Kelley Fincher (kfincher@masonlive.gmu.edu)

Anthony Guidone (aguidone@masonlive.gmu.edu)

Stephen Hoyle (INTO) (shoyle2@gmu.edu)

Recitation Sections:

304/3P3: R, 12-1:15 pm (Robinson B 108): Scully

305: R, 1:30-2:45 pm (Robinson A 245): Fincher

306/3P2: R, 10:30-11:45 am (Robinson A 250): Guidone

310/3P4: R, 12-1:15 pm (Robinson B 442): Fincher

311/3P5: R, 12-1:15 pm (Robinson B 202): Guidone

312: R, 1:30-2:45 pm (Robinson B 120): Guidone

EAP 104-P02 (INTO language support): Hoyle

HISTORY 125-002: INTRODUCTION TO WORLD HISTORY

We are never as steeped in history as when we pretend not to be, but if we stop pretending we may gain in understanding what we lose in false innocence. Naiveté is often an excuse for those who exercise power. For those upon whom that power is exercised, naiveté is always a mistake.

Michel Rolph-Trouillot, 1995

COURSE DESCRIPTION

This class examines the forces, trends, relationships, and events that have shaped the modern world, from about 1300 to the present. We will touch on the particular histories of a variety of regions—East Asia, South Asia, Europe, the Middle East, Africa, Central America, South America, the Caribbean, and North America—but the overall theme of the class is less these particular histories than the creation and evolution of the global systems of trade and power relations that tied them all together. Through a variety of sources, we will explore and attempt to understand the ways in which these global systems were created, contested, and transformed over the course of the late medieval, early modern, and modern eras. The main themes of this history include trade and mercantile activity, colonialism and imperialism, industrialization and consumption, revolution and nationalism, and resistance and anti-colonialism. These are big concepts and broad themes, but we will also try to be attentive to the ways these processes shaped and were shaped by individual and local experiences.

LEARNING OBJECTIVES

There are three categories of learning objectives for this class: (1) building content knowledge; (2) developing historical thinking and consciousness; and (3) practicing analytical skills and expression.

Content Knowledge

- You will understand major events and chronologies in the making of the modern world.
- You will develop definitions and nuanced understandings of key concepts such as mercantilism, colonialism, imperialism, industrialization, consumption, and anti-colonialism.
- You will be able to cite specific examples and explain historical developments that illuminate these concepts.
- You will gain broad familiarity with key developments and events in different regions of the world.
- You will develop a framework for understanding how the world is interconnected and how power relations shape and are shaped by those connections.

Historical Thinking and Consciousness

- You will develop concepts and practice habits of thought crucial to historical understanding, including what Thomas Andrews and Flannery Burke call the five Cs of history: (1) understanding *change* over time; (2) the importance of *context* for understanding the meaning and significance of historical changes—things matter in relationship to other things; (3) the nature of historical *causality* (i.e., why did things happen); (4) the important role of *contingency* (i.e., things did not necessarily have to turn out the way they did); (5) the irreducible *complexity* of history (usually, there's not a single cause for a particular change, but many overlapping and even conflicting causes).
- You will gain tools and concepts for understanding the ways in which institutions, identity, power, authority, and governance are shaped by these forces and located in history.
- You will gain the building blocks for a perspective of a world beyond your own personal location in order to understand other people, places and environments.

Analytical Skills and Expression

- You will practice reading and comprehending information from secondary sources and turning that information into knowledge by applying it to historical questions and analysis.
- You will learn the distinction between primary and secondary sources (this is sometimes trickier than it seems).
- You will learn to employ techniques and approaches used by historians to understand and interpret primary sources of various kinds (texts, images, film, music, e.g.).
- You will gain extensive practice in clearly and concisely expressing yourself in writing and speaking, focusing on two dimensions of expression: narration and argument. The first focuses on clearly describing events, ideas, or the content of sources; the second focuses on using and applying that material to answer historical questions, address historical debates, or explain historical developments.
- You will learn how to properly cite print and online material in your papers.

Global Understanding

This course develops an understanding of historical processes shaping the interconnectedness and diversity of an increasingly “global” world. During our class lectures and discussions, you

will be asked to identify, evaluate and cite scholarship that enhances your awareness of global issues and individual responsibilities within global societies. For further information on how “global understanding” fits within the Mason Core (University General Education) requirements, please see <http://masoncore.gmu.edu/global-understanding-2/>

REQUIRED TEXTS

The following books are required reading for this class, and are available for purchase at the GMU Barnes and Noble in the Johnson Center:

- Carter, James and Richard Warren. *Forging the Modern World: A History*. New York: Oxford University Press, 2016.
- Getz, Trevor R. and Liz Clarke. *Abina and the Important Men*, 2nd ed. New York: Oxford University Press, 2015.
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 8th ed. Boston: Bedford/St. Martin's, 2015.

Additional required readings listed on the syllabus are available via Blackboard. Go to mymason.gmu.edu and click on the “courses” tab and then on HIST 125-002. Click on “Course Content,” at the left of the screen, and you will find downloadable files or links to the readings.

Other short readings not listed on the syllabus may be handed out in class or distributed electronically, and those will also be considered part of the required reading.

You should always bring a paper copy of the reading to refer to in class.

COURSE REQUIREMENTS AND GRADING

Class Attendance, Participation, and Preparation:

Your attendance and active participation are crucial to the success the class. Not coincidentally, participation is a significant portion of your grade. Obviously, if you are not in class, you are not participating, so attendance is necessary to fulfill this requirement for the class.

In lecture (Tuesdays), participation means being there on time, bringing appropriate materials to class (note taking materials, textbook and other readings for the week), listening carefully, taking notes, and engaging with whatever exercises, thought experiments, short writing, brainstorming, or questions are raised. Attending lecture should be an active learning experience, not just a passive one: you should be *thinking* about what is going on, digesting it, and developing your own questions and ideas in response.

In recitation (discussion) sections (Thursdays), participation means being there on time, having done and thought about the reading, the previous lecture, and any discussion questions or other assignments given ahead of time. It also means actively participating—speaking in discussion, making relevant points that are based in the reading and other class material, engaging with other students' ideas thoughtfully and respectfully, and fully engaging with in-class exercises and writing.

Short Assignments and Quizzes:

Short Assignments are brief written assignments or other exercises (in or out of class) used to encourage thought and discussion. Often these will simply be reactions to the reading or lecture. Other times they might be brief thought pieces asking you to reflect on what we've done so far. Sometimes they will be intended to practice particular skills in writing and analysis leading up to larger assignments. They don't usually require much writing, but they should be the result of significant consideration and effort.

Quizzes on the reading or other material are designed to encourage and reward attention to readings and lecture, as well as to help with retention. The exact number of quizzes will vary depending on how much it seems necessary to remind everyone to do the reading.

Essays:

You will write two three- to four-page essays based on the course materials, one in the middle of the semester and one near the end of the semester. *Details of these assignments will be distributed in class.*

Midterm:

There will be a midterm exam in class on Tuesday, October 3. The midterm will consist of identifications and an essay question.

Final Exam:

There will be a final exam on Thursday, December 14 from 10:30 am to 1:15 pm. The final exam will consist of a section of identifications from the second half of the semester, one essay on the second half of the semester, and one comprehensive essay that covers the whole semester.

Grading:

Class Participation	15%
Short Assignments+Quizzes	20%
Essays	20%
Midterm	20%
Final	25%

IN-CLASS BEHAVIOR:

Behaviors such as frequent tardiness, leaving early, packing up to leave before class is over, sleeping, eating, talking when others are speaking, texting, checking email, using social media, and doing work for other classes are signals to me and to the rest of the class that you do not take the course seriously. All of these have a strong negative effect on your own learning as well as on your classmates' ability to concentrate in class. These behaviors will adversely affect your participation grade.

LAPTOP & DEVICE USAGE GUIDELINES:

Recent research suggests that taking notes by hand is significantly more effective than typing on a computer—it requires more effort to think about what you are hearing and figure out what's important to write down, and thus promotes greater retention of class material. Laptops can provide nearly endless possibilities for distraction—not just for the student but for others

in the class as well. It is also extremely distracting for the professor when it is obvious someone is looking at something on their computer rather than paying attention to class—we can usually tell. So please take some time to consider whether that laptop is necessary or if it will prove a hard-to-resist distraction.

If you do decide to use a laptop in class, you must **TURN OFF YOUR WIFI CONNECTION WHILE IN CLASS** in order to avoid the distractions mentioned above.

I reserve the right to ask people to close their computers for periods of the class, to switch seats, or to turn off their computers if they prove distracting to you, me, or your classmates.

LATE PAPER POLICY:

All assignments are officially due at the beginning of class on the day they are due. Late papers turned in later the same day are subject to a penalty of three (3) points (out of 100). Papers turned in the following day are subject to a five-point (5) penalty. Each subsequent day, a similar 5 point penalty will accrue, which means eventually the penalty would outweigh the total value of the assignment. Don't let this happen.

IT IS YOUR RESPONSIBILITY TO MAKE SURE I GET THE PAPER. If you do not turn in the paper in class, you assume all risk of any mischance. Papers are not considered to be turned in until I hold them in my hands, or, in the case of electronic submissions, when I email you to confirm trouble-free receipt. Please save and send your paper as a Microsoft Word (.doc or .docx), PDF, or Rich Text Format (.rtf) document. You assume all risk of unopenable or missing attachments.

Extensions will be granted at my discretion in appropriate circumstances **IF YOU CONSULT WITH ME BEFORE THE DUE DATE.** In appropriate circumstances and entirely at my discretion, I will negotiate a new due date for papers that are already late, assessing a fixed penalty rather than the daily one outlined above. **BUT**, failure to meet the new deadline will result in failure (no credit) of the assignment.

In general, if you have any kind of problem that interferes with your work for the class, please consult with me as soon as possible.

HONOR CODE STATEMENT

All work in the course is governed by the George Mason University honor code:
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

More information can be found at the GMU [Office of Academic Integrity](#).

OTHER POLICIES AND IMPORTANT INFORMATION:

Administrative Dates

Last day to add & to drop with no tuition penalty: Tuesday, September 6

Last day to drop with 33% tuition penalty: Tuesday, September 20

Final Drop Deadline, with 67% tuition penalty: Friday, September 30

Disabilities

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ods.gmu.edu) at (703) 993-2474. All academic accommodations must be arranged through that office.

GMU Email Accounts

Students must use their MasonLive email accounts to receive important University information, including messages related to this class. See masonlive.gmu.edu for more information.

Useful Resources

Writing Center (writingcenter.gmu.edu): A114 Robinson Hall, (703) 993-1200.

Counseling and Psychological Services (caps.gmu.edu): SUB I, Room 3129, (703) 993-2380.

University Catalog: catalog.gmu.edu.

Other university policies: universitypolicy.gmu.edu.

SCHEDULE OF CLASSES

(NOTE: this schedule is subject to change due to a variety of possible factors—weather-related cancellations, illness, class interests, current events or new information, and more. Any changes will be announced in class, an announcement will be sent via email, and an updated syllabus will be uploaded to Blackboard. Please make sure to keep informed about any changes.)

WEEK ONE: INTRODUCTION

T, Aug. 29: Thinking about the World, Thinking about History, Thinking about World History

R, Aug. 31: What is World History, and Why?

Reading

- Carter and Warren, *Forging the Modern World*, Introduction.
- Rampolla, *Pocket Guide to Writing in History*, ch. 1.

WEEK TWO: DIMENSIONS OF THE FIFTEENTH-CENTURY WORLD

T, Sept. 5: The Disruption and Reconstruction of the Medieval World System

R, Sept. 7: The World in the Fifteenth Century

Reading

- Carter and Warren, *Forging the Modern World*, ch. 1.
- Rampolla, *Pocket Guide to Writing in History*, ch. 2.
- Ma Huan, “On Calicut, India” (1433).
- Journal of the First Voyage of Vasco da Gama (1498).

WEEK THREE: EUROPEAN CONQUEST OF THE AMERICAS

T, Sept. 12: Motives of Discovery and the Columbian Exchange

R, Sept. 14: The Meanings of Conquest

Reading

- Carter and Warren, *Forging the Modern World*, ch. 2.
- Rampolla, *Pocket Guide to Writing in History*, sections 3a, 3b, & 3c.
- Bernal Díaz, “The Conquest of New Spain” (c. 1560).
- The Broken Spears: The Aztec Account of the Conquest of Mexico (c. 1540s).
- Bartolomé de las Casas, “The Devastation of the Indies” (1555).

WEEK FOUR: THE EARLY MODERN GLOBAL ECONOMY

T, Sept. 19: Sugar, Slaves, Textiles, and Silver

R, Sept. 21: The Transatlantic Slave Trade

Reading

- Carter and Warren, *Forging the Modern World*, pp. 67-74, 83-89 (parts of ch. 3), and all of ch. 4.
- Thomas Phillips, “A Journal of a Voyage Made in the *Hannibal*” (1693-4).
- An Early Slave Narrative: Ayubah Suleiman Diallo, or “Job” (1734).

WEEK FIVE: THE AGE OF ATLANTIC REVOLUTIONS**T, Sept. 26:** Independence Movements in the Atlantic World**R, Sept. 28:** Contesting the Limits of Liberty**Reading**

- Carter and Warren, *Forging the Modern World*, ch 6.
- Rampolla, *Pocket Guide to Writing in History*, section 3f (including subsections).
- French Declaration of the Rights of Man and Citizen (1789).
- Olympe de Gouges, French Declaration of Rights for Women (1791).
- Haitian Declaration of Independence (1804)
- Haitian Constitution (1805)

WEEK SIX: MIDTERM**T, Oct. 3:** Midterm Examination**R, Oct. 5:** The Industrial Revolution and the Rise of the British Empire**Reading**

- Carter and Warren, *Forging the Modern World*, ch. 7.
- Get started reading Getz and Clarke, *Abina and the Important Men*, pp. xiii-157, and questions on pp. 185-190.

WEEK SEVEN: INDUSTRIALIZATION AND THE RISE OF EUROPE**T, Oct. 10:** No Lecture—Monday Classes Meet on Tuesday**R, Oct. 12:** Industrialization, Modernization, and Modernity around the World**Reading:**

- Carter and Warren, *Forging the Modern World*, ch. 8.
- Rampolla, *Pocket Guide to Writing in History*, ch. 4.
- Continue reading Getz and Clarke, *Abina and the Important Men*, pp. xiii-157, and questions on pp. 185-190.

WEEK EIGHT: IMPERIALISM RESHAPES GLOBAL POWER RELATIONS**T, Oct. 17:** High Imperialism, 1870-1900**R, Oct. 19:** Imperialism and History**Reading**

- Carter and Warren, *Forging the Modern World*, pp. 227-237 (the beginning of ch. 9).
- Getz and Clarke, *Abina and the Important Men*, pp. xiii-157, and questions on pp. 185-190.

WEEK NINE: WESTERNIZATION AND ITS DISCONTENTS

T, Oct. 24: Trouble in the Global System: Anti-Imperialism, Inequality, and the Rise of Japan, 1895-1945

PAPER ONE DUE

R, Oct. 26: Anti-Imperialist Westernization?

Reading

- Carter and Warren, *Forging the Modern World*, pp. 237-252 (the rest of ch. 9).
- Fukuzawa Yukichi, "Good-bye Asia" (1885).
- Images from Japan: Views of Westernization (late nineteenth century).
- Kakuzo Okakura, "The Ideals of the East" (1904).

WEEK TEN: MODERNITY, NATIONALISM, AND WORLD WAR

T, Oct. 31: Nations, States, and Empires in the Era of the First World War

R, Nov. 2: Two Outcomes of World War I: The Soviet Union and the League of Nations

Reading

- Carter and Warren, *Forging the Modern World*, ch. 10
- V.I. Lenin, "War and Revolution" (1917).
- Covenant of the League of Nations (1919).
- Syrian Congress Memorandum (1919).

WEEK ELEVEN: DEPRESSION, TOTALITARIANISM, AND WAR

T, Nov. 7: The Rise of the United States and the Coming of World War II

R, Nov. 9: Total War and the Atomic Bomb

Reading

- Carter and Warren, *Forging the Modern World*, ch. 11.
- Dr. Robert Wilson, Letters from Nanking (1937-1938).
- President Truman's Announcement of the Dropping of an Atomic Bomb on Hiroshima (1945).
- Akihiro Takahashi, "Memory of Hiroshima" (1945/1986).

WEEK TWELVE: THE COLD WAR

T, Nov. 14: The Cold War's Hot Spots

R, Nov. 16: Superpowers Attempt to Manage the Cold War

Reading

- Carter and Warren, *Forging the Modern World*, ch. 12.
- Vietnamese Declaration of Independence (1945).
- Edward Lansdale, Report on CIA Operations in Vietnam (1954-1955).
- Soviet Telegram on Cuba, September 7, 1962.
- U.S. Government Meeting Transcript and Telegram on Military Coup in Argentina (1976).

WEEK THIRTEEN:**T, Nov. 21:** No Class-Out of Town**R, Nov. 23:** No Recitation—Thanksgiving Break**WEEK FOURTEEN: THE MIDDLE EAST AND THE IRANIAN REVOLUTION****T, Nov. 28:** The Iranian Revolution**R, Nov. 30:** Living Through Revolution and Diaspora**Reading**

- Carter and Warren, *Forging the Modern World*, pp. 336-346 (part of ch. 13)
- Watch *Persepolis* (Sony Pictures Classics, 2007) directed by Vincent Paronnault and Marjane Satrapi. A physical copy of the DVD is on reserve in the Johnson Center Library; the film can also be digitally rented and streamed via Amazon.

WEEK FIFTEEN: GLOBALIZATION**T, Dec. 5:** Is Globalization New?**PAPER TWO DUE****R: Dec. 7:** Using History to Think About the Present**Reading**

- Carter and Warren, *Forging the Modern World*, pp. 346-363 (the rest of ch. 13) & the Epilogue.

FINAL EXAM: Thursday, December 14, 10:30 am to 1:15 pm.