

FALL 2017 HIST 125 (014): INTRODUCTION TO WORLD HISTORY, 1200-1900

Dr. Benedict Carton
R.T. Hawkes Professor of History
Dept. of History & Art History
Office: Robinson B, room 355B

Times: **Wednesday, 4:30-7:10pm**
Class location: Krug Hall 7
E-mail: bcarton1@gmu.edu
Office hours: Tues/Wed. 2:45–3:45 pm and by appointment.

COURSE DESCRIPTION, MASON CORE, & GLOBAL UNDERSTANDING

In this **Mason Core course**, we explore the sweeping historical changes that created today's world. Beginning around 1200, we trace key processes reshaping the politics, cultures, and economies of various regions. While Europe and the Americas are part of our focus, we primarily consider Asia, Middle East, and Africa. Each of these geographic regions became enmeshed in a global system affected by far-reaching oceanic explorations and forced migrations, religious transformations, mercantile activities, industrial processes, and forms of imperialism/ colonialism. By semester's end, students should grasp the major trends underlying seven centuries of world history.

HIST 125 will develop **your understanding of global processes and their impact on societies in multiple continents**, demonstrating the linkages and diversity of an increasingly integrated world. During our class lectures and discussions, you will be encouraged to identify, evaluate and cite scholarship that enhances your awareness of global issues and individual responsibilities within global societies. Finally, this course will enhance your critical reading and thinking skills, using a variety of analytical frameworks, historical sources (primary and secondary), and writing exercises. The knowledge acquired in HIST 125 will doubtless improve your employment prospects in many professions.

LEARNING OUTCOMES: SPECIFIC, MEASURABLE & RELEVANT TO FIELD OF STUDY

1. Demonstrate familiarity with key chronologies (dates) in world history.
2. Explain long-term changes and continuities in world history from 1200 to 1900
3. Evaluate and reference scholarly sources, including historical documents.
4. Develop analytical skills that evaluate over time major social transformations.
5. Communicate ideas and link themes in world history through speech and writing.

REQUIRED TEXT FOR STUDENTS TO PURCHASE AT THE START OF THE COURSE

The required text below is available at the GMU (Fairfax Barnes & Noble) Bookstore:

1. Kevin Reilly. *Worlds of History: A Comparative Reader, Volume Two: Since 1400*. 5th ed. Bedford/St. Martin's, 2013. (Abbreviated as *WoH* below).

CLASS CONDUCT

1. Please do NOT arrive late to class.
2. Please turn OFF cell phones and all hand-held communication devices in class.
3. You are not allowed to view media websites & write social emails during class.
4. Please do NOT eat or drink in class.
5. When emailing your Professor, include the subject heading, "HIST 125"
6. If you email your Professor with a question that is clearly answered in the syllabus, he will reply "please check your syllabus, and thank you."
7. You are required to honor George Mason University's academic policies and codes.

Disabilities, Academic Accommodations and Religious Observances: If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through that office. Students who must miss class for religious observances (other than those observances recognized by the university) are kindly asked to notify the professor.

COURSE REQUIREMENTS

Attendance and Participation: Students are fully expected to attend all meetings of this course, i.e., lectures, discussions, exam reviews, and exams. The first exam, midterm exam and final exam require knowledge of lectures and the readings. This course is structured to reward students who come to class, complete their assigned readings in a timely fashion, participate in discussions, and keep up with the required work. In class, be prepared to ask think critically about the issues you are learning, for example, during discussions of assigned primary sources which reveal how various peoples, ruling societies and social movements viewed their experiences at a particular time of history. If you have trouble contributing to the discussion, please talk to your instructor after class and explain your situation. Thank you.

Readings: In this course, we read one main book containing historical analysis and primary sources. The amount of weekly reading varies, but the obligation averages between 30 and 50 pages, including extensive lecture notes and Ppt slides posted to Blackboard before each class meeting. As a general rule, students should plan to spend at least one hour studying and reading outside of class for every hour they spend in lecture/discussion. ****We will often discuss assigned readings from your main book, *WoH*. Therefore, you are required to have your print or electronic copy of the *WoH* text in almost all of our classes, except during certain examinations.****

Examinations: To ensure that students are attentive to the details and themes of HIST 125, we will have No books/No notes exams with identification, short-answer, and essay questions. Before every exam, we will hold an in-class review session. Please consult the Fall 2017 Schedule below for the date of each important review session.

COURSE REQUIREMENTS (CONTINUED)

Exam Rules and Deadlines: In accordance with university regulations, professors in the Department of History re-schedule exams after receiving written official documentation of a serious medical concern or family emergency; often **this documentation must be verified by the Dean of Student Life**. Work-related and personal/family obligations (business and personal trips, end-of-semester travel, graduation ceremonies, etc.) are not adequate excuses for re-scheduling exams.

****I will not re-teach a missed class via email or in an office conference. Nor will I customize this course to fit a student's work or personal schedule.****

These two statements are in accordance with pedagogical obligations at George Mason University and your student agreement with the professor in this course. If you are absent for one class, you are missing approximately one week of work in HIST 125.

To be considered for a good grade, you **must complete** the assigned reading(s) **before** you come to class; finish your assignment in a timely fashion; receive solid grades for your exams; and participate to the best of your ability in discussions. You can't participate in discussions if you do not attend class. A poor participation mark may lower your final grade in the course (e.g., from a B+ to a C+). I strongly advise that you take notes in class.

GRADING AND GRADES (NUMERICAL TO LETTER)

Final course grades will be calculated according to the following rubric:

Participation	15%	Based on contributions to class discussions. These contributions require class attendance.
First In-class Exam	20%	October 4
Midterm Exam (short-answer and -essay)	30%	November 8
Final Exam (short-answer and long-essay)	35%	December 13

100-93	(A)
92.99-90	(A-)
89.99-87	(B+)
86.99-83	(B)
82.99-80	(B-)
79.99-77	(C+)
76.99-73	(C)
72.99-70	(C-)
69.99-65	(D)
64.99 AND BELOW	(F)

FALL 2017 SCHEDULE

The schedule below highlights lecture and discussion themes, assigned readings, and crucial deadlines. The abbreviation used for the main book is *WoH* (*Worlds of History: A Comparative Reader, Volume Two: Since 1400*, 5th Edition).

Week 1: Aug 30: Course introduction and syllabus review: **Mandatory attendance is required for this class in a course that meets *only once a week*.**

Week 2: Sept 6: Opening lecture and discussion: “World History in Different Maps and Global Spaces: Fallacies and Realities.” Please consult lecture notes and accompanying Ppt presentation, both of which will be posted to Blackboard right before this class begins.

Read and discuss for the next class, 9/13: *WoH*, “15: Overseas Expansion in the Early Modern Period: Historical Context, Thinking Historically”; N. Kristof, “1492: The Prequel (1999)”; and consider reading the **optional** (follow-up) primary source by Ma Huan, “On Calicut, India, 1433.”

Week 3: Sept. 13: Lecture and discussion: “Before European Hegemony in the Indian-Ocean ‘World System’: 1200-1450.” **Be sure to have your print or electronic copy of *WoH* in class; you need to access the assigned reading.** In this 9/13 class we discuss *WoH*, N. Kristof, “1492: The Prequel (1999)”; and if there is interest we analyze the **optional** (follow-up) primary source by Ma Huan, “On Calicut, India, 1433.”

Read and discuss for the next class, 9/20, *WoH*, Christopher Columbus, “Letter to King Ferdinand and Queen Isabella, 1493”; and consider reading **this optional** (follow-up) source by Kirkpatrick Sales, “The Conquest of Paradise, 1991.”

Week 4: Sept. 20: Lecture and discussion: “The Columbian Exchange, Wider Explorations and Hemispheric Conquests: 1450-1600.” In this 9/20 class we discuss *WoH*, Christopher Columbus, “Letter to King Ferdinand and Queen Isabella, 1493.” Please consider this question: did Columbus ruin “paradise”?

Read and discuss for the next class, 9/27, *WoH*, Bernal Diaz, “The Conquest of New Spain, c. 1560,” and “The Broken Spears: The Aztec Account of the Conquest of Mexico, c. 1540s.”

Week 5: Sept. 27: Lecture and discussion: “The Consequences of the Columbian Exchange: Crops, Diseases and Colonization in the Atlantic World: 1500s-1700s.” In this 9/27 class we discuss *WoH*, Bernal Diaz, “The Conquest of New Spain, c. 1560,” and “The Broken Spears: The Aztec Account of the Conquest of Mexico, c. 1540s.”

****We hold our first exam review session after the lecture and discussion.****

Week 6: Oct. 4: **FIRST IN-CLASS EXAM**

Read and discuss for the next 10/11 class, *WoH*, Nzinga Mbemba, “Appeal to the King of Portugal” and Capt. Thomas Phillips, “Buying Slaves in 1693”; review images of enslaved peoples’ in the 18th century and 19th century.

Week 7: Oct. 11: Lecture and discussion: “Slavery and the Tropical Atlantic Plantation Complex, 1500s-1800s: Americas, Africa and Europe.” In this 10/11 class we discuss *WoH*, Nzinga Mbemba, “Appeal to the King of Portugal, 1526” and Capt. Thomas Phillips, “Buying Slaves in 1693.”

Read and discuss for the next 10/18 class, *WoH*, “The French Declaration of the Rights of Man and Citizen, 1789,” Olympe de Gouges, “The French Declaration of Rights for Women, 1791,” and Toussaint L' Ouverture, “Letter to the Directory, 1797.”

Week 8: Oct. 18: Lectures and discussion: “Atlantic Revolutions and Limits of the Enlightenment: 1700s-1800s.” In this 10/18 class we discuss *WoH*, “The French Declaration of the Rights of Man and Citizen, 1789,” Olympe de Gouges, “The French Declaration of Rights for Women, 1791,” and Toussaint L' Ouverture, “Letter to the Directory, 1797.”

Read and discuss for the next 10/25 class, *WoH*, Adam Smith (father of “free trade” and “free market” capitalism), “The Wealth of Nations, 1776.”

Week 9: Oct. 25: Lectures and discussion: “Emerging European Power: The Industrial Revolution and Rise of the ‘Free Trade’ British Empire: 1700s-1800s.” In this 10/25 class we discuss *WoH*, Adam Smith, “The Wealth of Nations, 1776.”

Re-read weeks 4-5, 7-9 lecture notes, weeks 4-5, 7-9 Ppt presentations and weeks 4-5, 7-9 assigned primary sources for the next Nov 1 class.

Week 10: Nov. 1: **Midterm Exam Review Session**

Week 11: Nov 8: **IN-CLASS MIDTERM EXAM**

Read and discuss for the next 11/15 class “Free Trade Imperialism: A Global Opium War” class lecture notes and Ppt presentation slides, posted to Blackboard right before the evening meeting.

Week 12: Nov 15: Lecture and discussion: “Free Trade Imperialism: A Global Opium War: India, China, British Empire, and the United States: 1800s” In this 11/15 class we discuss *WoH*, “Free Trade Imperialism: A Global Opium War” class lecture notes and Ppt presentation slides, posted to Blackboard right before the evening meeting.

Read and discuss for the next 11/29 class (**following the Thanksgiving holiday**), *WoH*, Joseph Conrad, “Heart of Darkness, 1899” Chinua Achebe, “An Image of Africa: Racism in Conrad’s *Heart of Darkness*,” and Rudyard Kipling, “The White Man’s Burden, 1899.”

Week 13: Nov 22: **NO CLASS. THANKSGIVING RECESS**

Read and discuss for the next 11/29 class *WoH*, Joseph Conrad, “Heart of Darkness, 1899,” Chinua Achebe, “An Image of Africa: Racism in Conrad’s *Heart of Darkness*,” and Rudyard Kipling, “The White Man’s Burden, 1899.”

Week 14: Nov 29: Lecture and discussion: “European Imperialism and Settler Colonialism in Africa: 1800s to Early 1900s.” In this 11/29 class we discuss *WoH*, Joseph Conrad, “Heart of Darkness, 1899” Chinua Achebe, “An Image of Africa: Racism in Conrad’s *Heart of Darkness*,” and Rudyard Kipling, “The White Man’s Burden, 1899.”

Begin to prepare for your final exam: **review** weeks 3-5 lecture notes and weeks 3-5 Ppt presentations as well as assigned readings for weeks 3-5; **re-read** weeks 7-9,12,14 lecture notes and weeks 7-9,12,14 Ppt presentations as well as assigned readings for weeks 7-9,12,14.

Week 15: Dec 6: COURSE AND FINAL EXAM REVIEW

****FINAL EXAM** DECEMBER 13, 4:30-715pm.**