

Introduction to World History

Professor: Dr. Aminur Rahman (arahma7@gmu.edu)

Office: Robinson B, Room 369B

Office hours: Thursday 7.30-9.30 p.m. & by appointment (preferred)

Class meets: Thursday 4.30 – 7.10 p.m.
Planetary Hall 212

COURSE DESCRIPTION AND OBJECTIVES:

This course is designed to explore and engage with the historical processes that have shaped the modern world. It traces the trends of historical development that shaped people, reshaped cultures and generated new economies. It also focuses on the cross-cultural and cross-regional interaction of the world from the earliest period of history. While engaging with the major historical trends, this course also focuses on women's participation and their active role in the historical discourse, not just as a marginalized group but as active interlocutors, while engaging with a debate about the concept of marginalized voice. The focus of the course will be mostly on non-Western regions of the world and their interaction in the global networks resulting from mercantile expansion, the industrial revolution, imperialism, nationalism and their legacies in the post-colonial period. By the conclusion of the course, students should have a grasp of the major chronology of world history and will be able to assess and evaluate the sources, both primary and secondary, in providing explanation and interpretation of world history. They will also be able to demonstrate – through speech, writing- their understanding of patterns, process and themes in the history of the world.

This class will be organized as BOTH lecture classes and interactive activities such as group work and discussion.

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.
2. Trevor R. Getz and Liz Clarke, *Abina and the Important Men: A Graphic History*, 2nd edition. OUP, 2015.

COURSE REQUIREMENT AND GRADING

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. Below is the grading procedure.

1. Attendance, participation (10%);
2. Written response to reaction question (10%)
3. Midterm (30%);
4. Five random quizzes (10%) (NO MAKE-UPS)
5. Final examinations (40%).

Final exam date will be announced later.

IMPORTANT INFORMATION ABOUT MIDTERM

Students will write an assignment [MIDTERM SUBMISSION] of 1,000 -1,200 words in length (double space), based on the book *Abina and the Important Men*. [Topic and other relevant issues will be discussed in the writing workshop session on October 5.] The purpose of this paper is to allow students to grapple with the course material and to improve their college-level writing. The rough assignment is due **electronically** on October 8, 2017. After the feedback, the final assignment is due **electronically** on October 12, 2017 before midnight. NO MAKE-UPS, NO LATE SUBMISSION.

General Writing Instructions:

With regard to organization, the paper should be written in a proper essay format with a thesis statement that is supported throughout the rest of the paper. The first paragraph is an introduction and make sure that you present your main argument here in a clear manner. The subsequent paragraphs (the body) should provide your argument. The body of your paper should support the ideas proposed in the introduction. The last paragraph is your conclusion that does not introduce any new material, but summarizes your paper. This section should serve to wrap up your paper. The introduction and conclusion should speak to each other.

You are required to cite references in writing your papers. Use of these references should follow the techniques outlined below. Footnotes and citations are required. If you get a fact from a textbook, book, or a journal article, you must list the author, date, and page in the footnote. You will cite your references to give credit to persons whose ideas or facts you use. All quotes must have a citation; otherwise it is plagiarism (see section on plagiarism

below). Remember, always cite the primary reference—If you take a specific point from one of the course textbooks, and that point is cited as being derived from a work by another author, look in the bibliography of the textbook for that original citation.

For citation, follow American Historical Association Style. You can have a detailed style guide here:

<http://deerfield.history.museum/dtc/programs/American%20Historical%20Review%20Citation%20Style.pdf>

POLICIES:

- a) **Cell phone:** 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.
- b) **Laptop:** 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.
- c) **Submission of written work:** All written work [i.e. Reaction Questions but NOT midterm] 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 (Times New Roman). Your name should be on each page of the paper, and all pages should be stapled and numbered. You should retain electronic copies of all written works, 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.
- d) **Late policy:** All students are responsible for knowing and adhering to the deadlines for course assignments. 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. No make-ups will be allowed for the midterm or the final exams.
- e) **Plagiarism:** DO NOT DO IT. It is easy to spot and can result in expulsion from the University and loss of degree. For detailed policies and practices see: <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>
- f) **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>

- g) **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>
- h) **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: August 31, 2017

Introduction & Orientation
Lecture: Course Intro

Week 2: September 7, 2017

Dawn of History: Agriculture, River and Cities

REQUIRED READING

1. Bulliet et.al. eds: 'From the origins of Agriculture to the First River-Valley Civilizations, 8000-1500 B.C.E': *The earth and it's people*, **[Chapter One]** Sixth Edition.

(Reading will be provide)

2. Watt, Carey A. 'World History, Liberal Arts, and Global Citizenship', *The Journal of General Education*, Vol. 61, No. 3, 2012, pp. 211-228.

(Reading will be provide)

Week 3: September 14, 2017

Early Empires: Afro-Eurasia and Silk Road

REQUIRED READING

1. Bulliet et.al. eds: 'The Mediterranean and Middle East, 2000 -500 B.C.E': *The earth and it's people*, **[Chapter Two]** Sixth Edition.

(Reading will be provide)

2. Tignor et.al. eds, *World Together World Apart*, **(Vol 1)** 'Han Dynasty China and Imperial Rome, 300 BCE -500 CE.' **[Chapter 7]**

(Reading will be provide)

Week 4: September 21, 2017

Connected world and Human interactions

REQUIRED READING

1. Tignor et.al. eds, *World Together World Apart*, 'Becoming "The World" 1000 -1300 CE' **[Chapter 10]**
2. Liu, Xinru, 'A Silk Road Legacy: The Spread of Buddhism and Islam', *Journal of World History*, Vol. 22, No. 1 (March 2011), pp. 55-81,

(Reading will be provide)

Week 5: September 28, 2017

Reemerging and reorienting of Afro-Eurasia

1. Tignor et.al. eds, *World Together World Apart*, 'Crises and Recovery in Afro-Eurasia, 1300-1500' **[Chapter 11]**
2. John M. Hobson, "Countering the Eurocentric Myth of the Pristine West: Discovering the Oriental West," *The Eastern Origins of Western Civilization* (Cambridge University Press, 2004), 1-6 and 19-26.

[Available on ACLS Humanities E-book; however, you need to logon through GMU library.]

Reaction Question: What does Hobson mean by the "Oriental West" and how does this concept shift our understanding of world history? (300-400 words)

Week 6: October 5, 2017

Age of exploration, colonization and new world economic order

1. Tignor et.al. eds, *World Together World Apart*, 'Worlds entangled 1600-1750' **[Chapter 13]**
2. Pagden, Anthony. Introduction, *Peoples and Empires: A Short History of European Migration, Exploration, and Conquest, from Greece to the Present* (New York: Modern Library, 2001). Introduction

Writing Workshop

Week 7: October 12, 2017

Reordering the world: Transformation of World Power

1. Tignor et.al. eds, *World Together World Apart*, 'Reordering the World 1750-1850' **[Chapter 15]**

MIDTERM PAPER DUE on 'Abina and the important men'.

Week 8: October 19, 2017

The Ottoman Empire: The Oriental discourse and women

REQUIRED READING

1. Peirce, Leslie: *The Imperial Harem*, Introduction: Myths and Realities of Harem, OUP, 1993, Introduction.

[Reading will be provided]

2. Said, Edward: 'The Clash of Ignorance', *The Nation*, October 4, 2001.

[Available online]

Week 9: October 26, 2017

Imperialism: Highest stage of capitalism: Africa and India

REQUIRED READING

1. Tignor et.al. eds, *World Together World Apart*, 'Nations and Empires 1850 -1914' **[Chapter 17]**
2. Stuchtey, Benedikt: Colonialism and Imperialism, 1450–1950, Available on: European History Online:

<http://ieg-ego.eu/en/threads/backgrounds/colonialism-and-imperialism/benedikt-stuchtey-colonialism-and-imperialism-1450-1950>

Week 10: November 2, 2017

Modernism and modernity in an unsettled world

REQUIRED READING

1. Tignor et.al. eds, *World Together World Apart*, 'an unsettled world 1890 -1994' **[Chapter 18]**
2. Morris, Christopher W. What's Wrong with Imperialism?. *Social philosophy & policy*. (01/2006), 23 (01), p. 153 - 166.

[Available online; however, you need to logon through GMU library.]

Week 11. November 16, 2017

Decolonization and Nation State

REQUIRED READING

1. Tignor et.al. eds, *World Together World Apart*, 'The Three-world order' **[Chapter 20]**

2. Lelyveld, Joseph: *Great Soul: Mahatma Gandhi and His Struggle with India*, Vintage Book: 2012, Prologue: An Unwelcome Visitor pp. 3-27.

[Reading will be provided]

Week 12: November 23, 2017

Thanks Giving Holiday, No class

Week 13: November 30, 2017

The Partition of India and decolonization of Africa: Imperial Legacies

REQUIRED READING

1. Metcalf and Metcalf: *A Concise History of Modern India*, CUP: 2006, The 1940s: triumph and tragedy [chapter 7] pp. 203-230.
2. Dalrymple, William: The Great Divide: The violent legacy of Indian Partition, *The New Yorker*, June 29 2015 issue.

[Available online]

Watching Move: The Last Train/ Water

Week 14: December 7, Review and discussion about final exam

FURTHER READING

Vivers, Peter von. *Patterns of World History*, OUP: Vol. 1 and Vol. 2. 2012.

Daniels and Hyslop: *Almanac of World History*, Third Edition.

Prakash, Gyan 'Subaltern Studies as Postcolonial Criticism', *The American Historical Review*, Vol. 99, No. 5 (Dec., 1994), pp. 1475-1490 Published by: Oxford University Press on behalf of the American Historical Association
Stable URL: <http://www.jstor.org/stable/2168385>

Hannah Beech, 'The Face of Buddhist Terror', July 01, 2013 TIME magazine

Harari, Yuval Noah, *Sapiens: A Brief History of Mankind*, HarperCollins Publishers: 2015.

Said, Edward: *Orientalism*, Vintage Book: 1978.

Huntington, Samuel P., *The Clash of Civilization and the Remaking of World Order*, TouchStone: 1997.

Chakrabarty, Dipesh, *Provincializing Europe: Postcolonial Thought and Historical Difference*: Princeton University Press, 2007.

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