

Introduction to World History
HIST 125-018
Time: R 7:20 – 10:00 pm
Room: Exploratory L003

Professor Zayna N. Bizri
Office: TBD
Office Hours: R 4:30 – 7 pm
Email: zbizri1@masonlive.gmu.edu
Twitter: @gunsandgams

History is the story of us, a conversation about events, and a study of change over time. Everything has a history. The study of history is based on the interpretation of primary sources; that is, the words and images created by people at the time. 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:

Worlds Together Worlds Apart, Volume 2, Concise Edition, by Elizabeth Pollard

Worlds Together Worlds Apart: A Companion Reader, Volume 2, by Elizabeth Pollard and Clifford Rosenberg

Islam in the Indian Ocean World, by Omar H. Ali

Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico, by Stuart B. Schwartz

Religious Transformations in the Early Modern World, by Merry E. Wiesner-Hanks

47 Ronin, by Mike Richardson and Stan Sakai

Abina & The Important Men, by Trevor Getz

Persepolis, by Marjane Satrapi

The Internet Modern History Sourcebook: <http://legacy.fordham.edu/Halsall/mod/modsbook.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 that 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.

Technology Policy: I encourage students to use laptops, tablets, and smartphones in class. I will, from time to time, ask that students with devices search for something on the Internet. 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.

Academic Integrity Policy: The integrity of the university community is affected by the individual choices made by each of us. Mason 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. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. 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 the Office of Disability Services (<http://ds.gmu.edu/>). All academic accommodations must be arranged through Disability Services.

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: Late assignments will incur a point penalty for every day they are late. You must speak to me before the deadline in the syllabus to be eligible for extensions or late submission.

Grades will be calculated as follows:

10%: Attendance

Attendance is vital to your success in this class. Because we only meet once per week, I will take attendance twice per class meeting, once in the first half and once in the second half. Therefore, each weeks' attendance grade is two points, for a total of 30 points for the semester.

10%: Prompt Response Homework

I have posted a list of prompts under the Assignments tab on Blackboard. There is one prompt for each class meeting. You will draw your responses from the primary source documents in the documentary collections. Once we have our discussion of the primary source collection, you will begin reading the next documentary collection and draw your responses from there. You will turn in a hard copy response to the prompts at the beginning of each class meeting. Responses are eligible for late submission, and all must be submitted by our last class meeting, Thursday, 7 December.

10%: Twitter

Create a unique Twitter handle for this class and follow @ProfBizri, and I will follow you back. You must follow all of your classmates, and tweet at least 3 times per “Twitter week,” which is Monday-Sunday. For example, the first Twitter week runs from Monday, 28 August to Sunday, 3 September. The final week for credit ends 10 December. All Twitter handles should be set and following by Friday, 1 September. Please include the hashtag **#HIST125018** in your tweets, so I may identify your section. *The Twitter assignment happens in real time, and is NOT eligible for late submission.*

I want to see what histories interest you. You may tweet about the history of a favorite sport, hobby, or your major. You may also use Twitter for class purposes. You can post a question or comment on one of the assigned readings or something interesting you found online. You can respond to someone else’s tweet. You may post questions that come up during class, live-tweet lectures, or post a current news article that is relevant to class.

15%: 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.

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 medical practices, you can use sources on medical treatment from the Internet Ancient History Sourcebook, including ones by Hippocrates or on Black Plague treatments. Alternately, you may find several different perspectives on the same problem – for example, how did other empires view Rome’s expansion? 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 **Thursday, 16 November in class**. Submit a hard copy, double spaced, Times New Roman 12-point font, one-inch margins, Chicago style citation format, no in-text citations, stapled, with your name on it.

15%: Paper Process

The following assignments are a part of writing your research paper. While these assignments are a separate grade, they will greatly improve your paper overall.

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 14 September, as an email, a Tweet, or hard copy in class**

2. *Timeline of historical context.* You will situate your topic in the larger historical context by creating a timeline. You will provide at least five points in history, with your topic falling in the middle of them. You will include a list of the primary sources you expect to use in the final project. I expect you to provide at least 2 primary sources. **Due 28 September, hard copy in class**
3. *Primary Source Analysis:* You will analyze at least one of your primary sources by addressing each of the questions below. You will write your answer as an essay. You will cite the source using Chicago style format. (See Blackboard for links to format guides.) The source analysis should be 1-2 pages in length. Submit hard copies, Times New Roman font, size 12 point, stapled. **Due 17 October, hard copy in class.**
 - a. Identify the source.
 - b. Summarize the source.
 - c. Who is the intended audience?
 - d. What is the author's goal? (What is the main idea or thesis of the source?)
 - e. Why is the source important? (So what?)
4. *Workshop Day.* Bring a rough draft to class with you. You will be divided into work groups and you will peer review each other's drafts. You will critique the paper's clarity, grammar, structure, and any specific issues for which the writer has requested feedback. **2 November: bring a hard copy and a pen to class.**

Examples of all assignments except the paper drafts are available on Blackboard.

30%: Assessments

15% - Quizzes: There will be three quizzes during the semester. Quizzes will be based on lecture and readings.

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.

10%: What Did I Miss? Secondary Source Project

The nature of a survey course means a great deal of information will be left out. After most of term has passed, you will research an event, location, or person you believe should have been included. You will assess the available digital secondary sources and select the best one on the topic. You will determine criteria for what makes the source the "best" one. You may submit an existing source, or you may create your own secondary source. Sources must be freely accessible – that is, not behind a paywall or requiring a credential to view.

Secondary sources can be scholarly or popular, and can come from any freely accessible site on the Internet. They can be ridiculous or serious, as long as they fulfill the criteria you establish for the “best” secondary sources. Social media and online videos are the most common submissions.

The submission period is between Monday, 27 November, and Thursday, 7 December at 11:59 pm. This is an online submission, through Blackboard.

Extra Credit:

You may attempt any, or all, extra credit opportunities. You may earn a maximum of 10% extra credit overall.

Yelp.com Review (up to 2% of your overall grade):

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. Yelp reviews are graded on a scale of one to five.

The review itself must answer the following questions:

1. Is there a fee?
2. Who is the intended audience for the site? (Who is it for?)
3. When did you visit?
4. What makes up the site? (A monument? A park? A building?)
5. What is the site’s mission? Does it succeed?
6. What is your reasoning for the rating you gave?

Super Saiyan Yelp.com Reviews:

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 four 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!:

This opportunity focuses on historical landmark signs – the roadside markers detailing a significant event that happened in that location. You will locate the sign and either use the app to catch a monster on the sign or take a selfie with the sign. Either will show that you were at the sign. You may submit up to 10 unique signs.

Random Extra Credit:

I will occasionally offer Random Extra Credit in class, in addition to the opportunities listed above. To complete the Random Extra Credit, you must be in class to hear the brief.

Schedule

Week 1: 31 August

Chapter 10: Becoming “The World,” 1000-1300 CE

***1 September: Twitter Account set up**

Week 2: 7 September

Chapter 11: Crisis and Recovery in Afro-Eurasia, 1300-1500

Week 3: 14 September

Proposed Research Topic Due

Chapter 12: Contact, Commerce, and Colonization, 1450-1600

Victors and Vanquished discussion day

Week 4: 21 September

Chapter 13: Worlds Entangled, 1600-1750

Week 5: 28 September

Quiz #1

Timeline due

Religious Transformations in the Early Modern World discussion day

Week 6: 5 October

Chapter 14: Cultures of Splendor and Power, 1500-1780

47 Ronin discussion day

Week 7: 12 October

Islam in the Indian Ocean World discussion day

Week 8: 19 October

Source Analysis due

Chapter 15: Reordering the World, 1750-1850

Chapter 16: Alternative Visions of the 19th Century

Week 9: 26 October

Quiz #2

Chapter 17: Nations and Empires, 1850-1914

Abina & The Important Men discussion day

Week 10: 2 November

Workshop Day

Chapter 18: An Unsettled World, 1890-1914

Week 11: 9 November

Quiz #3

Chapter 19: Of Masses and Visions of the Modern, 1919-1939

HIST 125-018 Syllabus

Week 12: 16 November

Research Paper Due

Chapter 20: The Three-World Order, 1940-1975

Week 13: 23 November

NO CLASS – THANKSGIVING BREAK

Week 14: 30 November

Chapter 21: Globalization, 1970-2000

Persepolis Discussion Day

Week 15: 7 December

What Did I Miss? Project due by 11:59 pm

Epilogue: 2001-The Present

Final Exam: Thursday, 14 December, 7:15-10 pm

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