

Introduction to World History

Dr. Sheri Huerta
Office: Robinson B, Room 369B
Office Hours: M and W, 1:30 – 2:30pm
and by appointment
email: shuerta@masonlive.gmu.edu

Course time and location:
M W 3:00 pm to 4:15 pm
Nguyen Engineering Building, room 1109

COURSE DESCRIPTION

This course explores broad historical changes that gave rise to today's modern world. Starting around the year 1250, we will explore networks and interactions that connected Africa, Southwest Asia, Eastern Asia, Europe, and the Americas. By critically engaging with both primary and secondary sources, we will discuss the effects of globalization and the development of mercantilism, industrialization, imperialism, colonialism, nationalism, Cold War dynamics, ideological clashes, and anti-colonialism. Throughout the semester students will analyze documents, identify major global trends and processes that occurred during the last eight centuries, and develop a historical literacy through digital, spoken, and written communications.

COURSE OBJECTIVES

1. Students will demonstrate familiarity with the major chronology of world history.
2. Students will analyze and explain long-term changes and continuities in world history.
3. Students will develop multiple historical literacies by analyzing a variety of primary source materials (texts, images, art) and using these sources as evidence to support interpretation of historical events.
4. Students will integrate personal understandings of events with both primary and secondary sources in a classroom community in order to broaden perspectives on the significance of world events both in the past and for the present.
5. Students will communicate effectively – through speech, writing, and use of digital media – an understanding of the patterns, processes, and themes in world history.

REQUIRED TEXTS

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

Additional readings marked with an asterisk * can be accessed via blackboard.

I ask that you bring a copy (either electronic or hard copy) of each additional reading assignment to class for group discussions. Printing out a hard copy of reading assignments allows you to take notes and highlight important passages in preparation for class. Alternatively, you may bring an electronic version of the online assignment (viewed on a laptop, notebook, or other device) for class discussion as long as you comply with guidelines for electronic use detailed later in this syllabus.

UNIVERSITY AND COURSE POLICIES

Academic Integrity: The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with 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.

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. A good guide to consult is located at <https://owl.english.purdue.edu/owl/resource/717/01/>. 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.

No grade is important enough to justify academic misconduct. If you have any doubts about what constitutes plagiarism or have difficulties completing an assignment, please contact me. It is far better to let me know and to work out a solution, than to destroy your integrity by taking short-cuts.

Academic Accommodations: If you have a documented learning disability or other condition that may affect academic performance you should:

- (1) make sure this documentation is on file with Disability Services (visit the Office of Disability Services located in SUB I, Rm. 4205; 993-2474; <http://ds.gmu.edu>) to determine the accommodations you need; and
- (2) talk with me to discuss your accommodation needs.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence: George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students.

As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially,

please contact the Student Support and Advocacy Center (703-380-1434), Counseling and Psychological Services (703-993-2380), Student Health Services, or Mason's Title IX Coordinator (703-993-8730; cde@gmu.edu).

Weather and Emergencies: Closings and emergencies are announced on the GMU homepage.

However, you can receive notification by cell phone or email if you register for Mason alerts at <https://ready.gmu.edu/masonalert/>. In cases of inclement weather or emergency situations that affect the entire campus, I will revise the class schedule and assignments as appropriate. In general, even if class is cancelled due to inclement weather, assignments are still due on assigned dates and can be turned in electronically through blackboard. In the event of a weather closing or emergency, check our course page on blackboard for instructions.

Emergencies can occur to anyone, anytime, anywhere. Emergency procedure posters are located throughout campus. Students should take the time to read classroom and building procedures to help prepare for an emergency. In addition, other student emergency resources are located at <https://ready.gmu.edu/students/>. The phone number for campus police is 703-993-2810.

My Expectations of Students:

1. **Classroom Environment:** This is a place of learning, sharing, and collaboration where each and every member of the classroom community is valued and treated with respect. Discussions will arise in the classroom and not all students might share the same understanding or perspective. Historians often debate issues, as we should, to gain a better understanding, yet we debate with respect and use evidence and analysis to support arguments. Respect the views shared in the classroom and use this opportunity to explore historical topics, ask questions, and gain a broader perspective and understanding.
2. **Classroom Etiquette:** Arrive on time to class, ready to contribute. We all commute from some place to get to the classroom and that can be unpredictable at times, yet do not let that be an excuse for perpetual tardiness or unpreparedness. Expect to stay for the whole class. If you know you need to leave early, please let me know in advance. Turn off cellphones. Make plans to eat outside of the classroom before or after class. Beverages must be covered to avoid spills. Leave a clean space when you exit the classroom.
3. **Laptops and cell phones:** It is rude and distracting to other students and to me if you decide to surf the web or check your social media during class. Be disciplined enough to put electronic devices away during class. At times you may choose to view our assigned readings via laptop or other device and this is permissible. Use of laptops for taking notes is also a good use of technology in the classroom. Surfing and checking social media is not appropriate during class.
4. **Turning in assignments On Time:** Time management is a critical life-long skill. Plan ahead. 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 me in a timely manner. If you do not hear

back from me, 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 me to find out how to submit late work. Late assignments will not be considered as “received” until a hard copy is in my hands (for short papers) or a discussion thread has been posted to blackboard (for reaction papers and responses).

5. **Checking GMU email daily:** At times I may need to send out information about class, assignments, or resources. Check your GMU email and blackboard daily.
6. **Sending emails to me:** Communicate any questions or concerns you may have about the class using your GMU email only. For tips on email etiquette, see <http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor/>.
7. **Writing and Tutoring:** This course develops your ability to analyze documents and evidence and integrate your arguments into written form. If you have difficulty with writing papers, contact me or reach out to the Writing Center or Tutoring Center on campus. For more information about these resources see <https://writingcenter.gmu.edu/>.
8. **Drop Deadlines:** In some cases, you might decide to drop the class. You are responsible for knowing that the last day to drop the course and still receive a 100% tuition refund is September 5. For other drop deadlines consult the academic calendar at <http://registrar.gmu.edu/wp-content/uploads/3YrCalendar-2017-19-approved-4.26.pdf>.

Student Expectations of Me:

1. **Response to emails:** Use your official GMU email for communications to me. I cannot send course-related emails to private email accounts. I check emails during the work day, Monday to Friday, so expect a response by the end of the day. Emails received over the weekend might not be checked or responded to until Monday morning. My email is shuerta@masonlive.gmu.edu.
2. **Written feedback to submitted work provided in a timely manner:** My goal is to provide feedback to you within a week. Grades will be posted to blackboard so you can keep track of what you have submitted, what I have received, and what grade you earned for the assignment.
3. **Availability to answer questions:** I will hold office hours on campus prior to our class, from 1:30 to 2:30 on Mondays and Wednesdays in Robinson Hall B, room 369B. If this time does not work with your schedule, contact me to set up a time when we can meet. I am also available via email (see point #1 above)
4. **Timely information about assignments:** Assignment information will be discussed in class and posted in blackboard. This includes expectations for the assignment, a rubric listing the criteria I will use to grade the assignment, resources to use to complete the assignment, and the deadline and format for turning in the assignment. Learning is a process of preparation, practice, and progress and this course is designed to guide you through this process.

COURSE CONTENT NOTE:

At times this semester we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually. If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework.

COURSE REQUIREMENTS & GRADING

1. Attendance and Participation	10%
2. Discussion Board Posts (6) and Responses	15%
3. Paper #1	10%
4. Paper #2 (<i>Abina</i>)	20%
5. Mid-Term Exam	20%
6. Final Exam	25%

ASSIGNMENTS:

Participation and Attendance (10%): Active participation in class discussions is vital for developing and expressing your historical voice. Part of your grade will come from active participation in class discussions. Communicate with me any concerns you may have about speaking up in class and we will develop a plan. **Attendance is expected.** If you are not attending class your comprehension of the material and your participation grade will suffer. More than three (3) unexcused absences could result in a whole letter drop in your grade. Please provide advance notice if you know you cannot attend class.

Discussion Board Posts (6) and (2) Responses (15%):

- Discussion Board Posts:** There are ten (10) possible discussion post assignments that require you to critically engage with the text and primary source materials. You are required to submit a total of six (6) discussion threads to the class discussion board page on blackboard. Discussion Post #1 is required. In addition, you must answer five of the remaining nine discussion questions by providing a thoughtful discussion post (thread) to our class discussion board. If you wish, you may submit an additional post for a total of seven posts. I will drop the lowest grade, taking the top six (6) posts for your grade. Discussion board posts are due by noon on the day of class for which the reading is assigned (see chart below). No more than seven total discussion posts per student will be considered for this grade.
Discussion post assignments will be posted to our class discussion board in blackboard at least one week before they are due. In general, reaction papers should be about 200-300 words. Refer to each discussion assignment for specific guidelines.
**An information page about using Blackboard Discussion Forums is posted to Blackboard in Course Information.

- 2. Responses:** In addition, you must respond to at least two (2) of your fellow historians' discussion posts, one before the mid-term exam and one submitted after the mid-term exam. Discussion Posts #1 and #10 are not eligible for response. Consult the guide on blackboard for the etiquette in posting a response. Respect the perspectives. Use evidence to frame your position, not opinion.

Responses are due by noon (12:00 pm) on the Monday following the due date for the reaction paper. See the table for Discussion Post / Response deadlines:

Discussion Posts (six required including #1)	Discussion Posts due by 12:00pm (noon) on	Responses (two required)	Response due by 12:00pm (noon) on
#1 * required	Wed. Sep. 13		n/a
#2	Wed. Sep. 20	Respond to one of these papers by	Mon. Sep. 25
#3	Wed. Sep. 27		Mon. Oct. 2
#4	Wed. Oct. 4		Mon. Oct. 9
#5	Wed. Oct. 18		Mon. Oct. 23
#6	Wed. Nov. 1	Respond to one of these papers by	Mon. Nov. 6
#7	Wed. Nov. 8		Mon. Nov. 13
#8	Wed. Nov. 15		Mon. Nov. 20
#9	Mon. Nov. 20		Mon. Dec. 4
#10	Mon. Dec. 4		Mon. Dec. 11

Short Paper #1 (10%): The first short paper assignment is a detailed analysis of primary sources. Instructions for writing and turning in the assignment will be posted to blackboard and discussed in class. This assignment will be partially completed during class through collaboration with other classmates.

Short Paper #2 (20%): The second short paper assignment requires you to integrate and analyze information from primary and secondary sources. Required resources for this assignment include the *WTWA* textbook, lecture materials, and the book *Abina and the Important Men*. Instructions for completing and turning in the assignment will be posted to blackboard and discussed in class.

Mid-Term (20%) and Final (25%) Exams: Each exam will consist of three parts: short identifications of terms; primary source analysis; and essay. A detailed study guide will be distributed in advance and we will conduct in-class reviews to help prepare. Even so, it is your responsibility to keep track of weekly assignments, make notes of important themes, and discuss these concepts with classmates. There will not be a make-up exam if you miss either exam. If you know in advance that you have a legitimate conflict, please contact me either via email or during office hours to discuss an alternative arrangement.

Blue Books: All students are required to bring two (2) blank blue books, sized 8 ½ by 11 inches on the day of the mid-term exam and two (2) blank blue books for the final exam. These blue books will be collected before the exams begin and then I will redistribute them to the class to use for the exam, so be sure you bring BLANK (no writing inside) books.

COURSE SCHEDULE

* indicates that the assignment is found in blackboard.

Week 1: Course Introductions

Mon 8/28 Lecture: Course Expectations and Introduction, A World Perspective?
Read: WTWA, xl-xli, "The Geography of Ancient & Modern Worlds."

Wed 8/30 Lecture: Before European Hegemony, The World System 1250-1450
Read: WTWA, p. 382-413

Week 2: Reading and Analyzing Primary Sources

Mon 9/4 Labor Day, no class

!! September 5: Last day to add a class. Last day to drop a class with tuition refund !!

Wed 9/6 Discussion: Traveler Perspectives
Read: Patrick Rael, "How to Read a Primary Source" *
Ibn Battuta, "Travels in Asia and Africa, 1325-1354," excerpt *
Ibn Battuta Describes Chinese Ships on the Indian Coast *

Week 3: Exploration and Conquest

Mon 9/11 Lecture: Motives for Exploration, The New World, and the Columbian Exchange
Read: WTWA, p. 418-436
Christopher Columbus, "Extracts from Journal" *
Distribute Short Paper #1 assignment

Wed 9/13 Discussion: Paper Writing Workshop
Read: Bernal Diaz, "The Conquest of New Spain" *
"The Broken Spears: The Aztec Account of the Conquest of Mexico" *
Discussion Post #1 (required) due

Week 4: The Atlantic System and Slavery

Mon 9/18 Lecture: Sugar, Slaves, and Silver
Read: WTWA, p. 442-447; 452-476; 482-489
"How Europe Underdeveloped Africa" *
Short Paper #1 Due

Wed 9/20 Discussion: Perspectives on Slavery and the Slave Trade
Read: Nzinga Mbemba "Appeal to King of Portugal" *
Capt. Thomas Phillips "Buying Slaves in 1693" *
Images of African American Slavery *
Frederick Douglass, "Narrative of the Life of an American Slave" *
Discussion Post #2 due

Week 5: The Enlightenment and Limits of Revolution

Mon 9/25 Lecture: Enlightenment ideals and Atlantic Revolutions
Read: WTWA, p. 496-498; 510-525

John Locke, "Second Treatise on Government, (1689)" *
Montesquieu, "The Spirit of the Laws, (1748)" *
John Jacques Rousseau, "The Social Contract, (1762)" *
Emmanuel Abbé Sieyes, "What is the Third Estate? (1789)" *

Wed 9/27 Discussion: Atlantic Revolutions

Read: WTWA, p. 530-545

Declaration of Independence, 1776 *

The French Declaration of the Rights of Man and Citizen *

Declaration of Independence of Haiti *

Toussaint L'Ouverture, "Letter to the Directory, 1797" *

Simón Bolívar, "A Constitution for Venezuela" *

Discussion Post #3 due

Week 6: The Rise of European Domination

Mon 10/2 Lecture: Industrialization and the Rise of the British Empire

Read: WTWA, p. 546-553

Patrick Rael, "How to Read a Secondary Source" *

Peter Mathias, "The First Industrial Nation" *

Eric Williams, "Capitalism & Slavery" *

Daniel Defoe, "The English Tradesmen, 1726" *

Walter Rodney, "How Europe Underdeveloped Africa" *

Wed 10/4 Discussion: Why the rise of the West?

Read: "Capitalism and the Industrial Revolution" *

Arnold Pacey, "Asia and the Industrial Revolution" *

Peter Stearns, "The Industrial Revolution Outside the West" *

Discussion Post #4 due

Week 7: Mid-Term Review and Examination

Mon 10/9 Columbus Day, class will be held on Tuesday, October 10

Tues 10/10 Discussion: Mid-Term Review

Wed 10/11 Mid-Term Exam Bring 2 blue books or green exam books, 8 ½ x 11 ½ size

Week 8: Free-Trade Imperialism

Mon 10/16 Lecture: The Global Context of the 1st Opium War, 1839-1842

Read: WTWA, p. 555-563

Wed 10/18 Discussion: Paper writing workshop

Read: *Abina* and "Part III: Historical Context" (*Abina*, p. 113-131)

Discussion Post #5 due

Week 9: High Imperialism and White Settler Colonialism

Mon 10/23 Lecture: High Imperialism and the Scramble for Africa, 1870-1900

Read: WTWA, p. 570-579; 606-629

Rudyard Kipling, "White Man's Burden" *
Jules Ferry, "Speech before the French Chamber of Deputies, 1884" *

Wed 10/25 Discussion: Paper writing workshop
Read: *Abina*, and "Part V: Engaging *Abina*" (p. 159-184)
Draft thesis due for short paper #2

Week 10: The Global System in Crisis – World War and Depression

Mon 10/30 Lecture: World War I and the Great Depression
Read: *WTWA*, p. 651-668; 671-673; 683-713
Short Paper #2 due (*Abina*)

Wed 11/1 Discussion: War from a Colonial Perspective
"The Conscription of Colonial Soldiers" *
Joe Lunn, "Memories of Senegalese Soldiers" *
Private Donald Fraser, "My Daily Journal, 1915-1916" *
Discussion Post #6 due

Week 11: Westernization and its Discontents

Mon 11/6 Lecture: Anti-Imperialism and the Rise of Japan, 1895-1945
Read: *WTWA*, p. 477-479; 629-635; 644-661
Okuma, "Fifty Years of New Japan" (*WTWA*, p. 639-640)

Wed 11/8 Discussion: Perspectives on "Westernization"
Read: "Westernization and Nationalism" *
Fukuzawa Yukichi, "Good-bye Asia" *
Jomo Kenyatta, "Facing Mount Kenya" (*WTWA*, p. 715-716)
Images from Japan *
Hassan Al-bana, "The Tyranny of Materialism over the Lands of Islam" *
Discussion Post #7 due

Week 12: WWII and the Cold War

Mon 11/13 Lecture: World War II and the Creation of the Three World Order
Read: *WTWA*, p. 720-755

Wed 11/15 Discussion: War, History, and Public Memory
Read: J. Samuel Walker, "History, Collective Memory, and the Decision to Use the Bomb" *
President Truman's Announcement of the Dropping of the Atom Bomb on Hiroshima" *
Akihiro Takahashi, "Memory of Hiroshima" *
Discussion Post # 8 due

Week 13: Decolonization

Mon 11/20 Discussion: Decolonization and Documents of Independence
Read: Ho Chi Minh, "Declaration of Independence of the Democratic Republic

of Viet Nam, 1945” *
Kwame Nkrumah, “I Speak of Freedom: A Statement of African Ideology, 1961” *
Nelson Mandela, “Statement from the Dock at the Rivonia Trial, Pretoria Supreme Court, 1964” *
United National General Assembly, “Declaration on the Granting of Independence to Colonial Countries and Peoples, 1961” *

Discussion Post #9 due

Wed 11/22 Thanksgiving Break, no class

Week 14: The Middle East, the Iranian Revolution, and Effects of Globalization

Mon 11/27 Lecture: The Iranian Revolution

Read: Ayatollah Ruhollah Khomeini, “The Uprising of Khurdad 15, 1979” *
Ted Grant, “The Iranian Revolution, Part One,” excerpt *

Wed 11/29 Discussion: View Marjane Satrapi’s “Persepolis”

Week 15: Clash of Civilizations and Exam Review

Mon 12/4 Discussion: Debating Huntington’s Clash of Civilizations

Read: “Perspectives on Civilizations and Struggles” *
Samuel P. Huntington, “The Clash of Civilizations? [1993]” *
Edward W. Said, “The Clash of Ignorance, [2001]” *
George W. Bush, “Graduation Speech at the United States Military Academy, [2002]” *

Discussion Post #10 due

Wed 12/6 Discussion: Final Exam Review

Mon 12/18 **Final Exam: 1:30 – 4:15 pm Location TBD**