

HIST 125 (006): Introduction to Global History

Professor and Teaching Assistants (TAs):

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Course times and locations:

Lecture: Mondays, 12:00-1:15 pm, David King Hall 1006

Discussion sections: Wednesdays

301: W 10:30-11:45 am, Research Hall 202 (Lecomte)

302: W 12:00-1:15 pm, Research Hall 202 (Chang)

303: W 12:00-1:15 pm, Innovation Hall 203 (Williams)

304: W 1:30-2:45 pm, Krug Hall 253 (Lecomte)

305: W 1:30-2:45 pm, East Hall 121 (Williams)

COURSE DESCRIPTION

In this course we explore the sweeping historical changes that created today's world. Beginning around 1400, we trace key processes reshaping the politics, cultures, economies and environments of various regions. While Europe and the United States are part of our studies, we primarily focus on events in Africa, Asia, Latin America, and the Middle East. Each of these geographic regions became enmeshed in a global system affected by mercantile activity, industrial growth, and imperialism/colonialism. In addition, we study the emergence of modern nationalisms, the Cold War, and anti-colonial movements (decolonization) in the twentieth century. By the end of the semester, students should have a grasp of the major events and trends that have given shape to six centuries of global history and of how increasing interdependence has resulted in increasing inequalities.

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. In addition, this course fulfills the Global History requirement of the Mason Core.

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, sovereignty, colonialism, imperialism, nationalism, industrialization, consumption, and anti-colonialism (decolonization).
- 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, how do we build historically informed explanations of events or developments)
 - 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.

Mason Core

The Global History requirement includes five specific learning outcomes, all of which apply to this course and intersect with those outlined above:

- You will demonstrate familiarity with the major chronology of modern world history
- You will demonstrate the ability to narrate and explain long-term changes and continuities in world history.
- You will be able to identify, evaluate, and appropriately cite online and print resources.
- You will develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events.
- You will practice communicating effectively your understanding of patterns, process, and themes in the history of the modern world—through speech, writing, and the use of digital media.

REQUIRED TEXTS These titles are available for purchase at the GMU Barnes & Noble in the Johnson Center.

1. Robert B. Marks. *The Origins of the Modern World: A Global and Environmental Narrative from the Fifteenth to the Twenty-First Century*. Fourth edition. Lanham, MD: Rowman & Littlefield, 2020.
2. Marjane Satrapi. *The Complete Persepolis: Volumes 1 and 2*. New York: Pantheon, 2007. [*Persepolis* below.]

Readings marked by a **red asterisk (*)** on the course schedule are in the “Weekly Folders” on the Blackboard site.

***** You should always bring a paper copy or a digital copy of the assigned readings to classes *****

COURSE REQUIREMENTS AND GRADING

1. Attendance and Participation (25%): *Students are expected to attend all meetings of the course.* The midterm and final examinations require knowledge of lectures and readings. This course is structured to reward students who come to class, complete the assigned reading, contribute to discussions, and stay on top of their assignments. All students are expected to actively participate in each week’s discussion section. 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 quality of your contributions to weekly discussions. *If you are uncomfortable speaking in front of the group or require academic accommodations, please talk to your instructor and explain your situation in the first week of the semester.*

2. Map Quiz (5%): *beginning of class on W 1/31/2024*; no make-ups; **see Map Quiz Study Guide** on Blackboard.

3. Reaction Papers (15%): Most Wednesdays are devoted to discussion of assigned readings. For each of these class meetings, “reaction questions” related to the reading have been provided (see Course Schedule and the Blackboard course site). You are to address these questions in short essays of roughly 500-600 words (2 pages). There are a total of eleven (11) sets of “Reaction Questions.” Each student must submit **a total of three (3) reaction papers** over the course of the semester, **due via Blackboard by 5:00 pm on the Tuesday before we discuss the assigned readings about which you are writing.** If you only complete two (2) reaction papers, you will receive a zero for the one you skipped. If you complete four (4), your lowest grade will be dropped. Each student may submit a maximum of four (4) reaction papers. Each reaction paper will count as 5% of your overall course grade.

For more details **see the Guidelines for Reaction Papers** on the Blackboard course site.

4. Short Paper (15%): *due via Blackboard by 11:59 pm on M 4/22/2024.* Students will write a paper of 4 pages (1200 words) in length, based on the two (2) assigned readings about the Iranian Revolution as well as the graphic memoir, *Persepolis*. The purpose of this paper is to allow students to grapple with the assigned material and to improve their analytical skills and college-level writing. One day (W 4/17/2024) will be devoted to a paper writing workshop.

5. In-class Midterm (20%): matching IDs and open-note blue-book essay; *in discussion section on W 2/28/2024*

6. Final Exam (20%): matching IDs and open-note blue-book essay; *M 5/6/2024; 10:30 am - 1:15 pm, David King Hall 1006 (lecture hall); no make-ups*

COURSE POLICIES, REMINDERS, AND HELPFUL TIPS

- a) Basic technology requirements:** This is face-to-face course. However, asynchronous work will take place primarily on Blackboard, while live (in-person) classes will meet twice weekly on MW (and, if necessary, on the Zoom platform). For more details please see “What Technologies Do I Need?” on the “Start Here: Welcome” page of the Blackboard course site.
- b) Class absences:** Students are expected to attend all meetings of the course. In the event that you must miss class, you are responsible for the contents of the lecture or discussion. **Students are expected to come to class on time.** Late arrivals are disruptive, and late-comers may miss important information.
- c) Cell phones and laptop computers:** 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. 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 will no longer be permitted to use a computer in class. Violation of these policies will result in a significant reduction in your course participation grade.
- d) Submission of written work:** All written work is due at the time(s) and on the day(s) indicated on the syllabus. All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the paper, and all pages should be numbered. You should retain electronic copies of all written work, 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.
- e) Late policy:** 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 and 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 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.
- f) Plagiarism: Don’t do it.** It’s easy to spot and can result in expulsion from the University and loss of degree. **What is plagiarism?** As noted by the American Historical Association (AHA), “Writers plagiarize... when they fail to use quotation marks around borrowed material and to cite the source, use an inadequate paraphrase that makes only superficial changes to a text, or neglect to cite the source of a paraphrase.” For details see pgs. 3-4 of this document: http://www.historians.org/Documents/Plagiarism/Curriculum_Plagiarism.pdf
- If you have any questions about what constitutes plagiarism, or about when or how to properly cite a source, talk to your instructor before you write! Use of Artificial Intelligence (AI) such as Chat GPT to complete written assignments is plagiarism.
- g) Academic accommodations.** If you are a student with a documented condition that warrants academic accommodations, **please see your instructor within the first week of the semester** 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/>
- h) Recording and distribution of class materials:** Any audio or visual recording by students of class meetings, lectures, discussions or other class activities is allowed only under terms and conditions as approved by George Mason University’s Office of Disability Services (ODS). If you are entitled to audio or visual recording through ODS, please communicate with me before any recording occurs. The results of a recording may only be used for personal use, unless I authorize use by other students in the course. Recordings and course material may not be reproduced or exchanged or distributed. At the end of the semester, you are required to destroy any recordings made in this course.
- i) Electronic communication.** It is best to contact your instructor via email. I will normally check email during normal business hours (M-F, 9 am-5 pm). Please allow 24-48 hours for a reply to an email request or inquiry (excluding weekends). Please be sure to indicate your course number in your email subject line and include both your first and last name in your signature. For general advice on the best way to communicate via email, see: <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>
- j) Academic integrity:** All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code (<https://oai.gmu.edu/full-honor-code-document/>) Honor Code violations will be reported to the Honor Committee for review.
- k) Administrative deadlines**
 Last day to add classes: **Tues. 1/23/2024** Last day to drop (w/no tuition penalty; 100% refund): **Tue. 1/30/2024**
- l) Final 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.
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GRADING SCALE

97-100	A+	87-89	B+	77-79	C+	67-69	D+	59 and below	F
94-96	A	83-86	B	73-76	C	63-66	D		
90-93	A-	80-82	B-	70-72	C-	60-62	D-		

PLEASE NOTE: Students must demonstrate serious engagement with *every* requirement in order to pass the course. The instructorS reserve the final right to determine what constitutes "serious engagement." *Calculations of cumulative course grades that appear in Blackboard are not necessarily correctly "weighted" and thus do not accurately reflect one's overall standing in the course. If you would like to know your overall course grade at any point in the semester, please contact your discussion section instructor via e-mail.*

COURSE SCHEDULE

The schedule below indicates themes, lecture topics, readings, and deadlines.

Week 1: Orientation

Mon 1/15 MLK day—classes start on Tue. 1/16

Tue 1/16 Read: *Kevin Reilly, “Introduction for Students,” p. ix-xiii in *Worlds of History: A Comparative Reader*, Vol. 2. Sixth edition. Boston: Bedford/St. Martin’s, 2017. [**hereafter abbreviated as “Reilly”**]

Study Questions: According to Kevin Reilly, what is the difference between “historical sources” and “histories”? And what is the difference between “primary sources” and “secondary sources”? Why are primary sources often difficult to interpret? What basic questions should be asked as a starting point for analyzing any source?

Wed 1/17 Discussion Section: Course intro and in-class writing exercise—Are you relevant to global history?

Week 2: Introduction

Mon 1/22 Lecture: Course Intro and Before European Hegemony, The World System 1250-1350

Read: Marks, *The Origins of the Modern World*, 1-18 (“Introduction: The Rise of the West?”)

Study Questions: What is the Eurocentric narrative about the origins of the modern world, and why does the author (Robert B. Marks) think that is problematic? According to Professor Marks, how do contingencies, conjunctures, and historical accidents *shape* history?

Wed 1/24 Read: 1) **“Ibn Battuta Describes Chinese Ships on the Indian Coast”*
(<https://bridgingcultures-muslimjourneys.org/items/show/84>)

Reaction Question: What evidence does Ibn Battuta’s account provide that the Indian Ocean was the center of the global economy in the fourteenth-century (the 1300s)?

Tue 1/23: Last day to add courses

Week 3: The “Old” World Order

Mon 1/29 Lecture: Internal Changes in the World System, 1350-1450

Read: Marks, *The Origins of the Modern World*, 19-57

Study Questions: What is the “biological old regime”? Under this “biological old regime,” what were the (two) major material constraints upon population and resources? Why did the early modern world center on Asia? What were the relative positions of Asian countries, the Islamic world, Europe, and Africa? How does the narrative presented in the assigned reading differ from a “Eurocentric” narrative?

Wed 1/31 **Map Quiz (first 10-15 min. of class); no make-ups, so please arrive a few minutes early.**

Read: 1) *Ma Huan, “On Calicut, India, 1433” (Reilly, 527-534)

Reaction Questions: What sorts of things are of interest to Ma Huan? What are the strengths and weaknesses of Ma Huan’s account as a primary source?

Tue 1/30: Last day to drop courses with no tuition penalty (100% tuition refund)

Week 4: Motives for Exploration and Dynamics of Conquest

Mon 2/5 Lecture: Motives of Discovery and the Columbian Exchange

Read: Marks, *The Origins of the Modern World*, 69-85

Study Questions: What advantages did the Spanish possess that enabled them to defeat the Aztec Empire? What effect did these advantages have upon the indigenous population? What was the “Columbian Exchange?” How did it impact agricultural practices, diet, and other aspects of the “New” and “Old” Worlds? Why was there such a huge demand in the world for silver? Where did most of the world’s silver come from after 1500? Why did most New World silver end up in China? What evidence is there that Asian economies were more productive than European ones before 1800?

Wed 2/7 Read: 1) *Bernal Diaz, "The Conquest of New Spain, c. 1560" (Reilly, 566-575); and
2) *"The Broken Spears, c. 1540s" (Reilly, 575-581)

Reaction Questions: How does the Aztec account of the conquest differ from that of the Spanish, written by Bernal Diaz? Is this difference merely a matter of perspective, or do the authors disagree about what happened? To the extent to which there are differences, how do you decide which account to believe and accept?

Tue 2/6: Last day to drop courses with 50% tuition refund

Week 5: The Atlantic System—the Economics of Sugar and Slavery

Mon 2/12 Lecture: The Tropical Atlantic Plantation Complex
Read: Marks, *The Origins of the Modern World*, 57-60 and 85-90

Study Questions: What impact did the system of New World plantations have on international trade, social and political structures, and the environment? How was slavery used in this system? What is meant on p. 89 by “migration and globalization proceeded hand in hand?” What processes influenced migration (or vice versa) between 1500 and 1800?

Wed 2/14 Read: 1) *Nzinga Mbemba, "Appeal to King of Portugal, 1526" (Reilly, 584-587); and
2) *Captain Thomas Phillips, “Buying Slaves in 1693” (Reilly, 587-591)

Reaction Question: How do the two documents assigned for this week complicate or alter the stereotypical understanding of Africans and the Atlantic slave trade? (Cite specific evidence from the two primary documents assigned for this week.)

Week 6: Atlantic Revolutions and the Limits of Enlightenment

Mon 2/19 Lecture: Independence Movements in Haiti and Latin (Spanish) America (1800-1825)
Read: Marks, *The Origins of the Modern World*, 91-101

Study Questions: What was the “Global Crisis” of the seventeenth century? What were the economic repercussions of it? How was this related to the ecological consequences of the “Little Ice Age”? What was the “Enlightenment?” How did it impact European politics? What was mercantilism and how did it relate to concepts of international trade? Summarize the global balance of forces around 1775. Since 1500, which states were becoming stronger? Which ones were becoming weaker? Why?

Wed 2/21 Read: 1) *“Enlightenment and Revolution” (Reilly, 718-720); 2) *Toussaint L'Ouverture, "Letter to the Directory, 1797" (Reilly, 738-741) and 3) *Simon Bolivar, "Reply of a South American to a Gentleman of This Island (Jamaica), 1815" (Reilly, 741-748)

Reaction Question: What was the “Enlightenment?” How did Enlightenment ideas evolve as they spread beyond Europe to the Americas? (Cite specific evidence from the two primary documents assigned for this week.)

Tue 2/20: Last day to drop courses (last day of “unrestricted withdraw period”) (100% tuition liability)

Wed 2/21 – Mon 3/25: Selective withdraw period (100% tuition liability)

Week 7: The Industrial Revolution and the Great Divergence—Midterm Examination

Mon 2/26 Lecture: The Industrial Revolution and the Rise of the British Empire

Read: Marks, *The Origins of the Modern World*, 103-126

Study Questions: What are the “four necessities of life?” How were they met, or not met, in the “biological old regime?” What was the primary source of energy in the biological old regime? How did this change with the Industrial Revolution? How and why did Britain escape from the constraints of the “biological old regime?” What conjuncture of factors led to an industrial revolution there? Why did it happen in England and not in China? How did coal specifically, and fossil fuels in general, allow industrializing nations like Britain to break free from the constraints of the “biological old regime?”

Wed 2/28 **MIDTERM EXAM**; bring **two (2)** blank, 8.5 x 11-inch blue-books (available at the campus bookstore)

Read: 1) *Arnold Pacey, “Asia and the Industrial Revolution, 1990” (Reilly, 752-756)

Study Questions: Is this a primary or a secondary source? According to Arnold Pacey, in what ways was Britain’s Industrial Revolution facilitated by political and technological developments in Asia?

Week 8: SPRING RECESS, 3/4 – 3/10 —No classes.**Week 9: Free-Trade Imperialism**

Mon 3/11 Lecture: Global Context of the 1st Opium (Anglo-Chinese) War, 1839-1842.

Read: Marks, *The Origins of the Modern World*, 126-143

Study Questions: What was the importance of tea during the Industrial Revolution? How did it change the culture of British workers? How did the trade in tea affect British relations with China? What was the Opium War and who was involved in it? How did the outcome of the Opium War change global trade and global economic power in the nineteenth century? What were the effects of opium, silver, and European influence on China’s economy during the nineteenth century? What does “deindustrialization” mean? How did India become “deindustrialized” and who benefited from it? How is colonization and the “New Imperialism” tied to industrialization? Why were colonies forced into “deindustrialization?”

Wed 3/13 Read: 1) *Cheng and Lestz, “7.1 – 7.3: Memorials and Edicts on Opium, 1836” (110-119); and 2) *Excerpts from William Storrs Fry, *Facts and Evidence relating to the Opium Trade with China* (London, 1840), p. 2-6.

Reaction Questions: What factors do Xu Naiji and Zhu Zun (the two Qing officials who were the authors of documents 7.1 and 7.2) consider in their respective evaluations of the opium problem? What is William Storrs Fry’s position on the British opium trade with China? What are Fry’s key concerns? How do Fry’s arguments complicate or alter our understanding of the Opium War?

Week 10: High (Industrialized) Imperialism and White Settler Colonialism

Mon 3/18 Lecture: High Imperialism, 1870-1900

Watch: **Namibia: the Genocide of the Second Reich* (2013, 53 min.)

Read: Marks, *The Origins of the Modern World*, 143-173

Study Questions: How did the depression of the 1870s lead to protectionism and the “New Imperialism?” What is *nationalism* and how did it come about? How did the cause of *nationalism* emerge as a powerful force alongside industrialization? What role did it have in the forming of the “modern state?” How is this concept of *nationalism* potentially problematic? According to Robert Marks, besides industrialization and improvements in military technology, what other factors

allowed for the dominance of Europeans, Americans, and Japanese, over Africans, Asians, and

Latin Americans? (Hint: see p. 168). What is El Niño? How does it relate to what the author calls the “New Imperialism”? How did late-nineteenth century El Niños contribute to famines in China and India? What long-term affects did these famines have? What is social Darwinism? How did Europeans invoke this ideology to justify imperialism? What is “eugenics” and how does it contribute to or reinforce “scientific racism?”

Wed 3/20 ***EXTRA CREDIT OPPORTUNITY:** work due in Wed. section (see Week 10 Blackboard folder)

Read: *Primary Sources on High Imperialism and the Scramble for Africa

Reaction Questions: When and why was the Berlin Conference held? What were the key technologies that facilitated the European colonization of the African continent in the late-nineteenth century? How would you describe or characterize the European attitudes towards Africa reflected in the “Primary Sources on High Imperialism” (including the editorial cartoon)?

Week 11: Westernization and Its Discontents

Mon 3/25 Lecture: Anti-Imperialism and Japan’s Rise, 1895-1945
Read: Marks, *The Origins of the Modern World*, 143-159

Study Questions: How did industrialization spread through other countries in Eurasia (i.e., France, Russia, Japan, the United States, and Germany)? Did industrialization occur at the same time and in the same manner in each place? Why did some parts of the world have such difficulty industrializing in the twentieth century? Do you think that those obstacles have now been removed, and that any part of the world can now industrialize “if it wants to”? Describe some of the *environmental* consequences of the Industrial Revolution. What harm has it done? Describe the *social* consequences of industrialization. What new fundamental realities did workers face and how did they respond to these changes? What (2) types of mass migration did industrialization create?

Wed 3/27 Read: 1) **“Westernization and Nationalism”* (Reilly, 827-829); 2) *Fukuzawa Yukichi, “Good-bye Asia” (1885) (Reilly, 829-833) and 3) **“Images from Japan”* (Reilly, 833-834)

Reaction Questions: To what does Fukuzawa Yukichi compare the movement of a civilization? Why does Fukuzawa believe that the spread of Western civilization is both inevitable and desirable? How would you characterize Fukuzawa’s attitude towards China and Korea? In what ways are Fukuzawa’s attitudes nationalistic? What is the title of the first print illustration (Figure 23.1)? What message is this print trying to convey? What is the artist’s attitude towards Westernization? What is the title of the second print illustration (Figure 23.2)? What message is this illustration trying to convey? What is the artist’s attitude towards (White) Westerners? Judging from these two prints, what were the widely understood (and stereo-typical) images of the West? How do the attitudes of these artists compare with that of Fukuzawa Yukichi in “Good-Bye Asia”?

Mon 3/25: Last day of selective withdraw period (100% tuition liability)

Week 12: The Thirty Year Crisis—World Wars and the Great Depression, 1914-1945

Mon 4/1 Lecture: The American Century, 1914-1945 and the Great Depression.
Read: Marks, *The Origins of the Modern World*, 175-188

Study Questions: Why was the discovery of nitrate fixation using the Haber-Bosch process so historically important? In what ways did this support life on Earth? In what ways did it threaten it? What factors contributed to the almost four-fold increase in the human population over the course of the twentieth century? What was the “Thirty-Year Crisis”? Although it comprised two wars, why does the author (Robert Marks) conceive of it as one crisis? What was its effect on the global economy? How did the “Thirty-Year Crisis” bring about the end of Western European dominance and imperial rule?

Wed 4/3 Read: 1) *Akihiro Takahashi, "Memory of Hiroshima, 1945/1986" (Reilly, 931-934); and 2) *J. Samuel Walker, "History, Collective Memory, and the Decision to Use the Bomb" (1996) (187-199).

Reaction Questions: What does the testimony of Akihiro Takahashi contribute to your understanding of the history of weapons of mass destruction (WMD) and total war (mass killing of combatants as well as of civilians) in WWII? Was it necessary for the U.S. to drop the atomic bombs to end the war with Japan? (Support your argument for why or why not using evidence from Walker's essay.) After WWII, how has the global community tried to counter genocide and the mass killing of civilians?

Week 13: The Cold War and Decolonization (Anti-Colonial Resistance) in Asia: Vietnam, 1945-75

Mon 4/8 In-class film: excerpts from *Fog of War* (dir. Errol Morris, 2003, 53 min. total)

Read: Satrapi, *Persepolis*, "Introduction" (1-2) and 3-153

Look at the "Short Paper Questions" listed below under Week 14 and Short Paper Guidelines Marks, *The Origins of the Modern World*, 188-213

Study Questions: What was "decolonization"? Why did it emerge after World War II? What were the goals of revolutions and independence movements in India, China, Vietnam, and other parts of the world? Why were they often socialist or communist movements? What role did nuclear weapons and nuclear technology play in the Cold War? What was the arms race? What were the qualities of the Soviet state-run, productionist economic system? What is mass consumerism? How did it affect the environment? What are some of the benefits of a mass consumer culture? What are some of the costs? Where was global inequality in the world in the twentieth century? How about in the twenty-first? Why is "the gap" (global inequality) most pronounced in Africa? How did the old imperialist order contribute to Africa's current plight? How does decolonization play into this?

Wed 4/10 Read: 1) *"The Cold War and the Third World" (Reilly, 935-936); and 2) *Ho Chi Minh, "The Vietnamese Declaration of Independence, 1945" (Reilly, 944-947)

Reaction Question: What were the goals and objectives of Ho Chi Minh and the Vietminh in 1945? (Support your answer using evidence from the assigned readings.)

Week 14: The Iranian Revolution, 1922-80

Mon 4/15 Lecture: The Iranian Revolution

Watch: **Iran and the West, Part 1: The Man Who Changed the World* (2009, 59 min.)

Read: Satrapi, *Persepolis*, 155-245

Guidelines for Short Paper (on the Iranian Revolution), due via Blackboard on Mon. 4/22/2024

Wed 4/17 ***EXTRA CREDIT OPPORTUNITY:** work due in Wed. section (see Week 14 Blackboard folder)

Read: 1) *Ayatollah Ruhollah Khomeini, "The Uprising of Khurad 15, 1979"; and 2) excerpt from *Ted Grant, "The Iranian Revolution, Part One" (9 February 1979)

Short Paper Questions: Was the Iranian Revolution of 1979 primarily a "political" revolution or a "religious" one? What evidence might one use to argue that the Iranian Revolution was primarily "religious" in nature? What evidence might one use to argue that the Iranian Revolution was primarily "political" in nature? (Use evidence from the assigned readings by Ayatollah Khomeini and Ted Grant to support your arguments.) Here it may be helpful to consider how support for the Revolution was created before it began, and then how the Revolution developed as it was carried out. How does Majane Satrapi's graphic memoir, *Persepolis* (especially p. 3-153) complicate (or support) each of these characterizations of the Iranian Revolution (as primarily "religious" or "political" in nature)?

Week 15: Post-Cold War Globalization and Environmental Crisis

Mon 4/22 Lecture: Environment as through-line?

Short Paper: due via Blackboard by 11:59 pm on Mon. 4/22/2024; see Short Paper Guidelines for details

Read: Satrapi, *Persepolis*, 246-341

Marks, *The Origins of the Modern World*, 213-235

Guidelines for Final Exam

Study Questions: What are some of the major concerns the future faces as populations boom? What are some of the constraints humanity faces? What is “deterritorialization”? How is it tied into globalization? What responses, both political and social, have emerged in opposition to these forces? What is the “Great Departure”? (Hint: see Marks, p. 177.) How is the idea of the Anthropocene era tied to it? How can humans combat the challenges posed by these issues in the twenty-first century?

Wed 4/24 Discussion Section: discussion section evaluations and review for Final Examination

Reaction Questions: The concept of “the biological old regime” was introduced in Chapter 1 of the textbook by Robert Marks. In what ways did the biological old regime limit human economic activity and population growth? To what extent has twentieth-century industrialization surpassed the limits of the biological old regime? To what extent are there environmental limits—a “biological new regime”—on continued global industrial development? American mass consumerism has largely outlasted the production-oriented economy advocated by the Soviet Union. What do you think are the advantages and disadvantages of a mass consumer culture? What are the consequences of a mass consumer culture for the world?

Week 16: Course Wrap-Up

Mon. 4/29 Lecture: Last day of class—lecture course evaluations and review for Final Examination

Read: Guidelines for Final Exam

Marks, *The Origins of the Modern World*, 237-247

Study Questions: How has the world changed between 1400 and the present day? What are the dynamics driving this change? How has global power changed over this time period and what does the shifting locus of this power base suggest for the future? What is meant by a “human footprint”? What factors have contributed the most to this footprint? What effect has it had on the planet? When did the first wave of globalization emerge? Why did it emerge then? Describe the second, third, and fourth waves of globalization. What do these waves indicate about the future? How have energy and natural resources played into long-term change over time? What environmental challenges do we face the twenty-first century? How are these environmental issues unprecedented in history? Based on population trends from the past few decades, how will these trends continue? Which areas will be most impacted? What are some major concerns facing the humans of the twenty-first century?

Wed 5/1 – Wed 5/8: Exam period

HIST 125 Final Exam: Mon. 5/6/2023, 10:30 am-1:15 pm, David King Hall 1006 (lecture hall)

bring **two (2)** blank, 8.5 x 11-inch blue-books (available for purchase at the campus bookstore)