

## **INTRODUCTION TO GLOBAL HISTORY**

HIST 125-001

Spring 2024

3 credit hours

**Instructor:** Chris Elzey

**Location:** Exploratory Hall L003

**When:** M/W, 9:00-10:15 am

**Email:** celzey@gmu.edu

**Office Location/Hours:** Horizon Hall 3208; M/W, 12:00-1:00 pm

**Graders:** Hunter Shenk (hshenk@gmu.edu) and Alex Chin (achin9@gmu.edu)

### **Prerequisites for the Course:**

None

### **Class Contacts:**

1. Name and contact information:
2. Name and contact information:

### **The Course:**

The world has never been more connected than it is today. In trade, in commerce, in ideas, in technology, in transportation, in politics, and in culture, people around the globe share, in an unprecedented way, a common experience. HIST 125 explores the history of how we arrived at this moment. The notion of “interconnectedness”—what we would term “globalization”—might seem to be a relatively new phenomenon. On the contrary, globalization has existed—albeit in a lesser form—since antiquity.

Our examination starts around 1000 CE, a period marked by sustained efforts—through peaceful and hostile means—to bridge, and, in some instances, transcend, geographical, commercial, governmental, and political barriers. Much of our time will be spent exploring the larger themes of global history, such as human migration, exploration (by land and ocean routes), trade, religion, war, political revolution, industrialization, transnationalism, globalization, epidemics, slavery, capitalism, empire, and democracy. We will also devote time to closer inspection of the histories of regions, eras, and countries. For instance, it is just as important to understand some of the ways in which the two World Wars impacted people around the world as it is to understand the root causes of the two conflicts. Similarly, the course will widen its focus on the Cold War, decolonization, and a post-industrial world order, while simultaneously asking students to explore the details of each. Lastly, we will consider the ways in which history informs the present.

### **Learning Objectives:**

Global History is a course in the Mason Core curriculum. The “Learning Outcomes,” as listed on GMU’s Mason Core website for Global History, are:

1. “Identify major chronological developments in global history from the pre-modern (before 1400 CE) to the present.”

2. "Communicate a historical argument through writing, speech, and/or digital media using a variety of primary and secondary sources."
3. "Apply historical knowledge and historical thinking to contemporary global issues."

**Required Texts:**

Achebe, Chinua. *Things Fall Apart*.

Carter, James, and Richard Warren. *Forging the Modern World: A History*, 3<sup>rd</sup> Edition.

Spiegelman, Art. *Maus I: My Father Bleeds History*, and *Maus II: And Here My Trouble Began*.

The required books are available at the GMU bookstore. If you purchase an e-book version of the textbook, be sure it's the third edition.

**Course Structure:**

HIST 125-001 is an in-person course. Students are expected to come to class. All exams and quizzes will be given in class. No part of the course will be conducted online, except for accessing primary sources and a small amount of other material, and for reviewing your scores on exams, quizzes, and assignments. The primary sources and other material are located under the "Weekly Modules" tab on the Blackboard page for the class. To access the sources and material, click on the corresponding week that is listed in the course schedule.

To view the Blackboard page for the course, go to <https://mymasonportal.gmu.edu> and log-in. The "Courses" tab will appear. After clicking on the tab, HIST 125-001 will appear in a list with your other courses. Then click on the HIST 125-001 tab.

**Communicating with Instructor/Teaching Assistants**

Email is the best way to contact me, the TA, and the graders. I ask that you include "HIST 125-001" in the subject line in all messages. Please use your GMU email account.

Before emailing, review the syllabus. It could be that the answer to your question is contained there. Also, your classmates are a good source of information. You might want to consider asking your peers before emailing.

I will do my best to respond to your email as quickly as possible. However, I might not be able to do it immediately. You can expect a reply within a day. If I email you, please respond within twenty-four hours. Finally, be sure to consult your email at least once a day (twice a day is better).

**Course Requirements**

There are three exams. The first (on February 21) will cover material from week #1 through week #6. The second (on March 20) will cover material from week #7 through week #10. And the third (on May 1) will cover material from week #11 through week #16. The exam dates are listed in the course schedule in bold.

The exams will consist of three sections: identifications, a short-answer question, and an essay question. I will provide a study guide several weeks before each exam. You will take the exams in class. Each exam counts for 20 percent of your grade.

Another 20 percent of your grade will consist of in-class quizzes, which may be announced or unannounced. The dates for the announced quizzes are listed in the course schedule in bold. The quizzes will cover information discussed in readings, lectures, and other class material, including the primary sources posted on Blackboard. So, please come to class having done the reading assigned for that day in the course schedule. (For the course schedule, see the end of the syllabus). Also, bring paper, and a pen or pencil, to each class.

In-class worksheets examining various primary sources will account for the final 20 percent of your grade. The worksheet is an in-class assignment. Some worksheets will be completed individually, and others by groups of two, three, or four students. You might be asked to describe the primary source, situate it in its historical context, or discuss whether it confirms or refute a historical position, theme, or basic understanding related to the period in which it originates, among other things. Worksheet days are listed in the course schedule in bold.

**Grade Breakdown:** (Blackboard will show your class average)

Exams (3)	60%
Quizzes	20%
Primary Source Worksheets	20%

**Grading Scale:**

A	93-100	B+	88-89.99	C+	78-79.99	D	60-69.99
A-	90-92.99	B	83-87.99	C	73-77.99	F	0-59.99
		B-	80-82.99	C-	70-72.99		

**Make-up Exams, Quizzes, and Primary-Source Worksheets:**

No make-up exams will be given, with one exception: a legitimate and documented reason for missing the exam (doctor's note or a letter from a university official explaining the absence, for example). There are no make-up quizzes and primary-source worksheets; however, your lowest score for quizzes and your lowest score for worksheets will be dropped at the end of the term.

**Extra Credit:**

There is no extra credit. However, if you show improvement over the term, you can earn improvement credit. The process is simple: If you score higher on exam #3 than you do on the **lowest score on either exam #1 or #2**, I will divide the difference by three and add it to the score of your lowest exam. For example, if you score 86 on the first exam, 75 on the second exam, and 96 on the third, I will add 7 points to the result of your second exam score ( $96-75=21$ ;  $21$  divided by  $3=7$ ) and calculate your final grade using the new score (82) for exam #2.

**Policies of the University:**

The policies of the university apply to HIST 125-001. Please familiarize yourself with the policies and do the utmost to adhere to them. They can be found at: <https://universitypolicy.gmu.edu/>.

**Academic Integrity:**

Students who violate the Honor Code will be dealt with severely and may receive a sanction that results in a grade of F (or worse) for a paper, quiz, assignment, or exam. Your adherence to the Honor Code is applicable to all the work you do in the course. It is your responsibility to understand fully what is expected of you. If you have questions about the Honor Code, information can be found on the website for the Office of Academic Integrity: <https://oai.gmu.edu/>.

**Students with Disabilities:**

Accommodations for students with disabilities are available. However, it is necessary that you contact the Office of Disability Services (ODS) first. For more information, see the webpage of the Office of Disability Services at: <https://ds.gmu.edu/>.

**Diversity:**

The course complies with GMU's Diversity Statement: "George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth." To access the full statement, see: <https://stearnscenter.gmu.edu/purpose-and-mission/mason-diversity-statement/>.

**Student Privacy:**

Maintaining student privacy through their educational records is a matter taken seriously in the course. And it's the law. The Family Educational Rights and Privacy Act (FERPA) mandates the safeguarding of educational records, among other things. To learn more about FERPA, see <https://registrar.gmu.edu/ferpa/>.

**Student Services:**

The Student Support and Advocacy Center (SSAC) is an important resource for students who might be experiencing mental health issues during the semester. You can learn more about SSAC here: <https://ssac.gmu.edu/>.

**Important Drop/Withdrawal Dates:**

- January 30 is the final day you can withdraw from the course without a financial charge.
- March 25 is the last day of the selective withdrawal process.

**Course Schedule:** (complete readings by the date listed in the schedule)

Week 1: Introduction

Activities and deadlines:

- January 17:
  - Introduction
  - What Is Global History? (in-class discussion)
  - "Civilizations around the Globe, 1000-1250" (lecture)

Week 2: Regionalism and Globalism in History, 1000-1250

Activities and deadlines:

- January 22:
  - "Civilizations around the Globe, 1000-1250" (lecture cont.)
  - The Difference between Primary and Secondary Sources (in-class discussion)
  - Syllabus quiz—**complete quiz in class**
  - Read "Defining Primary and Secondary Source Documents" (on Blackboard)
- January 24:
  - "Religion and Governance in Europe during the Middle Ages" (lecture)
  - Primary-Source Worksheet (in-class discussion)
  - Read primary source: "Glimpses of the Kingdom of Ghana, 1067" (on Blackboard)
  - Read chap. 1 in Carter and Warren, *Forging the Modern World*

Week 3: The Expanding Reach of Regionalism, 1250-1500

Activities and deadlines:

- January 29:
  - "Trade, Travelers, and Encountering New Worlds in Africa, Asia, and the Americas" (lecture)
- January 31:
  - "The Rise and Fall of Empires, 1200-1500" (lecture)
  - Read primary source: excerpt from Ibn Battuta, "Travels in Asia and Africa, 1325-1354"—**complete primary-source worksheet in class**

Week 4: European Overseas Exploration, 1450-1600

Activities and deadlines:

- February 5:
  - "European Overseas Exploration: Why Spain and Portugal?" (lecture)
  - Outline assignment/quiz, essay question #1 on study guide—**complete in class**
  - Read primary source: "Florentine Codex, Book 12, Chap. 12" (on Blackboard)

- February 7:
  - "A Fool's Errand or Audacity Personified? Ferdinand Magellan and His Quest to Reach the Spice Islands" (lecture)
  - Read primary source: De las Casas, "A Short Account of the Destruction of the Indies" (on Blackboard)—**complete primary-source worksheet in class**
  - Read chap. 2 in Carter and Warren, *Forging the Modern World*

#### Week 5: Colonies and Empires, 1600-1700

Activities and deadlines:

- February 12:
  - "English, French, and Dutch Involvement in Global Colonization" (lecture)
  - Read primary source: "Carried Thence for Trafficke of the West Indies Five Hundred Negroes" (on Blackboard)
- February 14
  - "Resistance to Colonization in Africa, Asia, and the Americas" (lecture)
  - "The Commodities That Drove World Trade and Commerce" (lecture)
  - Outline assignment/quiz, essay question #2 on study guide—**complete in class**
  - Read primary source: "As They Had Been in Ancient Times" (on Blackboard)
  - Read chap. 3 in Carter and Warren, *Forging the Modern World*

#### Week 6: A World Connected by Trade and Commerce, 1600-1800

Activities and deadlines:

- February 19:
  - "The Commodities That Drove World Trade and Commerce" (lecture cont.)
  - "Consumer Culture, Urbanization, and Unintended Consequences" (lecture)
  - Read primary source: Davy, "The Earthquake at Lisbon, 1755" (on Blackboard)
  - Read chaps. 4 and 5 in Carter and Warren, *Forging the Modern World*
- February 21:
  - **Exam #1**

#### Week 7: Revolutions and Independence Movements around the World, 1750-1850

Activities and deadlines:

- February 26:
  - "The Enlightenment, the American Revolution, and the French Revolution" (lecture)
  - Read primary source: Sieyes, "What Is the Third Estate?" (on Blackboard)

- February 28:
  - "The Enlightenment, the American Revolution, and the French Revolution" (lecture cont.)
  - "Independence in Haiti and Latin America" (lecture)
  - Read primary source: de Bolivar, "Message to Congress of Angostura" (on Blackboard)—**complete primary-source worksheet in class**
  - Read chap. 6 in Carter and Warren, *Forging the Modern World*

#### Week 8: Spring Break

Activities and deadlines:

- March 4:
  - No class
- March 6:
  - No class

#### Week 9: The Industrial Revolution and Nineteenth-Century Imperialism

Activities and deadlines:

- March 11:
  - "The Political and Social Impact of the Industrial Revolution" (lecture)
  - "A Global Perspective of the Industrial Revolution" (lecture)
  - Read primary source: Engels, "Industrial Manchester, 1844" (on Blackboard)
  - Read chap. 7 in Carter and Warren, *Forging the Modern World*
- March 13:
  - "Imperialism and Conflict in Africa, Asia, and the Caribbean" (lecture)
  - "The Consequences of Imperialism" (lecture)
  - Read chap. 8 in Carter and Warren, *Forging the Modern World*

#### Week 10: Imperialism and Global History

Activities and deadlines:

- March 18:
  - "The Consequences of Imperialism" (lecture cont.)
  - Read primary source: Moshweshewe, "Letter to Sir George Grey" (on Blackboard)
  - In-class discussion of Achebe, *Things Fall Apart*
  - Quiz over Achebe, *Things Fall Apart*—**complete quiz in class**
- March 20:
  - **Exam #2**

#### Week 11: World War I and the Global Experience

Activities and deadlines:

- March 25:
  - "Warning Signs of Global War" (lecture)
  - "World War I and Its Aftermath" (lecture)

- Read primary source: Sun Yat-Sen, "The Three Principles of People" (on Blackboard)
- March 27:
  - "World War I and Its Aftermath" (lecture cont.)
  - Read primary source: Keynes, "The Economic Consequences of the Peace" (on Blackboard)—**complete primary-source worksheet in class**
  - Read chaps. 9 and 10 in Carter and Warren, *Forging the Modern World*

### Week 12: World War II and the Start of the Cold War

Activities and deadlines:

- April 1:
  - "Global Politics and the Causes of World War II" (lecture)
  - Read Primary source: "The Nanking Massacre" (on Blackboard)
- April 3:
  - "What Was the Cold War, and How Did It Begin?" (lecture)
  - Read primary source: "Speech by Andrei Zhdanov" (on Blackboard)
  - In-class discussion over *Maus I* and *II*
  - Quiz over *Maus I* and *II*—**complete quiz in class**
  - Read chap. 11 in Carter and Warren, *Forging the Modern World*

### Week 13: Cold War Proxy Battles

Activities and deadlines:

- April 8:
  - "The Cold War in Africa, Asia, and Latin America" (lecture)
  - Read primary source: "The Chinese People Have Stood Up!" (on Blackboard)
  - Read chap. 12 in Carter and Warren, *Forging the Modern World*
- April 10:
  - "A-Bomb Anxiety" (lecture)
  - Read primary source: John F. Kennedy, "Address on Cuban Missile Crisis" (on Blackboard)

### Week 14: The Post-WWII Decades: The Nuclear Age and the Beginning of Decolonization

Activities and deadlines:

- April 15:
  - *Dr. Strangelove; Or, How I Stopped Learned to Stop Worrying and Love the Bomb* (in-class screening)
- April 17:
  - "Gandhi and Indian Independence" (lecture)
  - Read primary source: "Text Resolution Drafted by Gandhi" (on Blackboard)



- *Dr. Strangelove; Or, How I Stopped Learned to Stop Worrying and Love the Bomb* (in-class screening cont.)

#### Week 15: Decolonization and the End of the Cold War

Activities and deadlines:

- April 22:
  - "Decolonization in Asia and Africa" (lecture)
  - Read primary source: "UN Declaration on Granting Independence to Colonial Countries and People" (on Blackboard)
  - Read primary source: Nkrumah, "I Speak of Freedom" (on Blackboard)—**complete primary-source worksheet in class**
- April 24:
  - "Chernobyl, Perestroika, Glasnost, and Tiananmen Square" (lecture)
  - Read primary source: "Gorbachev's TV Address on Interethnic Relations" (on Blackboard)

#### Week 16: A Post-Industrial World and Globalization

Activities and deadlines:

- April 29:
  - "Nelson Mandela and the Reordering of South Africa" (lecture)
  - "A Truly Global World" (lecture)
  - Read chap. 13 in Carter and Warren, *Forging the Modern World*
- May 6:
  - **Exam #3** (7:30-10:15 am)