

HIST 125-008/P02: Introduction to Global History

Spring 2024

Lecture: TR 12:00-1:15 pm, Enterprise Hall 276

Dr. Mika Endo

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Office: Horizon Hall 3220

Office Hours: Tuesday, 1:30-2:30 pm or by appointment

Course Description:

This course explores the global connections of the world around 1300 to the present. Through examining major events and themes in world history, we will analyze how our perception of the past has transformed today's modern world. Focusing on the early globalization, trans-Atlantic slave trade, and the global Cold War, we will cover topics such as democracy, colonialism, capitalism, imperialism, nationalism, and decolonization, as well as discussions on how concepts such as race, gender, and ethnicity changed over time.

In addition to our textbook, we will be using various kinds of primary sources, including written documents, images, audio and video recordings, and digitized materials. We will also evaluate secondary sources and explore how historians have constructed our thinking of the past. By the end of the semester, students will be able to link the past with present and narrate major trends chronologically, critically analyze and interpret sources, and understand the global interactions of the past.

Course Objectives:

- 1) Identify major chronological developments in global history from 1300 to the present. (Mason Core Learning Outcome 1)
- 2) Understand the global interactions by exploring the changes and continuities in global history. (Mason Core Learning Outcome 1)
- 3) Demonstrate the ability to identify, evaluate, and appropriately cite various kinds of primary and secondary sources. (Mason Core Learning Outcome 2)
- 4) Develop critical thinking and analyze sources as evidence to support your interpretation of historical events. (Mason Core learning outcome 2)
- 5) Effectively communicate the patterns and themes in global history through writing, speech, and use of digital media. (Mason Core Learning Outcome 2)
- 6) Apply historical knowledge and historical thinking to contemporary global issues. (Mason Core Learning Outcome 3)

Reading Materials:

Required textbook:

Marjane Satrapi, *Persepolis: The Story of a Childhood* (New York: Pantheon, 2003).

Recommended textbook:

James Carter and Richard Warren, *Forging the Modern World: A History*, Third edition (New York: Oxford University Press, 2022).

The library has a copy of *Persepolis* and *Forging the Modern World* for 2-hour text reserves. Other assigned readings can be found linked in the syllabus or posted under “Course Content” on this course’s Blackboard site.

Course Requirements:

1) Attendance/Participation (15%)

Students are expected to attend all meetings of the course. Be prepared and ready to discuss about the assigned reading(s) before you come to class. You should bring a copy of each reading material to class. It is your responsibility to locate all assigned readings and read them before each class meeting. If you have difficulty finding the reading materials, contact your professor.

Participation is graded based on your comments and questions in class-wide discussions as well as your contributions during group activities. During group activities, you will be expected to engage in discussions with your classmates about the reading materials. I understand that not everyone is comfortable speaking in front of the group. If you are uncomfortable speaking in class or group discussions, please address this with me after class. Additionally, you will submit exit tickets at the end of class, which will count towards your participation points.

2) Quizzes (5% each, total 15%)

You will take three quizzes in class. These quizzes will be true or false, multiple choice, and short answer questions based on the lecture and reading materials. You will not be able to make up a quiz if you arrive late or missed a class.

3) Writing Assignments (10% each topic, total 30%)

You will complete a total of five essays that engage critically with primary and secondary sources among the readings materials we cover during class. Instructions about each essay will be announced on Blackboard and during class.

Essay #1 and #4 will be completed in class. You may bring your lecture notes on paper. Laptops and other electronic devices are not allowed in class. Use a black/blue pen or pencil. Papers will be provided by your professor. Points may be deducted if your professor has difficulty reading your handwriting. Other essays must be submitted on Blackboard before each deadline listed under Course Schedule.

Early Globalization	Trans-Atlantic Slave Trade	Global Cold War
Essay #1 during class (10 points)	Essay #3 (Analysis on your slavery images and/or runaway slave notices, 20 points)	Essay #5 (Analysis on your propaganda film, 30 points)
Essay #2 (two essays, 10 points each)	Essay #4 during class (10 points)	

4) Presentations (2.5% each, total 5%)

You will analyze two types of primary sources (slavery images/runaway slave notices and a propaganda film) and give two presentations to the group. Please submit your presentation materials (*i.e.*, PowerPoint slides) before class.

5) Midterm Exam (15%) and Final Exam (20%)

This course will have in-class and take-home midterm and final examinations. Your task will be to answer essay questions and identify themes and concepts of global history using your lecture notes and assigned reading materials. Throughout the semester, we will work on how to write a short essay for a history paper from developing a research question to analyzing primary and secondary sources and incorporating them to your paper. Additionally, you will learn how to develop your analysis and write a strong argument based on those sources.

In-class midterm exam: Lecture notes, laptops, and other electronic devices are not allowed during midterm exam. Use a black/blue pen or pencil. Papers will be provided by your professor. Points may be deducted if your professor has difficulty reading your handwriting.

Take-home midterm and final exams: Instructions will be announced on Blackboard. Follow the format of the paper and submit your paper via Blackboard before deadline.

Format of the paper: Use one-inch margin for the sides and font 12 pt. in Times New Roman. Double-space the text throughout your paper. Your paper should have a title on the first page and a page number at the bottom of each page. All references must be cited properly in your footnotes. Chicago Manual of Style is most widely used by historians. See the [Chicago Manual of Style Online](#). Please upload your paper as Word or Word-compatible files on Blackboard. It is your responsibility to properly submit papers on time.

Grading Scale:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D = 60-69
A = 93-96	B = 83-86	C = 73-76	F = 59 and below
A- = 90-92	B- = 80-82	C- = 70-72	

Class Policies:

Laptops and other electronic devices are allowed when taking notes, accessing reading materials, or using online databases. Please do not check your social media, watch videos, play games, or work for other class. If the professor or your classmates notice you using cell phones or laptops for other purposes unrelated to the class, your participation grade will be deducted. Headphones and earbuds are not permitted in class.

Please come to class on time and only leave when the class has ended. Frequent tardiness will impact your participation grade. If you know that you need to arrive late or leave early, please let me know in advance.

Absences and Late Assignments:

Please speak to me anytime during the semester if you have difficulties attending classes or completing assignments. I will not share lecture materials (*i.e.*, PowerPoint slides, lecture notes) or re-teach the lecture during office hours if you missed a class. You will not be able to make up for a missed quiz or assignment unless it is medical/family emergencies. Work-related and personal/family obligations, including business/personal trips and end-of-semester travels, are not adequate excuse. In cases of medical/family emergencies, please email me when you can. Be prepared to provide an official document.

If you need additional time to complete your assignments, please contact to your professor in a timely manner *before* the deadline. If you do not hear back from me, you should assume that your work is due on the deadline. Note that any late assignments without a documentation or advance permission from your professor will receive a deduction of 1 point per 24 hours (writing assignments and presentation materials) and 5 points per 24 hours (midterm and final exams), including weekends and holidays. This penalty will continue until there are no points left to be taken from the assignment.

Assignment submission page will be taken down on Blackboard in two weeks after the deadline. After the submission page is taken down, please contact me (mendo@gmu.edu) as soon as possible in order to make a plan.

You are also responsible for confirming that your assignments submissions loaded successfully on Blackboard. An inability to access the internet for a last-minute assignment submission is *not* an acceptable late excuse. I will not accept late papers sent to my email without a documentation or advance permission.

Grading:

Most assignments that are completed and received by the due date will be graded and associated grades will be submitted in the Grade Center on Blackboard within 2 weeks after the due date for writing assignments and 2-2.5 weeks for midterm exam. I will not begin to grade an assignment until on or after the due date since it's my preference to grade all students' submission at one time. If you have any questions about your grades, I will only discuss them in-person. Please come to my office hours or email for an appointment. You must bring your lecture notes if you have inquiry about your grade. I ask you to show your lecture notes during our meeting so that I can provide feedback.

Communication:

All electronic contact communications will be done via Mason email only. Students must use their Mason email account to receive important university information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address, per Mason policy. Blackboard will be used to post important announcements to the class and links for the readings materials. You will submit your assignments and papers on Blackboard as well.

You are expected to write email as you would in any professional correspondence. Email communication should be courteous and respectful in manner and tone. Please include 1) a subject heading, 2) your name and this course, and 3) complete sentences using punctuation. For advice on how to write emails to your professor, see “[Sending Email to Faculty and Administrators](#).”

I will respond to emails from you within 24-48 hours on weekdays. I will not be responding emails after 8 pm or during weekends or breaks.

Academic Integrity:

Students are required to follow university’s Honor Code, which states, “**Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**”

For more details about the Honor Code and violations, see “[Full Honor Code Document](#).” Plagiarism is defined, “using another individual’s ideas or words without attribution or credit.” If you are unsure what constitutes plagiarism, please ask me. When in doubt, it is better to cite all your works – even your own work written in past that you are using for your new assignment.

AI Policy:

The use of Chat GPT or other AI software is not allowed to complete assignments for this class and constitutes as violation of the honor code.

Mason Honor Code defines cheating as “the unauthorized use of, access to, attempts to benefit from, or provision of academic work in an attempt to misrepresent a student’s actual efforts.” Subcategories of cheating consists of “Providing, using, or attempting to benefit from unauthorized academic material and/or assistance: This includes but is not limited to posting/enabling the posting of homework assignments and/or exams/solutions on websites or allowing someone to complete material in your name. This also includes the unauthorized use of AI software.”

Academic Accommodations:

If you are a student with a disability and you need academic accommodations, please contact the [Disability Services](#) at 993-2474 or email ods@gmu.edu. Academic accommodations are arranged through the Disability Services. Then please discuss your approved accommodations with me.

Other Campus Resources:

Center for Culture, Equity, and Empowerment (CCEE), <https://ccee.gmu.edu/>
Counseling and Psychological Services (CAPS), 703-993-2380, <http://caps.gmu.edu>
Information Technology Services, <https://its.gmu.edu/>

Learning Services, <https://learningservices.gmu.edu/>

Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Resources, <https://lgbtq.gmu.edu/>

Student Support and Advocacy Center (SSAC), <https://ssac.gmu.edu/>

University Libraries, <http://library.gmu.edu/>

Updating Your Chosen Name & Pronouns, <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Writing Center, <http://writingcenter.gmu.edu>

Mason 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.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

(Copy available online at "[Stearns Center for Teaching and Learning](#).")

Campus Closure or Emergency Class Cancellation/Adjustment Policy:

If the campus closes, or if a class meeting needs to be cancelled or adjusted due to weather or other concern, students should check Blackboard for updates on how to continue learning and for information about any changes to assignments.

Course Schedule

*This schedule is subject to change. Please consult the course Blackboard site for updated course information.

*All readings are to be completed before the class in which they will be discussed.

Week 1: Introduction

1/16 (Tue) Introduction to the course

1/18 (Thu) Why Study History?

Readings:

- 1) William H. McNeill, "Why Study History," available online at:
[https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1985\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1985))
- 2) Peter N. Stearns, "Why Study History?," available online at:
[https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998))
- 3) Optional: *Forging the Modern World*, Introduction.

1/23 is the last day to add classes.

Week 2: Early Globalization

1/23 (Tue) The World Before 1492

Optional Reading: *Forging the Modern World*, Chapter 1.

1/25 (Thu) Analyzing primary sources: global exploration

Readings:

- 1) Ibn Battuta, *Travels in Asia and Africa, 1325-1354*, online at:
<https://sourcebooks.fordham.edu/source/1354-ibnbattuta.asp>. (Stop reading at the section labelled "Funeral customs.")
- 2) Patrick Rael, "How to Read a Primary Source" in *Reading, Writing, & Researching for History: A Guide for College Students*, online at:
<https://courses.bowdoin.edu/writing-guides/>.

Week 3: Conquest and Colonization

1/30 (Tue) Contact and Columbian Exchange

Optional Reading: *Forging the Modern World*, Chapter 2, 3, and 4.

1/30 is the last day to drop classes with 100% tuition refund.

2/1 (Thu) Comparing primary sources: European views

Readings:

- 1) "Christopher Columbus: Extracts from Journal," online at:
<https://sourcebooks.fordham.edu/source/columbus1.asp>.
- 2) Vasco da Gama, "Round Africa to India, 1497-1498," online at:
<https://sourcebooks.fordham.edu/mod/1497degama.asp>.
- 3) Rael, "The Thesis" in *Reading, Writing, & Researching for History*. (See Blackboard for document.)

Week 4: Emerging Global Trade

2/6 (Tue) Reading secondary source and writing research question

Readings:

- 1) Marcy Norton, "Conquests of Chocolate," *OHA Magazine of History* 18, no. 3 (2004): 14–17.
- 2) Rael, "The Three Parts of a History Paper" and "How to Read a Secondary Source" in *Reading, Writing, & Researching for History*.

2/6 is the final drop deadline with 50% refund.

2/7-2/20 is unrestricted withdrawal period.

2/8 (Thu) Revising your research question

Reading: Rael, "How to Ask Good Questions" and "What Makes a Question Good?" in *Reading, Writing, & Researching for History*.

Quiz #1 and Essay #1 during class

Week 5: The Trans-Atlantic Slave Trade

2/13 (Tue) Sugar and Slavery

Optional Reading: *Forging the Modern World*, Chapter 4 and 5.

Film, *Amistad* in class

Essay #2 due on Blackboard before class.

2/15 (Thu) African Slave Trade

Readings:

- 1) Nzinga Mbemba, "Appeal to the King of Portugal, 1526." (See Blackboard for document.)
- 2) Thomas Phillips, "Buying Slaves in 1693." (See Blackboard for document.)
- 3) Olaudah Equiano, "The Interesting Narrative of the Life of Olaudah Equiano; or, Gustavus Vassa, the African, Written by Himself," online at <https://docsouth.unc.edu/neh/equiano1/equiano1.html>. (Read Chapter II, pp. 45-88.)

Week 6: The Enlightenment and Atlantic Revolution

2/20 (Tue) The Limits of Enlightenment

Optional Reading: *Forging the Modern World*, Chapter 6.

2/21-3/25 is selective withdrawal period.

2/22 (Thu) Slave Narratives

Readings:

- 1) Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, online at <https://docsouth.unc.edu/neh/douglass/douglass.html>.

(Read Chapter I, pp. 1-8; Chapter II, pp. 8-15; and Chapters IX-X, pp. 56-73, start with the paragraph, “My master and myself had quite a number of differences.”)

- 2) Harriet Jacobs, *Incidents in the Life of a Slave Girl*, online at

<https://docsouth.unc.edu/fpn/jacobs/jacobs.html>.

(Read Chapter V, pp. 44-48; Chapter VI, pp. 49-57; Chapter VIII, only pp. 67-68; and Chapter IX, pp. 79-81, start with the paragraph, “No pen can give an adequate description of the all-pervading corruption produced by slavery.”)

Week 7: Slavery and Resistance & Midterm Exam

2/27 (Tue) Finding primary sources on databases (slavery image and runaway slave notices)

Readings:

- 1) Amani Marshall, “‘They Will Endeavor to Pass for Free’: Enslaved Runaways’ Performances of Freedom in Antebellum South Carolina,” *Slavery & Abolition* 31, no. 2 (2010): 161-180.
- 2) Read this resource on writing about slavery: <https://naacpculpeper.org/resources/writing-about-slavery-this-might-help/>

Quiz #2 during class

2/29 (Thu) Midterm Exam

Historical Analysis during class

Primary Source Analysis due on Blackboard on Friday, March 1 by 11:59 pm.

Week 8: Spring Break

3/5 (Tue) No class

3/7 (Thu) No class

Week 9: Industrial Revolution in Global Context

3/12 (Tue) Cotton and Capitalism

Optional reading: *Forging the Modern World*, Chapters 7 and 8.

3/14 (Thu) Presentation on slavery images and runaway slave notices

Submit your presentation materials on Blackboard before class.

Week 10: New Imperialism

3/19 (Tue) Nationalism and Imperialism

Optional reading: *Forging the Modern World*, Chapter 9.

Essay #3 due on Blackboard before class.

3/21 (Thu) Westernization and the Rise of Japan, 1895-1945

Readings:

- 1) Gavin James Campbell, "Styling Hirohito: Modernity, Monarchy, and 'Western Clothes' in Interwar Japan," *Fashion Theory* (April 26, 2021): 1–27, <https://doi.org/10.1080/1362704X.2021.1908817>.
- 2) Rael, "Presenting Primary Sources in Your Paper" in *Reading, Writing, & Researching for History*.

Submit your questions for group discussions on Blackboard before class.

Essay #4 during class

Week 11: World Wars

3/26 (Tue) War and Memory

Optional Reading: *Forging the Modern World*, Chapters 10 and 11.

Film, *Days of Waiting: The Life and Art of Estelle Ishigo* in class

3/28 (Thu) Analyzing propaganda films

Reading: David Welch, "Propaganda: An Historical Perspective," in *Socialism on Film: The Cold War and International Propaganda* database, under "Explore" and "Essays."

Week 12: The Global Cold War, Part 1

4/2 (Tue) Cold War in the Third World

Optional reading: *Forging the Modern World*, Chapters 11 and 12.

4/4 (Thu) *Class cancelled due to instructor absence.*

Week 13: The Global Cold War, Part 2

4/9 (Tue) Finding book reviews

Readings:

- 1) Robert A. Goldberg, review of *The Global Cold War: Third World Interventions and the Making of Our Times*, by Odd Arne Westad, *The Journal of Interdisciplinary History* 38, no. 2 (2007): 258–59.
- 2) Ronald Powaski, review of *The Global Cold War: Third World Interventions and the Making of Our Times*, by Odd Arne Westad, *The Historian* 69, no. 3 (2007): 609–10.
- 3) Rael, "Research Papers" in *Reading, Writing, & Researching for History*.

Quiz #3 during class

4/11 (Thu) Finding primary and secondary sources on library catalogs and databases

Week 14: Decolonization

4/16 (Tue) Presentations on Cold War propaganda films

Submit your presentation materials on Blackboard before class.

4/18 (Thu) End of Colonization in Africa

Film, *Wind of Change: The End of Colonialism in Africa* (2002) in class

Essay #5 due on Blackboard before class.

Week 15: Globalization?

4/23 (Tue) The Iranian Revolution

Readings:

- 1) Marjane Satrapi, *Persepolis*, 2003.
- 2) Optional: *Forging the Modern World*, Chapter 13.

4/25 (Thu) Reflection & Museum Exhibit

Readings:

- 1) Rael, “Avoid Common Mistakes in Your History Paper” and “Paper-Writing Checklist” in *Reading, Writing, & Researching for History*.
- 2) Optional: *Forging the Modern World*, Epilogue.

Final Exam due on Blackboard on Thursday, May 2 by 11:59 pm.