HIST 125-002: INTRODUCTION TO WORLD HISTORY
Fall 2013

Professor Matt Karush
Office: Robinson B, Room 339
E-mail: mkarush@gmu.edu
Office hours: Tues/Thurs 9-10 & by appt

Teaching Assistant:
Jon Barth
Email: jbarth3@masonlive.gmu.edu
Office hours: Tuesday, 3:00-5:00
Office: Robinson B, Room 339

Course times and locations:
Lecture: Tuesday 12:00-1:15 pm, Planetary 129
Discussion sections:
304: Thursday 12:00-1:15 pm, Innovation 207 (Karush)
305: Thursday 1:30-2:45 pm, Robinson B120 (Barth)
306: Thursday 10:30-11:45 am, East 121 (Barth)

COURSE DESCRIPTION

In this course we explore the sweeping historical changes that created today's world. Beginning around 1250, we trace key processes reshaping the politics, cultures, and economies of various regions. While Europe and the United States are part of our focus, we primarily consider Africa, Asia, Latin America, and the Middle East. Each of these geographic regions became enmeshed in a global system affected by far-reaching religious transformations, mercantile activity, industrial growth and imperialism/colonialism. Finally, we study the influences of modern nationalism, Cold War dynamics, and anti-colonial movements in the twentieth century. By the end of the semester, students should have a grasp of the major trends underlying six centuries of world history.

REQUIRED TEXTS

These titles are available at the GMU Bookstore in the Johnson Center. The novels are also on reserve in the library. The textbooks (Tignor et al and Reilly) are not.

These titles are available for purchase at the GMU Barnes & Noble in the Johnson Center. If you buy them elsewhere, be sure to get the correct editions. Readings in the course schedule marked by an asterisk (*) are available on our course’s Blackboard site. Go to mymason.gmu.edu and click on the “courses” tab and then on HIST 125-002. Clicking on “Course Content,” at the left of the screen, you will find a folder with PDFs of the readings.
COURSE REQUIREMENTS

Attendance and Participation: Students are expected to attend all meetings of the course – both the lectures and the discussion sections. The midterm and final examinations require knowledge of course lectures and readings. This course is structured to reward students who come to class, complete their reading, participate in discussions, and stay on top of their assignments. In the discussion section, all students are expected to participate in each discussion. To do this effectively you need to have read and thought about the assigned reading before you come to class. In class, be prepared to ask questions and think critically about the material. Your discussion leader will provide more details about how you are expected to participate. If you are uncomfortable speaking in front of the group, please talk to your instructor after class and explain your situation.

Reading: The readings for this class include a textbook, first-hand accounts of historical moments, historians’ interpretations, and two graphic novels. The amount of reading varies each week, but the average week’s reading is between 50 and 75 pages. As a general rule of thumb, students should plan to spend at least two hours studying and reading outside of class for every hour they spend in it. Thus, for this course, students should allocate at least five hours per week to complete their assignments.

Map Quiz: The map quiz will cover the major places that we will study in the course. The study guide for the map quiz is attached to this syllabus.

Short Papers: Students will write two short papers. These will be 3-4 pages and based on course readings. Due dates are listed in the course schedule below, and assignments for each paper are attached to this syllabus. The goal of these papers is to allow students to grapple with the material from the course and to improve their college-level writing. One day of the course will be devoted to paper writing, and your discussion section leader is available to help you think about your papers. Guidelines for submitting papers are listed below under course policies.

Examinations: The course will have in-class midterm and final examinations. Both will have identifications and essay questions. For both examinations we will have an in-class review.

GRADING

Final course grades will be calculated according to the following rubric:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>12%</td>
</tr>
<tr>
<td>Map Quiz</td>
<td>3%</td>
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<tr>
<td>Short Papers</td>
<td>30%</td>
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<tr>
<td>Midterm Examination</td>
<td>25%</td>
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<tr>
<td>Final Examination</td>
<td>30%</td>
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To do well in this course you must come to class, read weekly, take part in discussions, and work hard on your papers.
Course Schedule

The schedule indicates themes, lecture topics, readings, and deadlines. Each week has a lecture on Tuesday and a discussion on Thursday.

Abbreviations used for the readings are “WTWA” for the textbook Worlds Together, Worlds Apart; “WoH” for the sourcebook Worlds of History. Readings in the course schedule marked by an asterisk (*) are available on our course’s Blackboard site. Go to mymason.gmu.edu and click on the “courses” tab and then on HIST 125-002. Clicking on “Course Content,” at the left of the screen, you will find a folder with PDFs of the readings.

Week 1: Introduction
8/27 Lecture: Before European Hegemony, The World System 1250-1350
8/29 Discussion: Discuss Marshall Hodgson, “World History and a World Outlook”*

Week 2: The Old World Order
9/5 Map Quiz | Discussion: 1) Ghislain de Busbecq, “The Ottoman Empire under Suleiman”* and 2) Lady Mary Wortley Montagu, "18th Century Travel Narrative" available at: http://chnm.gmu.edu/wwh/p/91.html

Week 3: Exploration and Conquest
9/10 Lecture: The Motives of Discovery and the Columbian Exchange | Read: WTWA, 452-468

Week 4: The Atlantic System
9/17 Lecture: The Tropical Atlantic Plantation Complex | Read: WTWA, 468-470, 483-500, 549-558 | Paper #1 due
9/19 Discussion: WoH, 634-54

Week 5: The Atlantic Revolutions
9/24 Lecture: Independence Movements in Haiti and Latin (Spanish) America (1800-1825) | Read WTWA, 542-549, 561-580
9/26 Discussion: WoH, 783-96.

Week 6: Midterm Examination
10/1 Lecture: Review for the Midterm Examination
10/3 Midterm Examination: you must bring two blank, 8.5 x 11-inch blue books to the test

Week 7: The Rise of European Domination
10/8 Lecture: The Industrial Revolution and the Rise of the British Empire | Read: WTWA, 580-585, 589-597
10/10 Discussion: WoH, 801-05; 823-30

Week 8:
10/15  **No Class** (Columbus Day: Monday classes meet instead of Tuesday classes)
10/17  Paper writing workshop | Read Abina, 3-79.

**Week 9: High European Imperialism and White Settler Colonialism**
10/22  Lecture: High Imperialism, 1870-1900 | Read WTWA, 645-658
10/24  Discussion: Abina (Read 80-111)

**Week 10: Westernization and Its Discontents**
10/31  Discussion: WoH, 887-97; 909-14

**Week 11: World Wars and Depression**
11/7    Discussion: WoH, 991-98; J. Samuel Walker, "History, Collective Memory, and the Decision to Use the Bomb" *

**Week 12: The Cold War**
11/12   Lecture: Latin America in the Cold War | Read WTWA, 773-778, 781-782
11/14   Discussion: WoH, 1006-09; 1027-36

**Week 13: The Middle East and the Iranian Revolution**
11/19   Lecture: the Iranian Revolution | Read Satrapi, *Persepolis*

**Week 14: Decolonization in Africa, 1957-1994**
11/26   Film: *Wind of Change: The End of Colonialism in Africa* (57 min, 2002) | Read WTWA, 756-764
11/28   **No Class** (Thanksgiving)

**Week 15: Globalization**
12/5    Final Exam review

Final Exam: Thurs, December 12, 10:30 am – 1:15 pm
You must bring two blank, 8.5 x 11-inch blue books to the test.

**COURSE POLICIES**

**Class absences:** Students are expected to attend all meetings of the course for the lecture and assigned discussion section. In the event that you must miss class, you are responsible for the contents of the lecture or discussion. Furthermore, if you miss class on the day of a quiz, you will not be permitted to make it up without prior arrangement with the instructor.
Email: I (Prof. Karush) am happy to respond to any concerns or questions you have via email, although detailed explanations are best had face-to-face. I may, occasionally, send emails to the class. For this purpose, I will be using your GMU email account. If you have not activated your GMU email account, go to https://mail.gmu.edu/, and select “activate account.”

I respond to email Mondays through Fridays, between the hours of 9-5. If you email me within those hours I will respond within 48 working hours (meaning that an email received on Friday or over the weekend will be returned by Tuesday). I cannot guarantee a response outside of regular working hours.

Cellular Telephones: During class all telephones must be switched completely off or set to silent mode. Neither students nor instructors should compose, read, or respond to text messages. If you are an emergency responder (such as an EMT) and must receive pages, please notify the instructors within the first week of the course.

Laptop Computers: 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.

Submission of Work and Late Work
All written work is due at the beginning of class in hard copy on the day 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 stapled and numbered. You must submit your work in hard copy only; no email attachments accepted. You should, however, retain electronic copies of your work, and in some instances, your instructor may ask for an electronic copy of your paper in order to use it as an example in teaching (good!) or to submit to a plagiarism detection site like Turnitin.com (bad!).

All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized one half-letter grade per day (ie from B to B-). The only exceptions to this 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. Regardless of whether or not you have been granted an extension, you must contact your instructor for how to submit late work.

Academic Honesty and Plagiarism: This class and all of your work as an undergraduate are governed by GMU’s Honor Code: “Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Plagiarism is presenting another person’s words, ideas, or sequence of arguments as your own without attribution. We will discuss what constitutes plagiarism and how to cite sources properly in this course. If at any point, however, you have a question about this, please ask. If you are tempted to plagiarize or find yourself using material from the Internet or any other source and trying to pass it off as your own, stop working on the assignment and contact the instructor. It is better to submit work late than to break the Honor Code. It is my duty to report all violations of
the Honor Code, and I take this duty quite seriously. When I report cases of plagiarism to the Honor Committee, I recommend that the penalty be failure for the course or suspension from George Mason. Such drastic outcomes are avoided through proper citations and good communication with your instructor. To read more about the Honor Code, the Honor Committee, and its procedures, see go to http://honorcode.gmu.edu.

**Disabilities and Academic Accommodations:** If you are a student with a disability and you need academic accommodations, please see contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through that office.

**Late adds:** If you join the course late you must meet with the instructor as soon as possible. You will not be permitted to submit assignments that you have missed without special arrangement with the instructor. With permission, such assignments must be received within five days of joining the course.
Study Guide for In-class Map Quiz

Using the world map on the inside back cover of our textbook, Worlds Together, Worlds Apart, please locate the 29 items listed below on the attached map. At the beginning of section on Thursday, 9/10 you will receive a blank map (a bigger version of the one included here) and will have 10 minutes to write these items in their proper locations.

Africa  |  Brazil  |  Afghanistan
Australia | Haiti  |  Iran
Eurasia (Europe and Asia)  |  Mexico  |  Iraq
North America  |  Venezuela  |  Saudi Arabia
South America  |  Democratic Republic of the Congo  |  Turkey
Atlantic Ocean  |  Congo  |  India
Indian Ocean  |  Ghana  |  China
Pacific Ocean  |  Guinea (Capital is Conakry)  |  Japan
Mediterranean Sea  |  Kenya  |  Vietnam
Red Sea  |  South Africa
Short Paper #1: Reading Historical Documents

Assignment: Read the introduction and the two accounts (Bernal Diaz and an Aztec account) on pages 609-628 of Worlds of History. Compare and contrast these two accounts of the encounter between the Aztecs and the Spaniards in Mexico in the early 16th century. Focus on the most important similarities and differences. Decide what we can learn about the events from these two accounts. Be sure to make an argument and use specific evidence from the readings to support your points.

Due: Tuesday, September 17 at 12:00 pm, in class

Length: 3-4 pages

Things to think about as you write:
In the two selections in Worlds of History, we see the meeting of the Aztecs and the Spaniards from two different points of view. Historians often evaluate different sources to try to understand what happened in the past, and in this assignment, you will do the same thing.

This assignment has three goals:
1. Analyze historical sources;
2. Interpret and argue significant points based on your own judgment; and
3. Use evidence to support your point of view

Questions your paper must consider:
• What are the most significant similarities in the two accounts?
• What are the most significant differences?
• How would you explain the differences?
• What can we learn about the events from these two accounts?

Citing Sources
Use of specific evidence is vital to this paper, and you must indicate from where in the reading you have taken quotes or language. Include parenthetical references to page numbers of the specific accounts, such as (Diaz, 613) or (Broken Spears, 627). This paper requires no outside reading besides the textbook and document reader. If you do use other sources, you must cite them. Refer to the syllabus for this course’s concern with plagiarism and academic honesty. If you are confused by any of this, please ask your instructor.

Writing Style and Essay Structure
Your essay should have a clear introduction that states your thesis and a conclusion that wraps up the paper. Use one paragraph per idea, and make sure that you have sufficient evidence to support each of your statements. When writing about the past and accounts written in the past, use the past tense.
For most people, writing clearly means using short sentences and words that they know well.
This assignment requires you to make decisions. State your opinion clearly, and use evidence from the readings to support it.

Historical writing uses the active voice because it explains who is responsible and what they have done. Passive voice does not. Avoid the passive voice. The most famous example of passive voice: “Mistakes were made.” Historians want to know who made the mistakes and why. Active: “Jones made mistakes because he misjudged the importance of the deal.”

Avoid introductions and conclusions that say nothing: “In conclusion, there were some similarities and differences from the two accounts. Though the differences were vastly different, the similarities were somewhat identical.”

If you have questions about the paper, please contact your discussion leader via email.

Checklist for submitting your paper (this is important!):

☐ Paper is written in clear, grammatical English.

☐ The paper begins with an introduction and ends with a conclusion.

☐ The content of the paper answers all parts of the assignment using specific evidence from the readings.

☐ You have a clear thesis statement in the first paragraph.

☐ The paper focuses on the most important similarities and differences.

☐ You decide which account you think is more accurate and explain why.

☐ Page citations are clearly indicated. All outside sources (a relative, a book, the internet), have you cited them with endnotes?

☐ Written in 12-pt font, double-spaced, with 1-inch margins on all sides.

☐ All pages are stapled together and numbered, with your name on the first page.

☐ The paper has been edited and proofread. (The best way to do this is to read the paper out loud to yourself or have some one who you think can be critical read it for you.)

☐ Ready to be turned in on Tuesday, September 17, at 12:00 pm.
Short Paper #2: Understanding Historical Representation
Assignment: Read Abina and the Important Men, including “Part II: The Transcript” and “Part III: Historical Context.” Compare and contrast Part I and Part II, focusing on the important similarities and differences. Decide whether the graphic history written by Getz and Clarke is accurate and useful. Defend your position with specific evidence from the book.

Due: Tuesday, October 29 at 12:00 pm, in class

Length: 3-4 pages

Things to think about as you write:
Like all historians, Trevor Getz and Liz Clarke have done more than simply reproduce or summarize a historical document. They have produced their own representation of history.

This assignment has three goals:
1. Evaluate and argue significant points based on your own judgment;
2. Use evidence to support your point of view; and
3. Consider what historians actually do

Questions your paper must consider:
• How is a “graphic history” different from a traditional history book?
• What has the author added that does not appear in the transcript?
• What has the illustrator added that does not appear in the transcript?
• What can we learn from the graphic history that we cannot learn from the transcript?

Citing Sources
See previous assignment.

Writing Style and Essay Structure
See previous assignment.