

INTRODUCTION TO WORLD HISTORY – HIST 125-002/P01, Fall 2018

Lectures on Tuesdays, 12:00-1:15 pm
Innovation Hall 105

INSTRUCTORS:

Dr. Jane Hooper

jhooper3@gmu.edu

Office: Robinson B 369A

Office Hours:

- Tuesdays: 1:30-2:30 pm (walk in), 4:30-5:00 pm (by appointment)
- Thursdays: 1:30-2:30 pm (by appointment)

* Make appointments with Dr. Hooper using SSC: go to <https://gmu.campus.eab.com/> and log in with your Mason NetID and password. Click on “Get Assistance,” choose “Academic Advising” and select “College of Humanities of Social Sciences.” Then look for “History Advising, last name A-G, Dr. Jane Hooper.” Confirm location as “History and Art History,” select Dr. Hooper, and click next. Schedule a date and time for the appointment.

Mika Endo

mendo@masonlive.gmu.edu

Office Hours: Tuesdays, 1:30-2:30 pm

Location: Robinson B 369

Spencer Duncan

sduncan6@masonlive.gmu.edu

Office Hours: Tuesdays, 1:30-2:30 pm

Location: Robinson B 369

Research Librarian:

Dr. George Oberle

goberle@gmu.edu

Office: 2211 Fenwick Library

Email with research questions or to schedule a meeting

Recitation Sections:

HIST 125-305

Thursdays, 1:30-2:45 pm

Innovation Hall 133

Spencer Duncan

HIST 125-306

Thursdays, 10:30-11:45 am

Research Hall 202

Spencer Duncan

HIST 125-310

Thursdays, 12-1:15 pm

Innovation Hall 209

Spencer Duncan

HIST 125-311

Thursdays, 12-1:15 pm

Nguyen Engineering Building 1107

Mika Endo

HIST 125-312

Thursdays, 1:30-2:45 pm

West 1001

Mika Endo

HIST 125-3P3

Thursdays, 12-1:15 pm

Planetary Hall 126

Dr. Jane Hooper

Note: The entire class will meet on **Tuesdays** to discuss important events in world history on which you will be tested during the mid-term and final exams. You will meet with your smaller discussion section on **Thursdays** to work on research projects that relate to concepts covered during the lecture. These projects will also be graded. Your weekly attendance and full participation in both sessions are necessary components for your success in this course.

Course description:

In this class we will examine major events and relationships that have transformed our world from about 1400 to the twenty-first century. Throughout the semester, you will use online databases to conduct three primary source research projects about early connections in the pre-modern world, American slavery and resistance, and the global ramifications of the Cold War. At the end of each module, you will submit a paper describing your findings.

During the lectures, our focus will be on global interactions, balanced with a careful consideration of local developments and influences. Topics will include the development of political and economic systems (e.g., democracy, liberalism, nationalism, fascism, colonialism, capitalism, socialism), changing conceptions of culture and identity (e.g., race, gender, ethnicity), and the conflicts and opportunities born of this transformation (e.g., anti-colonial movements, social revolutions, world wars, international organizations, globalization, religious and cultural conflicts).

By the end of the semester, you will be able to provide thoughtful answers to the following questions: Why is economic and military power largely concentrated in the hands of Western leaders and countries? What separates a “developing” country from a “developed” one? Why are some areas of the world resource-rich but their communities poor? Why is warfare seemingly endemic in some parts of the world? What do we mean by the term “modern world”? While we cannot come up with simple answers to these questions, we can use history to understand how modern systems of political, economic, and social meaning, including the emergence of Western economic dominance, developed.

Course objectives:

1. You will be able to understand major events in the making of the modern world and gain knowledge about the complexity of human experience from a historical perspective. (Mason Core Course learning outcome 1)
2. You will develop concepts of time, continuity, and change in order to understand and reconstruct the past. (Mason Core Course learning outcome 2)
3. You will develop a perspective of a world beyond your own personal location in order to understand other people, places and environments, providing you with a new perspective on the world. (Mason Core Course learning outcomes 1 and 2)
4. You will gain an understanding about how individual development and identity are affected by culture, groups, and institutions, and about how institutions (social, economic, religious, governmental) are formed and operate. (Mason Core Course learning outcomes 1 and 2)
5. You will understand the historical development of power, authority, and governance as they relate to the functions of governmental institutions, the exercise of power, and individual rights. (Mason Core Course learning outcomes 1 and 2)
6. You will understand global connections that lead to interdependence. (Mason Core Course learning outcomes 1 and 2)

7. You will be able to analyze and interpret primary and secondary sources of all kinds by employing techniques used by historians. The reading skills we will work on in the class will assist you in engaging with scholarship in the field of history and using sources as evidence to support your interpretations of world events. We will also use digital media to learn how historians communicate their research findings. (Mason Core Course learning outcome 4)

8. You will be able to clearly and concisely express yourself in writing and speaking. You will learn how to properly cite print and online material in your papers. In addition, you will be able to identify and grapple with major issues discussed by historians. (Mason Core Course learning outcomes 4 and 5)

Grading and expectations:

Participation: This class is participatory and, in order to get the most from class, you need to attend every class prepared and having thought about the assigned reading(s). You will be expected to spend about 5 hours per week outside of the classroom preparing for class and finishing assignments. If you have poor class participation due largely to absences, i.e., your non-presence during discussions, your final grade will fall dramatically. **If you are absent for more than four classes**, whether lecture or recitation, and do not provide an adequate excuse in a timely manner (i.e., notify the instructor after your second missed class), **you will receive a 0 for your participation**. Note: the instructors will not re-teach a missed class via email or during an office conference.

Classroom Etiquette: **You may not use cell phones, laptops, or any other electronic devices in the classroom** unless you sign a form (available on blackboard) in which you agree to not to use these devices for anything other than course assignments and note-taking. Print and return the form to class on August 30. Please arrive on time and pack up your things only when the lecture or discussion has been completed. **Any violation of these rules will significantly lower your participation grade.**

Weekly Papers: You will complete short assignments that will assist you in completing the final papers for each module. The assignments will be posted on our course recitation blackboard sites. These papers are to be submitted through the course blackboard site to your recitation instructor **before midnight on the Wednesday prior to your recitation class**. You will receive a score of 1 (adequately addressed the assigned question) or 0 (did not fulfill the assignment) for each paper. You must provide proper footnote citations for each paper. Out of 9 weekly papers listed on the syllabus, you will be graded on 8 of these papers. Late weekly papers will not be accepted for any reason. These assignments will enable you to practice the analysis and citation of a variety of primary sources (such as texts and images) in support of arguments about change in world history.

Presentations: You will give two presentations throughout the semester. During module #2, you will sign up and present one primary source during module #2. You will work with a partner on this presentation but you will be individually graded for your contribution during the presentation. For the second presentation, you will present a short clip (3-5 minutes) from the propaganda video you plan on using in module #3. See the guide posted on blackboard for more details about both assignments.

Papers: Throughout the semester you will submit three longer papers (3-5 pages) as the culmination of our work both in and out of class. The full assignments and due dates are posted on the blackboard site. You are expected to read each assignment description carefully at the start of each module and work on the papers throughout the module. Papers must include properly formatted citations and adhere to university policies concerning academic honesty. Papers will be submitted through the course blackboard site to your recitation instructor. Late papers will not be accepted without Dr. Hooper's advance permission. **It is your responsibility to ensure papers are properly submitted and received on time by the instructor.**

Mid-term and Final: These exams will be comprehensive and deal with our readings, assignments, and discussions during the lectures. The exams will test your ability to analyze historical data and not just focus on the memorization of dates and events, although you will be responsible for this information as well. Guides will be distributed in advance of the exams.

Exam Rules and Deadlines: In accordance with university regulations, professors in the Department of History and Art History re-schedule exams after receiving documentation of a medical emergency or family emergency; often this documentation must be verified by the Dean of Student Life. **Work-related or personal/family obligations are not adequate excuses for re-scheduling an exam or obtaining any kind of extension.** Note: September 9 is the last day to drop classes with no tuition penalty; you can selectively withdrawal from courses (with 100% tuition liability from October 1-28). If you have questions about registering for this class, please speak with your academic advisor.

Final Grade:

Participation - 15% (based on quantity and quality of your contributions in lecture and recitation)

Weekly Papers (8 total) - 10%

Presentation 1 - 2.5%

Presentation 2 - 2.5%

Paper #1- 10%

Paper #2 - 10%

Paper #3 - 10%

Mid-term - 15%

Final - 25%

*Although grades for individual papers will be posted on blackboard, not all of your grades will appear there and blackboard will not be used in the final calculation of your grade. If you have questions about your grade for an assignment, please speak with your recitation instructor.

Office of Disability Services: If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. See <http://ods.gmu.edu>.

Note about Communications: Students must use their Mason email account to receive important University information. Blackboard will be used to post important messages, links for readings, and grades for papers.

Other Important Campus Resources:

The Writing Center: Robinson A114, <http://writingcenter.gmu.edu>

University Libraries: <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services: 703-993-2380, <http://caps.gmu.edu>

Academic Honesty:

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient. **Plagiarism cannot be tolerated in an academic setting.**

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited; this is incorrect. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this rule include factual information which can be obtained from a variety of sources—what has been called common knowledge—or the writers' own insights or findings from their own field research. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly."

In other words, **writers provide a citation for any piece of information that they think their readers might be unfamiliar with and want to investigate or debate further.** Not only is this attitude considerate of readers, it will almost certainly ensure that writers will not be guilty of plagiarism.

Cheating means to get help on an assignment without permission. This includes **asking** another classmate to "see" their paper before writing your own paper OR **hiring** someone to

“edit” your paper. Allowing another student to see your work without permission from the instructor is also considered cheating. You must get permission from your instructor before asking anyone outside of your professors, writing center tutors, or teaching assistants for help on assignments. If you don’t understand an assignment, you need to ask the professor for clarification rather than your classmates.

In this course, you will be expected to adhere to the Honor Code at George Mason. It is your responsibility to read and understand the policy (available at <http://oai.gmu.edu/the-mason-honor-code-2/>). We will discuss the use of citations and quotations throughout the semester. If you have any questions on how to cite a source, please see the professor or instructor.

You will also be required to complete an online course called *Avoiding Plagiarism* before submitting your first module paper. You must send your instructor the completion certificate before you submit the paper on September 27. See link and instructions on blackboard for more information.

Texts Available for Purchase in the Bookstore:

James Carter and Richard Warren, *Forging the Modern World: a History* (New York: Oxford University Press, 2016).

All other readings on the syllabus are found in links given on blackboard, the course library website, or on course reserves. It is your responsibility to locate all assigned readings or contact the professor if you have difficulty in doing so.

For databases and links related to your module papers: <http://infoguides.gmu.edu/hist125>

Always bring our textbook, *Forging the Modern World*, with you to lecture classes. We frequently consult the assigned readings during recitation classes; bring either printed copies or download a copy onto your computer to access them during class.

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 <https://stearnscenter.gmu.edu/professional-development/mason-diversity-statement>)

Course Schedule

For important links, see <http://infoguides.gmu.edu/hist125>

*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.

August 28 (L): Introduction to the course and expectations.

August 30 (R): Why do we study history?

Readings:

- 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))

- 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))

- *Forging the Modern World*, introduction.

* Bring responses to assigned questions to class (posted on HIST 125-002 blackboard site, under "Course Content")

Module 1

Identifying and Analyzing Primary Sources: Spices and Early Globalization

September 4 (L): The world before 1492

Reading:

- *Forging the Modern World*, chapter 1.

* Bring a copy of the textbook to class.

September 6 (R): Using primary sources to uncover different perspectives on the world

Reading:

- Ibn Battuta, *Travels in Asia and Africa (1325-1354)*, excerpts (see blackboard for document)

- Patrick Rael, "How to read a primary source," in *Reading, Writing, & Researching for History: A Guide for College Students*, online at:

<http://www.bowdoin.edu/writing-guides/>

Weekly paper #1 due

September 11 (L): The newly connected worlds of Zheng He, Columbus, and Da Gama

Reading:

- *Forging the Modern World*, chapter 2.

* Bring a copy of the textbook to class.

September 13 (R): Comparing primary sources and developing a thesis

Reading:

- Vasco da Gama, "Round Africa to India," 1497-1498 (see blackboard for document)

- Rael, "The Thesis"

- "Thesis Statements," George Mason University Writing Center,
<http://writingcenter.gmu.edu/writing-resources/wc-quick-guides>

Weekly paper #2 due

September 18 (L): Global Commodities: Sugar, Silver and Slaves

Reading:

- *Forging the Modern World*, chapters 3, 4, and 5.

*Bring a copy of the textbook to class

September 20 (R): Chocolate and writing a research question

Readings:

- Marcy Norton, "Conquests of Chocolate," *OAH Magazine of History* 18, no. 3 (2004): 14-17 (available through the library catalog)
- Rael, "How to Ask Good Questions" and "What Makes a Question Good?"

Weekly Paper #3 due

September 25 (L): Asian Empires and Gunpowder

Reading:

- *Forging the Modern World*, chapters 3, 4, and 5.

September 27 (R): No class, study for mid-term

* papers for module #1 due by 10:30 am

Module #2

Using Different Types of Primary Sources: Slavery and Resistance

October 2 (L): Mid-term exam during lecture class

October 4 (R): Experiences of American slavery

Readings:

- Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, excerpts (posted on blackboard)
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, excerpts (posted on blackboard)

Weekly Paper #4 due

October 9 (L): No class, fall break

October 11 (R): Runaway slave advertisements and presentations

Readings:

- 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. (available through the library catalog)
- Rael, "Presenting Primary Sources in Your Paper"

Weekly paper #5 due

October 16 (L): The Enlightenment and Atlantic Revolutions

Reading:

- *Forging the Modern World*, chapter 6.

October 18 (R): Images of slavery and presentations

Reading:

- "Outlining," George Mason University Writing Center,
<http://writingcenter.gmu.edu/writing-resources/wc-quick-guides>

Weekly paper #6 due

October 23 (L): Industrialization in global context

Reading:

- *Forging the Modern World*, chapter 7.

October 25 (R): No class – watch documentary at home and write extra credit assignment (due by October 30)

At home:

- Watch documentary: "Namibia Genocide and the Second Reich" (see link on blackboard)

* papers for module #2 due by 10:30 am

* extra credit assignment (posted on blackboard) due by October 30, 12 pm

**Module #3
The Global Cold War**

October 30 (L): New Imperialism in Africa and Asia

Reading:

- *Forging the Modern World*, chapter 8.

November 1 (R): The Cold War and Propaganda

Readings:

- Christopher Ohon, "The Cold War," in *Oxford Encyclopedia* (Oxford University Press, 2008), available through the library infoguide
- David Welch, "Propaganda: An Historical Perspective," in the *Socialism on Film* database, under "Explore" and "Essays."

Weekly paper #7 due

November 6 (L): Industrialization outside Europe: United States, Russia, and Japan

Reading:

- *Forging the Modern World*, chapters 8 and 9.

November 8 (R): Analyzing Propaganda Films

Reading:

- Choose an article from the list provided through the *Socialism on Film* database or find your own.

Weekly paper #8 due

November 13 (L): Collapse of Eurocentric World Order

Reading:

- *Forging the Modern World*, chapters 9, 10, and 11.

November 15 (R): Presentations, day 1

Reading:

- “Editing Checklist,” George Mason University Writing Center,
<https://writingcenter.gmu.edu/guides/editing-checklist>

Weekly paper # 9 due

November 20 (L): Independence Movements and the International World

Reading:

- *Forging the Modern World*, chapter 12.

November 22 (R): No class, Thanksgiving

November 27 (L): Post-Cold-War Culture and Power Politics, 1989-2010

Reading:

- *Forging the Modern World*, chapter 13.

November 29 (R): Presentations, day 2

Reading:

- “23 Revision Actions for Your Draft,” George Mason University Writing Center, <http://writingcenter.gmu.edu/writing-resources/wc-quick-guides>

December 4 (L): A rejection of globalization? Reflecting on the last ten years

Readings:

- *Forging the Modern World*, chapter 13 and epilogue.

December 6 (R): Presentations continued (if necessary). Papers for module #3 due by 10:30 am

In class:

- Review for final exam

The final will be given during final exam week (TBA).