

HIST 125-004: INTRODUCTION TO WORLD HISTORY

Fall 2018

Professor Matt Karush

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Office hours: W, 2:00-4:00 & by
appt

Course time and location:

Mon/Wed 10:30-11:45 pm, Robinson B208

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 (and elsewhere).

1. James Carter and Richard Warren, *Forging the Modern World*. Oxford University Press, 2016. (Abbreviated as FMW below.)
2. Kevin Reilly, *Worlds of History: A Comparative Reader*, Volume 2: Since 1400. 6th ed. Bedford/St. Martin's, 2017. (Abbreviated as WoH below.)
3. Wole Soyinka, *Aké: The Years of Childhood*
4. Ghassan Kanafani, *Men in the Sun*

These titles are available for purchase at the GMU bookstore in the Johnson Center. If you buy them elsewhere, be sure to get the correct editions of texts #1 and #2 (FMW and WoH). There is one reading in the course schedule marked by an asterisk (*); this is 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 PDF of the reading.

COURSE REQUIREMENTS

Attendance and Participation: Students are expected to attend all meetings of the course. 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. All students are expected to participate in class discussions. 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. If you are uncomfortable speaking in front of the group, please talk to me after class and explain your situation.

Reading: The readings for this class include a textbook, first-hand accounts of historical moments, historians' interpretations, a childhood memoir, and a novella. 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 work 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.

Reaction Papers: Most Wednesdays are given over to discussions of the assigned reading. For each of these class meetings, I have written a "reaction question" related to the reading (see Course Schedule below). These are to serve as prompts for short essays of roughly 300 words. There are nine reaction paper questions; each student must write **four** of them over the course of the semester. If you only do three, you will get a 0 for the one you skipped. If you do five, I will drop your lowest grade. Use parenthetical citations to cite your sources (author, page #) but when citing from the *Worlds of History* book, be sure to cite the specific reading or document, NOT the book as a whole. Thus, if you were citing something from p. 593 of WoH, you would write: (Romaine, 593).

Aké Paper Students will write one paper of 4-5 pages based on the book *Aké*. The due date is listed in the course schedule below, and the assignment itself is attached to this syllabus. The goal of this paper is to allow students to grapple with the course material and to improve their college-level writing. One day of the course will be devoted to paper writing.

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:

Participation	5%	Based on contributions to class discussion
Map Quiz	5%	
Reaction Papers	20%	Four papers each worth 5%.
<i>Aké</i> Paper	25%	
Midterm Examination	20%	
Final Examination	25%	

To do well in this course you must come to class, read weekly, take part in discussions, and work hard on your papers.

A NOTE ON CLASSROOM DECORUM

Students should feel free to bring laptops, ipads, etc to class in order to take notes. However, please try to stay off of social media, email, and the web (unless you are googling a name or event that was mentioned in lecture or discussion). The material we will be discussing in class is complex; it requires your full attention. More important, the images on your screen are likely to distract students sitting behind you. If you (like me) are one of those people who will find it hard not to surf the web, then leave the laptop at home. Similarly, if you stayed out late the night before and you know you are unlikely to be able to stay awake, skip class and get the notes from a classmate. Sleeping students are a distraction to others. Finally, and most importantly, **DO NOT TEXT** in class. If you have a personal emergency to deal with, quietly leave class and go deal with it.

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 “FMW” for the textbook *Forging the Modern World*; “WoH” for the sourcebook *Worlds of History*. There is one reading in the course schedule marked by an asterisk (*); this is available on our course’s Blackboard site. Go to mymason.gmu.edu and click on the “courses” tab and then on HIST 125-004. Clicking on “Course Content,” at the left of the screen, you will find a PDF of the reading.

Week 1: Introduction

8/27 Lecture: Before European Hegemony, The World System 1250-1350

8/29 Discussion: John M. Hobson, “Countering the Eurocentric Myth of the Pristine West: Discovering the Oriental West,” *The Eastern Origins of Western Civilisation* (Cambridge, 2004), excerpt*

Reaction Question: What does Hobson mean by the “Oriental West” and how does this concept shift our understanding of world history?

Week 2: The Decline of the Old World Order

9/3 **No Class** (Labor Day)

9/5 Lecture: Internal Changes in the World System, 1350-1450

Read: FMW, 19-43; WoH, 527-534; “Ibn Battuta describes Chinese Ships on the Indian Coast,” <http://bridgingcultures.neh.gov/muslimjourneys/items/show/84>

Week 3: Exploration and Conquest

9/10 Lecture: The Motives of Discovery and the Columbian Exchange

Read: FMW, 45-65

9/12 Discussion: WoH, 566-581, 609-615.

Map Quiz

Reaction Question: What is the most significant difference between the account provided by the Spaniard Bernal Díaz and the Aztec account in *Broken Spears*?

Week 4: The New Global Economy

9/17 Lecture: Sugar, Slaves, Textiles, Silver
 Read: FMW, 91-114; IT, 3-18; WoH, 584-605
 9/19 **CLASS CANCELED**

Week 5: The Atlantic Revolutions

9/24 Lecture: Independence Movements in Haiti and Spanish America (1800-1825) Read: FMW, 117-171
 9/26 Discussion: WoH, 720-748.
 Reaction Question: How did Enlightenment ideas evolve as they were taken up by women or by people from outside of Europe? (cite at least 2 documents)

Week 6: The Rise of European Domination

10/1 Lecture: The Industrial Revolution and the Rise of the British Empire
 Read: FMW, 173-224
 10/3 Discussion: WoH, 678-688, 704-709, 752-756
 Reaction Question: Why did the Industrial Revolution happen in Europe and not in Asia? (consider the arguments of at least two of the historians we read this week: Goldstone, Shaffer and Pacey)

Week 7: Midterm

10/9 [Class meets on **Tuesday** this week!] Review for the Midterm
 10/10 **Midterm**: bring two blank, 8.5 x 11-inch blue books to the test

Begin reading *Aké*!!

Week 8: High European Imperialism and White Settler Colonialism

10/15 Lecture: High Imperialism, 1870-1900
 Read: FMW, 227-242
 10/17 Discussion: WoH, 800-824
 Reaction Question: How did Europeans perceive Africans and Asians in the late nineteenth century and how did that perception shape their encounter? (Alternatively, how did Africans and Asians perceive Europeans and how did that perception shape their encounter?)

Week 9:

10/22 Lecture: Religion and Resistance in the African Diaspora
 Read: *Aké*
 10/24 *Aké* paper writing workshop

***Aké* paper due by email, Mon 10/29 before class (10:30 AM)**

Week 10: Westernization and Its Discontents

- 10/29 Lecture: Trouble in the Global System: Anti-imperialism, Inequality, and the Rise of Japan 1895-1945
 Read: FMW, 242-276
- 10/31 Discussion: WoH, 829-856
 Reaction Question: Compare the attitude toward westernization of two of the following: Fukuzawa Yukichi, Kakuzo Okakura, Rammohun Roy, and Mohandas Gandhi.

Week 11: World Wars and Depression

- 11/5 Lecture: The American Century and the Rise of Fascism
 Read: FMW, 283-308
- 11/7 Discussion: WoH, 865-871; 890-892; 896-933
 Reaction Question: Use at least two of the selections in WoH to consider either the causes, characteristics or consequences of mass killing in World War II.

Week 12: The Cold War I

- 11/12 Lecture: Latin America in the Cold War
 Read: FMW, 311-334
- 11/14 Discussion: WoH, 937-972
 Reaction Question: How did the emergence of the Cold War reshape political struggles in Africa, Asia, and Latin America? (consider two cases discussed in the reading)

Week 13: The Cold War II

- 11/19 Film: *Wind of Change: The End of Colonialism in Africa* (57 min, 2002)
 11/21 **No Class** (Thanksgiving)

Week 14: The Cold War III

- 11/26 Lecture: The Middle East in the Cold War
 Read: WoH, 887-890
- 11/28 Discussion: *Men in the Sun* (Note: we are only reading the novella entitled *Men in the Sun*, **not** the other short stories that are included in the book.)
 Reaction Question: What are the distinct motivations of the three Palestinian refugees in *Men in the Sun*?

Week 15: Globalization

- 12/3 Lecture: Is Globalization New?
 Read FMW, 350-363; WoH, 1015-1028, 1042-1046
- 12/5 Final Exam review

Final Exam: Wed, December 12, 10:30 am – 1:15 pm

You must bring two blank, 8.5 x 11-inch blue books to the test.

ENROLLMENT INFORMATION

Students are responsible for verifying their enrollment in this class.

Schedule adjustments should be made by the deadlines published in the Schedule of Classes.

(Deadlines each semester are published in the Schedule of Classes available from the Registrar's Website, registrar.gmu.edu.)

Last day to add a class: 9/4

Last day to drop a class with no tuition penalty: 9/9

Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

ACADEMIC INTEGRITY

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. For the purposes of this course, make sure that you understand what plagiarism is and how to avoid it. You may not present anyone else's words or ideas as if they were yours. If I suspect that you have, I will immediately turn your case over to the Honor Committee.

MASON EMAIL ACCOUNTS

Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

OFFICE OF DISABILITY SERVICES

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

WRITING CENTER

For help with your writing, please use the services of the Writing Center: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>; wcenter@gmu.edu

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

(703) 993-2380;
<http://caps.gmu.edu>

UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

Study Guide for In-class Map Quiz

Using any accurate world map, please locate the 29 items listed below on the attached map. At the beginning of class on **Wednesday, 9/12** 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
Australia
Eurasia (Europe and Asia)
North America
South America

Atlantic Ocean
Indian Ocean
Pacific Ocean
Mediterranean Sea
Red Sea
Persian Gulf

Brazil
Haiti
Mexico
Venezuela

Democratic Republic of the
Congo
Ghana
Guinea (Capital is Conakry)
Kenya
Nigeria

Afghanistan
Iran
Iraq
Saudi Arabia
Turkey

India
China
Japan
Vietnam



Paper
Wole Soyinka, *Aké: The Years of Childhood*

Background: The territory of modern Nigeria witnessed the rise and fall of multiple political empires in the period before European imperialism. Among these was the Yoruba Oyo Empire, which was the most powerful state in the region from the mid-17th to the late 18th century. The Yoruba are an ethnic group of southwestern and north-central Nigeria. Their religion includes the central concept of the *orisas*, multiple manifestations or avatars of the Supreme God. This region was a major hub in the Atlantic slave trade (as a result, Yoruba peoples and cultural practices can be found throughout the Americas, especially in Cuba and Brazil). The author of *Aké*, Wole Soyinka, and his family are Egba, a subgroup of the Yoruba. The British were extremely active in the West African slave trade until 1807. In subsequent decades, the British government sought to disrupt the slave trade, now dominated by the Spanish and the Portuguese, while British merchants became increasingly involved in the export of various commodities, especially palm oil, used in Europe to make soap and machine lubricant. The British created the Lagos colony in 1861 and gradually expanded their power in the region through military conquest. At the same time, European missionaries, active in the region since the 15th century, continued to spread Christianity and to promote education. (Islam was also adopted in parts of modern-day Nigeria as early as the 15th century; today roughly half of the population is Muslim.) At the 1885 Berlin Conference, the other European powers recognized the British sphere of influence in the region. Administering the region through indirect rule, the British created the colony of Nigeria in 1914, forcing diverse peoples into a new political unit. The nationalist movement in southern Nigeria began to organize and agitate for independence from Britain as early as the 1920s. Among the Egba, Funmilayo Ransome-Kuti (“Beere”), an important character in the later chapters of the book, would emerge as a major figure in this movement. *Aké: The Years of Childhood* is a memoir of Wole Soyinka’s childhood in the 1930s and 1940s.

Assignment: Identify three key moments in the book in which both Egba and European cultural practices or elements are visible. How do Wole or any of the other characters respond to the tensions between these two cultural worlds?

Due: Mon, October 29 by 10:30AM, as an email attachment to my email address (mkarush@gmu.edu)

Length: 4-5 pages (double-spaced, 12-point font)

You have three goals in this assignment:

1. Evaluate and argue significant points based on your own analysis.
2. Use evidence to support your point of view.
3. Deepen your understanding of European colonialism in Africa.

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 specific page numbers. This paper requires no outside reading. If you do use other sources, you must cite them.

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 between the two accounts. Though the differences were vastly different, the similarities were somewhat identical."

Your paper must be double-spaced, but avoid extra spaces between paragraphs. Try to stay away from long quotations, but if you do use one, it should be indented and single spaced.