

## HIST 125 018 – World History, Fall 2018

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**Instructor:** Professor Claire P. Love

**Time:** R 7:20-10:00pm

**Location:** Planetary Hall 120

**Email:** [clove1@gmu.edu](mailto:clove1@gmu.edu)

**Office:** Basement of the Johnson Center outside Starbucks.

**Office Hours:** T 5:00-7:00pm and via Skype by appointment.

R 5:00-7:00pm and via Skype by appointment.

### Course Description

Beginning in 1450, this course will use global history to investigate historical trends both shaped by humans and that, in turn, helped shape human life. With a focus on culture and identity, as well as investigations into politics, economics, and society, this course will take a topical approach to examining trends in world history, focusing on specific parts of the globe including not just North America, but also Latin America, Asia, Africa, and Europe. Students will learn how to identify and describe important trends in global history, and will be able to determine distant and proximate causes for both historical events and events today. They will be provided with a lexicon with which they can describe the creation and evolution of historical identities on an individual and global scale. Through a combination of course readings and lecture, students will be able to develop an understanding of a timeline of important global historical events. This is a required core course.

### Required Texts

Tignor, Robert, et al. *Worlds Together, Worlds Apart: Volume 2: From 1000 CE to the Present*. W.W. Norton & Co., 2014. ISBN: 978-0-393-92209-7

### Course Requirements & Grading

**Participation:** Students are expected to attend all lecture periods. Attendance will be taken at the beginning of each class. If a student must miss a session that falls on a test day, they must provide adequate documentation satisfactory to produce an excused absence and generate a make-up day. Adequate documentation **does not** include a letter from one's parents or family members. In order to make up a missed take-home assignment, the student must also provide adequate documentation. Technical difficulties do not count as excused. If the student has a question as to what does include adequate documentation, please contact the instructor as soon as possible. The instructor will not provide lecture notes or copies of Prezi slides. Students are responsible for obtaining notes from missed lecture sessions.

**Grading:** Grading will be conducted on a point value scale to be converted to a percentage at the end of the grading period. The student can obtain up to a total of 250 points to be combined between take-home assignments and periodic quizzes. Quizzes will be worth a total of 200 points (50 each). Points will also be earned on take-home assignments, with 50 points fulfilling the grade requirement and the remaining points counting as extra credit points. In other words, to obtain a complete grade on the take-home assignments, students must receive 50 points total. Anything after that counts as extra credit.

**Weekly Reading:** Each student is expected to complete the assigned weekly reading from *Worlds Together, Worlds Apart*. Though the text is meant to be supplementary to the lecture, questions and vocabulary words on the quizzes will be taken from the text.

*Take-Home Assignments:* Each week the student is expected to complete take-home assignments that consist of finding the thesis statements in academic articles cited on Blackboard. These articles can be found in their entirety on JSTOR. The student may complete as few or as many articles as they like, with each correct thesis statement identified worth up to 2 points. **Take-home assignments do not count simply for participation points. Full points are only available if the student completes the exercise correctly.** Once the student has reached a total of 50 points, any extra points will count as extra credit. To complete the assignment, each student must print the page containing the thesis, underline or highlight the thesis, and turn it in to the instructor. If the student wishes to provide a hand-written or typed copy, the student must provide the thesis verbatim (copied word-for-word), the page number the thesis was found on, and either the title or author of the article. **Take-home assignments must be turned in at the beginning of each class period. No electronic submissions will be accepted. You may not complete take-home assignments and hand them in ahead of time. Late submissions are only allowed with an excuse, i.e. for illness, travel, etc. Adequate documentation must be provided. Technical difficulties do not count as an excuse.**

*Quizzes:* A total of 4 quizzes will be held during the semester. Each quiz will be worth 50 points and will consist of 4 vocabulary words worth 5 points each and 6 short answer questions worth 5 points each. Vocabulary words and questions will come from the text, take-home assignments, and lecture. Extra credit opportunities may be provided on the quizzes. Students will be provided with a study guide to aid in identifying which areas to focus on, as well as to familiarize them with the format of the quiz. Each quiz will pertain to its identified units. Quizzes must be completed in Blue Books, which can be purchased in the campus bookstore. The same Blue Book may be used throughout the semester provided the previous quiz pages are torn from the book prior to the new quiz.

### **Course Policies**

*Cell Phones, Laptops, and Electronic Devices:* While the use of electronic devices during class is not prohibited, if the student's use of said devices becomes distracting to other students or the instructor, the instructor reserves the right to ask the student to leave the classroom for the remainder of the class period. The instructor also reserves the right to request that the student email her a copy of their notes at any time during the class period.

*Late Policy:* As noted above, **no late take-home assignment will be accepted unless provided with an adequate excuse. They also must be submitted in person in hard copy. No electronic submissions will be accepted.** Quizzes may be made up if the student has a legitimate excuse, i.e. documented illness, documented travel for athletics, documented family emergency, etc. It is the student's responsibility to provide documentation and schedule a make-up quiz with the instructor. It is also the student's responsibility to provide documentation for missed take-homes and complete the assignments by the next attended class period. Notes from parents or other family members do not count as legitimate documentation.

*Plagiarism: Don't do it.* Plagiarism is very easy to identify, and all cases will be referred to the Honor Committee. Plagiarism can result in failing the course, expulsion, or loss of degree. By signing GMU's Honor Code you have pledged not to partake in plagiarism. For more information on plagiarism, please view this page: <http://writingcenter.gmu.edu/guides/plagiarism>.

*Academic Integrity:* Academic Integrity: All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code (<http://oai.gmu.edu/the-mason-honor-code/>). All violations of

the Honor Code will be reported to the Honor Committee for review.

**Academic Accommodations:** If you are a student with a documented condition that warrants academic accommodations, please notify the instructor and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through ODS (<http://ods.gmu.edu/>). Additional support may be obtained through Counseling and Psychological Services (CAPS): <http://caps.gmu.edu/>.<sup>1</sup>

**Electronic Communications:** **All communications must come for your gmu.edu email account.** As a rule, if you have a problem or a question, it is best to contact me right away. I will respond to emails between 5pm and 10pm M, W, and F, though I may respond during the business day on weekdays and over weekends, time permitting. **When emailing me, please put HIST 125 in the subject line.** This will prevent your email from going to my spam folder and ensure a prompt response. Emails sent after 10pm will generally not receive a response until the next day, so please keep that in mind when planning your coursework. For those of you unable to attend office hours, I am happy to meet with you via Skype. This method has proven very effective in the past. Please email me for information on my Skype availability.

### Course Schedule

Each lecture will be devoted to one topic relevant to world history, and will be explored in depth. Students are also expected to read assigned portions of the textbook for supplemental materials.

#### Week 1 08/30/2018: Introduction and Review of Syllabus

- Reading: Syllabus. Come prepared with questions.

#### Week 09/06/2018: Slavery: A Global Case Study

- Reading: Quirk, Joel. "Defining Slavery in All Its Forms." *The Anti-Slavery Project: From the Slave Trade to Human Trafficking*. University of Pennsylvania Press, 2011.  
<http://www.jstor.org/stable/j.ctt3fhp3h.8>
- Take-Home Assignment 1: Blackboard

#### Week 3 09/13/2018: Exploration/Colonialism

- Reading: *Worlds Together, Worlds Apart*: Chapter 12 – Contact, Commerce, and Colonization, 1450-1600, p. 440-473.
- Take-Home Assignment 2: Blackboard

#### Week 4 9/20/2018: Quiz 1 Weeks 1 -3

#### Week 5 09/27/2018: Revolutions

- Reading: *Worlds Together, Worlds Apart*: Chapter 14 – Cultures of Splendor and Power, 1500 – 1780, p. 518 - 526, 542 – 551.
- Take-Home Assignment 3: Blackboard

#### Week 6 10/04/2018: Industrialization

- Reading: *Worlds Together, Worlds Apart*: Chapter 15 – Reordering the World, p. 573, 576.
- Take-Home Assignment 4: Blackboard

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<sup>1</sup> Preceding 3 paragraphs taken from Michael Chang's syllabus:

<http://s3.amazonaws.com/chssweb/syllabuses/30411/original/HIST125-01-S17-Chang.pdf?1486495484>

**Week 7 10/11/2018: Imperialism**

- Reading: *Worlds Together, Worlds Apart*: Chapter 17 – Nations and Empires, p. 629-665.
- Take Home Assignment 5: Blackboard

**Week 8 10/18/2018: Quiz 2: Weeks 5-7**

**Week 9 10/25/2018: Turn-of-the-Century World**

- Reading: *Worlds Together, Worlds Apart*: Chapter 18 – An Unsettled World, 1890-1914, p. 666-701.
- Take-Home Assignment 6: Blackboard

**Week 10 11/01/2018: The Armenian Genocide – A Case Study of Remembering and Forgetting**

- Take Home Assignment 7: Blackboard
- Reading: Sagall, Sabby. "The Armenian Genocide," *Final Solutions: Human Nature, Capitalism and Genocide*. Pluto Press (2013). <http://www.jstor.org/stable/j.ctt183p6pr.10>

**Week 11 11/08/2018: World Wars**

- Reading: *Worlds Together, Worlds Apart*: Chapter 19 – Of Masses and Visions of the Modern, 1910-1939, p. 706, 715-739.
- Take-Home Assignment 8: Blackboard

**Week 12 11/15/2018: Quiz 3: Weeks 9-11**

**Week 13 11/29/2018: Cold War**

- Reading: Kegley, Charles W. "Mythmaking About the Character of the Cold War." *Rethinking the Cold War*, Allen Hunter ed. Temple University Press: 1998.  
<https://www.jstor.org/stable/j.ctt14bs8nx.11>
- Take-Home Assignment 9: Blackboard

**Week 14 12/06/2018: Decolonization**

- Reading: *Worlds Together, Worlds Apart*: Chapter 20 – The Three-World Order, p. 754-780.
- Take-Home Assignment 10: Blackboard

**Final Exam 12/13/2018 7:30-10:15pm: Quiz Weeks 13-14**

**The instructor reserves the right to alter this syllabus at her discretion.**