

Introduction to World History

Dr. Sheri Huerta
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Hist 125-020

Course time and location:

Mondays and Wednesdays 3:00pm to 4:15pm
Planetary Hall 120

COURSE DESCRIPTION

This course explores broad historical changes that gave rise to today's modern world. Starting around the year 1250, we will explore networks and interactions that connected Africa, Southwest Asia, Eastern Asia, Europe, and the Americas. We will discuss the effects of economic, social, political and cultural globalization by critically engaging with and analyzing primary and secondary sources. We also will explore how historians shape our understanding of the past. Throughout the semester students will actively participate in the work of historians by analyzing, comparing, debating, and questioning sources of information. Course participants will also identify major global trends and processes that occurred during the last eight centuries by developing a historical literacy through digital, spoken, and written exchanges of information. This is an Open Education Resource course that utilizes online resources, so reliable access to internet is a requirement. Completion of this course fulfills the Mason Core requirement for an Exploration Course in World History.

COURSE OBJECTIVES

1. Students will demonstrate familiarity with the major chronology of world history.
2. Students will demonstrate the ability to narrate and explain long-term changes and continuities in world history.
3. Students will work as historians to critically analyze, evaluate, and cite a variety of historical sources.
4. Students will persuasively use sources as evidence to support interpretation of historical events.
5. Students will effectively communicate – through speech, writing, and use of digital media – a critical interpretation of the major patterns, processes, and themes in world history.

REQUIRED TEXTS

This text is available for purchase at the GMU Barnes & Noble in the Johnson Center or via other vendors.

1. Marjane Satrapi. *Persepolis: The Story of a Childhood*. Pantheon Books, 2003.
2. All other assigned readings can be accessed via our course site on Blackboard.

I ask that you bring a copy (either electronic or hard copy) of each reading assignment to class for group discussions. Printing out a hard copy of online reading assignments allows you to take notes and highlight important passages in preparation for class. Alternatively, you may bring an electronic version of the online assignment (viewed on a laptop, notebook, or other device) for class discussion as long as you comply with guidelines for electronic use detailed later in this syllabus.

UNIVERSITY AND COURSE POLICIES

Academic Integrity: The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that:

- (1) all work submitted be your own;
- (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and
- (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification.

Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited. A good citation guide to consult is located at <https://owl.english.purdue.edu/owl/resource/717/01/>. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting.

No grade is important enough to justify academic misconduct. If you have any doubts about what constitutes plagiarism or have difficulties completing an assignment, please contact me. It is far better to let me know and to work out a solution, than to destroy your integrity by taking short-cuts.

Academic Accommodations: If you have a documented learning disability or other condition that may affect academic performance you should:

- (1) make sure this documentation is on file with Disability Services (visit the Office of Disability Services located in SUB I, Rm. 4205; 993-2474; <http://ds.gmu.edu>) to determine the accommodations you need; and
- (2) talk with me to discuss your accommodation needs.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence: George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students.

As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434), Counseling and Psychological Services (703-993-2380), Student Health Services, or Mason's Title IX Coordinator (703-993-8730; cde@gmu.edu).

Weather and Emergencies: Closings and emergencies are announced on the GMU homepage. However, you can receive notification by cell phone or email if you register for Mason alerts at <https://ready.gmu.edu/masonalert/>. In cases of inclement weather or emergency situations that affect the entire campus, I will revise the class schedule and assignments as appropriate. In general, even if class is cancelled due to inclement weather, assignments are still due on assigned dates and can be

turned in electronically through blackboard. In the event of a weather closing or emergency, check our course page on blackboard for instructions.

Emergencies can occur to anyone, anytime, anywhere. Emergency procedure posters are located throughout campus. Students should take the time to read classroom and building procedures to help prepare for an emergency. In addition, other student emergency resources are located at <https://ready.gmu.edu/students/>. The phone number for campus police is 703-993-2810.

My Expectations of World Historians:

1. **Classroom Environment:** This is a place of learning, sharing, and collaboration where each and every member of the classroom community is valued and treated with respect. Discussions will arise in the classroom and not all students might share the same understanding or perspective. Historians often debate issues, as we should, to gain a better understanding, yet we debate with respect and use evidence and analysis to support arguments. Respect the views shared in the classroom and use this opportunity to explore historical topics, ask questions, and gain a broader perspective and understanding.
2. **Classroom Etiquette:** Arrive on time to class, ready to contribute. Adopt a professional attitude towards assignments, attendance, group work, and participation – your future employer will expect this, so prepare now. We all commute from some place to get to the classroom and that can be unpredictable at times, yet do not let that be an excuse for perpetual tardiness or unpreparedness. Expect to stay for the whole class. If you know you need to leave early, please let me know in advance. Turn off cellphones. Make plans to eat outside of the classroom before or after class. Beverages must be covered to avoid spills. Leave a clean space when you exit the classroom.
3. **Laptops and cell phones:** At specified times during class you will be asked to use your laptop or other internet device to complete in-class activities. At other times you may choose to view our assigned readings via laptop or other device in class and this is permissible. Use of laptops for taking notes is also a good use of technology in the classroom. Surfing and checking social media is not appropriate during class. It is rude and distracting to other students and to me if you decide to surf the web or check your social media during class. Be disciplined enough to use electronic devices only for assigned class activities and to put them away when not needed.
4. **Turning in assignments On Time:** Time management is a critical life-long skill. Plan ahead. All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized by earning a lowered grade. The only exceptions to receiving a lowered grade will be when you have explicit, advance permission from your instructor to submit work late. If you anticipate a problem in completing or submitting your work on time, you must contact me in a timely manner. If you do not hear back from me, you should assume that your work is due on the original date. Failure to turn in major assignments often results in failure to pass the class. Plan ahead and reach out if you have any difficulties!
5. **Checking GMU email daily:** At times I may need to quickly send out information about class, assignments, or resources. Check your GMU email and course blackboard sites **daily**.
6. **Sending emails to me:** Communicate any questions or concerns you may have about the class using your GMU email only. For tips on email etiquette, (how to address me, what to write) see <http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor/>.

7. **Writing and Tutoring:** This course develops your ability to analyze documents and evidence and integrate your arguments into written form. If you have difficulty with writing papers, contact me or reach out to the Writing Center or Tutoring Center on campus. For more information about these resources see <https://writingcenter.gmu.edu/>.
8. **Drop Deadlines:** In some cases, you might decide to drop the class. You are responsible for knowing that the last day to drop the course and still receive a 100% tuition refund is fourteen days after the start of the semester. GMU's Drop and Withdrawal Deadline policy can be found at <https://registrar.gmu.edu/drop-withdrawal-deadlines-faqs/>

COURSE REQUIREMENTS & GRADING

1. Attendance	10%	50 pts
2. Discussion Board Posts (4) and Responses (2)	10%	50 pts
3. Module #1 Project	5%	25 pts
4. Module #2 Project	10%	50 pts
5. Module #3 Project	15%	75 pts
6. History Labs (4)	20%	100 pts
7. Quizzes	5%	25 pts
8. Final Exam	25%	<u>125 pts = Total 500 points</u>

Grading Scale

A+ = 97 – 100%	B+ = 87 – 89%	C+ = 77 – 79%	D = 65 – 69%
A = 94 – 96%	B = 84 – 86%	C = 74 – 76%	F = 64% and below
A- = 90 – 93%	B- = 80 – 83%	C- = 70 – 73%	

ASSIGNMENTS:

Attendance and In-Class Participation (10%): Attendance and preparation for class is required in this course. Active participation in class discussions and activities is vital for developing and expressing your historical voice and this is only possible if you read the assigned readings BEFORE class. Communicate with me any concerns you may have about speaking up in class and we will develop a plan. **Attendance is expected.** If you are not attending class, your comprehension of the material and your participation grade will suffer. More than three (3) absences could result in a whole letter drop in your grade. Please provide advance notice if you know you cannot attend class.

Discussion Board Posts and Responses (10%):

Weekly discussion forums require you to critically engage with the text and primary source materials and help create a community of historians in our class through digital communication. Out of twelve possible weekly discussion forums, **you are required to contribute to four forums in addition to Discussion Forum #1.** Discussion Forum #1 is required so you can practice using the discussion board interface. This means you will upload / submit a total of five thoughtful and reflective posts to the weekly class discussion forums on blackboard. For two of these forums you will create a response to a fellow historian's posts. If you wish, you may submit one additional post and response and I will drop the lowest post or response grade, taking the top four posts and two responses for your grade. Discussion board posts are due by 11:59 pm on Tuesdays. Responses are due the following Sunday by 11:59pm. In general, discussion forum posts should be about 200-300 words. Refer to each discussion board forum for specific guidelines. An online etiquette guide as well as a grading rubric and sample posts and responses are available in our Blackboard – Course Documents folder. Remember to respect other perspectives and use evidence to frame and support your position, not opinion.

Consult the following schedule and the weekly syllabus reminders to alert you of deadlines.

Discussion Forums	Posts (four required) 10 pts each max	Discussion Posts due by 11:59pm on	Responses (two required) 5 pts each max	Response due by 11:59pm on
#1 (Week 2)*	Required	Fri. Sep. 7	No responses accepted for this forum	
#2 (Week 3)	Submit a post to at least two of these forums by:	Tues. Sep. 11	Respond to one of these posts by	Sun. Sep. 16
#3 (Week 4)		Tues. Sep. 18		Sun. Sep. 23
#4 (Week 5)		Tues. Sep. 25		Sun. Sep. 30
#5 (Week 6)		Tues. Oct. 2		Sun. Oct. 7
#6 (Week 7)		Tues. Oct. 9		Sun. Oct. 14
#7 (Week 8)	Submit a post to at least two of these forums by:	Tues. Oct. 16	Respond to one of these posts by	Sun. Oct. 21
#8 (Week 9)		Tues. Oct. 23		Sun. Oct. 28
#9 (Week 10)		Tues. Oct. 30		Sun. Nov. 4
#10 (Week 11)		Tues. Nov. 6		Sun. Nov. 11
#11 (Week 12)		Tues. Nov. 13		Sun. Nov. 18
#12 (Week 14)		Tues. Nov. 27		Sun. Dec. 2

Three Module Projects (30%): You will complete one analytical project for each of the first three modules in the course. Instructions and deadlines for each module project are available on Blackboard.

History Labs and Quizzes (20%): During each of our four modules we will have a designated History Lab day to work in groups analyzing sources and drawing some conclusions about a particular topic in world history. The lab will begin with a short quiz over the readings and content material, but the bulk of the lab time will be dedicated to working with source materials. Each student in the assigned group is responsible for turning in a lab report (either hand-written or an electronic copy) before the next class period.

Lab #1: Wednesday, Sep. 19 – Comparing Multiple Perspectives

Lab #2: Monday, Oct. 1 – Connecting Data with Primary Sources

Lab #3: Monday, Nov. 5 – Contextualizing Responses to Westernization and Modernization

Lab #4: Monday, Dec. 3 – Analyzing Modern Crises and their Historical Roots

Quizzes (5%): There will be at least one assigned quiz in addition to the History Lab quizzes: an online quiz for “Iran and the Hundred-Year War” (due Nov. 19). Should there be a noted lack of preparation for class discussions, I may assign graded in-class quizzes to check for preparation.

Final Exam (25%): The Final Exam will consist of four parts: a map quiz; short identifications of terms; a primary source analysis; and a short answer/essay section. A detailed study guide will be distributed in advance and we will conduct in-class reviews to help prepare. Even so, it is your responsibility to keep track of weekly assignments, make notes of important themes, and discuss these concepts with classmates. As per university guidelines, if you miss the final exam, there will not be a make-up exam without prior coordination. If you know in advance that you have a legitimate conflict (work schedules, moving out early, or vacations are not valid reasons to reschedule the exam), please contact me either via email or during office hours to discuss an alternate arrangement.

Extra Credit: During many of our class meetings we will be discussing and debating primary documents in groups. By completing and turning in responses to ALL group discussion questions assigned during the semester, either during class or electronically via blackboard, you can earn extra credit towards your grade. Final deadline for receipt of discussion responses is December 1.

COURSE CONTENT NOTE:

At times during this semester we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually. If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework.

COURSE SCHEDULE:

The schedule is subject to change due to weather or other unforeseen circumstances. I will notify you of any changes via email and blackboard should they become necessary. Refer to the Modules and Weekly Content Folders in Blackboard for the definitive list of assigned readings, due dates for assignments, and all deadlines.

Module #1: Interrogating Primary Sources – Thinking Like An Historian

Week 1: Building a Community of Historians

Monday, Aug. 27: Course Introduction – Perspectives
Sam Wineburg, “Thinking Like a Historian”

Wednesday, Aug. 29: Historians and the Black Death
“The Black Death”
A History of the Ayyubids and Mamluks
“Introduction to *The Decameron*”

Week 2: The World Before 1492 – Traveler Perspectives

Mon. Sep. 3: Labor Day – No Class Today

Wed. Sep 5: Travel Bloggers of the 13th and 14th Centuries
Ibn Battuta: Travels in Asia and Africa, 1325-1354 [excerpts]
“Description of the Great City of Kinsay”
Digital Source Comparison worksheet: complete prior to class and bring for class discussion

Assignments due this week:

Discussion Forum #1 **due** by 11:59 pm on Friday, September 7 (**required!**)
Digital Source Comparison: **due** by class on Monday, Sep. 10.

Week 3: An Age of Exploration

Mon. Sep. 10: Why Not China?
Nicholas D. Kristof, “1492: The Prequel”
“Zheng He’s Liujiagang Inscription of 1431”

Wed. Sep. 12: Iberian Motives
“Christopher Columbus Reports from his First Voyage, 1493”
“Calicut” and “The Conquest Era”

Assignments due this week:

Discussion Forum #2 **due** by 11:59 pm on Tuesday, September 11
“My Connection to World History” assignment due Wednesday, September 12

Week 4: Reading the Silences in History of Meso-America

Mon. Sep. 17: Meso-America – Life in the Aztec Empire

“The Codex Mendoza”

“The Contrasting Cultural Roles of La Malinche and Pocahontas”

Wed. Sep. 19: **History Lab #1: Comparing Multiple Perspectives**

“The Siege and Fall of Tenochtitlan” - Directions for the History Lab are found in Blackboard

Assignments due this week:

Discussion Forum #3 **due** by 11:59pm on Tuesday, September 18

History Lab #1 Report **due** by class time on Monday, Sep. 24

<h2>Module #2: Early Global Connections and Consequences</h2>

Week 5: Silver, Sugar, and Slaves

Mon. Sep. 24: Silver and Sugar

The Atlantic Age – segments 1-4 (instructions on blackboard)

Nzinga Mbemba, “Appeal to King of Portugal”

“Manufactured Goods, the Silver Supply, and the Global Economy”

View: “The Silver Mine at Potosí” [image]

View: “1526 Map” [image]

Wed. Sep. 26: Investigating the Trans-Atlantic Slave Trade and Slavery Images Databases

* Bring a laptop to class to explore the Trans-Atlantic Slave Trade database (or sit next to someone with a laptop).

The Atlantic Age – segments 5-8 (instructions on blackboard)

Capt. Thomas Phillips, “Buying Slaves in 1693”

Zora Neale Hurston, *Barracoon* [excerpts]

Adaobi Tricia Nwaubani, “My Great-Grandfather, the Nigerian Slave-Trader”

Assignments due this week:

History Lab #1 Report **due** by class time on Monday, September 24

Discussion Forum #4 **due** by 11:59pm on Tuesday, September 25

Module Project #1 due by 11:59pm on Saturday, September 29

Friday, September 28: Last day to drop the class.

Week 6: Individual, Cultural, and Transnational Significance of a Global Economy

Mon. Oct. 1: **History Lab #2: Connecting Data with Primary Sources**

“Brazil: A Racial Paradise”

Mary Prince, *The History of Mary Prince, a West Indian Slave: Related by Herself*.

Wed. Oct. 3: **Consequences of an Emerging Global Economy – Poster workshop**

Walter Rodney, *How Europe Underdeveloped Africa*

“Exchange and Status in the Early Modern World”

**Bring your module project rough draft to discuss and coordinate peer reviews

Assignments due this week:

Discussion Forum #5 **due** by 11:59 pm on Tuesday, October 2

History Lab #2 Lab Report **due** by class time on Wednesday, October 3

Week 7: Enlightenment and Revolution: Connections or Contingencies?

Tues. Oct 9: Spreading Enlightenment Ideals

French Declaration of Rights and Man

Olympe de Gouges, “Declaration of the Rights of Women”

Select one of these three documents to read and prepare to discuss in class:

- John Locke, *Two Treatises of Government*
- Montesquieu, *The Spirit of the Laws*
- John Jacques Rousseau, *The Social Contract*

Wed. Oct 10: Revolutions on the Periphery of the Atlantic World

“Rise of Sokoto Caliphate”

Nigel Worden, “Between Two Oceans: Slave Resistance at the Cape of Good Hope in the Age of Revolutions”

Select one of these two documents to read and prepare to discuss in class:

- The Haitian Declaration of Independence, 1804
- Constitution of Hayti, 1805

Assignments due this week:

Discussion Forum #6 **due** by 11:59 pm on Tuesday, October 9

Module #3: Industrialization, Imperialism, and Modernization

Week 8: Investigating the Causes of Industrialization and its Effects

Mon. Oct. 15: Causes of Industrialization

Eric Williams, *Capitalism and Slavery*

Peter N. Stearns, *The Industrial Revolution in World History*.

Wed. Oct. 17: Effects of Industrialization

Elizabeth Bentley’s testimony

Arnold Pacey, *Technology in World Civilization*

Assignments due this week:

Discussion Forum #7 **due** by 11:59 pm on Tuesday, October 16

Module #2 Project due by 11:59pm on Saturday, October 20

Week 9: The Rise of Western Imperialism

Mon. Oct. 22: China, Trade, and the Opium War

“The Opium Trade” and “Empires in Collision”

“Emperor Qian Long’s Letter to King George III, 1793”

John W. Dower, “The Opium War in Japanese Eyes”

Wed. Oct. 24: The Scramble for Africa

“Commerce and the Clash of Civilizations”

Jules Ferry, “Speech before the French Chamber of Deputies, 1884”

Assignments due this week:

Discussion Forum #8 **due** by 11:59 pm on Tuesday, October 23

Week 10: Problems with Imperialism and Modernization

Mon. Oct. 29: Responses to Imperialism

Rudyard Kipling, “White Man’s Burden”

E. D. Morel, *The Black Man’s Burden* [excerpts]

Empires in Collision

Boxer Rebellion and the Great Game [excerpts]

Wed. Oct. 31: The Rise of Japan

John Dower, “Westernization,” “Civilization and Enlightenment,” and “Wealth and Power”

“The Rise of a New East Asian Power”

Assignments due this week:

Discussion Forum #9 **due** by 11:59pm on Tuesday, October 30

Week 11: Comparing Responses to Westernization

Mon. Nov. 5: History Lab #3: Contextualizing Responses to Westernization and Modernization

Fukuzawa Yukichi, “Datsu-a Ron” (“On Saying Good-bye to Asia”)

Jun’ichirō Tanizaki, *In Praise of Shadows*

“Cardinal Principles of the National Entity of Japan”

Wed. Nov. 7: Perspectives on Colonialism and the Costs of War

Joe Lunn, *Memoirs of the Maelstrom* [excerpts]

Assignments due this week:

Discussion Forum #10 **due** by 11:59pm on Tuesday, November 6

Module #4: Modern Crises – Historical Roots

Week 12: Cold War Ideologies

Mon. Nov. 12: Perspectives on the Human Costs of War

J. Samuel Walker, “History, Collective Memory, and the Decision to Use the Bomb,”

Harry Truman, “Statement by the President Announcing the Use of the A-Bomb at Hiroshima”

Akihiro Takahashi, “Memory of Hiroshima”

Wed. Nov. 14: Cold War and the Three-World Order

Heonik Kwon, *The Other Cold War*

Winston Churchill, “Iron Curtain Speech”

“Perspectives on the Cold War”

Assignments due this week:

Discussion Forum #11 **due** by 11:59 pm on Tuesday, November 13

Week 13: Qajar Persia and the West

Mon. Nov. 19: No class. View “Iran and the Hundred-Year War” and take online quiz.

Wed. Nov. 21: No class – Thanksgiving Break

Assignments due this week:

Online Quiz for “Iran and the Hundred-Year War” due by 11:59pm on Monday, Nov. 19

Week 14: Placing the Individual in World History

Mon. Nov. 26: Qajar Persia, the West, and the Iranian Revolution

Nassim Hatam, “Why Iranian women are wearing white on Wednesdays”

Marjane Satrapi, *Persepolis: A Childhood*

Wed. Nov. 28: Autobiography as History

Samuel P. Huntington, “The Clash of Civilizations?”

Edward W. Said, “The Clash of Ignorance”

Iman Feisal Abdul Rauf, “Multiculturalisms: Western, Muslim and Future,”

Assignments due this week:

Discussion Forum #12 **due** by 11:59pm on Tuesday, November 27

Module #3 project due by class time on Wednesday, November 28

Week 15: Thinking Like An Historian AND Final Exam Review

Mon. Dec. 3: [History Lab #4: Analyzing Modern Crises and Historical Roots](#)

Wed. Dec. 5: Preparing for a Conversation about World History

Final Exam Review

Primary Source Analysis Quiz

Assignments due this week:

History Lab #4 Report due by class time on Wednesday, Dec. 5

Final Exam: December 17, 1:30am – 4:15pm, Location TBD
