HIST 125-004: Introduction to World History
Spring 2019
Tuesdays and Thursdays, 10:30-11:45 AM, Planetary Hall 212

Dr. Jane Hooper
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Office: Robinson B 369A
Office Hours:
- Tuesdays: 12:00-1:00 pm (by appointment), 1:00-2:00 pm (walk in)
- Thursdays: 1:00-2:00 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.

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. Participation is calculated based upon your comments in class-wide
discussions as well as your participation in group work. Frequently the grades for these
discussion groups will be assessed through the submission of written assignments. You will need
to print copies of all assigned readings and bring them, along with your notes to class, in
order to participate.

If you have poor class participation due largely to absences, i.e., your non-presence during
discussions and lectures, your final grade will fall dramatically. If you are absent for more
than four classes 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
instructor 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 instructed to do so for an in-class assignment. For short readings, you should print out a copy prior to class so you can consult it during class. 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. Papers are to be submitted through the course blackboard site before midnight on the Wednesday prior to 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. For both presentations you will be work with a small group but be graded separately for your work. If you would prefer to complete this assignment in an alternative form, please speak with the professor to make arrangements. See the guides posted on blackboard for more details about both assignments.

During module #2, you will sign up and present one primary source. You will work with two partners on this presentation but you will be individually graded for your contribution during the presentation. For the second presentation, you will sign up with two partners to present a short clip (3-5 minutes) from a propaganda video 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. 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: February 5 is the last day to drop classes with no tuition penalty; you can selectively withdraw from courses (with 100% tuition liability by March 25). 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.

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](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](http://writingcenter.gmu.edu)
University Libraries: [http://library.gmu.edu/mudge/IM/IMRef.html](http://library.gmu.edu/mudge/IM/IMRef.html)
Counseling and Psychological Services: 703-993-2380, [http://caps.gmu.edu](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.

Texts Available for Purchase in the Bookstore:

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 all classes. We frequently consult assigned readings in class; 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.

Note: on Tuesdays, we will discuss important events in world history using our textbook. You will be tested on this information during the mid-term and final exams. On Thursdays, we will work on research projects related to the concepts covered on Tuesdays. Your attendance and full participation on both days is essential for your success in this course.

Tuesday, January 22: Introduction to the course and expectations.

Thursday, January 24: Why do we study history?

Readings:
- Forging the Modern World, introduction.

* Bring responses to assigned questions to class (posted on blackboard site, under “Course Content”)

Module 1
Identifying and Analyzing Primary Sources: Early Globalization

Tuesday: January 29: The world before 1492

Reading:
- Forging the Modern World, chapter 1.

* Bring a copy of the textbook to class.

Thursday: January 31: 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

Tuesday, February 5: 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.
Thursday, February 7: Comparing primary sources and developing a thesis

Reading:
- “Zheng He's Inscription” (see blackboard for document)
- Marco Polo, *Travels* (excerpts) (see blackboard for document)
- Rael, “The Thesis”

Weekly paper #2 due

Tuesday, February 12: Global Commodities: Sugar, Silver and Slaves

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

*Bring a copy of the textbook to class

Thursday, February 14: Columbus, Da Gama, and Writing a Research Question

Readings:
- “Christopher Columbus: Extracts from Journal” (see blackboard for document)
- Vasco da Gama, “Round Africa to India,” 1497-1498 (see blackboard for document)
- Rael, “How to Ask Good Questions” and “What Makes a Question Good?”

Weekly Paper #3 due

Tuesday, February 19: Asian Empires and Gunpowder

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

Thursday, February 21: Submit paper for module #1, introduction to module #2

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

Module #2
Using Different Types of Primary Sources: Slavery and Resistance

Tuesday, February 26: the Trans-Atlantic Slave Trade, an overview

* please bring a laptop computer to class
* complete worksheet and bring to class (part of participation grade)

Thursday, February 28: Experiences of American slavery

Readings:
- Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, excerpts (see blackboard for document)
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, excerpts (see blackboard for document)

Weekly Paper #4 due
Tuesday, March 5: The Enlightenment and Atlantic Revolutions
Reading:

Thursday, March 7: mid-term exam in class

Tuesday, March 12: no class

Thursday, March 14: no class

Tuesday, March 19: Industrialization in global context
Reading:

Thursday, March 21: Runaway slave advertisements and presentations
Readings:
- Rael, “Presenting Primary Sources in Your Paper”
* Presentations – module 2, day 1
Weekly paper #5 due

Tuesday, March 26: New Imperialism in Africa and Asia
Reading:

Thursday, March 28: Images of slavery and presentations
Reading:
- “Outlining,” George Mason University Writing Center, [http://writingcenter.gmu.edu/writing-resources/we-quick-guides](http://writingcenter.gmu.edu/writing-resources/we-quick-guides)
* Presentations – module 2, day 2
Weekly paper #6 due

Tuesday, April 2: Rise of the United States as a global power
Reading:

Thursday, April 4: Paper for module #2 due, watch documentary in class
* papers for module #2 due by 10:30 am
Module #3
The Global Cold War

Tuesday, April 9: Collapse of Eurocentric World Order
Reading:
- *Forging the Modern World*, chapters 9, 10, and 11.

Thursday, April 11: The Cold War and Propaganda
Readings:
- David Welch, “Propaganda: An Historical Perspective,” in the *Socialism on Film* database, under “Explore” and “Essays.”

Weekly paper #7 due

Tuesday, April 16: Independence Movements and the International World
Reading:

Thursday, April 18: 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

Tuesday, April 23: Post-Cold-War Culture and Power Politics, 1989-2010
Reading:

Thursday, April 25: Presentations of propaganda films
Reading:
- “Editing Checklist,” George Mason University Writing Center, [https://writingcenter.gmu.edu/guides/editing-checklist](https://writingcenter.gmu.edu/guides/editing-checklist)
* Presentations – module 3, day 1

Weekly paper # 9 due

Tuesday, April 30: A rejection of globalization? Reflecting on the last ten years.
Readings:
- *Forging the Modern World*, chapter 13 and epilogue.
* Presentations – module 3, day 2

Thursday, May 2 Presentations, day 3
Reading:
- “23 Revision Actions for Your Draft,” George Mason University Writing Center, [http://writingcenter.gmu.edu/writing-resources/wc-quick-guides](http://writingcenter.gmu.edu/writing-resources/wc-quick-guides)
* Presentations – module 3, day 3
* Papers for module #3 due by 10:30 am

**Final Exam:** Tuesday, May 14, 10:30 am -1:15 pm