

HIST 394-001: Globalization and History
Spring 2019

Tuesdays and Thursdays, 3:00-4:15 pm, Peterson Hall 1105

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 course, we will seek to answer a number of questions, including: What does it mean to view history from a global perspective? How can we use this perspective to illuminate the histories of countries, communities, and even individuals? How do people see themselves and their places in the world? How do they label others as different and what do they perceive of these differences? How have these labels – for themselves and others – changed over time? How have these labels shaped personal experiences, challenges, and opportunities for certain communities? In this class, we will constantly shift in perspective, from local developments to global changes, to discuss major trends and developments in world history from roughly the fourteenth century to the present-day. Students will study topics as varied as the pre-1492 travels of Ibn Battuta and Marco Polo, the collision of American, European, and African communities in the years following Columbus, the many revolutions of the eighteenth century, European imperialism, and clashes in the era of decolonization. By the end of the semester, students will be able to not only describe the economic dimensions of global history, but also cultural, political, and social ones.

To target these varying topics, we will focus on the World’s Fairs of the nineteenth and twentieth centuries for the second half of the semester. Through individual research, group work, and presentations, students will gain experience in using an online database as well as assembling their findings in two papers.

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.
2. You will develop concepts of time, continuity, and change in order to understand and reconstruct the past.

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.
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.
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.
6. You will understand global connections that lead to interdependence.
7. You will be able to analyze and interpret primary and secondary sources 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. We will also use digital media to learn how historians communicate their research findings.
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.

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.

If you have poor class participation due largely to absences, i.e., your non-presence during lectures and discussions, 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.** 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.**

Reaction Papers: You will complete short weekly assignments that will assist you in preparing for class. The assignments will be posted on our course blackboard site. These papers are to be submitted through blackboard **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 11

weekly papers listed on the syllabus, you will be graded on 9 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 sources in support of arguments about change in 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.

Papers: Throughout the semester you will submit two longer papers (one 3-5 pages, the second, 5-7 pages) as part of the project on the World's Fairs. The full assignments and due dates are posted on the blackboard site. 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 throughout the semester. Guides will be distributed in advance of the exams. You will be allowed to bring a single sheet of paper (front and back) with notes to the exam.

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 withdrawal 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)

Reaction Papers (9 total) - 10%

Presentation 1 - 5%

Presentation 2 - 5%

Paper #1- 10%

Paper #2 - 15%

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>.

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.

Texts Available for Purchase in the Bookstore:

Peter Stearns, *Globalization in World History*, first ed. (New York: Routledge, 2010) or second ed. (2017)

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

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

*This schedule is subject to change. Please consult the course blackboard site for updated course information.

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

Thursday, January 24: Initial definitions of globalization. What was it? When did it begin? Why do these questions matter?

Readings:

- Stearns, *Globalization*, 1-11.
- Jerry H. Bentley, "Myths, Wagers, and Some Moral Implications of World History," *Journal of World History* 16, no. 1 (2005): 51-82 (available through the library catalog).

* Reaction paper #1 due

Pre-1492 Trade and Connection

Tuesday, January 29: Discovering the birth of globalization

Reading:

- Stearns, *Globalization*, 29-56.

Thursday, January 31: Marco Polo and Ibn Battuta

Readings:

- *The Travels of Marco Polo* (selections) (see blackboard for document)
- Ibn Battuta, *Travels* (selections) (see blackboard for document)

* Reaction paper #2 due

Post-Columbian Exchanges

Tuesday, February 5: Was 1500 a turning point in world history?

Reading:

- Stearns, *Globalization*, 57-89.

Thursday, February 7: The Columbian Exchange: Not just small pox

Readings:

- Nathan Nunn and Nancy Qian, "The Columbian Exchange: A History of Disease, Food, and Ideas," *The Journal of Economic Perspectives* 24, No. 2 (Spring 2010): 163-188 (available through the library catalog).
- Marcy Norton, "Conquests of Chocolate," *OAH Magazine of History* 18, no. 3 (2004): 14-17 (available through the library catalog).

* Reaction paper #3 due

Tuesday, February 12: Cloth and global trade, part 1

Reading:

- Beverly Lemire, "Fashion Politics and Practice: Indian Cottons and Consumer Innovation in Tokugawa Japan and Early Modern England, c. 1600–1800," in *Berg Fashion Library* database (search for the database in the library catalog, then the article within the database).

Thursday, February 14: Cloth and global trade, part 2

Reading:

- Michelle Maskiell, "Consuming Kashmir: Shawls and empires, 1500-200," *Journal of World History* 13, no. 1 (2002): 27-65 (available through the library catalog).

* Reaction paper #4 due

Material Inequalities in the Nineteenth Century

Tuesday, February 19: 1850 as a turning point?

Reading:

- Stearns, *Globalization*, 90-123.

Thursday, February 21: Nineteenth-century cotton and capitalism

Reading:

- Sven Beckert, "Cotton and the Global Origins of Capitalism," *Journal of World History* 28, no. 1 (2017): 107-120 (available through the library catalog).

* Reaction paper #5 due

Tuesday, February 26: Dress and colonialism in Zanzibar

Reading:

- Laura Fair, *Pastimes and Politics: Culture, community, and identity in Post-Abolition Urban Zanzibar, 1890-1945* (Athens: Ohio University Press, 2001), 64-109 (available through the library catalog).

Thursday, February 28: Westernization and its implications

Reading:

- Selçuk Esenbel "The Anguish of Civilized Behavior: The Use of Western Cultural Forms in the Everyday Lives of the Meiji Japanese and the Ottoman Turks During the Nineteenth Century," *Japan Review*, No. 5 (1994): 145-185 (available through the library catalog).

*Reaction paper #6 due

Tuesday, March 5: Reflecting on globalization to the nineteenth century and review for midterm.

Thursday, March 7: Mid-term given in class.

Tuesday, March 12: Spring break, no class

Thursday, March 14: Spring break, no class

Globalization and the World's Fairs

Tuesday, March 19: Introduction to the world's fairs

Readings:

- P. T. Barnum, "What the Fair Should Be," *The North American Review*, vol. 150, no. 400 (1890): 400-401 (available through the library catalog).

- Robert W. Rydell, "World's Fairs are Worth Remember," in the *World's Fairs: A Global History of Expositions* database (the database is online at <http://www.worldsfairs.amdigital.co.uk.mutex.gmu.edu/>) (In the database, click on "Explore" and then "Essays" to find this reading).

* If the link does not work: go to the library website (library.gmu.edu) and select "Databases." From there, you can click on W and find "World's Fairs: A Global History of Expositions."

Thursday, March 21: Explore the database in groups

* Reaction paper #7 due

Tuesday, March 26: Centennial Exhibition

Reading:

- Robert W. Rydell, *All the World's a Fair: Visions of Empire at American International Expositions, 1876-1916* (Chicago: University of Chicago Press, 1987), 9-37 (available through e-reserves tab on blackboard site, entitled "The Centennial Exhibition").

Thursday, March 28: Africa and the Philippines as spectacle in St. Louis

Reading:

- Pamela Newkirk, *Spectacle: the Astonishing Life of Ota Benga* (New York, NY: Amistad, 2015), 128-139 (available through e-reserves tab on blackboard site, entitled "preface" and "The St. Louis World's Fair").

* Reaction paper #8 due

Tuesday, April 2: Presentations #1, day 1
* World's Fairs paper #1 due by 3 pm

Thursday, April 4: Presentations #1, day 2

Tuesday, April 9: Globalization after the 1940s?
Reading:
- Stearns, *Globalization*, 124-161.

Thursday, April 11: Wartime and the Fair
Reading:
- Marco Duranti, "Utopia, Nostalgia and World War at the 1939-40 New York World's Fair," *Journal of Contemporary History* 41, no. 4 (2006): 663-683 (available through the library catalog).
* Reaction paper #9 due

Tuesday, April 16: Disney, Film, and the Cold War
Reading:
- Sarah Nilsen, *Projecting America, 1958: Film and Cultural Diplomacy at the Brussels World* (Jefferson, NC: McFarland, 2011) (available through e-reserves tab on blackboard site, entitled "America's Salesman").

Thursday, April 18: Global politics at the Fair
Reading:
- Emily Alice Katz, "It's the Real World after All: The American-Israel Pavilion-Jordan Pavilion Controversy at the New York World's Fair, 1964-1965," *American Jewish History* 91, no. 1 (2003): 129-155 (available through the library catalog).
* Reaction paper #10 due

Tuesday, April 23: Returning to definitions and major issues around the study of globalization
Reading:
- Stearns, *Globalization*, 158-161

Thursday, April 25: TBD
* Reaction paper #11 due

Tuesday, April 30: Presentations #2, day 1
* World's Fairs paper #2 due by 3 pm

Thursday, May 2: Presentations #2, day 2

Final exam: Thursday, May 9, 1:30-4:15 pm