

Globalization and History

HIST 394-001

Tuesdays and Thursdays, 12:00-1:15 pm, Planetary 206

Dr. Jane Hooper

jhooper3@gmu.edu

Office: Robinson B 369A

Office Hours (no appointment necessary!): Tuesdays and Thursdays, 10:30-11:30 am, or email for alternate time

Course Description:

In this course, we will seek to answer several 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. Students will have an opportunity to reflect on the historical role of globalization in shaping our modern world.

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 historical perspective of a world beyond your own personal location in order to understand other people, places and environments.
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.

Core Learning Objectives:

1. Identify and articulate one's own values and how those values influence their interactions and relationships with others, both locally and globally. (weekly paper 1; weekly paper 5)

2. Demonstrate understanding of how the patterns and processes of globalization make visible the interconnections and differences among and within contemporary global societies. (short paper 2)

3. Explore individual and collective responsibilities within a global society through analytical, practical, or creative responses to problems or issues, using resources appropriate to the field. (short paper 3; weekly paper 12)

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). The standard participation grade for students who occasionally participate thoughtfully in class and during groupwork will be an 80%. Students who are more active participants will receive a higher grade and those who refuse to work in small groups will be given a lower grade. If you have questions about your participation grade, please speak with the instructor.

If you have poor class participation due to absences – i.e., your non-presence during discussions – your final grade will be a zero. 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 lose points from your class participation grade. **Note: the instructor will not re-teach a missed class via email or during office hours.**

Discussion Leading: During the semester, you will be introducing the discussion once with two other students. You will be responsible for spending between ten and fifteen minutes at the beginning of class introducing major themes and issues for discussion for the class through whatever media you find appropriate (the material must be related to the class, please see the instructor if you have questions about the quality of what you have found). You will also provide the class with one or two discussion questions to start our discussion. You will be individually graded on the quality of your presentation. A grading rubric is posted on blackboard.

Classroom Etiquette: **You may not use cell phones, laptops, or any other electronic devices in the classroom** unless they are being used for a classroom activity as indicated by the instructor. Please arrive on time and pack up your things only when the lecture or discussion has completely finished. **Any violation of these rules will significantly lower your participation grade.**

Reaction Papers: You will complete short assignments that will assist you in understanding the course material. Papers are to be submitted through the course blackboard site **before midnight on the Monday prior to class (except for reaction paper 1 and 3 which are due Wednesday by midnight)**. 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 12 weekly papers listed on the syllabus, you will be graded on 10 of these papers. Late weekly papers will not be accepted for any reason.

Short papers: You will write two short papers throughout the semester. These papers will be 3-5 pages in length and necessitate the use of footnote citations. Separate guides for these assignments will be distributed later in the semester, as well as a grading rubric.

Final paper: You will complete a longer paper of 5-10 pages, intended to bring together various readings and discussions from the semester. The paper is due during the final exam week. A guide for this assignment will be posted on blackboard.

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: January 29 is the last day to add classes or drop classes with no tuition penalty; February 23 is the last day to drop with a 67% tuition penalty. If you have questions about registering for this class, please speak with your academic advisor.

Final Grade:

Participation - 20% (based on the quantity and quality of your contributions)

Discussion leading – 5%

Reaction Papers (10 total) - 15%

Short papers (2 total) - 15% each

Final paper – 30%

Final grades will be determined using the following ranges:

91.8-100 A

90-91.7 A-

88.3-89.9 B+
81.8-88.2 B
80-81.7 B-
78.3-79.9 C+
71.8-78.2 C
70-71.7 C-
60-69.9 D

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.

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.

Course Schedule

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

* Note that all readings on the syllabus listed as “Reading” are required; those marked “Recommended Reading” are recommended for use in written assignments

Text Available for Purchase in the Bookstore:

Peter Stearns, *Globalization in World History*, second edition (New York: Routledge, 2017).

If you use an alternative edition, be aware that page numbers will be different, and you will have to borrow a copy or read the second edition for the updated introduction and conclusion. All other readings on the syllabus are found in links given on blackboard or on course reserves.

Introductions

January 21: Introduction to the course and expectations.

January 23: Initial definitions of globalization. What was it? When did it begin? Why do these questions matter? How do economists (or other scholars) view globalization differently than historians?

Readings:

- “When Did Globalisation start?” *The Economist*, September 23, 2013 (posted on blackboard)
- Frederick Cooper, “Globalization,” from *Colonialism in Question: Theory, Knowledge, History* (Berkeley: University of California Press, 2005), 91-112 (available through the library catalog).

* Choose day for introducing discussion.

January 28: No class. Work on readings and first reaction paper.

January 30: Reflecting on your own relationship with historical processes of globalization.

Readings:

- Stearns, *Globalization*, 1-12.
- A. G. Hopkins, “Is Globalisation Yesterday’s News?,” *Itinerario* 41, no. 1, 109-128 (available through library catalog).

* Reaction paper #1 due on Wednesday night.

Uncovering Pre-Modern Globalization

February 4: Ibn Battuta, Marco Polo, and pre-modern global travel

Reading:

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

*Reaction paper #2 due (by Monday night)

February 6: Overview of world connections before 1492

Reading:

- Stearns, *Globalization*, 31-60.

* Make sure you bring a copy of Stearns with you to class.

February 11: Columbus and his world

Reading:

- Columbus, "Journal," excerpts (posted on blackboard)
- William D. Philips Jr., "Africa and the Atlantic Islands Meet the Garden of Eden: Christopher Columbus's View of America," *Journal of World History* 3, no. 2 (1992): 149-164 (available through the library catalog).

* Reaction paper #3 due

February 13: No class.

* Short paper #1 due

Perspectives on Early Modern Globalization

February 18: The Columbian Exchange: Not just smallpox

Reading:

- 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 #4 due

* Group introduces discussion.

February 20: Was 1500 a turning point in world history?

Reading:

- Stearns, *Globalization*, 61-97.

February 25: Origins of coerced migrations across the Atlantic

Reading:

- David Eltis, *The Rise of African Slavery in the Americas* (Cambridge: Cambridge University Press, 2000), 57-84 (available on blackboard).

* Reaction paper #5 due

* Group introduces discussion.

February 27: Spread of African beliefs and cultures to the Americas

Recommended Reading:

- Bárbaro Martínez-Ruiz, "The Atlantic Passage: The Spread of Kongo Belief in Africa and to the Americas," in *Kongo Graphic Writing and Other Narratives of the Sign* (Philadelphia: Temple University Press, 2013), 15-28 (available through the library catalog).

March 3: Letters from the Kongo Kingdom

Readings:

- Letters written by Kongo rulers (see document online)

* Group introduces discussion.

*Reaction paper #6 due

March 5: Africa and the Haitian Revolution

Recommended Reading:

- John K. Thornton, " 'I am the Subject of the King of Congo': African Political Ideology and the Haitian Revolution," *Journal of World History* 4, no. 2 (1993): 181-214 (available through the library catalog).

March 10 and March 12: spring break

March 17: Popular consumption of global goods

Reading:

- Anne E. C. McCants, "Exotic Goods, Popular Consumption, and the Standard of Living: Thinking about Globalization in the Early Modern World," *Journal of World History* 18, no. 4 (2007): 433-462 (available through the library catalog).

* Group introduces discussion.

*Reaction paper #7 due

March 19: India Cloth

Recommended 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).

March 24: Globalization = Westernization?

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 #8 due

* Group introduces discussion.

March 26: 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).

March 31: Reflecting on early modern globalization

* Short paper #2 due

Twentieth-century Globalization

April 2: 1850 as a turning point?

Reading:

- Stearns, *Globalization*, 98-137.

April 7: Culture and Empire, part 1: Cricket and empire

Reading:

- Fahad Mustafa, "Cricket and Globalization: Global Processes and the Imperial Game," *Journal of Global History* 8, no. 2 (2013): 318-341 (available through the library catalog).

*Reaction paper #9 due

* Group introduces discussion.

April 9: Culture and Empire, part 2: Dress and colonialism in Zanzibar

Recommended Reading:

- Laura Fair, *Pastimes and Politics: Culture, community, and identity in Post-Abolition Urban Zanzibar, 1890-1945* (Athens: Ohio University Press, 2001), 60-95 (available through the library catalog).

April 14: Culture and Empire, part 3: Hawaiian music

Reading:

- John W. Troutman, "The Steel Heard 'Round the World: Exposing the Global Reach of Indigenous Musical Journeys with the Hawaiian Steel Guitar," *Itinerario* 41, no. 2 (2017): 253-274 (available through the library catalog).

*Reaction paper #10 due

* Group introduces discussion.

April 16: Globalization after the 1940s?

Reading:

- Stearns, *Globalization*, 138-179

April 21: Globalization and democracy

Reading:

- Jarle Simensen, "Democracy and Globalization: Nineteen Eighty-Nine and the 'Third Wave'," *Journal of World History* 10, no. 2 (1999): 391-411 (available through the library catalog).

*Reaction paper #11 due

* Group introduces discussion.

April 23: Discussion in preparation for paper 3.

Reading:

- Stearns, *Globalization*, 180-184.

Recommended Reading:

- David Northrup, "Globalization and the Great Convergence: Rethinking World History in the Long Term," *Journal of World History* 16, no. 3 (2005): 249-267 (available through the library catalog).

April 28: Debate on globalization

Reading:

- *Is this the End of the Liberal International Order: Niall Ferguson vs. Fareed Zakaria, the Munk Debate on Geopolitics*, edited by Rudyard Griffiths, excerpts (posted on blackboard).

*Reaction paper #12 due

April 30: Final reflections.

* Final paper due May 6 by noon.