

Introduction to World History
HIST 125-DL3
Office Hours: W 1-4 pm Eastern

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History is the story of us and how we here, through the choices people make. We will discuss choices large and small, the way events influence each other, and the overall patterns of history. At the end of this class, you will be able to construct a rough timeline of historical events, make connections between historical events, describe change over time, and identify patterns over time.

The study of history is based on the interpretation of primary sources, which are the words and images created by people at the time. We will analyze historical sources, including digital history sources, tools, and presentations. We will also discuss secondary sources, which are words and images created based on primary sources. You will learn how to evaluate secondary sources for accuracy, objectivity, and utility. You will learn how to read primary sources for historical value, and how to create a narrative from a collection of primary sources. You will also learn to properly cite your sources, both primary and secondary, and how to support your assertions with good evidence.

Online Course Information:

1. All times are Eastern Time (Washington, DC time). I am available on Twitter and over email. My listed office hours are when I am specifically available for emails, Tweets, and live chats. I will have an open video chat during the office hours marked LIVE. If you would like a private video chat, we can schedule that separate from the LIVE hours. I am available through email and Twitter at other times as well. I will respond to all communication outside of office hours within 24 business hours. Please let me know if you are in a time zone other than Eastern. I am in the Pacific Time Zone.
2. The class “week” is from Monday to Sunday.
3. This course is largely self-directed. I will post new lectures every week. You should plan specific “class time” for yourself. I recommend two work periods per week: a longer one for the assignments and your own responses, and a shorter one to review your classmates’ posts so you may respond. Plan to spend an average of 6-8 hours per week on this class. This includes the reading and outside research time. Be prepared to adjust the time allotted as the course progresses.
4. The Blackboard site is exclusively for our class. Twitter is public. You may make your Twitter account private, but both accounts need to be accessible to me and to your classmates. If you choose to make your Twitter private, you must accept all follow requests from me and your classmates.

Secondary Source Textbook:

Ways of the World: A Brief Global History with Sources, by Robert W. Strayer and Eric W. Nelson. 4th Edition, either Full or Value version.

***The chapters listed in the schedule roughly correspond to the lectures. These will provide context for the lectures and the primary source textbooks.**

Primary Source Textbooks:

Silk Roads, by Xinru Liu

Islam in the Indian Ocean World, by Omar H. Ali

Experiencing the Thirty Years War, by Hans Medick and Benjamin Marschke

The World Turned Upside Down: Indian Voices from Early America, by Colin G. Calloway

Abina & The Important Men, by Trevor Getz

The Mexican Revolution, by Mark Wasserman

Expectations: I expect that you will complete all readings as assigned, that you will submit all assignments as instructed and on time, and that you will contact me when you have questions or when you have difficulty with class or the material. You may expect that I will reply to all external communications within 24 business hours, I will post grades, discussion questions, and project parameters in a timely fashion as noted in the syllabus, I will tell you what I expect for all assignments and will clarify as much as you need, and I will hold our conversations outside of class confidential unless you tell me otherwise.

Shared space policies: The basic rules are be civil, do not deliberately antagonize people, and when you break one of these rules, apologize and remedy the behavior. More specifically, be mindful that these are shared spaces. Swearing is allowed, though if there are specific words you would like us to avoid, please let me know, and I will let the class know without revealing who made the request.

Technology Policy: This is an online class. All class information, including assignments and grading rubrics, is in the Blackboard site for the class. You may contact me via Twitter, either in a public tweet or a direct message. Please note that Twitter communications are public. When contacting me via email, use your George Mason University student email account and email my George Mason University account, because that communication is federally protected by the Family Educational Rights and Privacy Act (FERPA). See the link for more information on FERPA. <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Academic Integrity Policy: The integrity of the university community is affected by the individual choices made by each of us. Mason has 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. No grade is important enough to justify academic misconduct. 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, using Chicago style format. 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. If you have any doubts about what constitutes plagiarism, please ask me.

Disability Accommodations: If you are a student with a disability and you need academic accommodations, please let me know as soon as practicable and contact the Office of Disability Services (<https://ds.gmu.edu/>). All academic accommodations must be arranged through

Disability Services.

Trigger Warning: Several of the assigned sources can be upsetting and disturbing. If you have specific triggers, please let me know as soon as possible and I will note assignments accordingly. However, this will not release you from the assignment. The trigger warnings are to give you the tools you require to complete the assigned work.

Late policy: Assignments other than posting to Twitter are eligible for late submission. Late assignments incur a 5% penalty for every 24 hours late. This includes weekends and holidays.

Grades:

10%: Twitter

Create a professional Twitter handle for this class and follow @ProfBizri, and I will follow you back. You must follow all your classmates and tweet at least 3 times per “Twitter week,” which is Monday-Sunday. For example, the first Twitter week begins at 12:00 am Monday, August 24 and ends at 11:59 pm on Sunday, August 30. The second Twitter week then begins at 12:00 am on Monday, August 31 and ends at 11:59 pm on Sunday, September 6. The final week for credit ends **Saturday**, December 5 at 11:59 pm.

**Note: Twitter for both desktop and mobile defaults to “Top Tweets,” which shows popular tweets or those that seem to align with your preferences and tweets. You must reset Twitter to “Latest Tweets” to see tweets as they are posted.*

All Twitter handles should be set and following @ProfBizri by 11: 59 pm Eastern on Wednesday, August 26. Your first tweets of the term are due by 11:59 pm Eastern on Sunday, August 30.

Include the hashtag #HIST125DL3F20 in your tweets, so I may identify your section. You will earn 3 points for following @ProfBizri by the deadline and 1 point for each Tweet about history, to a maximum of 3 points per week. *The Twitter assignment happens in real time and is NOT eligible for late submission.*

I want to see what histories interest you. You may tweet about the history of a favorite sport, hobby, or your major. You can post a question or comment on one of the assigned readings or something interesting you found online. You can respond to someone else’s tweet. You may post questions that come up during class, live-tweet lectures, or post a current news article that is relevant to class. You may tweet your thoughts about the case studies, respond to another student’s question, or have a conversation with classmates about course materials. Some of the extra credit opportunities will be submitted through Twitter. Posting your extra credit submission will also count as a Tweet for the week.

30% Discussion Board Homework

I have posted your course work under the Assignments tab in Blackboard, in a folder titled Weekly Assignments. In that folder, you will find the week’s lectures and readings. You are expected to complete the readings and lectures and post your responses on a weekly basis.

Each week, a set of videos, readings, and other assignments will become available. I have posted the hard copy reading assignments in the weekly assignments, and they are also listed below on this syllabus. Using the instructional material provided, you will answer each of the assigned questions. Each week you will at least have a prompt response and a substantive discussion question set to answer. You will post your responses on the Discussion Board. You will also respond to two different classmates' posts. These responses must be substantive. Engage with your classmates, just as you have engaged with the course materials I provide.

You have two different due dates for each week's homework assignment. The first due date is for your initial question answer set, where you answer each of the posted questions based on the video lecture and readings. Your Answer Sets are due by 11:59 pm on Sunday of each week. Your responses are due by 11:59 pm on Wednesday of the following week. For example, Week 1 is Monday, August 24 to Sunday, August 30. Your Answer Set will be due at 11:59 pm on Sunday, August 30. Your responses to your classmates' posts for Week 1 will be due by 11:59 pm on Wednesday, September 2.

****Please note – the final week of term, November 30 – December 5, is a short week, and all course material must be submitted by 11:59 pm on Saturday, December 5. The last week's assignments will have a different schedule than usual, and the homework assignment will be appropriately shortened to accommodate the smaller turnaround time. Your homework post will be due by 11:59 pm on Thursday, December 5, and your responses to your classmates will be due by 11:59 pm on Saturday, December 7.***

30%: Research Process and Project

This portion of the grade is comprised of three assignments – research process assignments (10%) and reflection assignments (10%), due concurrently, and a research project (10%).

You will perform original, primary source-based historical research on a topic of your choice that falls within the parameters of the course and create a digital source about it. You will complete the research process assignments, write reflections on each step of the research process, and produce a mock-up or live version of your digital source.

Research Project – 10%:

You will select at least four primary sources that address a specific and narrow topic, state a thesis (a conclusion based on evidence from sources), and make an argument based on your analysis of the sources. You will summarize each source and analyze their contents for historical information. You will provide historical context and explain how the four sources work together to tell a story.

You will create a digital source about your topic. It can be anything you like, as long as you present an argument and use primary sources to support it. Examples of a digital source include a social media account, a video on YouTube, a video game, an online museum exhibit, or a static website. If you do not have the necessary coding and programming skills to create the kind of digital source you want, you may create a mock-up. Examples of mock-ups include PowerPoint presentations, a series of images created in PhotoShop, or a script with annotations explaining the visual components.

A topic usually addresses change over time, such as how doctors treated smallpox between the 1500s and the 1800s. Alternately, you may find several different perspectives on the same problem – for example, how did other empires view Dutch expansion in southeast Asia? You may consider large historical problems and find sources that show how perspectives on it have changed over time – good examples of this are the treatment of slaves in nineteenth century Africa and the treatment of women in the ancient Roman Empire.

The Final Project is due November 22. Submit to the Blackboard Assignment by 11:59 pm Eastern time on November 22.

Research Assignments – 10%:

1. *Broad topic or research question:* Submit either a broad topic you would like to learn more about or a historical question you would like answered. The topic or question should be broad at this point. Examples of a topic would be the history of the automobile or the history of French resistance in World War II. Examples of a research question would be “How did religion influence westward exploration?” or “What was the role of public baths in the ancient world?” **Due September 6 via Blackboard assignment.**
2. *Preliminary Source List:* Submit a list of at least THREE (3) proposed primary sources. This should be formatted as a Chicago style bibliography. You will be graded on the number of sources and if they are all primary sources. You will not be penalized for incorrect bibliography entries. **Due September 20 via Blackboard assignment.**
3. *Research Proposal.* You will write a short essay (1-2 pages) explaining your proposed digital project. You will include a description of your proposed digital source. A social media account, a video, a video game, or an online exhibit are all examples of a digital source. You will explain how the digital project is the best way to present your information. You will also include a secondary source that provides a broad summary of your topic and one of your primary sources that addresses your topic directly and provide links or citations for each. **Due October 4 via Blackboard assignment.**
4. *Workshop Week.* The class will be divided into groups and you will peer review each other’s projects, in whatever state they are in. Each student will upload a draft or description of their site, and then read all the other students' uploads. You will critique the projects for clarity, ease of use, structure, and any specific issues for which the creator has requested feedback. Each student will post their draft to the Discussion Board by **October 25**. Each group member will review everyone else’s drafts by **November 1** and reply with critiques in comments.

Research Reflection Assignments – 10%:

1. *Topic Selection:* Explain your process for selecting your topic. What drew you to the topic? How did you find the topic? What issues did you face in the process? **Due September 6. Post your reflection in the Discussion Board thread Reflection Post #1.**
2. *List Post:* Explain why you chose each of your sources. What issues did you have finding them? How do you see them fitting together to tell a story? If you have changed your topic, explain your reasoning and why you selected your new topic. **Due September 20. Post your reflection in the Discussion Board thread Reflection Post #2.**
3. *Proposal Post:* Explain why you selected the type of project and how it works for your sources. Have new questions come up in the process? Do you need to do additional

research on your topic? If you have changed your topic, explain your reasoning and why you selected your new topic. **Due October 4. Post your reflection in the Discussion Board thread Reflection Post #3.**

4. Workshop Post: Explain any issues you had while writing your draft. Did you have issues with the sources? With the writing process? What questions would you like your group members to answer? **Due October 25. Post your reflection in the Discussion Board thread Reflection Post #4.**
5. Final Recap Post: Review the whole research and writing process. How did you arrive at your final topic? Where did you find your sources? What issue did you have to resolve in the process? What would you do differently if you had another assignment like this in the future? **Due November 22. Post your reflection in the Discussion Board thread Reflection Post #5.**

15%: Quizzes

There will be three quizzes in two parts. The first part will be submitted via a Blackboard assignment, and the second part will be a small discussion group.

You will create a group of terms from the cumulative term list on Blackboard that fit together in some way. You will start with a central term, and all other terms within the list must relate to it in some way – that is, what the theme of the list is. You will submit the list, identify the central term, and explain how the other terms relate to it. This portion is worth half your test grade.

The other half of the test grade is discussing your choices. You will be placed in groups based on the main term and theme. (These groups will be different for each exam.) Each student will post their list and their reasoning. You will read everyone else's lists and ask questions. Why did they select a term you did not? How does a term relate? What is their definition of a term you selected? Why did they not select a term you did? How do their terms relate to their theme?

Your grade will be based on the questions you ask, your responses to questions posed to you, and your respectful and thorough engagement with your classmates. The discussion period will end after a week, though the threads will remain open so you may continue your conversations if you wish.

15%: Final Exam

The final exam will be comprehensive and the same structure as the quizzes. You will create a set of lists from the term list and defend your choices in an essay for each list.

You will create two or three* lists based on a set of themes or central terms. I will provide suggestions of themes and central terms, based on the quiz discussions, though you may use something else if you so choose. In your final submission, you will include the lists and explanations of why you selected terms for them. Write an essay for each list to defend your choices as if it were the discussion board of the quizzes. Think about the best questions you posed and the best questions you were asked over the course of the term and address those concerns in your essays.

*Please note: I expect the lists from a submission with two lists to be broader and more extensive

than one with three lists. Three lists will allow you to be more focused in your theme choices.

Extra Credit:

You may attempt any, or all, extra credit opportunities. You may earn a maximum of 10% extra credit overall. The extra credit is a percentage of your regular credit grade, so the higher your regular credit, the more points of extra credit you will earn. For example, if you earn 89/100 overall in the class, and the full 10% extra credit allowed, you will earn 8.9 points to add to your final grade, making it 97.9/100.

Pokemon Go! and the Random Extra Credit points are added together, and you will earn a percentage based on how many points you earn between the two. For example, if a total of 30 extra credit points are offered over term, and you earn 24, you will earn 8% extra credit points. Whatever you earn between Pokemon Go! and Random Extra Credit will be added to the points you earn for Yelp.com reviews, to maximum of 10%.

*Pandemic note for opportunities requiring a selfie for credit: You will need to register an image for these. It can be a selfie of you wearing a specific mask, a specific hat, or a distinctive lapel pin. It can also be a stuffed toy, doll or object – a stuffed penguin, a HeiHei figurine, or a distinctive keychain all work. Post the image to your Twitter with the hashtag #ECDL3 and the class hashtag and describe the unique object.

Examples: “My Batgirl plushie will stand in for me.” OR “I am wearing an Arizona Cardinals facemask for all my EC submissions.”

Yelp.com Review:

Take part in a virtual event by a historical site or museum and write a Yelp review of it. If pandemic restrictions allow, you may visit a site in person. (In this case, state in the review that you visited the site in person to answer question #1.) Include the site’s mission, their interpretation of the history, and how the virtual event went, including ease of use. Each portion of the review must be substantive, with specific examples. Yelp reviews are graded on a scale of one to five. A review that earns a grade of 5/5 earns 1% extra credit overall.

You may submit up to **TEN** Yelp reviews over the course of the term, and you may submit a maximum of **THREE** per week. Reviews must be posted live to Yelp.com. The link to the review must be shared on your class Twitter account to be graded.

The review itself must address the following six questions:

1. What kind of virtual event is it?
2. Who is the intended audience for the site? (Who is it for?)
3. What makes up the site? (A monument? A park? A building?)
4. What is the site’s mission? Does it succeed?
5. How was the user interface for the tour?
6. What is your reasoning for the rating you gave?

Pokemon Go!:

This opportunity focuses on historical landmark signs – signs that describe or explain a

significant event that happened in that location. You will locate the sign and either use the app to catch a monster on the sign or take a selfie with the sign. Either will show that you were at the sign. You may submit up to **TEN** unique signs for one point each.

Random Extra Credit:

I will occasionally offer Random Extra Credit in class, in addition to the opportunities listed above. Random Extra Credit is calculated with Pokemon Go!

Schedule

Week 1: August 24-30

August 26: Twitter Account set up

Silk Roads, Part 1: Introduction. Part 2: The Documents, Sections 1-3.

Ways of the World Part 1: Chapter 1-2

Week 2: August 31 – September 6

September 6: Topic due in Blackboard Assignment

September 6: Topic Reflection post due in Discussion Board Thread

Silk Roads, Part 2: The Documents, Section 4-8.

Ways of the World: Part 2: Chapter 3-4.

Week 3: September 7-13

Islam in the Indian Ocean World, Part 1: Introduction. Part 2: The Documents, Section 1.

Ways of the World: Part 2: Chapter 5-6

Week 4: September 14-20

September 20: Quiz #1 Due

September 20: Preliminary Source List due in Blackboard Assignment

September 20: Preliminary Source List Reflection due in Discussion Board Thread

Islam in the Indian Ocean World, Part 2: The Documents, Sections 2-4.

Week 5: September 21-27

Quiz #1 Discussion Boards open

Islam in the Indian Ocean World, Part 2: The Documents, Section 5-6.

Ways of the World: Part 3: Chapter 7-9

Week 6: September 28 – October 4

October 4: Research Proposal due in Blackboard Assignment

October 4: Research Proposal Reflection due in Discussion Board Thread

Experiencing the Thirty Years War, Part 1: Introduction. Part 2: The Documents, Section 1-2

Ways of the World: Part 3: Chapter 10-13

Week 7: October 5-11

October 11: Quiz #2 Due

Experiencing the Thirty Years War, Part 2: The Documents, Section 3-5

Ways of the World: Part 3: Chapter 11-12

Week 8: October 12-18

Quiz #2 Discussion Boards open

Experiencing the Thirty Years War, Part 2: The Documents, Section 6-8

Ways of the World: Part 4: Chapter 13-14

Week 9: October 19-25

October 25: Workshop Week - Draft posted to Discussion Board Thread

October 25: Workshop Week Reflection due in Discussion Board Thread

The World Turned Upside Down, Part 1: Introduction. Part 2: The Documents, Section 1-2.

Week 10: October 26 – November 1

November 1: Workshop Week – Critiques posted to Blackboard

The World Turned Upside Down, Part 2: The Documents, Section 3.

Ways of the World: Part 5: Chapter 15-16

Week 11: November 2-8

November 8: Quiz #3 due

The World Turned Upside Down, Part 2: The Documents, Section 4-6.

Ways of the World: Part 5: Chapter 17

Week 12: November 9-15

Quiz #3 Discussion Boards open

Abina & The Important Men: Part I: The Graphic History; Part II: The Transcript

*Use Part III: Historical Context for reference

Ways of the World: Part 5: Chapter 18-19

Week 13: November 16-22

November 22: Research Project due in Blackboard Assignment

November 22: Research Project Reflection Post due in Discussion Board Thread

The Mexican Revolution, Part 1: The Introduction, Part 2: The Documents, Section 1

Week 14: November 23-29

The Mexican Revolution, Part 2: The Documents, Section 2-4

Ways of the World: Part 6: Chapter 20-21

Week 15: November 30 – December 5

December 5: All outstanding assignments due by 11:59 pm.

The Mexican Revolution, Part 2: The Documents, Section 5-7

Ways of the World: Part 6: Chapter 22-23

Final Exam will become available 12:01 am December 11.

**Please be advised, the syllabus may change. All changes will be posted to Blackboard.