

HIST 125-DL7: Introduction to World History
Fall 2020 – Online

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Questions?

- * Send Dr. Hooper an **email** at jhooper3@gmu.edu - I will try to respond within 24 hours during the week (it will take me more time on weekends) .
- * Write your question on the **discussion board** forum “Ask the Instructor” if you think your classmates would benefit from my response.
- * Stop by during my **virtual office hours** on Wednesdays, 2-3 pm. No appointment necessary! Just log into our blackboard site, click “Course Tools,” then “Blackboard Collaborate Ultra” and then select “Course Room.” Please have your video and audio on. I will be waiting to answer any questions or discuss course material, unless the teaching assistant is covering that week.

Resources:

- * For help with online learning, check out GMU Learning Services at this [link](#).
- * If you’re struggling with mental health issues, reach out to [CAPS](#) – they offer a range of free help for students (including after-hours crisis services). For more resources focused on emotional and mental well-being, click on this [link](#).
- * Issues with technology? Check out the resources provided at this [link](#). If you can’t find the answers there, you should reach out to the ITS Support Center for help (their contact information is [here](#)). Remember: completion of assignments is your responsibility and technological issues do not constitute an excuse. Reach out the instructor as soon as possible if you run into difficulties.
- * Need assistance with writing assignments for this class? Make an appointment to work with a tutor online through the Writing Center (instructions for how to schedule a session are found [here](#)).
- * 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 (their website is [here](#)) and communicated to the professor in a timely manner.

Note about Communications: Students must use their Mason email account to receive important University information. Blackboard will be used for posting lectures, discussions, and the submission of assignments.

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, we will also discuss primary sources that reflect a variety of experiences and perspectives on the past. We will read two graphic novels that dramatize events in world history. We will draw upon lectures and course readings – the textbook, weekly assigned shorter readings, and the two books – to develop arguments about historical developments.

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 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 express yourself clearly and concisely in writing. 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 you need to keep up with material as the semester continues. While we will not be able to meet in person, you will be expected to complete assigned readings and watch lectures on a weekly basis. Each week, you will engage with the course material by **posting to the course discussion board twice** – once by Thursday at 5 pm with your own answer to the assigned question and again, by Friday at 5 pm, as a response to another student’s posting. The quality of these posts will determine your participation grade. For more details, please see guide on blackboard.

Journal: During certain weeks, you will work on a journal that will provide an opportunity for you to reflect on major themes and topics from the week. This assignment will be submitted to the instructor online. You will be expected to **submit 5** throughout the semester, due by Friday afternoon. See guide to this assignment on blackboard.

Quizzes: There will be **three quizzes** given throughout the semester, one at the end of the modules. These quizzes will be posted online at **noon on Thursday and due Friday at 5 pm**. These quizzes are meant to be open note and short answer. If you are keeping up with the material each week, these tests should be relatively quick and could be completed in half an hour.

Papers: Throughout the semester you will submit **three longer papers** (2-4 pages each) as the culmination of our work within each module. 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. Your work each week (readings and discussion boards) will help you complete these assignments. 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.**

Final Exam: This exam will be comprehensive and deal with our readings, assignments, and discussions during the lectures. The exam will test your ability to **analyze historical data** and not focus on the memorization of dates and events. The exam will be posted at noon on December 9 and due by 5 pm on December 11.

A note about extensions: Extensions are **not** possible for discussion board postings. For all other assignments, you need **Dr. Hooper's prior permission** for any extension. It is strongly advised that you keep up with the coursework, as it is easy to fall behind in an online course.

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: September 8 is the last day

to drop classes with no tuition penalty; you can selectively withdrawal from courses (with 100% tuition liability by September 28). If you have questions about registering for this class, please speak with your academic advisor.

Final Grade:

Participation – 15% (based on the quality of your contributions on the discussion board)

Journal – 10% total (graded at end of semester)

Quizzes – 10% each (3 total)

Papers – 10% each (3 total)

Final exam – 15%

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

59.9 and below F

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 [this link](#)). 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.

(Copy available online [here](#)).

Readings

Texts Available for Purchase in the Bookstore: (you are welcome to use an earlier edition of any of these books, but the page numbers and material might be slightly different)

James Carter and Richard Warren, *Forging the Modern World: A History*, second edition, (New York: Oxford University Press, 2018).

Trevor R. Getz, *Abina and the Important Men: A Graphic History*, second edition (Oxford: Oxford University Press, 2015).

Marjane Satrapi, *Persepolis: The Story of a Childhood* (New York: Pantheon, 2004).

All other readings on the syllabus are found in links given on blackboard, unless otherwise noted. It is your responsibility to locate all assigned readings or contact the professor if you have difficulty in doing so.

Course Schedule

Week 1 (August 24):

Lectures:

- * Introduction to course and expectations
- * Why do we study history? Examining global disparities and their roots

Readings:

- * Forging the Modern World, introduction
- * William H. McNeill, "Why Study History," available online at: [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1985\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1985))
- * Peter N. Stearns, "Why Study History?," available online at: [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998))

Assignments:

- * Discussion board post due August 27 by 5 pm
- * Discussion board response post August 28 by 5 pm

Module 1

Empires and Inter-Imperial Contact

Week 2 (August 31):

Lectures:

- * The world before 1492: connections and divisions
- * Reading and interpreting primary sources
 - * Skills sheet – Reading primary sources

Readings:

- * Forging the Modern World, chapter 1
- * Ibn Battuta, Travels in Asia and Africa (1325-1354), excerpts
- * “Zheng He's Inscription”

Assignments:

- * Discussion board post due September 3 by 5 pm
- * Discussion board response September 4 by 5 pm

Week 3 (September 7):

Lectures:

- * Response to discussion board
- * Columbus and the Columbian Exchange
- * Different Perspectives on the Spanish Conquest
 - * Skills sheet – Spanish sources on the conquest

Readings:

- * Forging the Modern World, chapter 2
- * “Broken Spears”

Assignments:

- * Discussion board post due September 10 by 5 pm
- * Discussion board response September 11 by 5 pm

Week 4 (September 14):

Lectures:

- * Response to discussion board
- * Global commodities and empires
- * Using the library catalog

Reading:

- * Forging the Modern World, chapter 3

Assignments:

- * Quiz #1 – posted at noon on September 17, due by 5 pm September 18
- * Journal assignment #1 due September 18 by 5 pm

Module 2

Slavery and Rights

Week 5 (September 21):

Lectures:

- * The trans-Atlantic slave trade
- * Enslavement narratives

Readings:

- * Forging the Modern World, chapter 4
- * Equiano, Interesting Narrative, excerpts
- * Jacobs, Incidents in the Life of a Slave Girl, excerpts
- * Alpers, "Story of Swema", excerpts

Assignments:

- * Slave Trade worksheet
- * Discussion board post due September 24 by 5 pm
- * Discussion board response September 25 by 5 pm
- * Journal assignment #2 due September 25 by 5 pm

Week 6 (September 28):

Lectures:

- * Response to discussion board
- * The Enlightenment
- * Contradictions of the Enlightenment
 - * Skills sheet – Reading of secondary sources

Readings:

- * Forging the Modern World, chapter 5
- * Nicholas Hudson, "From "Nation to "Race": The Origin of Racial Classification in Eighteenth-Century Thought," Eighteenth-Century Studies vol 29, no. 3 (1996): 247-264 (found in the library catalog).

Assignments:

- * Discussion board post due October 1 by 5 pm
- * Discussion board response October 2 by 5 pm
- * Journal assignment #3 due October 2 by 5 pm

Week 7 (October 5):

Lectures:

- * Response to discussion board
- * Atlantic Revolutions
- * The Haitian Revolution

Readings:

- * Forging the Modern World, chapter 6
- * "American Declaration of Independence," 1776
- * Olympe de Gouges, "French Declaration of Rights for Women," 1791
- * Haitian Constitution, 1801

Assignments:

- * Module paper 1 due October 14 by 5 pm
- * Quiz #2 - posted at noon on October 8, due by 5 pm October 9

Module 3

Industrialization Revolution and New Imperialism

Week 8 (October 12):

Lectures:

- * Industrialization in Great Britain
- * Opium Wars

Readings:

- * Forging the Modern World, chapter 7

* https://visualizingcultures.mit.edu/opium_wars_01/ow1_essay01.html

Assignments:

- * Discussion board post due October 15 by 5 pm
- * Discussion board response October 16 by 5 pm
- * Journal assignment #4 due October 16 by 5 pm

Week 9 (October 19):

Lectures:

- * Response to discussion board
- * New Imperialism in Africa and Asia
- * Rise of the United States as an Imperial Power
 - * Skills sheet - What was imperialism?

Readings:

- * Forging the Modern World, chapter 8
- * Frederick D. Lugard, "Rise of our East African Empire," 1893
- * Kaiser Wilhelm II, "A Place in the Sun," 1901
- * Jules Ferry, "Speech," 1884
- * Albert Beveridge, "The March of the Flag," 1898

Assignments:

- * Discussion board post due October 22 by 5 pm
- * Discussion board response October 23 by 5 pm
- * Journal assignment #5 due October 23 by 5 pm

Week 10 (October 26):

Lectures:

- * Introducing Abina: Abolitionism and Empire

Watch:

- * The Herero Genocide and the Second Reich

Readings:

- * Abina

Assignments:

- * Response to discussion board
- * Discussion board post due October 29 by 5 pm
- * Discussion board response October 30 by 5 pm

Week 11 (November 2):

Lectures:

- * Response to discussion board

- * Consumerism and Westernization?
- * Russo-Japanese War and WWI

Readings:

- * Forging the Modern World, chapter 9 and 10
- * 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 (found in the library catalog).

Assignments:

- * Quiz #3 - posted at noon on November 5, due by 5 pm November 6
- * Module paper 2 due November 11 by 5 pm

Module 4

Independence Movements and Globalization

Week 12 (November 9):

Lectures:

- * Great Depression and World War II
- * Independence Movements

Readings:

- * Forging the Modern World, chapter 11
- * Vietnamese “Declaration of Independence”
- * Nkrumah, “I Speak of Freedom”
- * Mandela, “Statement from the Dock at the Rivonia Trial”

Assignments:

- * Discussion board post due November 12 by 5 pm
- * Discussion board response November 13 by 5 pm
- * Journal assignment #6 due November 13 by 5 pm

Week 13 (November 16)

Lectures:

- * Response to discussion board
- * The Global Cold War
- * Background for Persepolis

Readings:

- * Forging the Modern World, chapter 12
- * Persepolis

Assignments:

- * Discussion board post due November 19 by 5 pm
- * Discussion board response November 20 by 5 pm

Week 14 (November 23):

Lecture:

- * Response to discussion board

* Post-Cold War Conflicts, c 1989-2010

Reading:

* Forging the Modern World, chapter 13

Assignment:

* Module paper 3 due December 2 by 5 pm

Week 15 (November 30):

Lecture:

* Reflecting on globalization and global history

Reading:

* Forging the Modern World, epilogue

Assignment:

* Quiz #4 – posted at noon on December 3, due by 5 pm December 4

* Journal # 7 due December 4 by 5 pm

Final Exam: posted at noon on December 9, due by 5 pm on December 11