

HIST125: DL Introductions to World History

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COURSE

DESCRIPTION

In this course we explore and examine the sweeping historical changes that have resulted in the world in which we now live. We will look at each major global contact (whether through some form of cooperation or conflict) and their part in shaping and reshaping the politics, cultures and economies of various regions. This exploration will situate us mainly in the Africa, Asia, Latin America and the Middle East but we will also spend some time in Europe and the Americas. This will allow us to see each region become a part of a global system that is affected by far reaching religious transformations, mercantile activity, industrial growth, and imperialism/ colonialism. By semester's end, students should grasp the major trends underlying seven centuries of world history.

REQUIRED MATERIALS:

1. [POLLARD, ELIZABETH. *WORLDS TOGETHER, WORLDS APART CONCISE EDITION. VOLUME TWO: FROM 1000 CE TO THE PRESENT*](#)
2. [Reilly, Kevin. *Word of History: Volume 2 Since 1400. 7th edition.*](#)
3. Two graphic novels chosen from list (see page 9)

INTENDED LEARNING OUTCOMES FOR THIS MASON CORE COURSE

1. Students will demonstrate familiarity with the major chronology of World history.
2. Students will demonstrate the ability to narrate and explain long-term changes and continuities in World history.
3. Students will identify, evaluate and appropriately cite online and print resources.
4. Students will develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events.
5. Students will communicate effectively their understanding of patterns, processes, and themes in the history of the (entire) world.

THE MASON CORE

George Mason University's Mason Core is designed to complement work in a student's chosen area of study. These classes serve as a means of discovery for students, providing a foundation for learning, connecting to potential new areas of interest and building tools for success in whatever field a student pursues. Learning outcomes are guided by the qualities every student should develop as they move toward graduating with a George Mason degree.

Through this and a combination of courses, the Mason Core program helps students to become:

Critical and Creative Scholars

Students who have a love of and capacity for learning. Their understanding of fundamental principles in a variety of disciplines, and their mastery of quantitative and communication tools, enables them to think creatively and productively. They are inquisitive, open-minded, capable, informed, and able to integrate diverse bodies of knowledge and perspectives.

Self-Reflective Learners

Students who develop the capacity to think well. They can identify and articulate individual beliefs, strengths and weaknesses, critically reflect on these beliefs and integrate this understanding into their daily living.

Ethical, Inquiry-Based Citizens

Students who are tolerant and understanding. They can conceptualize and communicate about problems of local, national and global significance, using research and evaluative perspectives to contribute to the common good.

Thinkers and Problem-Solvers

Students who are able to discover and understand natural, physical, and social phenomena; who can articulate their application to real world challenges; and who approach problem-solving from various vantage points. They can demonstrate capability for inquiry, reason, and imagination and see connections in historical, literary and artistic fields.

COURSE REQUIREMENTS**Readings and Lectures:**

Readings in the text will provide you with chronological background, primary sources and interpretive sources. Lecture will most closely align with the textbook but not always, or exclusively or rigidly. It would be in your best interest to have the text reading done before watching/listening to the lecture.

Quizzes and Discussion Questions:

Quizzes: There will most likely be one quiz a week. Quizzes are delivered by blackboard. Quizzes will have no time limit. I expect you to use your textbook for quizzes. These are meant to help you consolidate and synthesize information you received in the chapter and lecture. Feel free to provide citations for your answers. Quizzes should be available at the beginning of the week and are due by Friday 11:59pm of each week.

Discussions: Students are to answer a prompt that I provide or comment on another's student answer to the prompt provided. If not otherwise noted, one per source is required. These are due on the Thursday 11:59pm. Your questions should show that you have read and comprehended the readings and provide some analysis of the material. 5 considered post per week will garner full credit.

Paper:

Students will turn in TWO papers on the books they choose to read. This paper will serve as a way for students to appreciate historical fiction, review and critique the work and to situate the work within a

broader historical context. It is also a way to improve their college-level writing. Guidelines for submission is listed below under course policies and will be expanded upon in the paper assignments.

Examination:

The course will have only a final examination. Quizzes throughout the semester should prepare you for it. It will allow the student an opportunity to show his mastery of certain historical themes. The final exam will be comprehensive.

Optional Assignments:

At the end of every term, students ask for avenues to earn extra points. This is that avenue. A 1-2 page critical analysis of the optional resource turned in on the day the discussion comment are due are your bonus assignments. While there is a possibility that there may arise other ways to earn extra points, students should not depend on that. It is most likely that these optional works are the only BONUSSES for this course. They will NOT be accepted LATE.

GRADING

Final course grade will be approximately calculated according to the following rubric:

Discussion Questions:		25%
Quiz:		10%
PAPER 1:	DUE: 10/10 11:59pm	15%
PAPER 2:	DUE 12/2 11:59pm	25%
FINAL EXAM:		25%

COURSE POLICIES**Communication:**

I am happy to respond to any concerns or questions you have via email (nstorr@gmu.edu). I will respond to email sent during business hours (M-F, 9am -5pm) within one working day. You may also contact me via real time virtual office hours (times TBA).

Submission of Work:

All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the paper, and all pages should be numbered, even if you will be turning in all papers electronically.

Late Work:

Unless otherwise stated, late work will be penalized **five** points per day. For papers, this penalty will continue for 20 days until there are no points left to be lost or until the final day of class.

The only exceptions to these policies will be when you have explicit, advance permission from your instructor. If you anticipate a problem in completing or submitting your work on time, you must contact the instructor in a timely manner (i.e. WELL BEFORE the assignment is due).

FALL 2020 SCHEDULE

Abbreviations are: **WTWA** for Worlds Together and **WoH** for Worlds of History. **Optional** readings are part of the BONUS scheme.

8/24 Week 1: Why Study History

READING Due:

- **WTWA** Geography of Ancient and Modern Worlds xlvii-xlix
- [McNeill, Why Study History, 1985](#)
- [Stearns, Why Study History, 1998](#)

Optional:

8/31 Week 2: Becoming the World

LECTURE: BEFORE EUROPEAN IDENTITY

READING Due: **WTWA** Chapter 10 (443-483)

DISCUSSION: World Travelers:

READING Due:

- Marco Polo (**WTWA** Primary Sources 10.2 p488)
- Ibn Batutta (**WTWA** Primary Sources 10.3 p489)
- Zheng He (**WTWA** Primary Sources 10.5 p491)
- MA HUAN, *On Calicut, India, 1433* (**WoH** 15.2 p 509)
- Leo Africanus (**WTWA** Primary Sources 12.3 p584)

Optional:

[Leo Africanus - British library](#)

Mara Hvistendahl, *Rebuilding a Treasure Ship*, 2008 (**WoH** 503)

9/8 Week 3: Crises and Recovery in Afro-Eurasia 1300-1500

LECTURE: Black Death, Emergent States and Religious Changes

READING Due: **WTWA** Chapter 11 (499-531)

DISCUSSION: Pandemic

READING Due:

- Plague in SW Asia (**WTWA** Primary Sources 11.1 p536)
- Berbers, Arabs and the Plague (**WTWA** Primary Sources 11.3 p538)
- Syria and Egypt (**WTWA** Primary Sources 11.4 p539)

OPTIONAL

[Pandemic COVID-19 joins History Pandemic Legion](#)

9/14 Week 4: Contact Commerce and Colonization, 1450-1600

LECTURE: Old and New World

READING Due: WTWA Chapter 12 (p579-545)

DISCUSSION: Contact

READING Due:Columbus, "Letter to King Ferdinand & Queen Isabella," 1493 (**WoH 15.4**, p525)Diaz, "The Conquest of New Spain," c1560 (**WoH 16.1**, p547)"The Broken Spears," c1540s (**WoH 16.2**, p556)Casas, "The Devastation of the Indies, 1555(**WoH 17.1**)**OPTIONAL**Morgan, "Columbus' Confusion about the New World," (**WoH 15.5**, p533)**9/21 Week 5: World's Entangled 1600-1750**

LECTURE: World's Entangled

READING Due: WTWA Chapter 13 (591-633)

DISCUSSION: Slavery and Slave Trade

READING Due:Mbemba, *Appeal to the King of Portugal* (**WoH, 16.4**, p565)Capt. Thomas Phillips, "Buying Slaves in 1693" (**WoH, 16.5**, p568)Images of African American Slavery 18th / 19th Century (**WoH, 16.7**, p577)*The Interesting Narrative of the Life of Olaudah Equiano* (**WTWA**, Primary Source 13.1, p636)**OPTIONAL****Slavery in History****9/28 Week 6: Cultures of Splendor: Revolutions, Enlightenments and Their Limits 1500-1780**

LECTURE: Trade, Culture and European Enlightenment

READING Due: WTWA Chapter 14, (645-679)

DISCUSSION: Women and Family in the World of Enlightenment

READING Due:Qing Law Code on Marriage (**WoH, 17.1**, p595)Anna Bijns, "Unyoked is Best!" (**WoH, 17.3**, p605)A European Family (**WoH, 17.4**, p608)A Chinese Family (**WoH, 17.5**, p609)**OPTIONAL**Women and Marriage in Europe and China, 2001 (**WoH, 17.6**, p621)[A Brief History of the Salem Witch Trials](#)

10/5 Week 7: ***PAPER 1 – DUE***

10/12 Week 8: Reordering the World, 1750-1850

LECTURE: Enlightenment and Revolution II

READING Due: Chapter 15 (WTWA 693-727)

DISCUSSIONS: Revolutions

Reading DUE:

Tooussaint L'Ouverture, "Letter to the Directory" (*WoH*, 19.7 p.684)

The American Declaration of Independence, 1776 (*WoH*, 19.3 p.726)

Simón Bolívar, "A Reply of a South American..." (*WoH*, 19.8 p.687)

Remember the Ladies (*WoH*, 19.4, p676)

French Declarations of the Rights of Women (*WoH*, 19.6, p681)

Rights of Men (*WoH*, 19.5, p678)

OPTIONAL

[Haitian Revolution](#) (AUDIO)

10/19 Week 9: Alternative Visions of the 19th Century

LECTURE: Enlightenment and Revolution II

READING Due: Chapter 16: WTWA 739-771

DISCUSSION: Capitalism, Colonization and Centralization and the Reactions

READING Due:

Visions of the Great Good Spirit, (WTWA, Primary Source 16.1. 770)

Marx & Engels, *The Communist Manifesto* (*WoH*, 20.5 p716)

The Wealth of Nations, 1776 (*WoH*, 20.3 p705)

The Sadler Report of the House of Commons (*WoH*, 20.4 p711)

10/26 Week 10: Nation and Empires

LECTURE: Nation Building, Expansion and Imperialism

READING Due: Chapter 17 (WTWA 787-821)

OPTIONAL

[AUDIO: Myth of Race in America](#)

DISCUSSION: Imperialism

Reading DUE:

VIDEO: [Haunted by King Leopold's Ghost](#)

Rene Maran, *Batouala*, 1921 (*WoH*, 21.3 p756)

EM Forster, *Passage to India*, 1924 (**WoH**, 21.4 p763)
 Rudyard Kipling, *The White Man's Burden*, 1899
 HT Johnson, *The Black Man's Burden*
 Conference of Berlin (**WTWA**, Primary Source 17.4. p770)

OPTIONAL

VIDEO: [King Leopold's Ghost](#) (entire documentary)

11/2 Week 11: An Unsettled World, 1890-1914

LECTURE: Reactions and Turmoil

READING Due: Chapter 18, (**WTWA** 835-869)

DISCUSSION: Modernization, Westernization

Reading DUE:

Fukuzawa, *Good-bye Asia*, (**WoH**, 22.1. p792)

Gandhi, *Hind Swaraj*, 1921 (**WoH**, 23.6)

Nehru, *Gandhi*, 1936 (**WoH**, 23.7)

DIGITAL SOURCE: [Fitter Families](#)

11/9 Week 12: Of Masses and Visions of the Modern, 1910-1939

LECTURE: Great War, Mass Society and the Modern Nation State

READING Due: Chapter 19 (**WTWA** 883-921)

DISCUSSION: World War 1 and Feminism

READING Due:

WW1 Propaganda Posters (**WoH**, 23.2, p828)

Memories of Senegalese Soldiers (**WoH**, 23.4 p836)

Lenin, *War and Revolution* (**WoH**, 23.6, 844)

Truth, *Aint I a Woman* - **WTWA Primary Source 18.1**

OPTIONAL

Luxemburg, *The Problem Of Dictatorship* (**WoH**, 23.7, 847)

[Sojourner Truth Project](#)

11/16 Week 13: Three World Order

LECTURE: World War 2, Cold War and Decolonization

Reading DUE: Chapter 20, (**WTWA** 933-969)

DISCUSSION: Mass Killing and Cold War

Reading DUE:

Rudolph Hoess, *Testimony at Nuremburg*, 1946 (**WoH**, 24.4 871)

Dr. Wilson, *Letters from Nanking* (**WoH**, 24.6 885)

Churchill, *Iron Curtain Speech* (**WoH** 25.1, p898)

Nikolai Novikov, Telegram (**WoH** 25.2, p900)

OPTIONAL– American Transformation

Malcolm X "The Ballot or the Bullet?" 1964 [audio](#) / [transcript](#)

Dr. King Jr. "[Beyond Vietnam: A Time to Break Silence](#)" 1967

Betty Friedan- "[The Problem That Has No Name](#)"

******12/2 –***PAPER 2– DUE – 11:59pm *****

11/23 Week 14 - Thanksgiving

11/30 Week 15 Globalization and Exam Review

LECTURE: Globalization and its Detractors

READING Due: Chapter 21 **WTWA 985-1021**

DISCUSSION: Globalization

Reading Due:

Hetata, *Dollarization*, 1998 (**WoH 28.1**, p1000)

Legrain, *Cultural Globalization is not Americanization*, 2003 (**WoH 28.2**, p1008)

Cartoons on Globalization, 2000s 2003 (**WoH 28.7**, p 1021)

Final Exam Review

Week 16: FINAL EXAMINATION

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

BOOK LIST

- Getz, Trevor R, and Liz Clarke. ***Abina and the Important Men: A Graphic History***. New York: Oxford University Press, 2012.
- Natarajan, Srividya, Aparajita Ninan, and Jotīrāva G. Phule. ***A Gardener in the Wasteland: Jotiba Phule's Fight for Liberty***. New Delhi: Navayana Pub, 2011
- Sacco, Joe. ***Footnotes in Gaza***. 2010
- Sajad, Malik. ***Manuu: A Boy from Kashmir***. Fourth Estate, 2015.
- Satrapi, Marjane. ***Persepolis***. New York: Pantheon Books, 2005.
- Spiegelman, Art, and Art Spiegelman. ***A Survivor's Tale: My Father Bleeds History***.: Penguin, 2003.
- Stassen, Jean-Philippe, and Alexis Siegel. ***Deogratias, a Tale of Rwanda***. 2006.
- Vyam, Durgabai, Subhash Vyam, Srividya Natarajan, and S Anand. ***Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar***. 2018.
- Yang, Gene L, and Lark Pien. ***Boxers & Saints: Boxed Set***. 2013.
- Young, Ethan. ***Nanjing: the Burning City***. 2015.