

**HIST 125-DL5 (3D1/3D2/3D4): Introduction to World History
Spring 2021 – Online**

Lead Instructor: Dr. Jane Hooper, jhooper3@gmu.edu

Teaching Assistant: Laura Crossley, lcrossle@gmu.edu

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.
- * Send an email and request a **zoom meeting**.

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 summarize major points from the lectures and readings. This assignment will be submitted to the instructor online. You will be expected to **submit 8** throughout the semester,

due by Friday afternoon (there are 11 opportunities to complete journals; you may miss 3 of these with no grade penalty). See guide to the assignment on blackboard.

Midterm Exam: There will be a **mid-term** posted on **March 7 at noon, due March 10 before 5 pm**. The mid-term is meant to be open note and short answer. If you are prepared, it should take less than two hours to complete. A study guide will be posted several weeks prior to the exam.

Short Papers: Throughout the semester you will submit **three short 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 May 5 and be due before 5 pm on May 7.

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: February 12 is the last day

to drop classes with no tuition penalty; you can selectively withdrawal from courses (with 100% tuition liability by April 1). If you have questions about registering for this class, please speak with your academic advisor.

Final Grade:

Participation – 10% (based on the quality of your contributions on the discussion board)

Journal – 15% total (8 completed)

Midterm exam – 15%

Short Papers – 30% (3 total; 10% each)

Final exam – 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

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 (January 25):

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 January 28 by 5 pm
- * Discussion board response post January 29 by 5 pm

Module 1 Empires and Inter-Imperial Contact

Week 2 (February 1):

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 February 4 by 5 pm
- * Discussion board response February 5 by 5 pm
- * Journal assignment #1 due February 5 by 5 pm

Week 3 (February 8):

Lectures:

- * 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 February 11 by 5 pm
- * Discussion board response February 12 by 5 pm
- * Journal assignment #2 due February 12 by 5 pm

Week 4 (February 15):

Catch-up week – watch all prior lectures and complete all assigned readings

Lectures:

- * Global commodities and empires

Reading:

- * *Forging the Modern World*, chapter 3

Assignments:

- * Journal assignment #3 due February 19 by 5 pm

Module 2

Slavery and Rights

Week 5 (February 22):

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 February 25 by 5 pm
- * Discussion board response February 26 by 5 pm
- * Journal assignment #4 due February 26 by 5 pm

Week 6 (March 1):

Lectures:

- * 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 March 4 by 5 pm
- * Discussion board response March 5 by 5 pm
- * Journal assignment #5 due March 5 by 5 pm

Midterm Exam – posted online on March 7 at noon, due March 9 before 5 pm

Week 7 (March 8):

Lectures:

- * **How to use footnotes**
- * 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:

- * Short paper 1 due March 12 by 5 pm

Module 3

Industrialization Revolution and New Imperialism

Week 8 (March 15):

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 March 18 by 5 pm
- * Discussion board response March 19 by 5 pm
- * Journal assignment #6 due March 19 by 5 pm

Week 9 (March 22):

Lectures:

- * 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 March 25 by 5 pm
- * Discussion board response March 26 by 5 pm
- * Journal assignment #7 due March 26 by 5 pm

Week 10 (March 29):

Lectures:

- * Introducing Abina: Abolitionism and Empire

Watch:

- * *The Herero Genocide and the Second Reich*

Readings:

- * *Abina*

Assignments:

- * Journal assignment #8 due April 2 by 5 pm
- * Discussion board post due April 1 by 5 pm
- * Discussion board response April 2 by 5 pm

Week 11 (April 5):

Lectures:

- * 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:

- * Short paper 2 due April 9 by 5 pm

Module 4

Independence Movements and Globalization

Week 12 (April 12):

Lectures:

- * Great Depression and World War II
- * The Global Cold War and Independence Movements, part 1

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 April 15 by 5 pm
- * Discussion board response April 16 by 5 pm
- * Journal assignment #9 due April 16 by 5 pm

Week 13 (April 19):

- * The Global Cold War and Independence Movements, part 2
- * Background for *Persepolis*

Readings:

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

Assignments:

- * Journal assignment #10 due April 23 by 5 pm
- * Discussion board post due April 22 by 5 pm
- * Discussion board response April 23 by 5 pm

Week 14 (April 26):

Lecture:

- * Post-Cold War Conflicts, c 1989-2010
- * Reflecting on globalization and global history

Reading:

- * *Forging the Modern World*, chapter 13, epilogue

Assignment:

- * Short paper 3 due April 30 by 5 pm
- * Journal # 11 due April 30 by 5 pm

Final Exam: posted at noon on May 5 and be due before 5 pm on May 7