

HIST 394-001: Globalization and History
Spring 2021

Meetings on zoom, Tuesdays and Thursdays, 3-4:15 pm

Dr. Jane Hooper

jhooper3@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 private **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 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 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. For this reason, we will have a focus this semester on how global pandemics have shaped world history, providing you with additional opportunities to examine current events using tools honed by historians.

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.

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). When we meet twice a week online, you are expected to actively participate – preferably **orally and with your camera on** (you may mute your microphone when you are not speaking). We will often work in small groups for part of the class time; when you are **in these groups, please switch on your microphones and cameras** so you can communicate more effectively with your classmates.

The standard participation grade for students who occasionally offer thoughtful opinions in class will be an 80%. Students who are more active participants will receive a higher grade and those who rarely speak 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 participation 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. Class meetings will be recorded and posted on blackboard. Note that viewing these videos if you miss class is recommended but **will not count toward your participation grade**.

Discussion Questions: During the semester, you will be posting discussion questions twice (2 questions each time, for a total of 4 questions). On your appointed weeks, you will post two separate threads with thoughtful analytical questions that concern our readings. These questions

must be posted by **midnight on Tuesday** prior to the discussion day (on Thursday). You will be individually graded on the quality of your questions.

Discussion Posts: You will respond to at least two discussion questions posed by your classmates each week. These questions should demonstrate a close reading of the assigned texts and engagement with the topics raised by your classmates. There will be 13 weeks with discussion postings throughout the semester. You must post at least 20 times (so twice for 10 weeks) to receive full credit. You will be graded (pass/fail) for your posts. Posts must be made by **midnight on Wednesday** prior to our discussion in order to receive credit. Late posts will not be accepted.

Reaction Papers: In these papers, you will briefly summarize (in a page) the most important insight(s) you gained from the previous weeks' discussions and readings. Papers are to be submitted through the course blackboard site **before 5 pm on Friday**. You must provide proper footnote citations for each paper. See guide for more details. 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 without prior approval.

Final paper: You will complete a longer paper of 7-10 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. As part of this assignment, you will complete a short paper proposal outlining your plan for the paper, a proposed bibliography (with two news or journal articles provided), and a brief outline with your anticipated thesis. Each of these components will count toward your final paper grade.

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 - 15% (based on the quantity and quality of your contributions)

Discussion posts – 10% (total of x)

Discussion questions – 5%

Reaction Papers (10 total) - 25%

Final paper:

- short paper proposal (5%)
- proposed sources (5%)
- rough outline (5%)
- 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.

Text Available for Purchase in the Bookstore:

Peter Stearns, *Globalization in World History*, third edition (New York: Routledge, 2020).

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.

Course Schedule

Introductions

Week 1

January 26: Introduction to the course and expectations.

January 28: Initial definitions of globalization. What was it? When did it begin? Why do these questions matter? How do scholars view globalization differently than the general public? How has this definition changed over time?

Readings:

- "When Did Globalisation start?" *The Economist*, September 23, 2013 (posted on blackboard)

- “Has Covid-19 killed Globalisation?” *The Economist*, May 14, 2020 (link posted on blackboard)

- “Does the coronavirus require a rethink of globalization?”, Washington Post, March 18, 2020 (link posted on blackboard)

Assignment:

* Discussion post due January 27 by midnight

Week 2

February 2: How have historians approached globalization?

Reading:

- Stearns, *Globalization*, chapter 1

February 4: Two world history journals recently reflected on the relationship between history and globalization. What common themes emerge? How are they defining globalization?

Reading:

- Matthew Romaniello, “Roads and Oceans: an Introduction,” *Journal of World History*, Special Issue: Roads and Oceans. (search in library catalog – library.gmu.edu - for article)

- Ewout Frankema and Heidi Tworek, “Pandemics That Changed the World: Historical Reflections on COVID-19,” *Journal of Global History* 15, no. 3 (2020): 333–35. (search in library catalog for article)

Assignments:

* Discussion post due February 3 by midnight

* Reaction paper #1 due February 5 by 5 pm.

Pre-Modern Globalization

Week 3

February 9: Overview of world connections, c. 1200 BCE – 1000 CE

Reading:

- Stearns, *Globalization*, chapter 2

February 11: Ecology and geography in the origins of globalization

Reading:

- David Christian, “Silk Roads or Steppe Roads? The Silk Roads in World History,” *Journal of World History* 11, no. 1 (2000): 1-26. (search in library catalog for article)

Assignments:

* Discussion post due February 10 by midnight

* Reaction paper #2 due February 12 by 5 pm.

Week 4

February 16: The Birth of Globalization?

Reading:

- Stearns, *Globalization*, chapter 3

February 18: Mongols and Globalization

Reading:

- Stearns, *Globalization*, chapter 4
- Jack Weatherford, "The Global Awakening" and "Khubilai Khan," in *Genghis Khan and the Making of the Modern World*, introduction, 193-217 (available on e-reserve – find the menu item in blackboard, click, and then find the posted PDF there)

Assignments:

- * Discussion post due February 17 by midnight
- * Reaction paper #3 due February 19 by 5 pm.

Week 5

February 23: Age of Exploration and Sail?

Reading:

- Jennifer L. Gaynor, "Ages of Sail, Ocean Basins, and Southeast Asia," *Journal of World History* 24, no. 2 (2013): 309-333. (search in library catalog for article)

February 25: Perspectives on the Black Death

Reading:

- Timothy Brook, "Comparative Pandemics: the Tudor–Stuart and Wanli–Chongzhen Years of Pestilence, 1567–1666," *Journal of Global History* 15, no. 3 (2020): 363–79. (search in library catalog for article)

Assignments:

- * Discussion post due February 24 by midnight
- * Reaction paper #4 due February 26 by 5 pm.

Early Modern Globalization

Week 6

March 2: 1492 and 1498 as a turning point

Reading:

- Stearns, *Globalization*, chapter 5

March 4: Columbus and his world

Reading:

- William D. Phillips 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. (search in library catalog for article)

Assignments:

- * Discussion post due March 3 by midnight
- * Reaction paper #5 due March 5 by 5 pm.

Week 7

March 9: The Columbian Exchange: Not just smallpox (1)

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. (search in library catalog for article)

March 11: The Columbian Exchange: Not just smallpox (2)

Readings:

- Judith A. Carney, "African Rice in the Columbian Exchange," *Journal of African History* 42 (2001): 377-396. (search in library catalog for article)
- Marcy Norton, "Conquests of Chocolate," *OAH Magazine of History* 18, no. 3 (2004): 14-17. (search in library catalog for article)

Assignments:

- * Discussion post due March 10 by midnight
- * Reaction paper #6 due March 12 by 5 pm.

Week 8

March 16: 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).

March 18: Globalization in West Africa

Reading:

- Toby Green, "Ready Money," from *A Fistful of Shells: West Africa from the Rise of the Slave Trade to the Age of Revolution* (Chicago: University of Chicago Press, 2019), chapter 3. (available under e-reserves)

Assignments:

- * Discussion post due March 17 by midnight
- * Reaction paper #7 due March 19 by 5 pm.

Nineteenth-century Global Commerce and Consumption

Week 9

March 23: Transitions of the late eighteenth century

Reading:

- Stearns, *Globalization*, chapter 5

March 25: India Cloth in Japan and England

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).

Assignments:

- * Discussion post due March 24 by midnight
- * Reaction paper #8 due March 26 by 5 pm.
- * Final paper proposal due March 26 by 5 pm

Week 10

March 30: 1850 as a turning point?

Reading:

- Stearns, *Globalization*, chapter 7

April 1: 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).

Assignments:

- * Discussion post due March 31 by midnight
- * Reaction paper #9 due April 2 by 5 pm.

Week 11

April 6: 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).

April 8: Nineteenth-century pandemics

Reading:

- Valeska Huber, "Pandemics and the Politics of Difference: Rewriting the History of Internationalism through Nineteenth-Century Cholera," *Journal of Global History* 15, no. 3 (2020): 394–407. (available through the library catalog)

Assignments:

- * Discussion post due April 7 by midnight
- * Reaction paper #10 due April 9 by 5 pm
- * Final paper bibliography due April 9 by 5 pm

Globalization and Conflict in the Twentieth Century

Week 12

April 13: The retreat, 1914-1945

Reading:

- Stearns, *Globalization*, chapter 8

April 15: The Spanish pandemic of 1918-1919

Reading:

- Geoffrey W. Rice, "How Reminders of the 1918–19 Pandemic Helped Australia and New Zealand Respond to COVID-19," *Journal of Global History* 15, no. 3 (2020): 421–33. (available through the library catalog)

Assignments:

- * Discussion post due April 14 by midnight
- * Reaction paper #11 due April 16 by 5 pm.

Week 13

April 20: Globalization after the 1940s

Reading:

- Stearns, *Globalization*, chapter 9

April 22: Globalization and the Cold War

Reading:

- Robert Peckham, "Viral Surveillance and the 1968 Hong Kong Flu Pandemic," *Journal of Global History* 15, no. 3 (2020): 444–58. (available through the library catalog)

Assignments:

- * Discussion post due April 21 by midnight
- * Reaction paper #12 due April 23 by 5 pm.
- * Final paper outline due April 23 by 5 pm

Reflecting on Modern Globalization

Week 14

April 27: Pandemics in our modern world before COVID-19

Readings:

- Shane Doyle, "Pandemics and Soft Power: HIV/AIDS and Uganda on the Global Stage," *Journal of Global History* 15, no. 3 (2020): 478–92. (available through the library catalog)
- Paul Richards, "Ebola and COVID-19 in Sierra Leone: Comparative Lessons of Epidemics for Society," *Journal of Global History* 15, no. 3 (2020): 493–507. (available through the library catalog)

April 29:

Final reflections.

Reading:

- Stearns, *Globalization*, chapters 10 and 11

Assignments:

- * Discussion post due April 28 by midnight

Final paper due May 7 by 5 pm