

HIST 125: Introduction to World History

Fall 2021

Online Course

Dr. Daniel Richter

drichter@gmu.edu

Office Hours: Wednesday and Friday, 1-2 pm and gladly by appointment

This online course is an introduction to world history from the 15th century to the present day. We will explore how the modern world has been shaped by historical forces such as trade, colonialism, urbanization, slavery, industrialization, revolution, nationalism, and migration. Throughout the course, we will also consider the global impacts of religion, environmental change, technology, and disease. During the latter half of the course, we will examine the histories of the 20th and early 21st century while analyzing modern revolutions, anti-colonial movements, and the Global Cold War and its ongoing legacies. By the end of the semester, students should have a grasp of major trends that have shaped six centuries of world history.

Grading and expectations:

Please note that the course's lectures will be asynchronous and you will be able to listen to them at your convenience each week from their availability on Monday. The lectures will be generally 20 to 25 minutes in-length and connect directly to the readings that you should complete before your listening to the lecture. There are also several feature films and documentaries that are required viewing throughout the semester. I will send out emails every Monday explaining the agenda for the week and looking ahead to the following week.

The course assignments include readings, short online discussion responses, viewing of visual sources, examinations, and a written paper. The course readings are included on Blackboard (labeled as BB in the syllabus) in course folders for each week and we also have our two required books listed below.

Required Texts:

- James Carter and Richard Warren: *Forging the Modern World: A History* (New York: Oxford University Press, 2015)
- Marjane Satrapi, *The Complete Persepolis* (Pantheon, 2007).

All other readings on the syllabus are found in the hyperlinks below or in the course folder for the corresponding week.

Course Assignments:

By each Wednesday afternoon, the professor will post an online assignment to the course website. Before the following Monday at 11:59 pm, all students are required to submit a two to three paragraph response to the posted assignment. A typical **online response** will ask for a response to the coming week's required course reading or a primary source connected to the week's theme. You are required to write a total of ten weekly responses during the semester but are required to write the first four responses. After completing the fourth response due during Week Five, you may choose six more responses to complete. I will provide an early discussion grade based on your first four responses and will then provide a grade at the end of this semester. If any of this is not clear, please ask me about it.

The **Midterm** will be held in class in Week Seven. The exam will cover materials presented during the first half of the course.

The **Course Paper** of 3 to 4 pages is due in Week 14. The topic of this paper is to write a critical review about Persepolis as a crucial text for understanding the global history of the Iranian Revolution.

The **Final Examination** will be cumulative in scope, with emphasis placed on materials presented during the second half of the course. An examination guide will be distributed prior to the exam.

All students are encouraged to seek out the professor for guidance in writing well-organized and engaging papers. Outlines and/or rough drafts are always welcome.

Grade Breakdown:

Discussion: 25%

Midterm: 25%

Paper: 25%

Final Exam: 25%

Blackboard

We will use Blackboard for this course which you can access at: <http://mymasonportal.gmu.edu>. I will send out regular course announcements and the Zoom link for each Monday class through Blackboard. In order to log onto Blackboard, please click on the “courses” tab. You will see HIST 125. Your username and password is the same as those you use for your Mason email account. You must have consistent access to an internet connection to complete the assignments in this course and you must have a microphone and a camera to use with your computer.

Learning Objectives

This class has the following learning objectives and requirements:

1. Being able to identify primary and secondary sources and place them in historical context.
2. Building the skills to identify an author’s arguments and discuss their significance.
3. Identify the importance of a global perspective to understand different events in history.
4. Understand the role played by race, class, and gender in the creation of the modern world.

This course meets the requirements of the Mason Global Core requirement.

The goal of the global understanding category is to help students see the world from multiple perspectives, reflect upon their positions in a global society, and be prepared for future engagement as global citizens. While it may include a historical perspective, global understanding courses focus primarily on a contemporary understanding of one’s place in a global society.

Grading scale:

A = 93.00 - 100% A- = 89.50 - 92.99%

B+ = 87 - 89.49% B = 83 - 86.99% B- = 80 - 82.99%

C+ = 77.00 - 79.99%

C = 73 - 76.99% C- = 70 - 72.99%

D = 60 - 69.99%

F = 0 - 59.99%

Class policies:

- 1) You are responsible for keeping track of assignments and the class schedule.
- 2) If you need an extension for a paper assignment please email me at least 24 hours ahead of the deadline. If you do not, I cannot guarantee you will get the extension.
- 3) If you hand in late work without arranging for an extension, I will deduct points.

4) If you are a student with a disability and you need academic accommodations, please notify me and contact the Disability Resource Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through that office.

Honor Code:

George Mason has an honor code and you are expected to adhere to it. It is as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” (<https://oai.gmu.edu/mason-honor-code/>)

If I suspect plagiarism or other forms of cheating I will submit my findings to the Honor Committee immediately. Thus it is best if you consult me with any questions about plagiarism before you hand in an assignment, rather than afterwards because I cannot help you then.

Composition Program Statement on Plagiarism (<https://oai.gmu.edu/faculty-resource-center/syllabus-language-2/>):

Plagiarism means using 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.

This class will include direct instruction in strategies for handling sources as part of our curriculum. However, students in composition classes must also take responsibility for understanding and practicing the basic principles listed below.

To avoid plagiarism and meet the expectations of an academic audience to give their readers a chance to investigate the issue further, and make credible arguments, writers must:

- put quotation marks around, and give an in-text citation for, any sentences or distinctive phrases that writers copy directly from any outside source.
- completely rewrite—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, and provide an in-text citation for that paraphrased information
- give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to know) and which are not considered “common knowledge” in the target audience (this may require new research to locate a credible outside source to cite)
- give a new in-text citation for each element of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

Writers must also include a Works Cited or References list at the end of their essay, providing full bibliographic information for every source cited in their essay. While different disciplines may have slightly different citation styles, and different instructors may emphasize different levels of citation for different assignments, writers should always begin with these conservative practices unless they are expressly told otherwise.

If student writers ever have questions about a citation practice, they should ask their instructor! Instructors in the Composition Program support the Mason Honor Code, which requires them to report any suspected instances of plagiarism to the Mason Honor Committee. All judgments

about plagiarism are made after careful review by the Honor Committee, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.
Course Paper:

Midterm and Final: These exams will be comprehensive and deal with our readings, assignments, and discussions in class. The exams will test your ability to analyze historical data and not just focus on the memorization of dates and events, although you will be tested on this information as well. Guides will be distributed in advance of the exams.

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.

Academic Honesty:

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/honor-code/masons-honor-code/>). 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. If you are caught plagiarizing or using material written by another student in your written work, or using notes during exams, you will fail the assignment and, in some cases, the course.

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>.

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>

Note about Communications:

Students must use their MasonLive email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information. Blackboard will be used to post important messages, links for readings, and grades for papers.

Week One

Week One (8/23-8/25): Course Introduction/The World in 2021

Readings:

- "Why Study History," by William H. McNeill, online at: <http://www.historians.org/pubs/archives/whmcneillwhystudyhistory.htm>
- Patrick Rael, "How to read a primary source," in Reading, Writing, & Researching for History: A Guide for College Students, online at: <http://www.bowdoin.edu/writing-guides/>
- Dexter Filkins, "Last Exit from Afghanistan," *New Yorker*, March 1, 2021, online at: <https://www.newyorker.com/magazine/2021/03/08/last-exit-from-afghanistan>
- Bill McKibben, "130 Degrees," *New York Review of Books*, August 20, 2020, <https://www.nybooks.com/articles/2020/08/20/climate-emergency-130-degrees/August 20, 2020>

Week Two (8/30-9/1): Travel and Trade Before 1492/ Spanish and Portuguese Exploration in a Global Context

Readings:

- Ibn Battuta, *Travels* (Excerpt on BB)
- Selection from Marco Polo, *The Glories of Kinsay [Hangchow]* (Excerpt on BB)
- Yang Wei, "Admiral Zheng He's Voyages to the "West Oceans," *Education About ASIA*, Vol 19, No. 2 (Fall 2014), 26-30 (Excerpt on BB)
- Christopher Columbus, "Letter on his First Voyage to America, 1492" <https://nationalhumanitiescenter.org/pds/amerbegin/contact/text1/columbusletter.pdf>
- Vasco da Gama, "Round Africa to India, 1497-1498 CE" (BB)

Recommended:

Carter and Warren, *Forging the Modern World* (FMW), Chapter One

Week Three: (Labor Day-9/8): The Rise and Fall of the Aztec and Inca Empires

- "The Story of the Conquest as Told by the Anonymous Authors of Tlateloco," in *The Broken Spears*, edited by Miguel Leon-Portillo (Excerpt on BB)

Recommended:

Carter and Warren, FMW, Chapter Two

Week Four: (9/13-9/15) The Origins of Transatlantic Slavery/Colonialism and Slavery in the Americas

Readings:

- David Eltis, "The Cultural Roots of African Slavery," in *The Atlantic Slave Trade* (Problems in World History), edited by David Northrup, 3rd ed. (Belmont, CA: Wadsworth, Publishing, 2010).

- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* (London, 1789), (Excerpt on BB)
- Sor Juana, "Reply to Sor Philotea," (1691)

Viewing:

I, the Worst of All, directed by Maria Ines Bemberg
(1990), <https://www.youtube.com/watch?v=AvjpcHk8zc>

Week Five (9/20-9/22): Urbanization and Social Change/The Enlightenment in Europe

- Samuel Pepys, "The Fire of London," 1666 (BB)
- John Locke, *Second Treatise on Government*, 1689 (Excerpt on BB)
- Montesquieu, *The Spirit of the Laws*, 1748 (Excerpt on BB)
- Jean Jacques Rousseau, *The Social Contract*, 1762 (Excerpt on BB)

Recommended:

- Carter and Warren, FMW, Chapters Three and Four

Week Six: (9/27-9/29): Revolutions in Europe and the Americas/Colonialism in Asia and Africa

- The Declaration of Independence, 1776 (Excerpt on BB)
- Thomas Paine, "The Rights of Man," 1792 (Excerpt on BB)
- Haitian Declaration of Independence, (Excerpt on BB)

Recommended:

- Carter and Warren, FMW, Chapters Five and Six

Week Seven (10/4-10/6): Industrialization and Social Change/Midterm

-Friedrich Engels, "The Great Towns," <https://www.marxists.org/archive/marx/works/1845/condition-working-class/ch04.htm>

Recommended:

- Carter and Warren, FMW, Chapters Seven and Eight

Week Eight: (Fall Break-10/13): The Mexican and Russian Revolutions

Readings:

- "Plan de Ayala" in *The Mexico Reader*, Duke University Press, 2002, pp. 339-343.
- Private Donald Fraser, selections from *My Daily Journal* (BB)
- Joseph Stalin, "Industrialization of the Country," 1928 (BB)
- Carter and Warren, FMW, Chapters Nine and Ten.

Week Nine (10/18-10/20): The Spanish Civil War/Transnational Fascism

Readings:

- George Orwell, *Homage to Catalonia* (selection on BB)
- Benito Mussolini, *Fascism: Doctrine and Institutions* (New York: Howard Fertig, 1935) (selection on BB)

Recommended:

Carter and Warren, FMW, Chapter 11

Week Ten (10/25-10/27): The Holocaust in a Global Context/Modern Nationalisms in South Asia and China

Readings:

- Rena Kornreich Gelissen with Heather Dune Macadam, *Rena's Promise: A Story of Sisters in Auschwitz* (Boston: Beacon Press, 1995), (Excerpt on BB)
- Mahatma Gandhi, *Hind Swaraj, or Indian Home Rule* (1909) (Excerpt on BB)
- Muhammad Ali Jinnah, "Address by Quaid-i-Azam Mohammad Ali Jinnah at Lahore Session of Muslim League," (1940), http://www.columbia.edu/itc/mealac/pritchett/00islamlinks/txt_jinnah_lahore_1940.html

Recommended:

Carter and Warren, FMW, Chapter 12.

Week 11 (11/1-11/3): The Origins of Cold War/The Cold War in Guatemala and Cuba

Readings:

- George Kennan, "The Long Telegram," (1946) (BB)
- Fidel Castro, "History Will Absolve Me," (1953) (Excerpt on BB)

Week 12 (11/8-11/10): The Vietnam War/Decolonization in Africa

Reading:

- Ho Chi Minh, "Declaration of Independence of the Democratic Republic of Vietnam," <http://historymatters.gmu.edu/d/5139/>
- Patrice Lumumba, "The Truth about a Monstrous Crime of the Colonialists," Moscow, Foreign Languages Publishing House, 1961, pp. 44-47.

Viewing:

Lumumba, directed by Rauol

Peck (2000), <https://www.youtube.com/watch?v=6wkQnxbNfnM>

Week 13 (11/15-11/17): The Global Sixties/The Iranian Revolution

Readings:

- Valeria Manzano, "Rock nacional, Revolutionary Politics, and the Making of a Youth Culture of Contestation in Argentina, 1966-1976," *The Americas*, Vol. 70, No. 3, January 2014.
- Marjane Satrapi, *The Complete Persepolis*.

Recommended:

Carter and Warren, FMW, Chapter 13 and Epilogue.

Week 14: (11/22-Thanksgiving): The Global Meaning of 1989

Reading:

- Excerpt from the diary of Anatoly Chernyaev, <https://chnm.gmu.edu/1989/items/show/420>
- Chancellor Helmut Kohl, "Chancellor Kohl describes the opening of the German border," <https://chnm.gmu.edu/1989/items/show/29>

Week 15 (11/29-12/1): The Clash of Civilizations/Environmentalism and Disaster Politics in the 21st Century

- Samuel Huntington, "The Clash of Civilizations?" *Foreign Affairs* (Summer 1993), <https://www.foreignaffairs.com/articles/united-states/1993-06-01/clash-civilizations>
 - Pope Francis, "Laudato Si," encyclical about the environment, available online: <http://earthministry.org/wp-content/uploads/2015/05/Laudato-Si.pdf>
- Paper due on 12/1 at 11:59 pm.

Final Exam TBD