HIST 394-001: Globalization and History
Spring 2022
Tuesdays and Thursdays, 3-4:15 pm – Innovation Hall 223

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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).
* 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). 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.

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. Your response should demonstrate a close reading of the assigned texts and engagement with the topics raised by your classmates. There will be 10 weeks with discussion postings throughout the semester. You must post at least 16 times (so twice for 8 different 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 roughly 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 midnight on Sunday following class. You must provide proper footnote citations for each paper. See guide for more details. Out of 10 weekly papers listed on the syllabus, you will be graded on 8 of these papers (the professor will drop the 2 lowest grades). Late weekly papers will not be accepted without prior approval.

Short Papers: Throughout the semester, you will write two shorter papers (3-5 pages) that engage with major themes of the course. Guides to these papers are posted on blackboard.

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 that includes a bibliography and rough outline with your anticipated thesis. Each of these components will count toward your final paper grade.

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 7 is the last day to drop classes with no tuition penalty; you can selectively withdrawal from courses (with 100% tuition liability by February 14). If you have questions about registering for this class, please speak with your academic advisor.

Final Grade:
- Participation - 10% (based on the quantity and quality of your contributions)
- Discussion posts – 10% (total of 16)
- Discussion questions – 5% (total 4)
- Reaction Papers (8 total) - 25%
- Shorter papers – 10% each (two total papers)
- Final paper:
  - proposal (with sources and outline) (5%)
  - final paper (25%)

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

Note: Papers will be submitted through the course blackboard site. **It is your responsibility to ensure papers are properly submitted and received on time; technological issues are your responsibility to resolve.** If you anticipate a problem in completing or submitting your work on time, you must contact the instructor in a timely manner. If you do not hear back from your instructor, you should assume that your work is due on the original date. Late papers submitted without prior approval will be penalized by a full letter grade for every 24-hours they are submitted late. **No late work will be accepted for the final assignment.**
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

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:**
Peter Stearns, *Globalization in World History*, third edition (New York: Routledge, 2020). Available to read online through the GMU library catalog. All other readings on the syllabus are found in links given on blackboard or on course reserves.
Course Schedule

Introductions

Week 1
January 25: Introduction to the course and expectations.

January 27: Initial definitions of globalization and the impact of the pandemic on 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:
- “Does COVID-19 Mean the End for Globalization?”, Forbes, January 8, 2021 (PDF posted on blackboard)
- “COVID-19 Has Shone a Light on How Globalization Can Tackle Inequality,” The Conversation, June 16, 2021 (PDF posted on blackboard)

Assignment:
* Discussion post due January 26 by midnight

Week 2
February 1: How have historians approached globalization?

Reading:
- Stearns, Globalization, chapter 1
* During class - sign up for discussion questions

February 3: Historical reflections on the impact of global pandemics.

Reading:
- “From the Editor’s Desk: Journal of the Plague Year,” American Historical Review 125, no. 5 (2020). (available in the library catalog)
- Lizzie Wade, “From Black Death to Fatal Flu, Past Pandemics Show why People on the Margins Suffer the Most,” Science, May 14, 2020 (available through the library catalog)
Assignments:
* Discussion post due February 2 by midnight
* Reaction paper due February 6 by midnight.

Pre-Modern Globalization

Week 3
**February 8:** Overview of world connections, c. 1200 BCE – 1000 CE
* Reading:
  - Stearns, Globalization, chapter 2

**February 10:** Ecology and geography in the origins of globalization
* Reading:

Assignments:
* Discussion post due February 9 by midnight
* Reaction paper due February 13 by midnight.

Week 4
**February 15:** The Birth of Globalization?
* Reading:
  - Stearns, Globalization, chapter 3
* In class:
  - Primary source activity (Ibn Battuta)

**February 17:** Mongols and Globalization
* Reading:
* In class:
  - excerpts from Marco Polo’s descriptions

Assignments:
* Discussion post due February 16 by midnight
* Reaction paper due February 20 by midnight.

**Week 5**

**February 22:** Early global pandemics (1)

*Reading:*

*In class:*
- Considering archeological evidence.

**February 24:** Early global pandemics (2)

*Reading:*

*In class:*
- Comparing secondary source perspectives: Geoffrey Parker, *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century* and commentary from Kenneth Pomeranz, “Weather, War, and Welfare” (PDF)

**Assignments:**
- Short paper #1 due February 27 by midnight.

**Early Modern Globalization**

**Week 6**

**March 1:** 1492 and 1498 as a turning point

*Reading:*
- Stearns, *Globalization*, chapter 5

**March 3:** Disease in the New World

*Reading:*
- Suzanne Austin Alchon, *A Pest in the Land: New World Epidemics in a Global Perspective* (Albuquerque: University of New Mexico Press, 2003), chapter 3: Colonialism, Disease, and the Spanish conquest (pp. 60-82); chapter 4: Colonialism and Disease in Brazil and North American (pp. 83-108) (document posted on e-reserve link found on blackboard site)

*Assignments:*
* Discussion post due March 2 by midnight
* Reaction paper due March 6 by midnight

**Week 7**

**March 8:** The Columbian Exchange: Not just smallpox (1)

*Reading:*

**March 10:** The Columbian Exchange: Not just smallpox (2)

*Readings:*
- Molly Warsh, *American Baroque: Pearls and the Nature of Empire, 1492-1700* (Williamsburg, VA: Omohundro Institute of Early American History and Culture, 2018), chapter 2 (pp. 31-77). (available through the library catalog)

*Assignments:*
* Discussion post due March 9 by midnight
* Reaction paper due March 13 by midnight

**Week 8**

**March 22:** Slavery and globalization (1)

*Reading:*

**March 24:** Slavery and globalization (2)

*Reading:*
- Walvin, *Slavery in Small Things*, chapter 2 (pp. 37-53) (available through the library catalog).

*Assignments:*
* Short paper #2 due March 27 by midnight

**Nineteenth-century Global Commerce and Consumption**

**Week 9**

**March 29:** Transitions of the late eighteenth century

*Reading:*
March 31: India Cloth in Japan and England
Reading:

In class:
- Using the Berg database to examine changes in material culture.

Assignments:
* Discussion post due March 30 by midnight
* Reaction paper due April 3 by midnight.

Week 10
April 5: 1850 as a turning point?
Reading:
- Stearns, Globalization, chapter 7

April 7: Nineteenth-century cotton and capitalism
Reading:

Assignments:
* Discussion post due April 6 by midnight
* Reaction paper due April 10 by midnight.

Week 11
April 12: Empire and disease
Reading:
- David Arnold, The Tropics and the Traveling Gaze (Seattle: University of Washington Press, 2006), chapter 2 (pp. 42-73) (available through the library catalog).

April 14: Nineteenth-century pandemics
Reading:

**Assignments:**
* Discussion post due April 13 by midnight
* Reaction paper due April 17 by midnight
* Final paper proposal due April 17 by midnight

**Globalization and Conflict in the Twentieth Century**

**Week 12**

**April 19:** The retreat, 1914-1945  
*Reading:*  
- Stearns, *Globalization*, chapter 8

**April 21:** The Spanish pandemic of 1918-1919  
*Reading:*  
- Christopher Rose, “Implications of the Spanish Influenza Pandemic (1918-1920) for the History of Early Twentieth-Century Egypt,” *Journal of World History* 32, no. 4 (2021). (available through the library catalog)

**Assignments:**  
* Discussion post due April 20 by midnight  
* Reaction paper due April 24 by midnight.

**Week 13**

**April 26:** Globalization after the 1940s  
*Reading:*  
- Stearns, *Globalization*, chapter 9

**April 28:** Globalization and the Cold War  
*Reading:*  
**Assignments:**
* Discussion post due April 27 by midnight
* Reaction paper due May 1 by midnight.

**Reflecting on Modern Globalization**

**Week 14**

**May 3:** Pandemics in our modern world before COVID-19

*Readings:*
  *choose one article this week*

**May 5:**
Final reflections.

*Reading:*
  - Stearns, *Globalization*, chapters 10 and 11

Final paper due May 12 by midnight