

**HISTORY 125-DL6 / P02**  
**INTRODUCTION TO GLOBAL HISTORY, FROM 1200 TO THE PRESENT**  
Spring 2022

**Professor: Dr. Steven Harris-Scott**  
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Office hours: By appointment  
Office location: Via Zoom

Online Synchronous Class Session: Thursdays, 1:30 – 2:45 p.m. via Zoom (links will be on Blackboard)

*One of our two class periods per week is “asynchronous,” meaning it will be delivered via videos from the instructor and from outside sources along with additional readings. As such, that work should be thought of as partly homework and partly in place of in-class work that would normally have been done through a second synchronous class session per week. See under Course Policies below for a description of how the timing and workload for this course works.*

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### **COURSE DESCRIPTION AND OBJECTIVES**

In this course, we will explore the sweeping historical changes that created today's world, ending with the fairly recent ascent of "the West." We will define major traditional features of many of the world's various civilizations over the past eight centuries or so, and how those cultures persisted and changed as the "modern world" evolved. This course will specifically trace key processes shaping and reshaping the politics, cultures, and economies of various societies throughout the world, and how those societies interacted. The chief goals of this course involve the following: the ability to assess change over time on a global level; comparing different societies, highlighting both similarities and differences; and the understanding of the emergence and impact of global processes throughout the past three-quarters of a millennium.

All parts of the world will be discussed in this course. Each geographic region became enmeshed in a global system affected by far-reaching religious transformations, mercantile activity, industrial growth and several rounds of damaging imperialism. We will study that process along with the influences of modern nationalism, Cold War dynamics, and anti-colonial movements. By the end of the semester, students will have a grasp of the major trends underlying the most recent millennium of world history. To accomplish all of this, we will explore primary documents in a reader designed specifically for this course, from many often "unheard" voices like non-whites, women, and non-Westerners (although we won't completely forget about the so-called "Great White Men" either, of course); secondary source scholarship—also in the form of a textbook tailored specifically for this course—and informative videos from both your instructor and from outside sources like the Crash Course history series. As mentioned above, this is an “in-person hybrid class,” meaning that much of the material for this class will be delivered “asynchronously” while we will meet in-person once a week online.

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### **REQUIRED TEXTS/MATERIALS**

The following books are required for this course, both of which have been put together by your instructor specifically for this course:

1. **TEXTBOOK:** Harris-Scott, ed., *The Slow Rise to a Global World* (Second Edition: Cognella, 2022)
2. **READER:** Harris-Scott, ed., *Reading History: A Concise Collection of Primary Documents for World History from 1350 to the Present* (Preliminary Edition, Cognella, 2021)

Note that both books above are available through the GMU Bookstore and through the publisher, Cognella. Both are also available in print or as e-books. See Blackboard for more details about the books for this course.

This class will have a Blackboard course page that you should have access to by this point. All of your assignments will be turned in via Blackboard. If you have not checked yet, you can access Blackboard through your myMason portal at <https://mymasonportal.gmu.edu>.

### INTENDED LEARNING OUTCOMES FOR THIS MASON CORE COURSE

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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 – orally and in writing – their understanding of patterns, processes, and themes in the history of the (entire) world.

### THE MASON CORE

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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

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**Attendance and Participation:** Students are expected to attend all in-person meetings of the course. The papers and “take-home” examinations require knowledge of course lectures and readings, both of which will be discussed and analyzed “asynchronously” and during our synchronous online class periods. This course is structured to reward students who attend class, complete their reading, actively participate in class, and stay on top of assignments both big and small. To participate effectively you must read everything assigned and watch the assigned videos and THINK about the assigned materials before you come to our weekly class sessions—then, be prepared to ask questions and think critically about the material. Our weekly class session will be mostly interactive, which can only occur when both you and the instructor are fully engaged so let's do everything possible to make that happen. I know Zoom is not always the best format for this but we must all do our best.

**Reading:** The readings for this class include a textbook, primary source readings available in the reader, and a few other readings indicated as such below.

**Papers:** Students will write TWO (2) formal papers: Paper #1 will be short, around two or three pages in length; Paper #2 will be a group paper (three or four group members) and longer (but still no more than about three pages from each group member). Due dates are listed in the course schedule below, and assignments for each paper will be posted about a month before they are due. The goal of these papers is to allow students to grapple with the material from the course and work on (and improve) their college-level writing. Guidelines for submitting papers are listed below under course policies and will be expanded upon in the paper assignments that will be posted on Blackboard.

**Quizzes and Homework:** There will be several quizzes and other types of homework due most weeks of the semester that will focus on major points in the assigned readings, videos, and lectures. There will also be three scheduled quizzes at the beginning of the semester that will include two Map Quizzes (one on Afro-Eurasia and the other on the Americas, testing both historical and modern geographic knowledge) and a Syllabus Quiz. These will be on Blackboard during the first few weeks of the semester.

**Examinations:** The course will have “take-home” (and open book/notes) midterm and final examinations. Both exams will consist of super-sized True/False questions, identification groupings, and short essay questions. It will cover material from videos, lectures, textbook readings, and primary source readings. More on this via Study Guides in advance of the exams.

### **GRADING AND DATES OF MAJOR ASSIGNMENTS**

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Dates for the various major assignments are provided below in brackets [ ] and also in the Course Schedule section. Final course grades will be calculated according to the following breakdown:

PAPER #1 (individual):	10%	[due Sunday, February 27]
PAPER #2 (group):	20%	[due Sunday, May 1]
Quizzes/Homework:	20%	[Syllabus: 1/30; Map (x 2): 2/6, 2/13]
Synchronous Class Participation:	10%	
TAKE-HOME MIDTERM EXAM:	15%	[due Friday, March 11]
TAKE-HOME FINAL EXAM:	20%	[due Thursday, May 12]
Final Reflection Paper:	5%	[due Friday, May 13]

To do well in this course you must attend and participate in weekly class sessions, read thoroughly, and work hard on your assignments, both big and small. You must check into the course on Blackboard several times a week to be successful.

### **OTHER IMPORTANT DATES**

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Last Day to Add:	Monday, January 31
Last Day to Drop (with 100% tuition refund):	Monday, February 7
Last Day to Drop (with 50% tuition refund):	Monday, February 14
Unrestricted Withdrawal Period:	February 15 – March 1
Selective Withdrawal Period:	March 2 – April 11
Midterm Evaluation Period:	February 21 – March 25

### **COURSE SCHEDULE**

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The schedule indicates overall themes, weekly topics, all readings, and various important deadlines. Abbreviations used for the textbook readings are simply described by "TEXTBOOK"; abbreviations used for the primary source documents are simply described as "READER"; and Blackboard is abbreviated as "Bb" below.

**Week 1 (asynchronous + Thursday, January 27):**

**TOPIC: Introduction to Class and the 13<sup>th</sup> Century World System; the world circa 1200 and the rise of the Mongol Empire, 1200-1300**

- ACQUIRE books for the course
- ACCESS the Blackboard page for the course
- WATCH VIDEO(S) on Bb
- READ the Syllabus for the course

*SYLLABUS QUIZ due by Sunday, January 30 on Bb*

**Week 2 (asynchronous + Thursday, February 3):**

**TOPIC: Collapse of the 13<sup>th</sup> Century Afro-Eurasian World, 1300-1450**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK:
  - Introduction, pp. VII-VIII, and Unit I introduction, pp. 1-2
  - Reading #1.1, "Plague: Birth of the Model Epidemic," pp. 3-27 w/questions on p. 73
- READ DOCUMENTS on the Black Death (on Bb)

*MAP QUIZ #1 due by Sunday, February 6 on Bb*

**Week 3 (asynchronous + Thursday, February 10):**

**TOPIC: Recovery and Expansion in Eurasia and the Americas, 1400-1550**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK: Reading #1.2, "The Ottoman Empire," pp. 29-44 w/questions on pp. 73-74
- READ DOCUMENTS in READER: Chapter 1 (Introduction + 4 documents)

*MAP QUIZ #2 due by Sunday, February 13 (on Bb)*

**Week 4 (asynchronous + Thursday, February 17):**

**TOPIC: An Atlantic World Emerges via the Columbian Exchange, European Expansionism, and Sugar Plantations, 1450-1700**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK: Reading #1.3, "The Globalization of Disease after 1450," pp. 45-58 w/questions on p. 74
- READ DOCUMENTS in READER: Chapter 2 (Introduction + 6 documents)

**Week 5 (asynchronous + Thursday, February 24):**

**TOPIC: The Creation of Race and Racial Hierarchy as Tools for Chattel Slavery and White Supremacy in the Emerging Atlantic World, 1600-1750**

- WATCH VIDEO(S) on Bb

- READ TEXTBOOK: Reading #1.4, “Imagining and Creating a New World,” pp. 59-71 w/questions on pp. 74-75
- READ DOCUMENTS in READER: Chapter 3 (Introduction + 6 documents)

**BIG ASSIGNMENT: PAPER #1 due Sunday, February 27 on Bb (checked with Safe Assign)**

**Week 6 (asynchronous + Thursday, March 3):**

**TOPIC: Atlantic Revolutions, the European Enlightenment, and the Limits of Both, 1700-1825**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK:
  - Unit II introduction, pp. 77-79
  - Reading #2.1, “The Scientific Revolution,” pp. 81-88 w/questions on p. 165
  - Reading #2.2, “From Pen to Print – A Revolution in Communications?” pp. 89-99 w/questions on pp. 165-166
  - Reading #2.3, “Peter the Great and Westernization, 1689-1725,” pp. 101-113 w/questions on p. 166
- READ DOCUMENTS in READER:
  - Chapter 4 (Introduction + 3 documents)
  - Chapter 5 (Introduction + 4 documents)

**Week 7 (asynchronous + Thursday, March 10):**

**TOPIC: An Economic and Political Reordering of the World, 1750-1850**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK: Reading #2.4, “New Causes: Why Did the Industrial Revolution Happen, and Why Did It Happen in Eighteenth-Century Britain?”, pp. 115-123 w/questions on p. 166
- READ DOCUMENTS in READER: Chapter 6 (Introduction + 5 documents)

**BIG ASSIGNMENT: TAKE-HOME MIDTERM EXAM due Friday, March 11 on Bb**

**SPRING BREAK: NO CLASS on Thursday, March 17**

**Week 8 (asynchronous + Thursday, March 24):**

**TOPIC: (New) Western Imperialism in Asia, 1800-1875**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK: Reading #2.5, “European Interests and Imperialism,” pp. 125-133 w/questions on p. 167
- READ DOCUMENTS in READER:
  - Chapter 7 (Introduction + 5 documents)
  - Chapter 8 (Introduction + 6 documents)

**Week 9 (asynchronous + Thursday, March 31):**

**TOPIC: New Imperialism in Africa, 1850-1900**

- WATCH VIDEO(S) on Bb

- READ TEXTBOOK: Reading #2.6, “The Rise of Nationalism,” pp. 135-149 w/questions on p. 167
- READ DOCUMENTS in READER: Chapter 9 (Introduction + 3 documents)

**Week 10 (asynchronous + Thursday, April 7):****TOPIC: American and Japanese Imperialism in East Asia and the Pacific, 1850-1900**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK: Reading #2.7, “The Industrial Revolution Outside the West,” pp. 151-163 w/questions on p. 167-168
- READ DOCUMENTS in READER: Chapter 10 (Introduction + 5 documents)

**Week 11 (asynchronous + Thursday, April 14):****TOPIC: The War of the World Begins, 1900-1945**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK:
  - Unit III introduction, pp. 169-171
  - Reading #3.1, “Making Warfare Modern: The World Wars,” pp. 173-205 w/questions on pp. 263-264
- READ DOCUMENTS in READER:
  - Chapter 11 (Introduction + 3 documents)
  - Chapter 12 (Introduction + 5 documents)

**Week 12 (asynchronous + Thursday, April 21):****TOPIC: The Global Cold War Begins; the Not-So-Cold Wars in China and Korea, 1945-1965**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK:
  - Reading #3.2, “History, Ideology, and Identity” (in Modern China), pp. 207-213 w/questions on p. 264
  - Reading #3.3, “The Cold War and Nationalism,” pp. 215-225 w/questions on p. 264
- READ DOCUMENTS in READER: Chapter 13 (Introduction + 4 documents)

**Week 13 (asynchronous + Thursday, April 28): Decolonization and Independence Movements, 1950-1980**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK: Reading #3.4, “Africa: Decolonization and Independence, 1945-2007,” pp. 227-251 w/questions on pp. 264-265
- READ DOCUMENTS in READER:
  - Chapter 14 (Introduction + 3 documents)
  - Chapter 15 (Introduction + 4 documents)
  - Chapter 16 (Introduction + 5 documents)

**BIG ASSIGNMENT: GROUP PAPER due Sunday, May 1 on Bb (checked with Safe Assign)**

**Week 14 (asynchronous + Thursday, May 5): The End of the Cold War and Modern Globalization, 1980 to present**

- WATCH VIDEO(S) on Bb
- READ TEXTBOOK:
  - Reading #3.5, “Cold War and Globalization: Unintended Consequences,” pp. 253-261 w/questions on p. 265
  - Conclusion, p. 267
- READ DOCUMENTS in READER: Chapter 17 (Introduction + 4 documents)

**BIG ASSIGNMENT: TAKE-HOME FINAL EXAM due Thursday, May 12 on Bb****COURSE POLICIES**

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**Class absences:** Students are expected to attend all synchronous online meetings of the course. In the event that you must miss class, you are responsible for the contents. Absences will be considered unexcused unless you communicate with your instructor, preferably BEFORE your absence, if possible.

**Asynchronous Class and Workload:** Students are also expected to engage with the materials for this course in an “asynchronous” manner, meaning it will happen outside of any synchronous class meetings we have as detailed above. Some of the work for this course is part of the “asynchronous” portion of the class while part of the work is more traditional “homework.” The way this is determined from a proportion/time perspective is for a 3-credit course like this one, that equates to 9 total hours of work including any synchronous class time. This is why a “full class load” equates to 15 credits as that is akin to a 40-hour work week (technically 45 hours, i.e. 9 hours x 5 three-credit classes). In a traditional, on-campus class, a 3-credit course would physically meet for almost 3 hours with the other 6 hours being homework (this is an average, some classes will be a bit more, others will be a bit less—our course, given that it is a 100-level survey course, *should* be on the lower side of that average most weeks). For this version of the course, since we are only meeting synchronously online for 75 minutes per week, technically there should be around 7.5 hours per week of “asynchronous” work and homework (again, we *should* be below that level most weeks with perhaps the exceptions being when the papers and exams are due).

**Email:** I am happy to respond to any concerns or questions you have via email, although “face-to-face” Zoom office hours are also very possible. I will send emails and announcements to the class on a regular basis. For this purpose, I will be using your GMU email account ONLY. Students MUST activate their Mason e-mail account, use it to communicate with their department and other administrative units, and check it regularly for important university information including messages related to this class. I respond to emails most quickly Mondays through Fridays, between the hours of 9-5. If you email me within those hours, I will often respond within 1 or 2 working days (meaning that an email received Wednesday afternoon will usually be returned by Friday afternoon at the latest, likely earlier than that). If you email me outside of those hours, however, I will likely respond within 2 or 3 working days (meaning that an email received over the weekend will be returned by Tuesday or an email received late Wednesday night may not be returned until Friday at the earliest and possibly the following Monday). It would behoove you to email during the week and during “normal business hours” whenever possible.

**Academic Honesty and Plagiarism:** This class and all of your work as an undergraduate are governed by GMU’s Honor Code: “Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Plagiarism means using the exact words, opinions, factual information, or ideas 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. We will discuss these formatting issues before the first Paper is due. 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 or writing center tutors for help on assignments. If you don't understand an assignment, you need to ask your instructors for clarification rather than your classmates.

Students are expected to follow the GMU Honor Code. Cheating and plagiarism will be dealt with according to GMU guidelines. All work must reflect your own honest academic efforts. Borrowed work must be carefully cited so that it is completely transparent from where each idea in your paper is drawn (e.g. from a particular page of a book or article or from your own investigations or opinions). Quotations must be clearly marked and cited. If there is any confusion on a point of academic integrity, please contact us and ask. Respect for the intellectual property and the need to uphold academic honesty should be of great concern to all of us and we take this responsibility very seriously.

Consult the George Mason Honor Code for more information. <http://oai.gmu.edu/understanding-the-honor-code/>

**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 though you will be turning in all papers, exams, quizzes, and other homework electronically (I sometimes print them out to grade them).

**Late Work:** All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized five points per day. For papers and exams, this penalty will continue for 20 days until there are no points left to be earned. The only exceptions to these policies will be when you have explicit, advance permission from your instructor.

Exams and quizzes, meanwhile, can only be made up with explicit permission from your instructor. This is best done before the exam or quiz, but if it is due to illness, you must email your instructor as quickly as possible. You may be allowed to makeup the exam or quiz, but another solution may also be offered.

If you anticipate a problem in completing or submitting your work on time, you must contact your instructor in a timely manner (i.e. WELL BEFORE the assignment is due) and you may very well be granted an extension.

**Disabilities and Academic Accommodations:** If you are a student with a disability and need academic accommodations, please see your instructor and make sure you've contacted the Office of Disability Services (ODS) at <http://ods.gmu.edu/> or 703-993-2474. All accommodations must be arranged through that office. Please email me any ODS forms as soon as you can so we can make the proper arrangements.

**Late Adds:** If you add the class late, you must email your instructor as soon as possible. You will not be permitted to submit assignments that you have missed without special arrangements.