

HIST 125-009, HIST 125-P01: Introduction to World History

Fall 2022

Lecture: TR 13:30-14:45 pm, Horizon Hall 1012

Dr. Mika Endo

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Office: Horizon Hall 3220 or via zoom

Office Hours: TR 15:00-16:00, or by appointment

Course Description:

This course explores the global connections of the world around 1300 to the present. Through examining major events and themes in world history, we will analyze how our perception of the past has transformed today's modern world. Focusing on the early global economy, trans-Atlantic slave trade, and the global Cold War, we will cover topics such as democracy, colonialism, capitalism, imperialism, nationalism, and decolonization, as well as discussions on how concepts such as race, gender, and ethnicity changed over time.

In addition to our textbook, we will be using various kinds of primary sources, including written documents, images, audio and video recordings, and digitized materials. We will also evaluate secondary sources and explore how historians have constructed our thinking of the past. By the end of the semester, students will be able to link the past with present and narrate major trends chronologically; critically analyze and interpret sources; and understand the global interactions of the past.

Course Objectives:

- 1) Understand major chronology of world history. (Mason Core learning outcome 1)
- 2) Understand the global interactions by exploring the changes and continuities in world history. (Mason Core learning outcome 2)
- 3) Demonstrate the ability to identify, evaluate, and appropriately cite various kinds of primary and secondary sources. (Mason Core learning outcome 3)
- 4) Develop critical thinking and analyze sources as evidence to support your interpretation of historical events. (Mason Core learning outcome 4)
- 5) Effectively communicate the patterns and themes in world history through writing, speech, and use of digital media. (Mason Core learning outcome 5)

Reading Materials:

Assigned readings can be found linked in the syllabus or posted on this course's Blackboard site. There is no required textbook.

Required textbooks:

Marjane Satrapi, *Persepolis: The Story of a Childhood* (New York: Pantheon, 2003).

Recommended textbook:

James Carter and Richard Warren, *Forging the Modern World: A History*, Third edition (New York: Oxford University Press, 2022).

The library has a copy of *Forging the Modern World* for 2-hour text reserves. Other assigned readings can be found linked in the syllabus or posted on this course's Blackboard site.

Course Requirements and Grading:

1) Participation (20%)

Students are expected to attend all meetings of the course. Be prepared and ready to discuss about the assigned reading(s) before you come to class. Please bring a copy of each reading material to class. I recommend printing out a hard copy of online reading assignments, which allows you to take notes and mark important passages. Alternatively, you may bring an electronic version to class. It is your responsibility to locate all assigned readings and read them before each class meeting. If you have difficulty finding the reading materials, contact your professor.

Participation is graded based on your comments and questions in class-wide discussions as well as your contributions during group activities and presentations. During group activities, you will be expected to engage in discussions with your classmates about the reading materials. I understand that not everyone is comfortable speaking in front of the group. If you are uncomfortable speaking in class or group discussions, please address this with me after class.

2) Short Writing Assignments (10% each, total 30%)

You will complete three writing assignments that engage critically with primary and secondary sources among the readings materials we cover during class. Instructions about each writing assignment will be announced on Blackboard.

3) Quizzes in class (5% each, total 15%)

You will take 3 quizzes in class. These will be true or false, multiple choice, and short answer questions based on the lecture and reading materials. You will not be able to make up a quiz if you arrive late or missed a class.

4) Midterm Exam (15%) and Final Exam (20%)

This course will have take-home midterm and final examinations. Your task will be to answer essay questions and identify themes and concepts of world history using your lecture notes and assigned reading materials. Throughout the semester, we will work on how to write a short essay for a history paper from developing a research question to analyzing primary and secondary sources and incorporating them to your paper. Additionally, you will learn how to develop your analysis and write a strong argument based on those sources. Your paper must be submitted on Blackboard before the deadline.

The format of the paper: Use one-inch margin for the sides and font 12 pt. in Times New Roman. Double-space the text throughout your paper. Your paper should have a title on the first page and a page number at the bottom of each page. All reference must be cited properly in your

footnotes. Chicago Manual of Style is most widely used by historians. See the Chicago Manual of Style Online at <https://www.chicagomanualofstyle.org/home.html>.

Please upload your paper as Word or Word-compatible files on Blackboard. It is your responsibility to properly submit papers on time. I will not accept late papers sent to my email.

Class Policies:

- 1) Laptops and other electronic devices are allowed when taking notes, accessing reading materials, or using online databases. If the professor or your classmates notice you using cell phones or laptops for other purposes unrelated to the class, your participation grade will be deducted.
- 2) Please come to class on time and only leave when the class has ended. If you know that you need to arrive late or leave early, please let me know in advance.
- 3) Please be respectful to your classmates and me. You will likely encounter opinions or interpretations that differs from others during discussions. Not all students may agree the same views as yours. Provide with evidence to back up your argument. Use this class as an opportunity to ask questions and gain a broader understanding.

Absences and Late Assignments:

Please speak to me anytime during the semester if you have difficulties attending classes or completing assignments. I will not share lecture materials (*i.e.*, PowerPoint slides, lecture notes) or re-teach the lecture during office hours if you missed a class. You will not be able to make up for a missed exam or quiz unless it is medical/family emergencies. Work-related and personal/family obligations, including business/personal trips and end-of-semester travels, are not adequate excuse. In cases of medical/family emergencies only, please email me when you can. Be prepared to provide an official document. If you need additional time to complete your assignments, please speak to me before the deadline. Note that any late assignments without a documentation will receive a deduction of 1 point per 24 hours (short writing assignments) and 5 points per 24 hours (midterm and final exams).

Communication:

All electronic contact communications will be done via Mason email or Blackboard. Students must use their Mason email account to receive important university information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address. Blackboard will be used to post important announcements and links for the readings materials. You will submit all your assignments and papers on Blackboard as well.

I will respond to emails from you within 24-36 hours on weekdays. I will not be responding emails after 9 pm or during weekends or breaks unless you require special arrangements due to medical/family emergencies. Please include your name and course in your emails.

Academic Integrity:

Students are required to follow university's Honor Code, which states, "Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Plagiarism is defined, "using another individual's ideas or words without attribution or credit."

For more details about the Honor Code and violations, see <https://oai.gmu.edu/mason-honor-code/>. If you are unsure what constitutes plagiarism, please ask me. When in doubt, it is better to cite all your works – even your own work written in past that you are using for your new assignment.

Academic Accommodations:

If you are a student with a disability and you need academic accommodations, please contact the Disability Services at 993-2474 or email ods@gmu.edu. Academic accommodations are arranged through the Disability Services. For more information, see <http://ds.gmu.edu>.

Other Campus Resources:

University Libraries, <http://library.gmu.edu/>

The Writing Center, <http://writingcenter.gmu.edu>

Learning Services, <https://learningservices.gmu.edu/>

Counseling and Psychological Services (CAPS), 703-993-2380, <http://caps.gmu.edu>

Student Support and Advocacy Center (SSAC), <https://ssac.gmu.edu/>

Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Resources, <https://lgbtq.gmu.edu/>

Center for Culture, Equity, and Empowerment (CCEE): <https://ccee.gmu.edu/>

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 at <https://stearnscenter.gmu.edu/knowledge-center/general-teaching-resources/mason-diversity-statement/>)

Campus Closure or Emergency Class Cancellation/Adjustment Policy:

If the campus closes, or if a class meeting needs to be canceled or adjusted due to weather or other concern, students should check Blackboard for updates on how to continue learning and for information about any changes to assignments.

Course Schedule

*This schedule is subject to change. Please consult the course blackboard site for updated course information.

*All readings are to be completed before the class in which they will be discussed.

Week 1: Introduction

8/23 (Tue) Introduction to the course

8/25 (Thu) Why Study History?

Readings:

- 1) 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))
- 2) 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))
- 3) Optional: *Forging the Modern World*, Introduction.

Week 2: Early Globalization

8/30 (Tue) The World Before 1492

Optional Reading: *Forging the Modern World*, Chapter 1.

8/29 is the last day to add classes.

9/1 (Thu) Analyzing primary sources: global exploration

Readings:

- 1) Ibn Battuta, *Travels in Asia and Africa, 1325-1354*, online at:
<https://sourcebooks.fordham.edu/source/1354-ibnbattuta.asp>. (Stop reading at the section labelled "Funeral customs.")
- 2) Patrick Rael, "How to Read a Primary Source" in *Reading, Writing, & Researching for History: A Guide for College Students*, online at:
<https://courses.bowdoin.edu/writing-guides/>.

Week 3: Conquest and Colonization

9/6 (Tue) Comparing primary sources: European views

Readings:

- 1) "Christopher Columbus: Extracts from Journal," online at:
<https://sourcebooks.fordham.edu/source/columbus1.asp>.
- 2) Vasco da Gama, "Round Africa to India, 1497-1498," online at:
<https://sourcebooks.fordham.edu/mod/1497degama.asp>.
- 3) Rael, "The Thesis" in *Reading, Writing, & Researching for History*. (see Blackboard for document)

9/6 is the last day to drop classes with 100% tuition refund.

9/8 (Thu) Finding primary and secondary sources on library catalogs and databases

Week 4: Emerging Global Trade

9/13 (Tue) Contact and Columbian Exchange

Optional Readings: *Forging the Modern World*, Chapter 2, 3, and 4.

9/13 is the final drop deadline with 50% refund.

9/15 (Thu) Reading secondary source and writing a research question

Readings:

- 1) Marcy Norton, "Conquests of Chocolate," *OHA Magazine of History* 18, no. 3 (2004): 14–17.
- 2) Rael, "The Three Parts of a History Paper," "How to Read a Secondary Source," "How to Ask Good Questions," and "What Makes a Question Good?" in *Reading, Writing, & Researching for History*.

Quiz #1 during class

9/14-9/27 is Unrestricted withdrawal period.

Week 5: The Trans-Atlantic Slave Trade

9/20 (Tue) Sugar and Slavery

Optional Readings: *Forging the Modern World*, Chapter 4 and 5.

Short writing assignment #1 due on Blackboard before class

9/22 (Thu) African Slave Trade

Readings:

- 1) Nzinga Mbemba, "Appeal to the King of Portugal, 1526." (see Blackboard for document)
- 2) Thomas Phillips, "Buying Slaves in 1693." (see Blackboard for document)
- 3) Olaudah Equiano, "The Interesting Narrative of the Life of Olaudah Equiano; or, Gustavus Vassa, the African, Written by Himself," online at <https://docsouth.unc.edu/neh/equiano1/equiano1.html>. (Read Chapter 2. You can skim Chapters 1 and 5.)

Week 6: The Enlightenment and Atlantic Revolutions & Slavery and Resistance

9/27 (Tue) Limits of Enlightenment

Optional Reading: *Forging the Modern World*, Chapter 6.

9/29 (Thu) Slave Narratives & Finding different types of sources on databases (slavery image and runaway slave advertisement)

Readings:

- 1) Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, online at <https://docsouth.unc.edu/neh/douglass/douglass.html>. (Read Chapter I, pp. 1-8; Chapter II, pp. 8-15; and Chapters IX-X, pp. 56-73, start with the paragraph, "My master and myself had quite a number of differences.")
- 2) Harriet Jacobs, *Incidents in the Life of a Slave Girl*, online at <https://docsouth.unc.edu/fpn/jacobs/jacobs.html>.

(Read Chapter V, pp. 44-48; Chapter VI, pp. 49-57; Chapter VIII, pp. 67-70; and Chapter IX, pp. 71-81.)

Week 7: Industrial Revolution in Global Context & Slavery and Resistance

10/4 (Tue) Cotton and Capitalism

Optional Readings: *Forging the Modern World*, Chapters 7 and 8.

10/6 (Thu) Continue discussion on Slavery and Resistance

Reading:

- 1) Amani Marshall, "'They Will Endeavor to Pass for Free': Enslaved Runaways' Performances of Freedom in Antebellum South Carolina," *Slavery & Abolition* 31, no. 2 (2010): 161-180.
- 2) Rael, "Research Papers" in *Reading, Writing, & Researching for History*.

Quiz #2 during class

Week 8: Midterm Exam

10/11 (Tue) *No Class. Tuesday classes do not meet this week.*

10/13 (Thu) *No Class.*

Midterm paper due on Blackboard by Thursday, October 13 by 11:59 pm.

Week 9: Slavery and Resistance

10/18 (Tue) Presentation on slavery image and runaway slave advertisement

10/20 (Thu) To be announced

Readings: TBA

Week 10: New Imperialism

10/25 (Tue) Nationalism and Imperialism

Optional Reading: *Forging the Modern World*, Chapter 9.

Short writing assignment #2 due on Blackboard before class

10/27 (Thu) Westernization and the Rise of Japan, 1895-1945 & Using primary sources in your writing

Readings:

- 1) Gavin James Campbell, "Styling Hirohito: Modernity, Monarchy, and 'Western Clothes' in Interwar Japan," *Fashion Theory* (April 26, 2021): 1-27, <https://doi.org/10.1080/1362704X.2021.1908817>.
- 2) Rael, "Presenting Primary Sources in Your Paper" in *Reading, Writing, & Researching for History*.

Week 11: World Wars

11/1 (Tue) War and Memory

Film, *Days of Waiting: The Life and Art of Estelle Ishigo* in class
Optional Readings: *Forging the Modern World*, Chapters 10 and 11.

11/3 (Thu) Analyzing propaganda films

Reading: David Welch, “Propaganda: An Historical Perspective,” in *Socialism on Film: The Cold War and International Propaganda* database, under “Explore” and “Essays.”

Week 12: The Global Cold War, Part 1

11/8 (Tue) Cold War in the Third World

Optional Readings: *Forging the Modern World*, Chapters 11 and 12.

11/10 (Thu) Finding and reading book reviews

Readings:

- 1) Robert A. Goldberg, review of *The Global Cold War: Third World Interventions and the Making of Our Times*, by Odd Arne Westad, *The Journal of Interdisciplinary History* 38, no. 2 (2007): 258–59.
- 2) Ronald Powaski, review of *The Global Cold War: Third World Interventions and the Making of Our Times*, by Odd Arne Westad, *The Historian* 69, no. 3 (2007): 609–10.

Quiz #3 during class

Week 13: The Global Cold War, Part 2

11/15 (Tue) Presentations on Cold War propaganda films, day 1

11/17 (Thu) Presentations on Cold War propaganda films, day 2

Week 14: Decolonization

11/22 (Tue) End of Colonization in Africa

Film, *Wind of Change: The End of Colonialism in Africa* (2002) in class

Short writing assignment #3 due on Blackboard before class

11/24 (Thu) Thanksgiving Break, no class

Week 15: Global Crises

11/29 (Tue) The Iranian Revolution

Readings:

- 1) Marjane Satrapi, *Persepolis*, 2003.
- 2) Optional: *Forging the Modern World*, Chapter 13.

12/1 (Thu) Globalization?

Readings:

- 1) Rael, “Avoid Common Mistakes in Your History Paper” and “Paper-Writing Checklist” in *Reading, Writing, & Researching for History*.
- 2) Optional: *Forging the Modern World*, Epilogue.

Final paper due on Blackboard on Thursday, December 8 by 11:59 pm.