

## **HIST 394-001: Globalization and History**

Spring 2023

Tuesdays and Thursdays, 10:30-11:45, Music Theatre Building 1006

**Dr. Jane Hooper**

### **Questions?**

- \* Send an **email** at [jhooper3@gmu.edu](mailto: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**.
- \* Come to **walk-in office hours**, every Tuesday from 12-1 pm in Horizon Hall 3111. No appointment necessary!

### **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.
- \* 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 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. See <http://ods.gmu.edu>.

**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. I encourage you to inform me of how you wish to be addressed by name and by pronouns before the start of class so I may properly address you in class and via email. I use she/her/hers as my pronouns. You may address me as Dr. Hooper.

**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.

### **Commitment to an inclusive, antiracist learning environment:**

Public higher education in the United States – and George Mason University, specifically – ideally exists to foster a more free, just, and democratic society. Racism – systemic and otherwise – is among the most pernicious barriers to the realization of that mission. George Mason and this instructor are all committed to confronting the realities of race and racism head on; we are committed to establishing learning environments that are welcoming, inclusive, and equitable; and we are committed to breaking down the barriers to freedom, justice, and democracy posed by racism. This is challenging work, and I acknowledge that at times, we – and I – will fall short. If you feel that our learning environment does not meet these standards, please do not hesitate to tell me. I am committed to listening, to hearing you, and to working together to create an inclusive, antiracist learning environment.

### **Engaging with Hard History:**

At times, this course will take many of us (including the instructor) into areas of inquiry, historical and current, that will be challenging and unsettling. We may be anxious and uncertain as to how to engage when faced with some of these topics, but these responses should be taken as evidence of the importance of our confrontation with them. In all of our interactions, you must commit to participating in our conversations with respect, tolerance, curiosity, and forthrightness. You must be willing to contribute to the conversation, to give others space to offer their views, and to listen generously and carefully. While you will certainly disagree with me and with one another at times, we expect and, in fact, demand that you interact as colleagues and treat each other with mutual respect and tolerance.

Conduct that does not comply will not be acceptable. If, at any point, you feel that our learning environment falls short of these standards of mutual respect and tolerance – or I have fallen short of this standard – please do not hesitate to tell me.

## **Acknowledgement Statements:**

### **Land Acknowledgement<sup>1</sup>**

A land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings:

- to these Potomac River life sources,
- to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands
- apart with the brutal system of African American enslavement,
- to the recognized Virginia tribes who have lovingly stewarded these lands for millennia
- including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present,
- and future, and
- to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

### **Acknowledging the History of Enslavement on GMU Lands<sup>2</sup>**

We acknowledge the enslaved persons who were forced to labor for more than 200 years on the lands that are now home to George Mason University. Most of these men, women, and children will never be known to us due to the racist policies that tried to strip away their humanity. We honor Linah Thornton, Surah, Siriah, Lego, Anna, Lewis, Louisa, and Cato and the many unknown, but not forgotten, enslaved laborers who left their imprints on this land and place.

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<sup>1</sup> Dr. Gabrielle Tayac, Department of History and Art History. See also

<https://legacies.gmu.edu/about/landacknowledgement-statement>.

<sup>2</sup> Dr. Sheri Ann Huerta, Department of History and Art History, Honors College. Research provided by Dr. Benedict Carton, Center for Mason Legacies, <https://silverbox.gmu.edu/legacy/s/blnd/page/pasts-next-door>.

## 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). Please note that being present does not simply mean that one makes it to our face-to-face class meetings; it means engaging with the course – the texts, the assignments, and with the other members of our classroom community – in ways that raises questions about the content, adds to the content, interprets the content in multiple viewpoints, and makes connections to the content. Keep your comments focused on the readings and course materials.

The standard participation grade for students who occasionally participate thoughtfully in class and during groupwork will be an 80%. Students who are more active participants will receive a higher grade and those who refuse to work in small groups will be given a lower grade. If you have poor class participation due to absences – i.e., your non-presence during classes – your final grade will be a zero. If you are absent for more than three 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 introducing our discussion once with two other students. You will be responsible for spending between ten and fifteen minutes at the beginning of class introducing major themes and issues for discussion for the class through whatever media you find appropriate (the material must be related to the class, please see the instructor if you have questions about the quality of what you have found). You will also provide the class with at least two discussion questions to start our discussion on blackboard **before midnight on the Tuesday prior to class**. Meaning – if you're leading discussion on a Thursday, your questions (focused on the assigned readings for Thursday) must be posted by Tuesday. You will be individually graded on the quality of your presentation and questions. A grading rubric is posted on blackboard.

*Discussion Posts:* You will respond to at least one discussion question 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 14 weeks with discussion postings throughout the semester; you will be graded on 12 of these posts. 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 11

weekly papers listed on the syllabus, you will be graded on 8 of these papers (the professor will drop the 3 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; this will be ungraded but comments will be provided to help your final paper.

**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 6 is the last day to drop classes with no tuition penalty; you can selectively withdrawal from courses (with 100% tuition liability by April 3). 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 leading (grade includes questions posted to blackboard AND in-class discussion leading) – 10%
- Discussion posts – 10% (total of 14; 12 are graded)
- Reaction Papers (8 total) - 25%
- Shorter papers – 10% each (two total papers)
- 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.**

### **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 to purchase:**

Julie Otsuka, *The Buddha in the Attic* (New York: Knopf, 2011). Alternate editions are acceptable.

All other readings on the syllabus are found in links given on blackboard or through the university library catalog.



# Course Schedule

## Week 1

**January 24:** Introduction to the course and expectations.

**January 26:** Initial definitions of globalization. What was it? When did it begin? Why do these questions matter? How do scholars view globalization differently than the public? How has this definition changed over time?

*Readings:*

- Peter Stearns, *Globalization in World History* (New York: Routledge, 2020), chapter 1 (available online through the library catalog).

*Assignment:*

- \* Discussion post due January 25 by midnight

## Pre-Modern Globalization

## Week 2

**January 31:** Early connections, c. 1200 BCE – 1000 CE

*Reading:*

- Stearns, *Globalization*, chapter 2

- \* During class - sign up for discussion groups

**February 2:** 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. (available through the library catalog)

*Assignments:*

- \* Discussion post due February 1 by midnight
- \* Reaction paper due February 5 by midnight.

## Week 3

**February 7:** Early migration and globalization

*Reading:*

- Patrick Manning and Tiffany Trimmer, *Migration in World History* (New York: Routledge, 2020), chapter 1 (posted on blackboard).
- Michael Fisher, *Migration: A World History* (Oxford: Oxford University Press, 2013), preface (available online through the library catalog).

## **February 9:** Examining early trade and religion

### *Reading:*

- Francesca Trivellato, "Introduction: The Historical and Comparative Study of Cross-cultural Trade," 1-23 (posted on blackboard).

### *Assignments:*

- \* Discussion questions due February 7 by midnight
- \* Discussion post due February 8 by midnight
- \* Reaction paper due February 12 by midnight.

## **Week 4**

### **February 14:** The Birth of Globalization?

#### *Reading:*

- Fisher, *Migration: A World History*, chapter 2.

### **February 16:** Ibn Battuta and Marco Polo

#### *Reading:*

- excerpts from Ibn Battuta and Marco Polo (posted on blackboard)

#### *Assignments:*

- \* Discussion questions due February 14 by midnight
- \* Discussion post due February 15 by midnight
- \* Reaction paper due February 19 by midnight.

## **Early Modern Globalization**

## **Week 5**

### **February 21:** 1492 and 1498 as a turning point

#### *Reading:*

- Stearns, *Globalization*, chapter 5

### **February 23:** Columbus in Africa?

#### *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. (available online through the library catalog)

#### *Assignments:*

- \* Discussion questions due February 21 by midnight
- \* Discussion post due February 22 by midnight
- \* Reaction paper due February 26 by midnight

## Week 6

### February 28: European perspectives on the “New World”

#### Reading:

- Hernán Cortés, *Letters from Mexico*, translated and edited by Anthony Pagden (New Haven: Yale University Press, 2001), 47-75. (available online through the library catalog)

### March 2: Rethinking the Spanish Conquest

#### Reading:

- Matthew Restall, *Seven Myths of the Spanish Conquest* (New York: Oxford University Press, 2004), chapter 6. (available online through the library catalog)

#### Assignments:

- \* Discussion questions due February 28 by midnight
- \* Discussion post due March 1 by midnight
- \* Reaction paper due March 5 by midnight.

## Week 7

### March 7: The Columbian Exchange: Not just smallpox

#### Reading:

- Nathan Nunn and Nancy Qian, “The Columbian Exchange: A History of Disease, Food, and Ideas,” *Journal of Economic Perspectives* 24, No. 2 (Spring 2010): 163-188. (available online through the library catalog)
- Marcy Norton, “Conquests of Chocolate,” *OAH Magazine of History* 18, no. 3 (2004): 14-17. (available online through the library catalog)

### March 9: Debate re: 1492 and globalization

#### Assignments:

- \* Discussion post due March 8 by midnight
- \* Short paper #1 due March 12 by midnight

### March 14 and March 16: no class

## Week 8

### March 21: Transregional connections outside of the Atlantic

#### Reading:

- Fisher, *Migration: A World History*, chapter 3

### March 23: Bringing the Pacific into Globalization

Reading:

- Luke Clossey, "Merchants, Migrants Missionaries and globalization in the early-modern Pacific," *Journal of Global History* 1, no. 1 (2006): 41-58. (available online through the library catalog)

Assignments:

- \* Discussion questions due March 21 by midnight
- \* Discussion post due March 22 by midnight
- \* Reaction paper due March 26 by midnight.

## Global Migration and Colonization, c 1750-1940s

### Week 9

**March 28:** Migrations from 1750-1914

Reading:

- Fisher, *Migration: A World History*, chapter 4

**March 30:** Cross-cultural Communities in Africa, 19<sup>th</sup> century

Reading:

- Pernille Ipsen, *Daughters of the Trade: Atlantic Slavers and Interracial Marriage on the Gold Coast* (Philadelphia: University of Pennsylvania Press, 2015), introduction and chapter 4. (available online through the library catalog)

Assignments:

- \* Discussion questions due March 28 by midnight
- \* Discussion post due March 29 by midnight
- \* Reaction paper due April 2 by midnight.

### Week 10

**April 4:** 20<sup>th</sup> century migration

Reading:

- Fisher, *Migration: A World History*, chapter 5

**April 6:** Chinese emigration, 1850-1940

Reading:

- Adam McKeown, "Chinese Emigration in Global Context, 1850-1940," *Journal of Global History* 5, no. 1 (2010): 95-124. (available online through the library catalog)

Assignments:

- \* Discussion questions due April 4 by midnight
- \* Discussion post due April 5 by midnight

- \* Reaction paper due April 9 by midnight.

## Week 11

**April 11:** The retreat, 1914-1945

*Reading:*

- Stearns, *Globalization*, chapter 8

**April 13:** Africans in the Two World Wars

*Reading:*

- David Killingray, "African Voices from Two World Wars," *Historical Research: The Bulletin of the Institute of Historical Research* 74, no. 186 (2001): 425-443. (available online through the library catalog)

*Assignments:*

- \* Discussion questions due April 11 by midnight
- \* Discussion post due April 12 by midnight
- \* Reaction paper due April 16 by midnight
- \* Final paper proposal due April 16 by midnight

## Week 12

**April 18:** Narratives on American migration

*In class:*

- *Journey to America: The American Experience*, PBS Video (1987) (available online through the library catalog)

*Reading:*

- start *Buddha in the Attic*

**April 20:** Discussing *Buddha in the Attic*

*Reading:*

- *Buddha in the Attic*

*Assignments:*

- \* Discussion questions due April 18 by midnight
- \* Discussion post due April 19 by midnight
- \* Short paper #2 due April 23 by midnight

## Globalization and Inequality, 1940s to Present

## Week 13

**April 25:** Globalization after the 1940s

*Reading:*

- Stearns, *Globalization*, chapter 9

\* Possible topics for May 2? Email Dr. Hooper by midnight on April 25!

**April 27:** Globalization and inequality

*Reading:*

- Pedro Lains and Ester G. Silva, “Globalization, Growth, and Inequality” (posted on blackboard)

*Assignments:*

- \* Discussion questions due April 25 by midnight
- \* Discussion post due April 26 by midnight
- \* Reaction paper due April 30 by midnight.

**Week 14**

**May 2:** Student choice! Must send ideas by April 25 to Dr. Hooper.

**May 4:**

Final reflections.

*Reading:*

- Stearns, *Globalization*, chapters 10 and 11

*Assignments:*

- \* Discussion post due May 3 by midnight
- \* Reaction paper due May 7 by midnight

Final paper due May 12 by midnight