

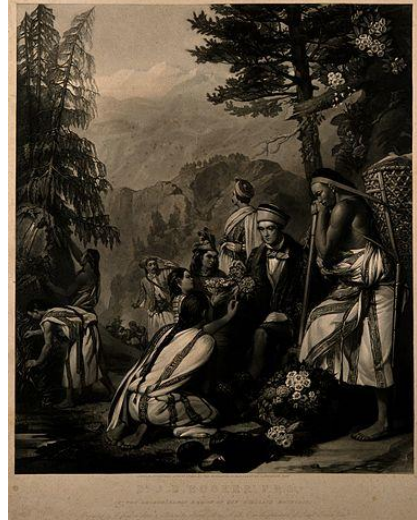
History 125, K04
Fall 2023
Introduction to Global History
Modality: Lecture, Recitation

Instructor: Carey McCormack

Email: cmccorm7@gmu.edu

Office Hours and Location: MW 11am to 1pm, G655

Course Meeting Days, Times, and Location:
MW 2pm – 3:15pm, Room G105



Course Catalog Description: By focusing on historical experiences that reflect the diversity of Mason’s student body, students will be able to see how their families and communities fit within, and contribute to, global history from the pre-modern period to our present day. This course offers a long-term historical perspective on structural issues challenging our world today, including demographic and environmental changes, national and global inequalities, and the underrepresentation of marginalized groups. Students will gain an understanding of how interconnections and inter-dependencies have been forged through the global movement of people, pathogens, goods, and ideas.

Topics covered include exploration, colonialism, indigenous lifeways, the rise of the nation-state, the green revolution, the impact of a global economy, and global responses to conflicts. We will explore the historical roots of contemporary issues such as humans and the environment, global inequalities, migrations between the Global North and the Global South, and globalization. Each class will be a combination of short lectures, group discussion of readings, and in class projects based on historical topics.

Course Student Learning Outcomes: Upon completing a Global History course, students will be able to 1) Identify major chronological developments in global history from the pre-modern period (before 1400 CE) to the present. 2) Communicate a historical argument through writing, speech, and/or digital media using a variety of primary and secondary sources. 3) Apply historical knowledge and historical thinking to contemporary global issues.

Students will demonstrate these outcomes by distinguishing between primary and secondary sources, developing written skills and create arguments based on evidence from sources, describe the historical roots of inequalities between the Global North and the Global South, and, finally, describe the political, technological, and cultural contributions of different world societies to globalization.

Required Course Materials: Burbank, Jane, and Frederick Cooper. *Empires in World History: Power and the Politics of Difference*. Princeton University Press, 2021. The textbook for this course is available for free through the George Mason University library at the following link:

https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/19u1omk/cdi_askewsholts_vlebooks_9781400834709 **Additional Readings:** Additional readings will be available online or posted on Blackboard, as indicated in the course calendar (below).

Enrollment Policy: Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes. (Deadlines each semester are published in the Schedule of Classes available from the Registrar's Website registrar.gmu.edu.) Class dates are subject to change based on administrative decisions.

Last Day to Add **August 28**

Last Day to Drop **September 11**

Last Day to Withdraw **October 23**

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.

Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

Course Assessments and Requirements: Your grade in this class will be based on 100 total points. Each assignment is worth a portion of these points.

Group Discussion/In Class Projects (25 points): Each class we will discuss course readings and participate in group projects connected to historical themes and events. Groups will complete in class projects and discussions, first in small groups and then as a class. Students will earn a point each class by speaking in class up to a total of 25 points. Speaking in class includes commenting on readings and projects or asking questions. Participation is vital to understanding course materials and building an inclusive learning community.

Primary Source analysis Paper (20 points): You will write a paper based on primary sources from the required readings. Each week, we will read a primary source and students will choose one to analyze and use lectures and secondary sources (textbook and additional readings) to back up your analysis. Details on the parameters of these papers will be provided on Blackboard. AI generated papers are not accepted in this course and will result in a zero score for the assignment.

Midterm Exam (20 points): This will be an exam on the readings and lectures from the first half of the semester. The exam contains 10 multiple choice questions about the primary source readings and 1 essay question about various topics and historical events discussed in class. This will be an open book exam.

Final Exam (30 points): This will be an exam on the readings, lectures and class projects from the second half of the semester. The exam contains 20 multiple choice questions about the primary source readings, 4 identification short answer questions, and one essay question about various topics and historical events discussed in class. This will be an open book exam.

Field Trip Reflection (5 points): Students will write a reflection about a self-guided field trip based on various options listed on the assignment prompt. This assignment can be completed at any time during the semester on any subject of global or local history, but it must be submitted no later than week 15. **No late assignments will be accepted since each student has 15 weeks to complete the assignment.** This is a pass/fail assignment.

Course Grading:

Letter Grade	Total Points Earned
A+ to A-	90 - 100
B+ to B-	80 – 89
C+ to C-	70 – 79
D	60 – 69
F	0 - 59

Academic Integrity: Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. We will discuss plagiarism, how to identify it, and how to avoid it throughout the semester.

Responsible Use of Computing: Students must follow the university policy for Responsible Use of Computing. All papers will run through anti-plagiarism software and AI generated content will be treated as plagiarism cases according to the user agreement policies of AI generators. We will discuss the limitations of AI generated material throughout the semester and how to vet AI generated material which often produces inaccurate and false claims. For university policies on responsible use of computing see the following link:
<http://universitypolicy.gmu.edu/1301gen.html>

We will frequently be using the internet as a means to enhance our discussions. We will also be using computers for our in-class writing assignments. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade. Recording and sharing course materials must be approved by the instructor and no student information can be shared according to FERPA standards.

Students with Disabilities: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodation with me. Mason Korea can supply alternative testing areas for students with accommodations, but the student must arrange this with me at least one week prior to the exam. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu Phone: (703) 993-2474

Name and pronoun use: If you wish, please share your name and pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as Professor McCormack or Dr. McCormack in email and verbally.

Diversity, Equity and Inclusion: As a member of the George Mason University community, I will work to create an educational environment that is committed to anti-racism and inclusive excellence. An anti-racist approach to higher education acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against Black individuals, indigenous people, and other people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities. Anti-racist work strives to provide our community members with resources to interrupt cycles of racism so as to cultivate a more equitable, inclusive, and just environment for all of our students, staff, faculty, alumni, and friends, regardless of racial background. I believe that the work of anti-racism starts with each individual; together, students and faculty in this course will build knowledge and take actions rooted in principles of equity, inclusion, and justice that we will carry with us throughout our lives. This course explores diverse perspectives of the world as a way to contribute to diversity and inclusion in each class.

Notice of mandatory reporting of sexual or interpersonal misconduct: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Counseling and Wellness Services <https://masonkorea.gmu.edu/resources-and-services/counseling-and-wellness>. You may also seek assistance or support measures from Mason’s Title IX Coordinator by emailing titleix@gmu.edu.

MasonLive/EMAIL (GMU Email): Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web.

Late/Missing Work Policy: Missed exams will be handled on a case-by-case basis. Make-up exams can be scheduled ahead of time with a 5-day warning. Extended time for exams available for students with documentation from the disability resource center. Late primary source analysis papers will receive -10% (a letter grade) for every 24 hours passed the due date for up to 4 days.

Attendance and Participation: In order to facilitate an inclusive learning community, students will work in groups each week to discuss the course content or work on a project. Please be respectful of one another and develop your conversations based on your understanding of the content. Class participation will be assessed according to each students’ contributions to

discussions both in groups and in class. Students can participate by commenting on readings, project outcomes, personal experiences, or by asking questions. Cell phones cannot be used during class. If excessive use of phones becomes an issue, the student will lose participation points. Additionally, **do not use earbuds or headphones during class. Students must take out their earbuds before class begins.** Regular attendance is both essential to success in the class because lecture content will be part of the exams and the paper. Low attendance will also impact the participation score because students must be in class to participate.

Weekly Schedule: Below is a schedule for each day during the semester, but **all dates are subject to change** due to administrative decisions. Find additional readings and assignments on Blackboard. Read all assigned materials before coming to class.

Week 1: Introduction & the Silk Road (Aug. 21 - Aug. 23)

Monday: Introduction to global history and course expectations.

Wednesday: Read Burbank and Cooper pages 104 (“Pax Mongolica”) to page 111 (before “Meltdown and Reprise”) (Blackboard) and read Wu-ku-sun Chung tuan, Description of the West by a Chinese Envoy, 1220. http://depts.washington.edu/silkroad/texts/pei_shi_ki.html (Blackboard).

Week 2: Empires in the Americas (Aug. 28 – Aug. 30)

Monday: Read Goucher and Walton, “Empires in the Americas,” (Blackboard).

Wednesday: Read Toribio de Benavente Motolinia, *History of Indians in New Spain* 1536-1541 (Blackboard).

Week 3: The Muslim World and Habsburg Dynasty (Sep. 4 – Sep. 6)

Monday: Read Burbank and Cooper page 117 to page 123.

Wednesday: Read Burbank and Cooper page 130 to 143 and choose a section to read of *The Memoirs of Babur* <http://depts.washington.edu/silkroad/texts/babur/babur1.html> (Blackboard)

Week 4: The Columbian Exchange and Empire building (Sep. 11 – Sep. 13)

Monday: Read Burbank and Cooper page 162 to 170 and read Ogborn pages 55 to 61 (the world of John Smith and Pocahontas).

Wednesday: Read Ogborn pages 116 to 129 (Triangle Trade) (Blackboard) and read Tome Pires *Suma Oriental* (Blackboard).

Week 5: Oceanic Encounters (Sep. 18 – Sep. 20)

Monday: Read Ogborn chapter 7 and choose one case study (biography) to discuss.

Wednesday Read Burbank and Cooper pages 151 to 162 and read “Ferdinand Magellan’s Voyage Around the World” (Blackboard)

Week 6: Early Modern Revolutions (Sep. 25 – Sep. 27)

Monday: Read “Declaration of the Rights of Man and Citizens,” August 26, 1789, (Blackboard)
Read “Declaration of the Rights of Woman,” (Blackboard) and “The Haitian Constitution,” 1805, (Blackboard).

Wednesday: **Fall recess, no class**

Week 7: Slavery, Abolition and Unfree Labor (Oct. 2 – Oct. 4)

Monday: Read Burbank and Cooper pages 178 to 184. Complete the Trans-Atlantic Slavery database worksheet (Blackboard).

Wednesday: Choose a chapter to read of Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*, 1789 (Blackboard)

Week 8: Midterm Exam (Oct. 9 – Oct. 11)

Monday: **Hangul Proclamation Day, no class**

Wednesday: **Midterm Exam**

Week 9: Industrial Revolution (Oct. 16 – Oct. 18)

*This week will be entirely online/asynchronous. No in person class and students must complete all tasks online according to the instructions on Blackboard in the Week 9 module. Students must complete the tasks by Wednesday at 11:59pm.

Monday: Read Marks pages (Coal, Iron, and Steam). Watch Industrial Revolution video (Blackboard).

Wednesday: Read the “Children’s Employment Commission,” 1842 (Blackboard).

Week 10: New Imperialism and Scientific Racism (Oct. 23 – Oct. 25)

Monday: Read Burbank and Cooper pages 306 to 312 and watch “Human Zoos: America's Forgotten History of Scientific Racism” <https://youtu.be/nY6Zrol5QEk>

Wednesday: Read Burbank and Cooper pages 312 to 324 Rudyard Kipling, “The White Man’s Burden,” <http://historymatters.gmu.edu/d/5478/>. (Link on Blackboard)

Week 11: World War I and Nationalist Movements (Oct. 30 – Nov. 1)

Monday: Read Burbank and Cooper pages 369 to 380.

Wednesday: Read Burbank and Cooper pages 380 to 393 “Report on the Deportation of Armenians from Zeitun, July 21, 1915” <https://www.armenian-genocide.org/us-7-21-15-text.html> (Blackboard). **Primary source analysis due on Blackboard by 11:59pm.**

Week 12: WWII, Genocide, and Comfort Women (Nov. 6 – Nov. 8)

Monday: Read Burbank and Cooper pages 393 to 404 Watch Eva Kor’s testimony video and Comfort Women Wanted video (both on Blackboard).

Wednesday: Read Burbank and Cooper pages 404 to 411 (Blackboard).

Week 13: Decolonization and 20th Cold War Conflicts (Nov. 13 – Nov. 15)

Monday: Read Burbank and Cooper pages 415 to 431 and transcript of President Kwame Nkrumah’s speech at the founding of the OAU, 1963. <https://newafricanmagazine.com/3721/>

Wednesday: Read Burbank and Cooper pages 431 to 442 and Tran Dinh Tru, *Ship of Fate: Memoir of a Vietnamese Repatriate*, (Blackboard).

Week 14: The Green Revolution and the Anthropocene (Nov. 20 – Nov. 22)

Monday: Read Marks “Part IV: The Great Departure”

Wednesday: Read Garrett Hardin “Tragedy of the Commons” (Blackboard).

George Mason University Korea

Week 15: The Global War on Terror and Contemporary Issues (Nov. 27 – Nov. 29)

Monday: Read Marks pages 210 to 223.

Wednesday: **Field Trip Reflection paper due by 11:59pm.**

Final Exam:

Monday December 11 from 12:30pm to 3:15pm in class