

History 125 – 001: Introduction to World History
Fall 2021
MW, 12:00 - 1:15pm
Horizon Hall 2009

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| Professor: Dr. Nathan Michalewicz E-mail: nmichale@gmu.edu | Office Hours: MW, 10:30am-11:45am & 1:30pm – 2:00pm Horizon Hall 3220 |
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Course Overview:

In this course, we will investigate the changes in the human experience that created today's world. Beginning around 1200 with the political and economic transformation of the Eurasian landmass under the Mongol Empire and extending to the end of the 20th century, we will trace the key processes that produced the world we live in today. During this period, Europe, Asia, Africa, and the Americas became entangled into a global system in which technological, political, religious, and ideological developments had far-reaching impacts and implications. We will investigate the transformations related to these developments using both primary and secondary documents. By the end of the class, students will have improved their critical thinking skills and the ability to apply them to global changes as well as written evidence.

Learning Objectives:

- Students will demonstrate the ability to understand the political, social, economic, and cultural dimensions of world history.
- Students will gain a better understanding of world history and world cultures as well as complex global processes and systems.
- Students will improve their critical thinking skills and the ability to apply them to global processes and written evidence.
- Students will demonstrate improved skills at crafting written arguments based on information from historical sources.

The Mason Core

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 Mason Core course and others, students will 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.

Required Materials:

You do not need to purchase any materials for this course. All you need is access to the internet, which you can access anywhere on campus. If you do not have a computer, you can use one at the library. All the content will be provided through Blackboard as YouTube videos, readings, and podcasts. The content is organized by unit on Blackboard.

Assignments:

This class is organized into six (6) units. For each unit, you take a test on Blackboard and at least one in-class quiz. At the end of every other unit, you will submit an essay (after units 2, 4, and 6). The final will be an essay. You will also have the possibility of completing extra credit. Below is a brief overview of the assignments. More information is provided on Blackboard, and I will discuss the assignments in class further.

Attendance and Participation (15%)

Since this class is predicated on class discussion, participation is central to the learning environment. I will take class attendance each day. Each day of class will receive a grade. If you attend, you will start with an 85. Participating improves that grade. Behavior detrimental to the learning environment (for example, using your phone, using your computer for activities unrelated to the class, any other activities that distract other students, or being generally disruptive) will reduce that grade. After two absences, not attending class will receive a zero for that day. Considering we are currently in the middle of a pandemic, I will also provide excused absences if you let me know that you will be absent before class. I will provide an alternative assignment that you can complete to receive full credit. If you are sick, e-mail me before class, and I will provide this assignment. Do not come to class sick.

In-Class Quizzes (10%)

Each unit will include at least one in-class quiz that will be performed at the beginning of the unannounced day. These quizzes are open notes, so feel free to use any notes you take on the readings, videos, and podcasts. I reserve the right to assign more quizzes if it appears the class is not engaging with the content assigned for each class period.

6 Out-of-Class Tests (25%)

Each unit will have a 20-question test due the Monday after the unit ends except for the sixth quiz which is due the Friday after the last day of class. **All out of class assignments are due at 9am.** See the course calendar below for more information on due dates.

3 Essays (35%)

Each student will write an essay (500-word minimum) responding to one (1) (and only 1) of multiple essay prompts. The essay should make an argument and use material from the readings and audio-visual content to support your argument. **All essays are due at 9am.** See the course calendar below for more information on due dates.

Final Essay (15%)

Each student will write a final essay (1000-word minimum) responding to one (1) (and only 1) of multiple essay prompts. This essay will ask you to engage with the material across all the units. Make sure to make an argument and use information from the readings and audio-visual content to support your argument. **The Final Essay.** See the course calendar for more information on the due date.

Extra Credit Reviews (each worth up to 2.5 points on final grade)

There will be three (4) opportunities for extra credit worth up to 2.5 total points added to your final grade (graded out of 25 points). Full credit on all three assignments can increase your grade by 7.5 total points (change it from an 83 to a 90.5). You will read an academic article (provided by me and attached to the extra credit assignment in Blackboard), and you will write a review (500-word minimum) on the article. I have provided more information on this extra-credit assignment and writing reviews in the Course Introduction section on Blackboard. See course outline for due dates.

Extra Credit Yelp Review (worth up to 2.5 points on final grade)

Each student has the opportunity to visit a historic site or Museum and write a Yelp review of the site reflecting its target message and audience as well as how successful it is. After posting the review, e-mail me a link to the yelp review. I have provided more information on this extra-credit assignment and writing reviews in the Course Introduction section on Blackboard.

Calculating Grade

Participation and Attendance (15%)

6 In-Class Quizzes (10%)

- 6 Out-of-Class Tests (25%)
- 3 Essays (35%)
- 1 Final Essay (15%)

N.B., Blackboard will NOT provide an accurate overall grade for this class. Use blackboard to get the individual grades, then calculate your grade yourself using the below equation.

(Your attendance and participation grade x 15) + (Your in-class quiz grade average x 10) + (your out-of-class test grade average x 25) + (your essay grade average x 35) + (Final Essay grade x 15) + (total points (out of 25 possible points) from each extra credit assignment x 10) / 100 = your grade.

N.B., your grade will come out as a decimal point. To convert the decimal to a percentage, move the decimal point to the right two spaces (ex. .88 is 88%, or your grade = 88). Also, I will submit the participation and attendance grade after week 7 for the first half of the semester. I will submit the final participation and attendance grade (which will be the official grade and supersedes the mid-term participation grade) after the last day of class and before the final due date.

Factoring Grade

- 93.50 – 100 = A (N.B., an A+ is not listed here because it makes no impact on GPA calculations)
- 89.50 – 93.49 = A-
- 86.50 – 89.49 = B+
- 82.50 – 86.49 = B
- 79.50 – 82.49 = B-
- 76.50 – 79.49 = C+
- 72.50 – 76.49 = C
- 69.50 – 72.49 = C-
- 59.50 – 69.49 = D
- < 59.49 = F

Late Work:

As a rule, I will provide a two-day unpenalized extension for the six out-of-class quizzes and the three essays with no questions asked **if you request it via email at least 24 hours before the due date**. Longer extensions can be negotiated under extenuating circumstances. I understand, life happens, but if you request an extension during the 24 hours prior to the due date, I cannot guarantee it will be granted. I will expect an explanation that might not be accepted. I will accept late work without an extension, but it will be penalized an initial 10 points for being late and an additional 10 points for each week it is late. In other words, an assignment between one day late and seven days late will be penalized 10 points, between eight and fourteen days late will be penalized 20 points, between 15 and 21 days late will be penalized 30 points, so on and so forth. Extra credit will not be accepted late.

N.B: I cannot provide extensions for the Final Essay.

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, 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.

Many students get confused about what to cite. If you use someone else's words, place them in quotations, and cite them. After quoting someone else's words, cite them with a footnote, endnote, or parenthetical citation (in this class we prefer footnotes) referencing where those words can be found. If you paraphrase/summarize (borrow someone else's ideas but not quote the words directly), cite it with a footnote, endnote, or parenthetical citation (once again, in this class we prefer footnotes) referencing where those ideas can be found. If you are not sure if you should or should not cite a source, be safe, and cite it. The major exception is if the material is considered common knowledge or factual information that can be obtained from a variety of sources.

Cheating is acquiring help on your coursework without permission. Reading another student's essay before you write yours is cheating. Paying someone to write your paper for you or edit your paper is cheating. Anytime you turn in words that are not your own (other than when you quote/paraphrase them and cite them), it is cheating. For instance, if a friend or family member reads your paper to point out mistakes for you to correct, that is not cheating, but if a friend or family member edits your paper for you (reads it and makes corrections themselves), that is cheating. While having someone read your papers/assignments for typos and grammar is acceptable, remember that the assignments in this course are NOT collaborative. Your work should reflect YOUR honest efforts and not anyone else's.

You are expected to follow the GMU honor code, and any infractions will be dealt with according to GMU guidelines. If you have any questions about academic integrity, please contact me.

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

Disabilities and Academic Accommodations

If you are a student with a disability and need academic accommodations, please see me and contact the Office of Disability Services (ODS) at <http://ods.gmu.edu/> or 703-993-2474. All accommodations must be arranged through ODS. Please give me any ODS forms as soon as you can so we can make the proper arrangements.

Religious Holidays

If any assignments or due dates interfere with your personal religious observation, I will be happy to make accommodations. Remember, it is the responsibility of the student, within the first two weeks of the semester, to let me know the dates of major religious holidays on which

the student will be absent or unavailable due to religious observances. Please, see the Mason University Life religious holiday calendar: <https://ulife.gmu.edu/religious-holiday-calendar/>

Student Resources:

- Keep Learning, Learning Services (<https://learningservices.gmu.edu/keeplearning/>)
- University Libraries (<https://library.gmu.edu>)
- Writing Center (<https://writingcenter.gmu.edu>)
- Counseling and Psychological Services (<https://caps.gmu.edu/>)

Student Privacy

Under FERPA laws, your federal education rights and privacy transferred to the student and not the parent after the student turns 18 or attends a postsecondary educational institution like GMU. Therefore, I can only interact with you about your education in this course and cannot respond to questions about your performance in this course with anyone else but you. For more information, see the FERPA statement from GMU (<https://registrar.gmu.edu/ferpa/>)

Communication

Communication between students and the professor is permitted through two avenues: 1) GMU e-mail 2) Blackboard. I cannot discuss your grades or any other information about your performance in this class through any other forum than those.

Changes:

I reserve the right to change this syllabus. In the unlikely event that changes are needed, I will do so well in advance and give written notice in the form of an e-mail along with an announcement in class making the change clear to the students.

Class Schedule:

All readings/videos must be completed prior to the date on which they are discussed.

All content is available on Blackboard.

(W=watch; R=read)

| WK | Monday | Wednesday |
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| 01 | 1/24 Class Introduction | 1/26 What is History? W: Jenner, "What is History."; "What is Historical Thinking."; "Silk Road and Ancient Trade"; "Int'l Commerce...Indian Ocean Trade" |
| 02 | 1/31 **Unit 1: A Eurasian System** Silk Road and the Indian Ocean W: Broadbridge, "Rise and Fall ...Mongol Empire"; "How Imperial Women Shaped Mongol Conquests" (don't have to listen to Q&A). R: "Cultural Exchange in Central and SE Asia to 1400" | 2/2 Mongols Connecting Eurasia R: Rossabi, "Mongols"; & "Mongols in World History" & both websites on Ibn Battuta |
| 03 | 2/7 The Mongols, cont. R: Paine, "Golden Age..." | 2/9 Eurasia after the Mongols R: Parker, "Introduction" & Chu Yuan-Chang, "Manifesto" |
| 04 | 2/14 **Unit 2: Age of Exploration** W: "CC: Age of Exploration" & R: Paine, "Birth of Global Trade" & Vasco da Gama **unit 1 test due (9 am)** | 2/16 Europe and the Americas W: "The Siege of Tenochtitlan (In our Time)" R: Bartolome de las Casas & "Aztec Account of the Conquest" |
| 05 | 2/21 Consequences of Exploration W: "Columbian Exchange" & "Climate Change Chaos Little Ice Age" R: "America's Colonisation" | 2/23 **Unit 3: Slavery, Coffee, Revolution** W: "Why Did Europeans Enslave Africans?" "Atlantic Slave Trade," & "When Sugar Ruled." R: "Excerpt...Sick Slaves." |
| 06 | 2/28 The Enlightenment W: "Enlightenment...Public Sphere" R: Standage, "Coffeehouse Internet" & "First English Coffee House" **Test 2 & Essay 1 Due (9 am)** | 3/2 American Revolution W: "Tea, Taxes, and American Rev" R: "Second Continental Congress," Standage "Drinks that Built America" |
| 07 | 3/7 French Revolutions W: "French Revolution" & "Napoleon Bonaparte" R: "Olympe de Gouges, "Declaration of the Rights of Man" & "Cahier de Doleance" | 3/9 Haitian and Latin American Revolutions W: "Haitian Revolution (In Our Time)" & "Latin American Revolutions" |
| 08 | 3/14 No Class Spring Break | 3/16 No Class Spring Break |

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| 09 | 3/21 **Unit 4: Industrial Rev & Imperialism** W: “Industrial Revolution,” “Coal, Steam, and Industrial Rev,” & “ R: Merriman, “Industrial Revolution” **Test 3 Due (9 am)** | 3/23 Consequences of the Industrial Revolution W: “Consequences of the Industrial Rev...” R: “Leeds Woollen Workers,” “Letters from Leeds,” “Life of the Industrial Worker,” & “Testimony” |
| 10 | 3/28 Imperialism, part I W: “Imperialism” & “The Opium Wars” R: Winks/Neuberger, 257-270; | 3/30 Nationalism and Imperialism W: “Berlin Conference” R: Winks/Neuberger, 270-286; Capt. F.D. Lugard, Mosheweshewe. |
| 11 | 4/4 Nationalism, Imperialism, and Responses W: “Asian Responses to Imperialism” & Samurai, Daimyo...” R: Yao Chen-Yuan; Pierre Loti. | 4/6 **Unit 5: The World at War** W: “Archdukes, Cynicism, and World War I” R: “ |
| 12 | 4/11 Russian Revolution W: “Russian Revolution” **Test 4 & Essay 2 Due (9 am)** | 4/13 Holocaust W: “Path to Nazi Genocide” R: “Wansee Conference” & “Account of Mass Shooting” |
| 13 | 4/18 World War II W: “World War II (Crash Course)” | 4/20 Sino-Japanese War and Chinese Revolution W: “Sino-Japanese War (In Our Time)” & “Communists, Nationalists, and China’s Revolutions” R: “ |
| 14 | 4/25 **Unit 6: Cold War & Decolonization** W: “USA vs USSR Fight!” R: Merriman, “Cold War,” 1147-1160; Churchill; Stalin. **Test 5 Due (9 am)** | 4/27 The Cold War W: “Cold War in Asia” R: Merriman, “Cold War...,” 1160-1175. |
| 15 | 5/2 Decolonization W: “Decolonization,” “How the British Failed India and Pakistan” & “Decolonization: A History of Failure?” | 5/4 Conclude the Class Overview for the Final Essay **Test 6 & Essay 3 Due (9 am)** |
| 16 | 5/9 Study Day | 5/11-5/18 Finals Week |

Extra Credit Due Dates (No Late Work Accepted):
 Review #1: Friday, Feb. 18 (11:59pm).
 Review #2: Friday, Mar. 25 (11:59pm).
 Review #3: Friday, Apr. 29 (11:59pm).
 Yelp Review: Friday Apr. 29 (11:59pm).