

	<p><i>School of Arts & Science</i> HUMANITIES DEPARTMENT HISTORY 103 World Civilizations 2: Post 1450 Winter, 2008</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Norm Fennema		
(b)	Office Hours:	TBA		
(c)	Location:			
(d)	Phone:		Alternative Phone:	
(e)	Email:			
(f)	Website:			

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Examine how different cultures can understand one another through shared historical information.
2. Study the phenomenon of change in human experience, how change connects the past to the present.
3. Recognize that world history cannot be seen merely as a mirror reflecting Western viewpoints and cultures.
4. Examine how economies, cultures, diplomacy, politics, etc. are shaped by developments around the world, how an international context is key to understanding local and national affairs.
5. Recognize that key aspects of the past and present have been shaped by global forces-- exchanges of foods, technologies, religions, ideas, diseases, etc.
6. Focus on the activities of human civilizations rather than human history as a whole, where civilization is defined as: “a form of human social organization that arises from the capacity of certain peoples to produce food surpluses beyond their basic needs, and to develop a variety of specialized occupations, a heightened social differentiation on a class and gender basis, intensified economic exchanges between social groups, an regional and long-distance trading networks. Surplus agricultural production spurs the growth of large towns and then cities inhabited by merchants, artisans, ritual specialists, and political leaders. Both specialization and town life contribute to an increase in creativity and innovation that have been characteristic of all civilizations”. Peter Stearns et al. *World Civilizations, the Global Experience*. New York: Harper Collins, 1992.
7. Compare different civilizations through time.
8. Examine contacts between cultures and the responses adopted by each to those contacts.

3. Required Materials

1) **Traditions and Encounters (2nd Edition)** Jerry H. Bentley and Herbert F. Ziegler

2) **Course Pack**

4. Course Content and Schedule

WEEK ONE: Jan. 7, 9: Introduction to course: The 15th Century World.

WEEK TWO: Jan. 14, 16: Ch. 23 & 24

Lectures: Contact: Reconquista, The West in the European imagining; Cartography, etc.

Seminar: Course Pack (CP) Lesson 1

WEEK THREE: Jan. 21, 23: Ch. 24 & 25

Lectures: Exploration and Trade: Columbus, Da Gama, Cortez, Conquistadores, Piracy, etc.

Seminar: CP Lesson 2

WEEK FOUR: Jan. 28, 30: Ch. 26 & 27

Lectures: The Atlantic triangle: Slave trade and American Colonies, etc.

Seminar: CP Lesson 3

WEEK FIVE: Feb. 4, 6: Ch. 28 & 29

Lectures: Japan and China: 14th Century to 17th Century & the Gunpowder Empires.

Seminar: CP Lesson 4

WEEK SIX: Feb. 11, 13 Ch. 30 & 31

Lectures: 18th Century imperialism & Industrialization: East India Company, France and Britain and the Seven years war, Great Britain's industrial take-off.

Seminar: CP Lesson 5

WEEK SEVEN: Feb. 18, 20

Lectures: 18th Century turmoil: French and American Revolutions, Industrial Revolution

NO Seminar: Mid Term exam week.

WEEK EIGHT: Feb. 25, 27 Ch. 32

Lectures: 19th Century Europe and Asia: Marxism and 1848; Meiji restoration; Manchu decline.

Seminar: CP Lesson 6

WEEK NINE: March 3, 5 Ch. 33

Lectures: Modernity: Positivism, Darwinism, and the scramble for "a place in the sun."

Seminar: CP Lesson 7

WEEK TEN: March 10, 12 Ch. 34

Lectures: The Great War: Europe and the Middle East and a Marxist revolution.

Seminar: CP Lesson 8

WEEK ELEVEN: March 17, 19 Ch. 35 & 36

Lectures: The interwar world: Fascism, Communism and Nationalism

Seminar: CP Lesson 9

WEEK TWELVE: March 26 Ch. 37

Lecture: The Second World War to 1941: *Why We Fight*

Seminar: CP Lesson 10 BOTH DISCUSSION GROUPS MEET

WEEK THIRTEEN: March 31, April 2 Ch. 38

Lectures: The Second World War: Barbarossa to VJ and the Origins of the Cold War

Seminar: CP Lesson 11

WEEK FOURTEEN: April 7, 9 Ch. 39 & 40

Lectures: The Cold War and decolonization from the Casbah to Indo China

Seminar: CP Lesson 12

[5. Basis of Student Assessment \(Weighting\)](#)

Participation:	20%
Draft thesis, introduction and bibliography: <u>DUE 27 Feb.</u>	5%
Research Essay: <u>DUE 26 March</u>	25%
Mid term:	20%
Final exam:	30%

PARTICIPATION:

1) Readings/ Reading Summaries:

Half of the participation grade will be based on completed reading summaries of the assigned readings. These readings are found in your Course Pack.

The point of the summaries you submit is to ensure that you are keeping up with the readings and have done them before discussion group. They do not have to be a critical analysis of the subject or a personal response to it - rather, a description of the article or document will suffice.

A half to one page summary of each of these will be sufficient. These can be hand written if you wish: formatting does not matter - the point is to ensure that everyone has read the articles/ documents prior to the class, understood them, and can participate in discussion. Summaries must be submitted before class, **ON THE MONDAY OF THE WEEK THAT WE DISCUSS THEM.**

Late summaries will not be accepted. You may wish to keep a set for yourself as they will not be returned or assessed till the end of the semester.

2) Discussions, attendance:

The other half of the participation grade will be based on attendance and participation in the discussions. This class has been divided into groups which will meet for about 45 minutes after the lectures to discuss the readings.

ESSAY:

Using one or more of the documents in your Course Pack as a point of departure, you will write an 8-10 pp research essay on a topic of your choice. The essay, due on **26 MARCH** will be a critical analysis of an event, a period or a historical figure. It will not be merely a summary of the primary document. The most effective approach is to hone in on a historical question or debate that is of interest to you, and to defend your explanation or interpretation. You will do this by using a minimum of five secondary sources, in addition to your primary document. These sources must be scholarly books or articles. Online sources do not count unless they are an online version of a scholarly academic journal. (eg: Journal of World History) More instruction on this will follow, as well as a tutorial on using electronic databases to find information.

DRAFT THESIS:

Part of the essay grade will be based on submission of a working introduction. (Due **27 Feb.**) This will include the thesis (main argument) of the essay as well as a draft bibliography of at least five relevant sources that you hope to use.

Essay Formatting:

Like any History essay, the written assignment in this course requires footnotes and a bibliography. The footnotes and bibliography must be correctly formatted in Chicago style. This is available online through the Camosun College Library website, by clicking Websites/ Guides. There is also a link that deals specifically with how to cite online sources.

Another source for the same is the UVIC Department of History Style Guide:

<http://web.uvic.ca/history/files/styleguide.pdf>

A handy tool for footnoting is *RefWorks*, which creates your bibliography for you.

<http://gateway.uvic.ca/lib/instruction/refworks/index.html>

There is an online tutorial at the above link that shows you how to use this.

*Please Note: Every indirect citation or direct quotation from a source must be footnoted. If the idea, the point, or the historical 'fact' is not your own, and if the event or fact is not common knowledge, you must provide a footnote to show where you got the information

Essay writing must have's:

Any effective essay will have a thesis statement that is clearly laid out in the introduction, and defended in the body of the essay. Don't make your reader labour through to the end of your work to discover the point that you were trying to make. Proper embedding of quotations, and proper use of footnoting, are also big issues with many entry level university essays. If in doubt, you can have your work peer-edited by someone at the Writing Centre.

We will have a longer discussion on the basics of good essay writing as the due date comes closer.

MID-TERM: 20 Feb.

There will be a one hour midterm exam comprised of short answer questions on 20 February. The questions will be drawn primarily from the lectures.

FINAL EXAM: TBA

The final exam will include 15 short answer and 2 essay questions. For the essay component, I will give you three questions to prepare ahead of time. At the exam, you will choose one to answer and one will be chosen for you.

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.