



School of Arts & Science
HUMANITIES DEPARTMENT
HIST 103-001
World Civilizations 2: Post 1450
2011W

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	MW -- 9:00-10:00, , Th. 4:30-5:20		
(c)	Location:	Y323		
(d)	Phone:	3347		
(e)	Email:	cbolt@camosun.bc.ca		

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

There are two lectures each week, one each on Monday and Wednesday. At registration, each student will select a seminar, either on Monday or Wednesday.

Background readings for lectures are found in *Traditions and Encounters*, Vol 2, by Jerry H. Bentley and Herbert Ziegler. Study questions are attached and will form the basis for your tests.

Also to be purchased is *Globalization, A Very Short Introduction*, by Manfred B. Steger. You will be asked to do a review on this book by the end of the semester.

Seminars will be based primarily on the Primary Sources in each chapter. You will be required to hand in answers to the questions at the end of each selection for each seminar.

For those who choose a research project/paper, essay guidelines are laid out in the *Style Guide* found on the History web-page.

http://camosun.ca/learn/programs/history/style_guide.pdf

The Bentley text has a link that is useful and/or entertaining. Chapter Outlines are recommended for downloading for class lectures. Lectures will follow the structure of these outlines so it is useful to have them beside you during the lecture. You may also want to use following from the site: Timeline, Study Questions, Overview, and Contexts and Connections.

http://highered.mcgraw-hill.com/sites/0073406937/student_view0/

4. Course Content and Schedule

The Origins of Global Interdependence, 1500 - 1800

Week One (Jan. 10 & 12)

Lectures

Bentley and Ziegler

--Lecture One – Introduction to class and requirements

--Lecture Two – Why the course starts here – Study Guide, pp. 1-8

Seminar

Pp. 607, 613 (answer question at the end of each)

Week Two (Jan. 17 & 19)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 23 -- Transoceanic Encounters and Global Connections

--Lecture Two -- ch. 24 -- Europe Transformed (1)

Seminar

John Calvin and voluntary associations

<http://www.wsu.edu/~dee/REFORM/CALVIN.HTM>

Hume on miracles

<http://www.fordham.edu/halsall/mod/hume-miracles.html>

Condorcet on Progress

<http://www.historyguide.org/intellect/sketch.html>

How are these examples of new thinking? Why might they be seen as challenges to older Europe?

Week Three (Jan. 24 & Jan. 26)

Lectures

Bentley and Ziegler

--Lecture One -- ch. 24 -- Europe Transformed (2)

--Lecture Two -- ch. 25 -- New Worlds

Seminar

Pp 669, 690

The Great debate in Spain – What arguments do both sides raise?

<http://userwww.sfsu.edu/~epf/2001/hernandez.html>

Week Four (Jan 31 & Feb. 2)

Lectures

- Lecture One -- ch. 26 -- Africa and the Atlantic World
- Lecture Two -- ch. 27 -- Tradition and Change in East Asia

Seminar

Pp. 701, 736, 748.

Paper/Project Proposal Due on February 2

Week Five (Feb. 7 & 9)

Lectures

- Bentley and Ziegler
- Lecture One --ch. 28 -- The Islamic Empires
- Lecture Two -- **Quiz One**

Seminar

Pp. 757, 760

See also

<http://www.fordham.edu/halsall/mod/1555busbecq.html>

<http://www.fordham.edu/halsall/mod/1550sultanavisit.html>

What do we learn about the Ottoman Empire in these 2 selections?

Journal (1) Due on February 7

An Age of Revolution, Industry, and Empire

Week Six (Feb. 14 & 16)

Lectures

- Bentley and Ziegler
 - Lecture One -- ch. 29 - The Atlantic World (1)
 - Lecture Two -- ch. 29 -- The Atlantic World (2)
- For lecture two, read Steger, chs. 1, 2

Seminar

Pp. 789, 804, and link to American Declaration of Independence

<http://www.ushistory.org/declaration/document/>

Why did the American, French, and Latin American Revolutions take such different courses? Examine the roles of ideology, ethnicity, and world position/status in each.

What is the key element in these differences? Hand in a typed, one page summary of your conclusions before the seminar.

Week Seven (Feb. 21 & 23)

Lectures

- Bentley and Ziegler
- Lecture One -- ch. 30 -- Industrial Societies
- Lecture Two -- ch. 31 -- The Americas

Seminar

Pp. 836, 859, 871.

Communist Manifesto, pp. 1-9

<http://www.cddc.vt.edu/marxists/archive/marx/works/download/manifest.pdf>

What view of history do they have? How do they interpret the modern era? What started it? What will end it?

Week Eight (Feb. 28 & Mar. 2)

Lectures

Bentley and Ziegler
--Lecture One – ch. 32 – Societies at Crossroads - 1
--Lecture Two -- ch. 32 – Societies at Crossroads - 2

Seminar

Pp. 886, 894

What do the following documents reveal about Japanese self-perception at this time?

<http://www.fordham.edu/halsall/mod/1908okuma.html>
<http://www.fordham.edu/halsall/mod/1905portarthur.html>.

Article Review Due for those doing Paper/Project on February 28

Week Nine (Mar 7 & 9)

Lecture (Mar. 1)

Bentley and Ziegler
--Lecture One -- ch. 33 – The Building of Global Empires
--Lecture Two -- **Quiz Two**

Seminar

Read selections on pp. 913, 924

Is this attitude still evident today or is it a relic of the past?

What does the following show about the German leaders' views of the time?

<http://www.fordham.edu/halsall/mod/1901kaiser.html>

Journal (2) Due on Mar. 7

Contemporary Global Realignment

Week Ten (Mar. 14 & 16)

Lectures

- Bentley and Ziegler
- Lecture One -- ch. 34 -- The Great War
- Lecture Two -- ch. 35 -- An Age of Anxiety (1)

Seminar

- Pp. 957, 965, 998
- The world was a changed place after WW I. How do these writings reflect a change in perceptions from the pre-war to the post-war eras?

Week Eleven (Mar. 21 & 23)

Lectures

- Bentley and Ziegler
- Lecture One -- ch. 35 -- An Age of Anxiety (2) [Steger Introduced -- chs. 1 and 2]
- Lecture Two -- ch. 36 -- Nationalism and Political Identities

Seminar

- Pp. 1009, 1019
- In the following, on what 3 principles was Sun Yat Sen basing his vision for China's future? <http://academic.brooklyn.cuny.edu/core9/phalsall/texts/sunyat.html>

Article Review for those doing Journal Option Due Mar. 21

Week Twelve (Mar. 28 & 30)

Lectures

- Bentley and Ziegler
- Lecture One -- ch. 37 -- New Conflagrations
- Lecture Two -- ch. 38 -- The Bipolar World (1)

Seminar

- Speeches by Churchill and Gorbachev at Fulton Missouri
- <http://www.historyguide.org/europe/churchill.html>
- <http://faculty.txwes.edu/csmeller/Human-experience/ExpData09/03WW2CulMatrix/03bColdWar/Gorb1992Fulton.html>

These speeches were given at the same place, 45 years apart. Note the parallels. What differences are there in tone? What internationally is obviously very different? How would you rate the historical significance of each speech?

Paper/Project due on Mar. 30)

Week Thirteen (Apr. 4 & 6)

Lectures

- Bentley and Ziegler
- Lectures One and Two -- ch. 38 and 39 -- The Bi-polar world and the End of Empire

Seminar

- Read 1099, 1111

Week Fourteen (Apr. 11 & 13)

Lectures

- Bentley and Ziegler
- Lecture One -- ch. 40 -- No Borders
- Lecture Two -- pg. 1146 -- Wrap-up

Seminar
Steger

Steger Review due Apr. 11
Final Journal Presentation, April 13

Quiz Three Exam Period

5. Student Assessment

- | | |
|------------------------|-----|
| 1. Three quizzes | 35% |
| 2. Seminars | 15% |
| 3. A. Research Project | |
| Proposal | 5% |
| Article Review | 10% |
| Paper | 25% |
| Or | |
| B. Journal | 30% |
| Review | 10% |
| 4. Review on Steger | 10% |

1. Quizzes

They will be non-cumulative, cover both lecture and seminar material, and will include both short-answer and essay-type questions. Guide questions are attached to the course syllabus. The first is worth 10 marks, the second 10, and the third 15.

2. Seminars

For seminars, student attendance is monitored. More than 3 unexcused absences results in a failing grade for this portion of course requirements. Contact me if you must miss one.

For each of the Primary sources, consider the following

- i. Who created the source, and why?
- ii. What are the author's likely biases and assumptions?
- iii. Who was the source's intended audience?
- iv. How does each source connect with the others?

Each week's seminar will have questions which can be found at the end of each selection in the textbook or in the syllabus. For each seminar, hand in a short answer to each question.

3. Project or Journal

Option A.

You will do a research project/essay, due, before the lecture, on **March 30**, on one of the following topics. While incorporating research and citing techniques of the traditional term paper, as well as delivering a clearly identifiable thesis and supporting information, the paper may be presented in an alternate style. Read the *Style Guide* carefully to understand standards for researching and writing essays. Late work will not be accepted.

The essay will contain between 1500 and 2500 words (i.e., 7-10 pages). Topics must be chosen by **February 2.**

Assignment and Marking Conditions/Standards

Step 1

By **February 2.**, you will submit a proposal (Annotated Bibliography) with a list of sources -- a minimum of three books and two academic articles, specific to the topic*.

The proposal will follow the following format:

A. Paragraph with Topic Proposal

This paragraph will

--introduce the topic (who, what, when, where – not how or why)

--will explain which question that the paper will answer

--will lay out the approach/style of presentation.

There is no need to formulate a thesis at this point. Theses should be generated by research rather than the other way around. While reference works are important to define a topic, sources used for the essay must be academic books/articles focussed on the topic.

Before choosing books or articles, use reference works to define the topic such as encyclopedias, handbooks, textbooks, and other works in the library's reference section.

B. Bibliography

Author. *Title*. Place: Publisher, Date.

e.g. a book

Ellis, Deborah. *Three Wishes, Palestinian and Israeli Children Speak*. Toronto: House of Anansi, 2004

e.g. article

LaViolette, Forrest. "Missionaries and the Potlatch." *Queen's Quarterly* 58 (1951):237-51.

Entries must be alphabetical, double-spaced, and first-line indented. Consult the History Style Guide if you need assistance.

Some suggestions on finding books and articles:

Using the **Camosun library**, find **six books and four articles** either completely devoted to your topic or with substantial references to it. If you have difficulty finding this number, you may wish to widen your topic or select a different one. Since content may not live up to what the titles suggest, it is helpful to look up more titles than you need, locate them in the stacks or on-line, skim them for content, and then select those that best fit the topic. [Camosun has an e-book collection]

C. Once you have narrowed this number down to three books and two articles, write out a summary that will:

Explain why or why not your choices will be useful for an essay on this topic. Usefulness/value is determined by both the author's argument and the work's content. Your mark will be partially determined by the work's usefulness and your assessment of why it is so. Do not say that you simply liked the book or that it covered the topic. Figure out the author's point to decide if the work will be useful. This summary may be written directly beneath the bibliographic entry.

To find academic articles, use the indexes noted in class. EBSCO and JSTOR are especially useful indexes. An academic journal is peer-reviewed, well documented (footnotes and bibliography). *National Geographic*, news magazines, *Life*, *Reader's Digest*, and other such popular magazines **are not** appropriate. **The articles must be from respected and established periodicals.**

D. Attachments

1. a photocopy of the title page; and the table of contents of each book
2. the 1st page of the articles.

Papers will not be considered unless a proposal is submitted. Late work is not accepted without permission from the instructor.

Note the following. I will entertain proposals that deviate from the above, ones that may include Primary Sources. Maintain regular communication with me to keep things on track.

Step Two

In a 300 word essay, you will review one of the two chosen articles. A sample review will be provided. The review will consist of 3 paragraphs (**due February 28**):

- the first will state the theme of the argument (author's argument)
- the second will explain the style, structure, and sources
- the third will evaluate the article's thesis and delivery

Step Three

The final product, **due March 30**,

- A. Will include the original proposal, as marked.
- B. Must contain a minimum of 20 foot (end) notes -- citing of specific information, ideas, & quotes.
- C. Will
 - include a title page with your name, student number, title, course name
 - be double-spaced,
 - have justified margins and indented paragraphs
 - have page numbers
 - no headings
 - use proper Chicago Manual of Style citation for footnotes or endnotes and its bibliography. *Attached will be a copy of the original proposal.*
- D. Two copies of the essay, one to be kept on file for five years, the other (graded) to be handed back to the student.

E. Good grammar, spelling, and syntax. Marks will be lost for deficiencies in these areas.

The final grade will be based on the quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.

Regular consultation with the instructor will keep the project on target.

Possible topics for Paper/Project

Letter (or correspondence between two people)

--Mercator
--Rousseau
--Mary Wolstonecraft
--Mehmed II
--Montezuma
--Machiavalli
--Gandhi
--Thatcher
--Peter the Great
--Tecumseh
--Shaka

Diary

--John Ludd
--everyday life anywhere
--Linnaeus
--Simone de Beauvoir
--Hung-wu
--Akhbar
--Luther
--Che Gueverra
--Matahari

--Bolivar
--Dowager Empress

Travel Account

--Magellan
--trans-Siberian railway
--James Cook
--Ibn Batuta
--Zheng He
--Lewis and Clark
--Vasco da Gama

Television/Movie Script. (documentary)

--major war
--revolution
--any event (approval by Jan 20)

Architecture

--Suleymaniye Mosque/Topkapi Palace
--Forbidden City
--skyscrapers
--St Petersburg
--Versailles

Apology/Sermon

--any ideology, religion, or doctrine (approval before submission date). Examples: Marxism, liberalism, conservatism, anarchism, Maoism, imperialism, nationalism, totalitarianism, feminism, environmentalism, etc.

Comparisons (specify times and places)

--work
--technology
--religions
--military strategy
--nomadic societies

****All work is due in class, before the class meets, on the assigned date. Attendance in that class is mandatory. Failure to follow these rules forfeits the mark.**

Option B.

You may choose to keep a journal, responding after each chapter to one of the questions from the Study Guide, under the heading, JOURNAL REFLECTION. For each chapter, there are one or more issues to which you may respond. Choose one.

Note: a journal for a history course is not the same as a personal one. Instead, your entries must be analytical, intellectual responses and based on:

- the course material, the texts, the seminar readings/discussions, and the lectures.
- your previous knowledge, intuitive reactions, and feelings about the material

With respect to the latter, it is not simply enough to say that you like or do not like something. Each entry should be about a page long, that is, no more than 500 words. Be precise and to the point but do not over-edit.

Your grade will be based on the following:

- engagement of material
- depth of response
- use of course material
- quality of writing (but not expected to be literary masterpieces)

The entries may be handwritten or printed but hard copies are due on these assigned dates – **Feb. 7, Mar. 7, and Apr. 13.**

For those choosing this option, you will also submit, by **Mar. 21**, a review of an academic journal article, based a topic which has caught your interest. *Consult with your instructor when you have a topic that interests you.* Find an article. See 3C above for how an article review must be set up and consult the *History Guide* for additional information.

4. Review on Steger

What is Steger’s thesis? Is he correct? Is his theory valid? Use evidence from the course, from all parts of the world (the Americas, Asia, Europe, southwest Asia, Africa, the Islands), including the ‘peripheral’ people, to support your thesis.

You are to produce a solid thesis, supporting evidence (which means dealing with potential objections), and a strong conclusion. Use the citation method from our Humanities Web Page *History Guide*.

Further details on the review will follow.

Maximum of 1000 words, **due Apr 11.**

6. Grading System

Other

1. Grading System

Percentage	Grade	Description	Grade Equivalency	Point
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		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 at camosun.ca or 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

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.

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.