



School of Arts & Science
HUMANITIES DEPARTMENT
HIST 103-001
World Civilizations 2: Post 1450
2012W

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	MW -- 9:00-10:00, Th. 4:30-5:20		
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2. Course Description and Intended Learning Outcomes

Continues the survey initiated in History 102, by bringing it up to the present. Western notions of industry, business, and power emerge to encounter and challenge older cultural traditions. The basis for the global interconnectedness of the 21st century is established.

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

Background readings for lectures are found in *Traditions and Encounters* by Jerry H. Bentley and Herbert Ziegler. Outlines for each chapter as well as study questions will be provided separately and will form the basis for your tests.

Access to online material related to this text: <http://www.mhhe.com/bentley5e>

You can use your pincode cards which you received with the text to access a self-study site: <http://connect.mcgraw-hill.com/selfstudy>

Also to be purchased: *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.

Recommended: *A Pocket Guide to Writing in History*, by Mary Lynn Rampolla. It contains helpful advice on research, writing, doing exams, and anything else needed to be a successful history student. This can become a virtual Bible for not only doing research in history but research generally. A shorter *Style Guide* can be found at http://camosun.ca/learn/programs/history/style_guide.pdf

Discussions for each class are based on Sources from the textbook and links. Read the questions at the end of each selection. Each week, you are to hand in short answers to the questions for each selection.

4. Course Content and Schedule

Part V

The Origins of Global Interdependence

Week One (Jan.12)

Introduction – Course explained (read Study Guide, pp. 1-8 mailed in advance)
Bentley and Zeigler, ch. 22 Introduced
Transoceanic Encounters
Discussion, pp. 607, 613

Week Two (Jan. 19)

Bentley and Ziegler, ch. 22 - Transoceanic Encounters
ch. 23 - Europe Transformed
Discussion
Martin Luther on the church (read the first several paragraphs
<http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/nblty04.html>
Galileo on science and scriptures
<http://law2.umkc.edu/faculty/projects/ftrials/galileo/lettercastelli.html>
Hume on miracles
<http://www.fordham.edu/halsall/mod/hume-miracles.html>
John Locke, p. 518
How do these writings challenge older Christian, European ways of thinking? How are they examples of new thinking?

Week Three (Jan. 26)

Bentley and Ziegler, chs. 24, 25

Connecting Worlds Around the Atlantic

Discussion

pp. 474, 526, 544

The Great debate in Spain – What arguments do both sides raise?
(to be emailed)

Week Four (Feb. 2)

Bentley and Ziegler, ch. 26, 27

Tradition and Change in East Asia and the Islamic World

Discussion

Pp. 581, 591, 599, 602

What view of women is illustrated in the following?

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

Paper/Project Proposal Due

Part VI

An Age of Revolution, Industry and Empire

Week Five (Feb. 9)

Quiz # 1

Bentley and Ziegler, pp. 621-631 of ch. 28

The Atlantic World

Discussion

A potpourri – Part VI, research, writing papers, etc.

Journal (1) Due

Week Six (Feb. 16)

Reading Break

Week Seven (Feb. 23)

Bentley and Ziegler, pp. 631-648 of ch. 28, ch. 29, pp. 651-65

Nationalism and the Making of Industrial Society

Discussion

Read selections on pp. 628, 640 and a link to the 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.

Week Eight (Mar. 1)

Bentley and Ziegler, ch. 29, pp. 665-74, ch. 30

A. The Industrial Age (con't)

B. The Americas

Discussion

Pp. 664, 670

Communist Manifesto, pp. Preamble and ch 1

<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

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

Article Reviews Due

Week Nine (Mar 8)

Bentley and Ziegler, ch. 31, 32

Societies at Crossroads, the Age of Global Empires

Discussion

Read selections on pp. 711, 719, 735, 744

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>.

Journal 2 Due

Part VII **Contemporary Global Realignments**

Week Ten (Mar 15)

Quiz 2

Bentley and Ziegler, ch. 33

The Great War

Discussion

Steger Introduced, chs. 1 and 2

Week Eleven (Mar 22)

Bentley and Ziegler, ch. 34

An Age of Anxiety

Discussion

Pp. 801, 805

Mussolini's Fascism

<http://www.historyguide.org/europe/duce.html>

Hitler's *Mein Kampf* (to be emailed)

Compare contrast the approaches to the issues of the interwar period

Week Twelve (Mar. 29)

Bentley and Ziegler, chs. 35, 36

Nationalism, Political Identities, and New Conflagrations

Discussion

Read selections on pp. 817, 824, 847, 851

Paper/project due

Week Thirteen (Apr. 5)

Bentley and Ziegler, chs. 37

The End of Empire

Discussion

Read selections on pp. 869, 877

Nkrumah on neo-colonialism

<http://www.marxists.org/subject/africa/nkrumah/neo-colonialism/introduction.htm>

What is the basis of his argument?

Week Fourteen (Apr. 12)

Bentley and Ziegler, ch. 38

Globalization – A World With No Borders?

Discussion on Steger

Journal (3) Due

Steger Review Due

Quiz 3 in Exam Period

5. Student Assessment

- | | |
|------------------------|-----|
| 1. Three Quizzes | 40% |
| 2. Discussions | 10% |
| 3. A. Research Project | |
| Proposal | 5% |
| Article Review | 10% |
| Paper | 25% |
| Or | |
| B. Journal | 30% |
| Review | 10% |
| 4. Steger Review | 10% |

1. Quizzes

They will be non-cumulative and cover both lecture and seminar material. There will be both short-answer and essay-type questions. Guide questions and materials are provided. The first is worth 10 marks and the second and third worth 15.

2. Discussions

For each discussion, attendance will be monitored. More than 3 unexcused absences results in a failing grade for this portion of the course. 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 discussion questions from the textbook are found at the end of the document or in the Schedule of Topics. Hand in short summaries of the answers before the discussion.

3. Project or Journal

Option A.

The research project/essay is due, before the lecture, on **Mar. 29**, on one a topic listed below. 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 Rampolla or the Camosun *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: encyclopedias, handbooks, and textbooks, as well as numerous sources in the library's reference section. Reference works are not to be listed in the Bibliography below. They are only used to initiate a project, not for the actual research itself.

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.

Bibliographic entries must be alphabetical, double-spaced, and second-line indented. Consult the History Style Guide for directions.

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, 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 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 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. This explains why the work is useful. This summary may be written directly underneath the bibliographic entry.

To find academic articles, use the indexes noted in class. JSTOR and EBSCO are especially useful. An academic journal is peer-reviewed, well documented (footnotes and bibliography). *National Geographic*, news magazines, *Life*, *Reader's Digest*, and popular magazines **are not** appropriate. **Articles must be from respected and established journals/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 this, ones including Primary Sources. Maintain regular communication with me to keep things on track.

Step Two

In 300 words, review one of the two chosen articles. It will consist of 3 paragraphs (**due Mar. 1**):

- 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

Include a Bibliographic citation as well as one of the following: the article itself, a link, or the first two and last page of the body of the article.

Step Three

The final product, **due Mar. 29**,

- A. Will include the original proposal, as marked.
- B. Must contain a minimum of 20 footnotes -- citing of specific information, ideas, or 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
- have 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 copy handed in to be graded by the instructor and to be handed back to the student, the other to be emailed to the instructor to be kept on file.
- E. Good grammar, spelling, and syntax. Marks will be lost for deficiencies in these areas.
- F. 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.

Please note that regular consultation with the instructor will keep the project on target.

****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.

1. 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: an academic journal is not the same as a personal one. Instead, your entries must be analytical, intellectual responses and based on two foundations:

- 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. 9, Mar. 8, and Apr. 12.**

2. For those choosing this option, you will also submit, by **March 1**, an academic journal review. It will be based on one of your journal topics which has especially caught your interest. *Consult with your instructor when you have a topic that interests you.* Find an article. See **Step 2** above for how an article review must be set up.

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

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

- Lewis and Clark
- Vasco da Gama

Television/Movie Script. (documentary)

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

Architecture

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

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 proper Chicago Manual of Style citations.

Further details on what the review should look like will follow.

Maximum of 1000 words, **due Apr. 12.**

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 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> 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> 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> 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.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

See College calendar, at Student Services or the College web site at camosun.ca.

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.