

	<p><i>School of Arts & Science</i> <i>HUMANITIES DEPARTMENT</i> HIST 103-002 World Civilizations 2, Post 1450 2013W</p>
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1. Instructor Information

(a)	Instructor:	Andrew Wender		
(b)	Office Hours:	Thursdays 5:00-6:00; appointments at other times are welcome		
(c)	Location:	Young 320		
(d)	Phone:	250-370-3390		
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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 successful completion of the 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, and 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

Please purchase the following two texts, each of which is necessary for background reading to accompany lectures, seminar preparation and participation, and course writing requirements: (1) Jerry H. Bentley and Herbert F. Ziegler, *Traditions and Encounters: A Global Perspective on the Past, Volume 2: From 1500 to the Present* (New York: McGraw-Hill, 2011); and (2) John Darwin, *After Tamerlane: The Rise and Fall of Global Empires, 1400-2000* (New York: Bloomsbury Press, 2009).

If you elect to purchase a new (as opposed to used) copy of *Traditions and Encounters*, you can use the ConnectPlus card provided with the text to access a Self Study website: <http://connect.mcgraw-hill.com/selfstudy>

In addition, please take note of, and plan to use, the Camosun History Style Guide accessible at:

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

4. Methods of Evaluation

- Two In-Class Quizzes 20% of your final grade (10% each)
- Final Exam, During Exam Period 25% of your final grade
- Seminar Participation 15% of your final grade
- Critical Response to John Darwin's *After Tamerlane* 15% of your final grade
- Research Essay 25% of your final grade

Details on the methods of evaluation:

In General:

- **No written assignments will be accepted by an electronic means of submission (for example, e-mail attachment, or fax). Therefore, the only acceptable means of submission for these assignments is in hard copy, please.**

- **No written assignments (of course, this does not apply to any of the three exams) may be handwritten, in the absence of a documented medical reason for why typing is not feasible.**

- **No assignments will be accepted without penalty after the relevant due dates that are stated below for each assignment. The only exceptions will be for documented medical (physical or psychological) reasons or family emergencies. Late assignments will be penalized at the rate of 5% per day.**

- **While we will talk together in class about some guidelines for undertaking effective and reliable internet research, please note at the outset that Wikipedia can be, for several reasons, a problematic resource. Although it would be unreasonable for me to disallow the citation of Wikipedia in your writing, and I will therefore not presume to do so, I would strongly discourage you from relying too heavily on it, and ask you, please, to never use it as the exclusive, nor even most prominent resource in your writing for HIST 103.**

- Please avoid plagiarism at all costs, as it is a violation of the ethical code of the College, and will result in a failing grade for the plagiarized assignment. Please make sure to note the further statement on plagiarism at the end of this course outline.

- Further details will be discussed about the assignments below as we get deeper into the term.

Comments About Specific Assignments:

In-Class Quizzes: These will occur during the first 50 minutes of our February 7 and March 14 class sessions, and will cover Parts 5 and 6 of the course, respectively.

Final Exam: This will be two hours in length, occurring during the examination period in April, and will include questions emphasizing Part 7, as well as questions asking you to reflect on all of the course content.

Seminar Participation: For each of our seminar sessions, I have listed a focus question, together with various recommended resources, often (but not exclusively) primary sources and maps that are intended to help offer varying perspectives on the question. While you do not have to investigate all of the recommended resources in the same detail, please scrutinize one or two (or more, if you like) of them, and come prepared to share your observations. You are also welcome to find a relevant primary source or map of your own to bring in and add to the class discussion. The key objective is to have each class participant enrich the conversation by contributing his or her specific interests and insights.

NB: Please take care not to miss more than three (3) seminars, or you will lose the entire seminar portion of your grade for the course.

Critical Response to John Darwin's *After Tamerlane*: This paper is to be approximately 750-1000 words/3-4 typed, double-spaced pages, and **is due in class on February 28**. Responding to at least the material from Darwin that we have read to that point (i.e., up through at least p. 256, but you are welcome to go further, if you like), please reflect on how the role or dynamics of empires in global history appears to affect relations between civilizations.

In this paper as well as your research essay, please strive for clear and incisive writing that is grammatically and syntactically sound, and that has correct spelling. Structural aspects will count significantly in the grading of all writing in the course (less so for exams). Moreover, all written assignments must properly cite, in the appropriate format set forth in the Camosun History Style Guide, or the *Chicago Manual of Style*, every source upon which you rely for quotations, or specific factual material.

Research Essay: This paper is to be approximately 1500-2000 words/6-8 typed, double-spaced pages, plus notes and bibliography, and **is due in class on April 4**. A list of suggested topics will be made available later in the term. If you would like to write on a topic not included on the list, please clear it with me before you begin in-depth research. Consistent with this, if you have a theme that you're especially interested in developing for this essay, please start thinking about it as soon as possible, as you explore our course texts, and have a look through the sorts of topics that we will be considering in

HIST 103. Papers should integrate no fewer than **six** scholarly sources, and **one** additional primary source (that is, a first-hand historical document).

4. Course Content and Schedule

Class sessions are held on Thursdays, from 6:00-9:00 PM, in Young 317, from January 10, 2013 through April 11, 2013. As a general pattern, 6:00-7:50 PM of each session will be dedicated to lecture, and 8:00-9:00 PM to seminar. On quiz evenings (Feb. 7 and Mar. 14), we will have a quiz from 6:00-6:50 PM, followed by a 7:00 PM start for our lecture and seminar component.

Course content and schedule are subject to adjustment; in such instances, ample notice will be given. In this connection, some online-accessible and/or photocopied readings may be added, especially for the purposes of offering primary sources for seminar discussion.

Part 5 **The Origins of Global Interdependence, 1500-1800**

Week One (Jan.10)

Lecture: Introduction to the course

Background Reading: Orientation to course texts, focusing on Bentley and Ziegler, ch. 22, and Darwin, ch. 1.

Seminar Focus and Recommended Resources: The importance of maps (Bentley and Ziegler, and Darwin generally), and primary sources (Bentley and Ziegler, pp. 474, 478). And, if you can, please take Darwin, pp. 2-3 as your inspiration to head down to the Royal BC Museum before the end of January ☺!

Week Two (Jan. 17)

Lecture: The Growth of European Exploration, and the Transformation of Early Modern Europe

Background Reading: Bentley and Ziegler, pp. 462-463, chs. 22 and 23, and Darwin, ch. 2 (at least to p. 73, please, and beyond, if you like; we'll draw further on the material between pp. 73-99 a bit later).

Seminar Focus and Recommended Resources: What is transformational about Early Modern Europe? In addition to Bentley and Ziegler, pp. 513 and 518, and Darwin, p. 55, please take a look at the first few, and more if you like, of Martin Luther's *Ninety-Five Theses*

(<http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html>), as well as the photocopied excerpt from Thomas Hobbes's *Leviathan*.

Week Three (Jan. 24)

Lecture: Contacts among Europe, the Americas, Oceania, Africa, and inland Asia

Background Reading: Bentley and Ziegler, chs. 24 and 25, and Darwin, ch. 3 (at least to p. 125, please, and beyond, if you like; we'll draw further on the material between pp. 125-155 a bit later).

Seminar Focus and Recommended Resources: What are the impacts of contacts among civilizations? Bentley and Ziegler, pp. 474, 526, 530, 542, 544, 552, 554, 560, 562; Darwin, p. 69; and excerpt from John Locke's *Second Treatise of Government*.

Week Four (Jan. 31)

Lecture: Epic empires of East Asia and the Islamic world

Background Reading: Bentley and Ziegler, chs. 26 and 27, and Darwin, pp. 73-99 (remainder of ch. 2), and 125-155 (remainder of ch. 3).

Seminar Focus and Recommended Resources: What were the achievements of these empires, and what might be some of their current legacies? Bentley and Ziegler, pp. 573, 575, 581, 586, 591, 597, 599, 602; Darwin, pp. 34, 42, 75, 84, 129, 147; and 'The Fall of Constantinople, 1453' (<http://www.greece.org/romiosini/fall.html>).

Part 6

An Age of Revolution, Industry, and Empire, 1750 to 1914

Week Five (Feb. 7)

Quiz #1

Lecture: Revolutions and Their Outgrowths

Background Reading: Bentley and Ziegler, pp. 616-619, pp. 620-640 of ch. 28; Darwin, ch. 4 (at least to p. 185, please, and beyond, if you like; we'll draw further on the material between pp. 186-217 a bit later).

Seminar Focus and Recommended Resources: Comparing the American and French Revolutions: what differing historical conditions and ideals were at work? Bentley and Ziegler, pp. 628, 640; Darwin, pp. 168, 171; United States Declaration of Independence (<http://www.ushistory.org/declaration/document/>); and excerpts on the French Revolution.

Week Six (Feb. 14)

Lecture: Nationalism and Industrialization

Background Reading: Bentley and Ziegler, pp. 640-648 of ch. 28, ch. 29; Darwin, pp. 186-217 (remainder of ch. 4).

Seminar Focus and Recommended Resources: What does *The Communist Manifesto* have to teach about the historical era in which it emerges? Bentley and Ziegler, pp. 658, 664, 670; and excerpt from *The Communist Manifesto*.

Week Seven (Feb. 21)

Reading Break (No Class)

Week Eight (Feb. 28)

Lecture: 'Inventing the West': the Logic of Westward Expansion

Background Reading: Bentley and Ziegler, ch. 30; Darwin, ch. 5 (at least to p. 256, please, and beyond, if you like; we'll draw further on the material between pp. 256-294 a bit later).

Seminar Focus and Recommended Resources: What are the consequences of 'Inventing the West'? Bentley and Ziegler, pp. 680, 684, 686, 689, 698; Darwin, p. 242; excerpt from de Tocqueville's *Democracy in America*; and the Emancipation Proclamation

(http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html).

Critical Response to *After Tamerlane Due*

Week Nine (Mar. 7)

Lecture: The Differing Fates of Late 18th-Early 20th Century Empires

Background Reading: Bentley and Ziegler, chs. 31 and 32; Darwin, pp. 256-294 (remainder of ch. 5), and ch. 6.

Seminar Focus and Recommended Resources: How did various empires of this era perceive themselves? Bentley and Ziegler, pp. 708, 711, 712, 719, 720, 735, 738, 742, 744, 745, 750; Darwin, pp. 267, 274, 290, 307, 325, 357, 363.

Part 7

Contemporary Global Realignments, 1914 to the Present

Week Ten (Mar. 14)

Quiz #2

Lecture: World War I and Its Troubled Outcomes

Background Reading: Bentley and Ziegler, ch. 33; Darwin, ch. 7 (at least to p. 415, please, and beyond if you like; we'll draw further on the material between pp. 416-423 a bit later).

Seminar Focus and Recommended Resources: What new crises emerged from World War I? Bentley and Ziegler, pp. 784, 785; Darwin, pp. 382-415.

Week Eleven (Mar. 21)

Lecture: Interwar crises and nationalisms

Background Reading: Bentley and Ziegler, ch. 34, ch. 35; Darwin, pp. 416-423 (remainder of ch. 7).

Seminar Focus and Recommended Resources: What were the leaders of this era seeking to achieve? Bentley and Ziegler, pp. 801, 805, 817, 818, 824, 828; Darwin, p. 420; totalitarianism excerpts.

Week Twelve (Mar. 28)

Lecture: The Second World War

Background Reading: Bentley and Ziegler, pp. 834-853 of ch. 36; Darwin, pp. 425-431 (first few pages of ch. 8).

Seminar Focus and Recommended Resources: Why does World War II so grip our historical memory? Bentley and Ziegler, 845, 846, 847, 851, 852; Darwin, p. 430.

Week Thirteen (Apr. 4)

Lecture: The Cold War and Decolonization

Background Reading: Bentley and Ziegler, pp. 853-862, ch. 37; Darwin, remainder of ch. 8 (pp. 431-485).

Seminar Focus and Recommended Resources: Did decolonization bring liberation? Bentley and Ziegler, pp. 855, 869, 870, 872, 875, 877; Darwin, pp. 441-468.

Research Essay Due

Week Fourteen (Apr. 11)

Lecture: A Globalized World? A Multi-Polar World? A Neo-Imperial World?

Background Reading: Bentley and Ziegler, ch. 38, pp. 924-925; Darwin, ch. 9.

Seminar Focus and Recommended Resources: How should we characterize today's world? Bentley and Ziegler, pp. 895, 899, 918; Darwin, ch. 9

Grading System

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		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.
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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.

