



COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Chris Morier
(b)	Office Hours:	Wednesdays, 11:30 a.m. to 12:30 p.m.
(c)	Location:	Young 320
(d)	Phone:	250-370-3390
(e)	Email:	morier@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

Jerry H. Bentley and Herbert F. Ziegler, *Traditions and Encounters: A Global Perspective of the Past*. Volume 2, From 1500 to the Present, 5th edition. Available in the Camosun Bookstore. A copy of the text has also been placed into the Reserve section of the Camosun library.

History 103 Student Package. This document will be emailed to students. It includes a Seminar Preparation Guide (I recommend that you print this guide out and have it close at hand as you read for your weekly seminars), lecture notes, a list of essay topics, and other information about grading, exams, etc.

4. Course Content and Schedule

Classes will consist of lectures and seminars. Basically, seminars are discussion groups. Students will be required to read the History 103 textbook and come to class prepared to discuss relevant themes with their peers.

This course is a 3-credit course. Your final grade will be a letter grade.

History 103 will feature 2 hours of lectures per week, and 1 hour of seminar per week. The course continues for 14 weeks. Estimated out-of-class preparation time is 5 hours per week.

5. Basis of Student Assessment (Weighting)

As with most other History courses, all course assignments are compulsory. All of the assignments are discussed in more detail below. Here is how they will be weighted:

Research Paper Proposal – 5%

Mid-Term Exam – 25%

Seminar Participation – 20%

Research Paper – 25%

Final Exam – 25%

6. Grading System

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	1

		credit is granted; a course with a "D" grade cannot be used as a prerequisite.	
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 website 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 the College web site in the Policy Section.

Research Paper Proposal

This assignment is worth 5% of your final grade and is **due on Wednesday, 18 February**. It must be handed to me in class. If late, it will be penalized at a rate of 10% per day overdue.

Posted on my office door is a list of possible research paper topics. To ease the strain on library resources, a maximum of two people may sign up for each topic. These topics come directly from the “Thinking About Traditions” and “Thinking About Encounters” boxes in every chapter of the textbook. You will sign up for one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal will be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians’ views of the topic changed or evolved over time?

Your proposal will also include references to three secondary sources (books and/or articles) that you will consult in preparing your essay. These three sources will not include generic websites or the course textbook. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments. We will discuss this assignment further in class as its due date gets closer.

Mid-term Exam

There will be a two-hour in-class midterm exam on **Wednesday, 25 February**. The exam is worth 25% of your final grade. We will discuss the exam in more detail in class as the big day gets closer.

Seminar Participation

You will be assigned to a seminar group, and your group will meet fourteen times over the winter term. Participation marks are worth 20% of your final grade. Marks will be calculated on Friday, 10 April (after the last seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person’s theories or arguments. The seminars are where these skills are practiced.

Each week, you will read a chapter or two from the textbook. I will be providing you with a comprehensive Seminar Guide, which provides sample questions, topics for consideration, and even role-play scenarios. Students are also encouraged to bring their own questions and observations to seminar; indeed, independent thinking and personal opinions are what make these seminars dynamic and interesting.

Students who miss more than three seminars will forfeit their entire participation mark. Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned chapter(s) carefully; that you have identified the salient points; and that you are prepared to discuss your ideas in a small-group setting.

Lively and rewarding seminars require the contribution and participation of all group members. Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

Research Essay

This assignment is worth 25% of your final grade, and is **due on Wednesday, 25 March**. It must be handed to me in class. If late, it will be penalized at a rate of 5% per day overdue.

This essay will be approximately 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Make a photocopy of your essay for yourself, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks (“...”) and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

Your essay will incorporate at least five secondary sources (i.e. academic books and articles). **Be especially wary of Internet sources – legitimate academic work is okay, but online encyclopedias, generic websites, and material with no author's name attached should be avoided.** Please come and speak with me if you're having any difficulties with sources.

An effective essay is much more than a summary of the evidence and interpretations of other authors. You must write in your own words, and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A good essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, please refer to the Camosun History Department Style Guide, which can be found online, via the History Department website.

AN IMPORTANT NOTE ABOUT PLAGIARISM: This disclaimer applies to all written work that you will submit in History 103. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The 'Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers' Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources. See the Camosun College 2014-2015 Calendar (pp. 32-39) for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm, and assignments must be submitted to me in class on their due dates (otherwise they are considered late). No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, the penalty will be waived, but you must submit a note from a health practitioner. Computer/printer/USB drive problems will not be accepted as a valid excuse for a late essay. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after the final class on Friday, 10 April. Please do not hesitate to see me if you're having any problems with the assignments.

Final Exam

There will be a two-hour final exam in April (the final exam period runs from April 13th to the 21st). The test will be non-cumulative. I have no control over when the exam will take place, **so do not make plans for summer break until you have your exam date!** The exam is worth 25% of your final grade.

Lecture and Seminar Schedule

This schedule is subject to minor changes. We may fall behind slightly or find ourselves ahead of schedule at times. We may choose to wander down some uncharted paths. Students are encouraged to ask questions and offer opinions throughout.

To prepare for seminars, students are strongly encouraged to print/consult the Seminar Guide, which is included the History 103 Student Package that was emailed to you. The Seminar Guide provides questions and exercises to consider while reading the text for the weekly seminars. These meetings are relatively free-range, but the Guide will serve as a starting-point.

Wednesday, 07 January –	Introduction: Welcome to History 103!
Friday, 09 January –	Seminar: Breaking the Ice (No Required Reading)
Wednesday, 14 January –	Lecture: Transoceanic Encounters and Global Connections
Friday, 16 January –	Seminar: Chapter 22 in <i>Traditions and Encounters</i>
Wednesday, 21 January –	Lecture: The Transformation of Europe / New Worlds
Friday, 23 January –	Seminar: Chapters 23-24 in <i>Traditions and Encounters</i>
Wednesday, 28 January –	Lecture: Africa and the Atlantic World
Friday, 30 January –	Seminar: Chapter 25 in <i>Traditions and Encounters</i>
Wednesday, 04 February –	Lecture: Tradition and Change in East Asia
Friday, 06 February –	Seminar: Chapter 26 in <i>Traditions and Encounters</i>
Wednesday, 11 February –	Film: TBA
Friday, 13 February –	Seminar: Chapter 28 in <i>Traditions and Encounters</i>
Wednesday, 18 February –	**Research Paper Proposal Due Today**
	Lecture: The Islamic Empires
Friday, 20 February –	Seminar: Chapter 27 in <i>Traditions and Encounters</i>
Wednesday, 25 February –	**Two-Hour Midterm Exam**
Friday, 27 February –	Seminar: A Midterm Pause to Discuss Essay-Writing
Wednesday, 04 March –	Lecture: Industrialism / The Americas and Independence
Friday, 06 March –	Seminar: Chapters 29-30 in <i>Traditions and Encounters</i>
Wednesday, 11 March –	Lecture: Societies at Crossroads / Global Empires
Friday, 13 March –	Seminar: Chapters 31-32 in <i>Traditions and Encounters</i>

Wednesday, 18 March – Lecture: The Great War
Friday, 20 March – Seminar: Chapter 33 in *Traditions and Encounters*

Wednesday, 25 March – ****Research Paper Due Today****
Friday, 27 March – Lecture: Age of Anxiety / Asia, Africa, and Latin America
Seminar: Chapters 34-35 in *Traditions and Encounters*

Wednesday, 01 April – Lecture: World War Two and the Cold War
Friday, 03 April – Seminar: Chapter 36 in *Traditions and Encounters*

Wednesday, 08 April – Lecture: The End of Empire / A World Without Borders
Friday, 10 April – Seminar: Chapters 37-38 in *Traditions and Encounters*