



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Dr. Christian Lieb
(b)	Office Hours:	Tuesdays and Thursdays 11:30-1:30; Wednesdays 2:30-4:00 and 5:00-6:00
(c)	Location:	Young 323 (Lansdowne)
(d)	Phone:	250-370-3363 (office phone)
(e)	Email:	LiebC@camosun.bc.ca
(f)	Website:	http://camosun.ca/learn/programs/history/

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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. There are older cultures and societies outside of the western tradition.
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

- (a) Pollard, Rosenberg, Tignor, et al., *Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present. Concise Edition, Vol. 1* (New York: W.W. Norton, 2015).
- (b) History Department Style Guide and Seminar Readings on D2L course website

4. Course Content and Schedule

For the course content and schedule, please see the details at the end of this syllabus.

5. Basis of Student Assessment (Weighting)

Course Requirements:

As preparations for each week, you are expected to read the relevant chapter(s) in the textbook, Pollard, Rosenberg, Tignor, et al., *Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present. Concise Edition, Vol. 1* (New York: W.W. Norton, 2015) and complete the corresponding online quizzes. During the term, you will be required to attend the scheduled discussion sessions and provide a one to two-page commentary for each of these seminars. You must also submit a research paper. In addition, there will be a midterm exam in October and the final exam scheduled during the exam period in December (see details below).

1) Discussion Groups (20% of final grade):

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one printed page) commentary containing the following points:

- Briefly summarize the primary sources and the one academic journal article (what do they tell us about the topic?)
- Identify the main arguments and themes of the readings
- Write a short paragraph in which you outline the most important question(s) that the readings raised for you.

This will help you to focus your thoughts for the discussions and will train you to identify the main arguments of the texts you read. These short commentaries will not be graded individually, but will assist in determining the quality of your participation (of course, only in addition to your oral contributions during the discussions – see below).

The discussion groups count for 20% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper (full marks for all papers that fully cover the above points), and 40% will be based on the quality and frequency of your oral participation (with an emphasis on contributions that demonstrate critical engagement with the material).

*******Students who miss more than three seminars will forfeit their entire seminar mark*******

To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class and bring the short paper – see instructions above. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the authors' thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments.

2) InQuizitive online quizzes (10% of final grade):

Please use the textbook's digital landing page at <https://digital.wwnorton.com/worldsconv1> to self-register for the online portion of the course. Our **student ID set is: 34318**. For the specific steps of registration, please see the PDF form on D2L. More information for the deadlines for quizzes can be found in the schedule below and on D2L.

3) Midterm Exam (20% of final grade):

The midterm exam will focus on material from lectures, the textbook, and discussion topics covered to that point in the course. It will consist of a combination of multiple choice, short essay, and longer essay questions. The exam will take place in our regular classroom during class time on **Wednesday October 18, 2017**.

4) **Research Essay** (25% of final grade):

This essay requires a minimum of **four academic secondary and one primary source**. Choose a written primary source from your textbook as the basis for your essay topic. See table of contents for the primary source listing in the textbook or in the e-book version at:

<https://digital.wwnorton.com/2776/r/goto/cfi/20!/4>

In addition, the paper requires a minimum of **four academic and recent secondary sources** (books or articles written by historians) accessible through the Camosun Library (or also try the UVic library if you cannot find enough material at Camosun). Search for sources that are footnoted and at least 15 pages in length (shorter works will not provide the necessary details you need to support your own argument in the paper). Avoid the use of online sources since most of them are not peer reviewed (i.e. not academic) and are likely too short. Please draw on information from the minimum of four secondary sources you found and make sure to use the History Department Style Guide, available on D2L.

There is additional information on D2L and in a seminar on “How to write a Research Paper” – see schedule below. This essay will be about 1,500-2,000 words in length and will be marked based on the effectiveness of the research and argument, writing style and grammar, as well as the use of proper academic footnoting (Chicago Style – see style guide).

Qualities of a Good Essay:

- **Critical analysis.** Original and independent thought. What do you think about the material you have found? Why did you make the argument that you did? Which sources are more convincing and why? How are your sources biased? A well-balanced essay will include information that may disagree with your thesis as long as you explain why you are more convinced by one source than by another.
- **Clear argument and organization.** State your thesis in the introduction and develop it in a well-organized paper. The thesis statement is an answer to the research question. Based on the research you have done, take a point of view and defend it. The information you present should be logically organized and support your thesis statement. Beginning each paragraph with a topic sentence that is connected to the argument helps to guide the reader.
- **Strong evidence.** Is the paper based on adequate evidence from relevant primary and secondary sources? Is the evidence sufficient to convincingly support the thesis? Is the evidence critically examined? How well does your paper integrate and engage with the primary and secondary sources?
- **Footnotes and bibliography.** All evidence that is not common knowledge should be referenced using correct footnote style. Use footnotes when you are quoting another person and even when you are paraphrasing another person’s ideas or findings in your own words. The *History Department Style Guide* explains what format you should use for footnotes and bibliography.
- **Good writing style.** The essay should be well written, have no spelling errors, and be grammatically correct. It should also be interesting to read. Avoid long block quotes (and frequently quoting secondary sources) – it is better to summarize and put information in your own words. Writing several drafts and reading your work aloud both help improve the quality of your writing.

There will be a check-list of requirements on D2L that you should attach to the hard copy of your research paper when you hand it in and a more detailed guide on how to write a research paper. There will also be seminars on the topic on October 13 and 20, 2017.

The Research Paper is due on Wednesday November 8, 2017 at the beginning of class.

6) **Final Exam** (25% of final grade):

The final exam will not be a simple matter of regurgitating names and dates, but you will be asked to identify the contexts of the major themes covered in the lectures and discussion groups. Therefore, the most effective way to prepare for the exam is to attend all discussion groups and lectures as well as to read the assigned chapters in the textbook for each class. More details will follow on the last lecture day in December.

The Final Exam will take place during the examination period from December 11-19, 2017. Since instructors do not have any influence on the exam date and time, please do not make any travel arrangements for your winter break before the final exam schedule is published.

Final Mark break-down:

☞ online quizzes	10 %
☞ discussion groups	20 %
☞ midterm exam	20 %
☞ research paper (1,500-2,000 words)	25 %
☞ final exam	25 %

Due dates: Assignments must be handed to the instructor in class on the due date – it is due *at the beginning of class* (not after class)

Marks will be deducted at the rate of 5% per day for late assignments. If your assignment is late because of illness or family affliction, please submit a note from a health practitioner and no penalty will be assigned for the period of time the student was affected by those personal or health conditions. **No assignments will be accepted after the final class in December without prior permission from the instructor.**

Note: If you find you are unable to write a test or complete an assignment, please come and see me prior to the due dates or e-mail me. It is your responsibility to inform me of any difficulties completing course components.

Evaluation: All essays will be marked for grammar, clarity of writing, organization, content, and critical analysis.

Structure: Please follow the instructions for your assignments. **All written work must be double-spaced**, with a margin of at least one inch on both sides of the text. Preface essays with a **cover page**. **Bibliographies** must be placed on a separate page at the end of an essay.

Footnote/Bibliography format: You must use Chicago Style for Humanities – please refer to the History Style Guide and other instruction guides on D2L for more specific details.

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College 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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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 the College web site in the Policy Section.

10. Class Schedule:

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.

Week 1 (Sept. 4-10)

Wed. Sept. 6 Introduction and course business

Friday Sept. 8 Introduction to seminars

Week 2 (Sept. 11-17)

☞ **Online Quiz #1** (📖 *Textbook Ch. 1*) – Tues. Sept. 12

Wed. Sept. 13 LECTURE: The Origins of Human Societies

Friday Sept. 15 SEMINAR: Week 2: Where does History begin?

📖 Textbook Chapter 1: *Global Themes and Sources*, starting on p. 38.

ON D2L: 📖 Selection of Origin Stories from:

<http://www.gly.uga.edu/railsback/CS/CSIndex.html>

Week 3 (Sept. 18-24)

☞ **Online Quiz #2** (📖 *Textbook Ch. 2*) – Tues. Sept. 19

Wed. Sept. 20 LECTURE: The Emergence of Cities and States

Friday Sept. 22 SEMINAR: Week 3: The emergence of historical records.

📖 Textbook Chapter 2: *Global Themes and Sources*, starting on p. 78.

ON D2L: 📖 1. Epic of Gilgamesh (synopsis and analysis):

http://www.ancient-literature.com/other_gilgamesh.html

2. The Osirian Cycle: <http://www.theologywebsite.com/etext/egypt/osiris.shtml>

3. The Great Hymn to Aten: <http://katherinestange.com/egypt/hymn2.htm>

Week 4 (Sept. 25-Oct. 1)

☞ **Online Quiz #3** (📖 *Textbook Ch. 3*) – Tues. Sept. 26

Wed. Sept. 27 LECTURE: State Structures and their Challengers

Friday Sept. 29 SEMINAR: Week 4: Codifying Laws, Regulating Societies

📖 Textbook Chapter 3: *Global Themes and Sources*, starting on p. 114.

Week 5 (Oct. 2-8)

☞ Online Quiz #4 (📖 *Textbook Ch. 4*) – Tues. Oct. 3

Wed. Oct. 4 LECTURE: Early Empires in Asia

Friday Oct. 6 SEMINAR: **Week 5: Consolidating Empires, Imposing Legitimacy**

📖 Textbook Chapter 4: *Global Themes and Sources*, starting on p. 152.

ON D2L: 📖 “First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE,” in: Elizabeth Pollard and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader, Vol. 1* (2nd Ed., New York and London: W.W. Norton, 2016), 107-132.

Week 6 (Oct. 9-15)

☞ Online Quiz #5 (📖 *Textbook Ch. 5*) – Tues. Oct. 10

Wed. Oct. 11 LECTURE: Worlds Turned Inside Out

Friday Oct. 13 SEMINAR: Library Research Seminar

Week 7 (Oct. 16-22)

Wed. Oct. 18 **MIDTERM EXAM**, 1 hour, 50 minutes

Friday Oct. 20 SEMINAR: How to write a Research Paper

ON D2L:

📖 History Department Style Guide and Instructions for Writing a Research Paper

Week 8 (Oct. 23-29)

☞ Online Quiz #6 (📖 *Textbook Ch. 6*) – Tues. Oct. 24

Wed. Oct. 25 LECTURE: Conquests, Religions, and Widening Trade

Friday Oct. 27 SEMINAR: **Week 8: Trade, Conquest, and the Spread of Ideas**

📖 Textbook Chapter 6: *Global Themes and Sources*, starting on p. 228.

ON D2L: 📖 Julius Caesar, *De Bello Gallico*, Book 1, Chapter 1-29;
<http://classics.mit.edu/Caesar/gallic.1.1.html>

Week 9 (Oct. 30-Nov. 5)

☞ Online Quiz #7 (📖 *Textbook Ch. 7*)

Wed. Nov. 1 LECTURE: Building Empires: Imperial Rome and Han China

Friday Nov. 3 SEMINAR: **Week 9: Maintaining Order in the Roman and Chinese Empires**

📖 Textbook Chapter 7: *Global Themes and Sources*, starting on p. 263.

ON D2L: 📖 “Han and Rome: Asserting Imperial Authority,” in: Merry E. Wiesner, et al., *Discovering the Global Past: A Look at the Evidence. Vol. 1: To 1650*. (Boston and New York: Houghton Mifflin Company, 2007), 80-112.

Week 10 (Nov. 6-12)

☞ Online Quiz #8 (📖 *Textbook Ch. 8*) – Tues. Nov. 7

Wed. Nov. 8 LECTURE: The Rise of Universal Religions

☞ **Research Paper due** (beginning of class)

Friday Nov. 10 SEMINAR: **Week 10: The Spread of Universal Religions**

📖 Textbook Chapter 8: *Global Themes and Sources*, starting on p. 298.

Week 11 (Nov. 13-19)

☞ Online Quiz #9 (📖 *Textbook Ch. 9*) – Tues. Nov. 14

Wed. Nov. 15 LECTURE: Emergence and Spread of Islam.

Friday Nov. 17 Seminar: **Week 11: Women’s Roles in Society.**

📖 Textbook Chapter 9: *Global Themes and Sources*, starting on p. 336.

On D2L: 📖 “Patriarchy and Women’s Voices,” in: Robert W. Strayer and Eric W. Nelson, *Thinking through Sources, Vol. 1*, (3rd Ed., Boston and New York: Bedford / St. Martin’s, 2016), 60-71.

Week 12 (Nov. 20-26)

☞ **Online Quiz #10** (📖 **Textbook Ch. 10**) – Tues. Nov. 21

Wed. Nov. 22 LECTURE: Religious and Commercial Contacts in Afro-Eurasia.

Friday Nov. 24 SEMINAR: Week 12: The Shrinking of the Afro-Eurasian World.

📖 Textbook Chapter 10: *Global Themes and Sources*, starting on p. 376.

ON D2L: 📖 Marco Polo's travels at: <https://archive.org/details/bookofsermarcopo01polo>
Please read pages 295-338 of the book.

Week 13 (Nov. 27-Dec. 3)

☞ **Online Quiz #11** (📖 **Textbook Ch. 11**) – Tues. Nov. 28

Wed. Nov. 29 LECTURE: Social and Cultural Responses to the Black Death.

Friday Dec. 1 SEMINAR: Week 13: Responses to the Black Death.

📖 Textbook Chapter 11: *Global Themes and Sources*, starting on p. 414.

ON D2L: 📖 Trevor Dean, "Plague and crime: Bologna, 1348–1351," *Continuity and Change*, vol. 30, no. 3, (2015); 367–393.

Week 14 (Dec. 4-10)

Wed. Dec. 6 LECTURE: Societies and Cultures in the Americas.

Friday Dec. 8 SEMINAR: Week 14: Exam Review

Dec. 11-19 **FINAL EXAM PERIOD – EXAM DATES WILL BE ANNOUNCED ON CAMLINK LATER IN THE TERM. *Please do not make plans (or have a family member make plans on your behalf) for the December holiday break until you know the dates for your exams.***