



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-103-D01
World Civilizations 2, Post 1450
Winter 2021

COURSE OUTLINE

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

□ Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Chris Morier		
(b) Office hours	Mon-Fri, 1 pm – 3 pm (phone calls only)		
(c) Location			
(d) Phone	250-370-3518	Alternative:	
(e) E-mail	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, 6th edition. Purchase via the Camosun Bookstore website.

4. Course Content and Schedule

Lectures will be made available every week on D2L. "Readings" refers to chapters in the textbook.

Week One – Jan 11-15 Introduction Video: Welcome to History 103!

Note that the first week of Hist 103 is relatively sedate. Use this time to get familiar with D2L, and to prepare for the weeks ahead. Take note of assignment due dates, map the term out, and think about a routine. Flip/scroll through the Hist 103 textbook and familiarize yourself with the reading to come. Read the details about assignments/exams in the class and make sure that you're clear on what's expected. Contact me if you're uncertain about anything.

Week Two – Jan 18-22 Lecture: Transoceanic Encounters and Global Connections (L1, L2)
Readings: Chapter 22 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 22 January.

Week Three – Jan 25-29 Lecture: The Transformation of Europe / New Worlds (L3, L4)
Readings: Chapters 23-24 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 29 January.

Week Four – Feb 1-5 Lecture: Africa and the Atlantic World (L5, L6)
Readings: Chapter 25 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 05 February.

Week Five – Feb 8-12 Lecture: Tradition and Change in East Asia (L7, L8)
Readings: Chapters 26 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 12 February.

Also, for all students:

Research Paper Proposal Due on Friday, 12 February

Week Six – Feb 15-19 Reading Break: No Lectures/Readings This Week

Week Seven – Feb 22-26 Lecture: The Islamic Empires (L9, L10)
Readings: Chapters 27-28 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 26 February.

Week Eight – Mar 1-5 ****Midterm Exam Due on Friday, 05 March****

Week Nine – Mar 8-12 Lecture: Industrialism / The Americas and Independence (L11, L12)
Readings: Chapters 29-30 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 12 March.

Week Ten – Mar 15-19 Lecture: Societies at Crossroads / Global Empires (L13, L14)
Readings: Chapters 31-32 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 19 March.

Week Eleven – Mar 22-26 Lecture: The Great War (L15)
Readings: Chapter 33 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 26 March.

Week Twelve – Mar 29 - Apr 2 Lecture: Age of Anxiety / Asia, Africa, and Latin America (L16, L17)
Readings: Chapter 34 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 02 April.

Week Thirteen – Apr 5-9 Lecture: World War Two and the Cold War (L18, L19)
Readings: Chapters 35-36 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 09 April.

Also, for all students:

Research Paper Due on Friday, 09 April

Week Fourteen – Apr 12-16 Lecture: The End of Empire / A World Without Borders (L 20, L21)
Readings: Chapters 37-38 in *Traditions and Encounters*

If you choose to write a chapter analysis this week, you must email it to me on Friday, 16 April.

5. Basis of Student Assessment (Weighting)

2 X Textbook Chapter Analyses (pre-midterm) – 10% each

Research Paper Proposal (due on **Friday, 12 February**) – 5%
Midterm Reflection/Exam (Week Eight) – 20%
1 X Textbook Chapter Analysis (post-midterm) – 10%
Research Paper (due on **Friday, 09 April**) – 25%
Final Reflection/Exam (due Friday, April 23rd) – 20%

Assignment/Assessment Details

Textbook Chapter Analyses (3 X 10% each – so 30% of final grade)

Most weeks in the Hist 103 Winter Term you will be reading a chapter or two from the textbook, related to lecture material. In a non-Covid situation, you would be discussing these chapters in weekly seminars and getting a seminar participation grade for your efforts. This Winter, however, you will be writing analyses of selected chapters and submitting them to me via e-mail.

The analyses are due on the Friday at the end of each week. If late, they will be penalized at a rate of 10% per day overdue. You will need to submit 2 analyses in the weeks before the midterm, and 1 analysis in the weeks after the midterm. So, to be clear:

Prior to the midterm, you will be reading textbook chapters 22-28 (see lecture schedule). Out of those 7 chapters, you will write and submit analyses of two of them (you choose which two).

In the weeks after the midterm, you will be reading textbook chapters 29-38 (see lecture schedule). Out of those 10 chapters, you will write and submit an analysis of one of them (you choose).

Each analysis should be between 400-500 words.

I have provided you with an example of a chapter analysis (look under “Content” in the Hist 103 D2L site).

Research Paper Proposal (5% of final grade)

This assignment is **due on Friday, 12 February**. If late, it will be penalized at a rate of 10% per day overdue.

Possible essay topics can be found throughout the textbook (look for “Essay Topics” in “Content” on the Hist 103 D2L site). You will choose 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 should 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 academic, secondary sources that you will consult in preparing your essay. These three sources will not include generic websites, general History textbooks, or the textbook for this class. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

I have provided you with an example of a Research Paper Proposal (look under “Content” on the Hist 103 D2L site). Note that the proposal should indicate that you’ve not only located some academic sources, but that you’ve started to evaluate the information you’ve uncovered.

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.

Midterm Reflection/Exam (20% of final grade)

This midterm reflection/exam will happen in Week Eight of the class (March 1-5). You will receive the exam via D2L on Monday, the 1st; you will submit your completed exam to me on Friday, the 5th.

Research Paper (25% of final grade)

The essay is due on **Friday, 09 April**. If late, it will be penalized at a rate of 5% per day overdue.

This research essay will be between 1000-1500 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. Never delete your essay from your computer, 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.

You must consult at least five secondary sources (books and/or articles) in preparing your paper. **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 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 perceptive 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, refer to the Camosun History 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.

LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm. Please note: computer problems will not be accepted as a valid reason 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 Friday April 16th. Please do not hesitate to contact me if you're having any problems with the assignments.

Final Reflection/Exam (20% of final grade)

There will be a final reflection/assignment/exam after Week Fourteen of Hist 103. It will focus on material covered after the midterm. Similar to the midterm, you will receive the exam and then have a few days to prepare your response.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials 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.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts

@ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate

Withdrawal, Sexual Violence, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 <http://camosun.ca/about/policies/index.html> 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 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.
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