

History 102-A01
World Civilizations, 1500-1815

Fall 2009
On-Line
Room: Blackboard
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Course Description

Welcome to world history on-line!! This course analyzes the global history of the early modern world. It begins in the Atlantic Ocean, with an age of exploration and discovery, when Europeans discovered new worlds and established relationships with peoples that transformed the globe. We will then analyze the development of various societies spanning the Atlantic and Pacific Oceans, focusing on internal economic, social, political, and cultural trends, and their impact upon other peoples. The course then concludes by returning to the beginning, to the Atlantic world, where the effects of these early modern relationships reaped their results and gave rise to the Age of Revolutions. In the end, it is in the early modern world where we witness the emergence of societies that most resemble our own today.

On-Line Format

If you have not done so already, please familiarize yourself with the Blackboard website immediately to begin participating during the first week of class. To log-in to Blackboard, go to <http://courses.cwu.edu/> and use your CWU login and password to enter. Then select "History 102, World Civilizations" to access course materials. The syllabus, lecture notes, PowerPoint presentations, assignments, writing guidelines, and much more will be available on the site.

Course Outcomes

This on-line course fulfills the university's general education requirement and the writing component within the general education program. As a result, this class focuses on both broader goals such as promoting an appreciation for diversity and the formation of global citizens, as well as the more specific skills of oral and reading comprehension, critical and original thought, and the communication of ideas in written form. Such outcomes will be achieved through a rigorous engagement with the historian's craft.

At the end of this class, you should be able to, among other things:

- (1) Navigate the Blackboard site to complete all course requirements
- (2) Identify the key events of early modern history, and analyze their principal causes and consequences
- (3) Understand the relationship between the world today and its early modern foundations
- (4) Analyze and value the histories of disparate peoples and places

- (5) Recognize the historian’s craft of empathy and interpret primary documents from this perspective
- (6) Compare and contrast opposing historical interpretations, and come to your own conclusions through a careful consideration of all relevant materials
- (7) Organize, present, and communicate your own opinions in a thoughtful, coherent fashion

In the end, history teaches us skills of a practical, professional, and personal nature. These course objectives will be reinforced continually throughout the quarter.

Statement of Teaching Philosophy

I firmly believe that learning is not a passive process. Students must participate to foster life skills that go beyond their knowledge of history. Thus, my teaching method is interactive. While students will be expected to engage with on-line lecture and other reading materials, this class devotes much of its time to participation and a dialogue between instructor and students. This will be done through weekly discussion threads on Blackboard. In the end, learning is achieved through an engagement with the course materials, the instructor, and fellow students.

Required Reading

There are two required texts for this course, both of which are available for purchase at the campus bookstore or on-line through amazon.com and other sources. They are:

Andrea, Alfred J. and James H. Overfield, eds., *The Human Record: Sources of Global History*, vol.2, *Since 1500*, 6th ed. (Boston: Houghton Mifflin, 2009).

Bentley, Jerry H. and Herbert F. Ziegler, *Traditions and Encounters: A Global Perspective on the Past*, vol.II, *From 1500 to the Present*, 4th ed. (Boston: McGraw Hill, 2008).

Grading

Your grade will be determined by participation, questions of the week, and mid-term and final ID quizzes. Following is a breakdown of the grading scale:

Participation	30%
Questions of the Week	50%
Mid-Term ID Quiz	10%
Final ID Quiz	10%

Participation is a crucial component of this class. Due to the on-line format, discussions will take place in weekly threads via the Blackboard site. Each week will include three discussion threads, and you are required to participate multiple times (a minimum of three) on each thread by no later than 5pm each Sunday. **That means that in order to meet the course’s minimum requirements, you must participate with at least nine substantive posts per week.** One thread will address issues related to the Andrea and Overfield documents. A second thread will

address the weekly “question of the week” (see below for more information). The final thread will be aimed at peer review of writing. I will place randomly selected examples of student writing on Blackboard in order to solicit opinions from peers regarding how to improve.

Your participation on each thread will be assessed according to the following criteria: respect, substance, document engagement, critical/original thinking, and empathy. First, you must respect the ideas and opinions of your fellow students. Second, your posts must be substantive (a full paragraph, not just two words/sentences that reflect little insight). Third, you must cite the Andrea and Overfield documents (with page numbers included), especially on the document and question of the week threads. Fourth, you must demonstrate critical and original thought, not just memorization of fact. Finally, you must embrace the historian’s craft of empathy. Putting ourselves in the shoes of actors from different times and places requires that we jettison our twenty-first century views and biases to engage in truly objective, historical thinking.

Please be aware that I take your participation seriously. **If you do not meet the minimum requirement of nine posts per week, you should not expect a passing grade.** Likewise, if you barely meet the minimum requirement (with nine unsubstantive, weekly posts that draw little from the readings or your colleagues’ comments), you should expect an average grade. Finally, I may at my own discretion increase the percentage of participation in the final course grade if I feel that a student deserves it (i.e. participation could be worth 35% or even 40% of the final course grade). I will not do this to hurt your grade, only to help it.

The **questions of the week** will be due by 11pm on the Monday following coverage of the week’s material. They should be two-page, typed, and double-spaced responses to the questions posed below in the “Schedule of Classes.” They are designed with three purposes: (1) to help motivate you to keep current with the readings; (2) to foster discussion of the week’s materials; and (3) to improve your argumentation and communication skills. You are required to answer a total of four questions during the quarter, two before the mid-term quiz and two after. The highest grade will count toward your final course grade twice. Late papers will not be accepted, unless a valid excuse with written documentation is presented to the instructor. **Papers that do not cite the Andrea and Overfield documents will not receive a passing grade.** Also, be aware that an excess of grammatical errors (more than three per page) will decrease your grade. See “Guidelines” below for more formatting, submission and assessment details.

The **mid-term ID quiz** will be uploaded to Blackboard on Monday, October 19 at 11pm, and you will have 24 hours to formulate your responses and turn them in via Blackboard. You will be required to identify and address the significance of terms provided on each lecture outline. I will select 8-10 terms from the list of bolded terms from each lecture outline, and you will have to respond to five (and only five) terms. You should identify the terms as well as address their significance in early modern world history. Because the quiz will be uploaded to Blackboard on Monday, October 19 by 11pm, your answers must be submitted by Tuesday, October 20 by 11pm. The **final ID quiz** will be in the same format as the mid-term, with the terms coming from only second-half lectures. It will be uploaded to Blackboard at 11pm on Monday, December 7, and your completed quiz must be submitted by 11pm on Tuesday, December 8. I should note that while the mid-term and final ID quizzes are open book, rules for plagiarism

apply (see “Statement on Sources and Plagiarism” below for more). And as time sensitive assignments, no late papers will be accepted.

Assignment Submission and Assessment

All assignments (four papers, two quizzes) will be submitted to me via Blackboard. Click on the “Assignments” link and follow the instructions to complete each assignment in a timely fashion. Your assignments must be submitted in MS Word. Late assignments will not be accepted, as Blackboard will shut off access once the deadline has passed. Be sure to follow directions and submit your assignments with plenty of time to allow for problems that may arise. It is not an acceptable excuse to say “Blackboard wasn’t working” at 10:59pm for an assignment due at 11pm. Contact me if you have any questions or concerns about assignment submission.

To help establish student expectations, a note on feedback and assessment is required. I will be on-line once a day, usually for a couple of hours, and will provide feedback and ask follow-up questions to your posts as part of the discussion threads. I will not respond personally to every comment, however. If you have a more direct question, please send it to my email account, rather than post it on the discussion thread. As for papers and exams, do not expect to have your grades posted until AT LEAST a week after the assignment is due. If a week has passed, and you have not received a grade, please visit the “Announcements” page on Blackboard for more information regarding when you might expect a grade.

Academic Adjustments

Students with disabilities who wish to set up academic adjustments for this course need to contact me to discuss how the approved adjustments will be implemented. Students should provide a copy of their “Confirmation of Eligibility for Academic Adjustments” from Disability Support Services. Students with disabilities without this form should contact Disability Support Services (Bouillon 205) at dssrecept@cwu.edu or 963-2171 as soon as possible.

Writing Center Support

CWU’s University Writing Center Consultants offer free, one-on-one sessions to all CWU students, on every campus and online. Students can brainstorm ideas, find research, and revise their drafts for organization, citation style, and grammar, learning how to edit their own papers. To make an appointment with a Writing Consultant at your Center or for a live, interactive, online consultation, please call 206-651-6027 on the Westside or 509-963-1270/1296 on the Eastside. For consultation schedules at each Center, plus grammar handouts and other writing resources, go to www.cwu.edu/~writingcenter

Statement on Sources and Plagiarism

All assignments for this class require that you cite sources, especially the documents that appear in the Andrea and Overfield reader. Three issues require comment. First, all essays in response to the questions of the week must cite the Andrea and Overfield documents, not the Bentley and Ziegler text. Textbooks are good for background information and the authors’ interpretations,

but only the Andrea and Overfield reader provides primary documents with the voices of the actors from the historical period under study. Thus, when you cite Andrea and Overfield, be sure to cite the documents, not the editors' (Andrea and Overfield's) introductions to the documents. **Papers that do not cite the words of the historical actors who produced the primary documents in Andrea and Overfield will not receive a passing grade.** Second, you should avoid internet dictionaries, encyclopedias, or sources that are of questionable historical value. Avoid Wikipedia, for example. While the site has some protections against bogus information appearing on its pages, some material is of dubious origin. **If you cite Wikipedia or other questionable websites, you will not receive a passing grade.** Do not hesitate to ask if you have doubts about a website's veracity, as learning to distinguish between high and low quality internet material is a key skill. Finally, be aware that I strictly enforce university regulations regarding plagiarism. **If you copy the words or use the ideas of another without giving the author credit (i.e. citing the source), you will fail the class and university authorities will be notified.** The rules for plagiarism can be confusing. Sometimes, students who plagiarize do not realize they have done something wrong. Remember, plagiarism is copying someone's words or ideas. When in doubt, cite the source. There are no second chances.

Please note: I will submit your mid-term and final ID quizzes to the same scrutiny to which I submit your responses to the questions of the week. While both are open book, you cannot copy the words or ideas of another source or classmate/colleague. If you copy answers from Wikipedia or another internet source, I will find out, and you will fail the class.

Schedule of Classes

All materials provided by me, including lecture notes and PowerPoint presentations, will be posted on Blackboard by noon on the Friday prior to covering the week's material. All reading assignments are listed below. Readings of Bentley and Ziegler's *Traditions and Encounters* textbook appear as "*T&E*." The Andrea and Overfield readings are listed by document number (not page numbers) that appear in the volume's Table of Contents. Thus, for week two, you should read documents #1, 2, 3, 4, 5, 6, 26, and 27. After reading lecture notes, PowerPoint presentations, and textbook and document readings, you will be required to participate in the weekly discussions. Remember: you are required to participate in each thread a minimum of three times by Sunday 5pm. That means a minimum of nine substantive posts per week.

Week One (Wednesday, September 23 to Friday, September 25): Introductions and Europe Encounters the Atlantic World

Reading Assignment: *T&E*, Chapter 23

Question of the Week: none

Lecture Notes and PowerPoint Presentations Available on Blackboard:

An Introduction to Early Modern World History (lecture only)

Lecture 1: Columbus and the Age of Exploration

Week Two (Monday, September 28 to Friday, October 2): Europe Transformed

Reading Assignment: *T&E*, Chap. 24; Andrea, docs. 1-6 and 26-27

Question of the Week: In your opinion, what was the single most important change that Europe experienced from 1400-1700? Why?

Lecture Notes and PowerPoint Presentations Available on Blackboard:

Lecture 2: Reform and Protest in the Catholic Church

Lecture 3: Politics, Economy, and Society in the Age of Reformation

Lecture 4: Constitutionalism and Absolutism

Week Three (Monday, October 5 to Friday, October 9): Africa and the Atlantic World

Reading Assignment: *T&E*, Chap. 26; Andrea, docs. 20-21, 36-37, and “Multiple Voices III: The Slave Trade Debate”

Question of the Week: How would you characterize the relationship between Africans and Europeans during the early modern period? Why?

Lecture Notes and PowerPoint Presentations Available on Blackboard:

Lecture 5: Africa and the Atlantic World

Lecture 6: The African Diaspora

Week Four (Monday, October 12 to Friday, October 16): Europeans and the Colonial Americas

Reading Assignment: *T&E*, Chap. 25; Andrea, docs. 22-25 and “Multiple Voices I: European Views of Native Americans”

Question of the Week: In your opinion, was the colonial North American experience more similar to or more different from that of the rest of the Americas? Why?

Lecture Notes and PowerPoint Presentations Available on Blackboard:

Lecture 7: The Conquest of Latin America

Lecture 8: Iberians in Latin America

Lecture 9: British North America

Mid-Term ID Quiz will be uploaded to Blackboard on Monday, October 19 by 11pm; your answers must be submitted to Blackboard by Tuesday, October 20 by 11pm

Week Five (Monday, October 19 to Friday, October 23): Traditions and Encounters in China

Reading Assignment: *T&E*, Chap. 27 on China; Andrea, docs. 15, 17-18, 42-44, “Multiple Voices II” (Ricci only) and “Multiple Voices IV: Two Emperors”

Question of the Week: Compare and contrast Chinese political organization under the Ming and Qing with European absolutism. In your opinion, were they more similar or more different? Why?

Lecture Notes and PowerPoint Presentations Available on Blackboard:

Lecture 10: Politics, Economy, and Society in the Early Modern Middle Kingdom

Lecture 11: Traditions and Encounters in Early Modern China

Week Six (Monday, October 26 to Friday, October 30): Tokugawa Japan and the Inward Turn

Reading Assignment: *T&E*, Chap. 27 on Japan; Andrea, docs. 16, 19, 45-46 and “Multiple Voices II” (Hideyoshi only)
Question of the Week: Compare and contrast the worlds of Tokugawa Japan and Ming/Qing China. In your opinion, were they more similar or more different? Why?

Lecture Notes and PowerPoint Presentations Available on Blackboard:

Lecture 12: The Tokugawa Shogunate

Lecture 13: Encounter and Culture under Tokugawa Rule

Week Seven (Monday, November 2 to Friday, November 6): The Islamic Empires: Unity and Division in the Muslim World

Reading Assignment: *T&E*, Chap. 28; Andrea, docs. 9-14, 38-41, and “Multiple Voices II” (Paul Simon only)

Question of the Week: Compare and contrast the early modern worlds of Islam, Confucianism, and Christianity. In your opinion, which two were most similar? Why? What made the third so different?

Lecture Notes and PowerPoint Presentations Available on Blackboard:

Lecture 14: Politics, Economy, and Society in the Early Modern Islamic World

Lecture 15: Society, Encounter, and Culture in the Islamic Empires

Week Eight (Monday, November 9 to Friday, November 13): Europe’s Continuing Transformation

Reading Assignment: *T&E*, Chap. 24; Andrea, docs. 7-8 and 29-31

Question of the Week: How would you characterize Europe’s intellectual revolution? Why?

Lecture Notes and PowerPoint Presentations Available on Blackboard:

Lecture 16: Toward Industrial Revolution

Lecture 17: Intellectual Revolution in Europe

Week Nine (Monday, November 16 to Friday, November 20): The Age of Revolutions, Part I: The North Atlantic

Reading Assignment: *T&E*, Chap.29; Andrea, docs. 32-34

Question of the Week: How would you characterize the Age of Revolutions in the North Atlantic world? Why?

Lecture Notes and PowerPoint Presentations Available on Blackboard:

Lecture 18: The American War for Independence

Lecture 19: The French Revolution

Week Ten (Monday, November 23 to Friday, November 27): Writing Workshop

Reading Assignment: none

Question of the Week: none

There are no Lecture Notes or PowerPoints this week. Instead, you will focus more intensively on writing. More information will be provided as we get closer to Thanksgiving break.

Week Eleven (Monday, November 30 to Friday, December 4): The Age of Revolutions, Part II: The South Atlantic

Reading Assignment: *T&E*, Chap. 29; Andrea, doc. 35

Question of the Week: How would you characterize the Age of Revolutions in the North and South Atlantic world? Why? Your answers must include material from the North and South Atlantic experiences of revolution and independence studied in this course.

Lecture Notes and PowerPoint Presentations Available on Blackboard:

Lecture 20: Revolution in St. Domingue

Lecture 21: Independence in Latin America

Final ID Quiz: Available Monday, December 7 at 11pm; Due Tuesday, December 8 by 11pm

History 102

Guidelines for Questions of the Week

Writing is an essential skill, no matter what career you choose. As a “W” course in the Gen Ed program, History 102 places special emphasis upon fostering your abilities as writers. Following is a list of criteria upon which your responses to the questions of the week will be graded.

INTRO/THESIS

All of your essays must include an introduction that sets the context and presents a thesis that you will set out to prove. Formulating an argument is only possible after having read all texts, documents, lecture notes, and PowerPoint presentations, and after participating in our discussion threads. Your intro/thesis will be graded on a number of components:

(1) Is the topic contextualized well?

Your introductory paragraph should introduce the reader to the topic and the thesis of your essay. Assume you are writing for an educated audience that is unfamiliar with the specific issue at hand.

(2) Is the thesis stated clearly and concisely?

A thesis should be easy to understand. The reader should not be left wondering what the argument of the paper was. Most times, the thesis appears at the end of the introductory paragraph.

(3) Is the thesis original to you?

A thesis tells me a great deal about the amount of time and effort you have put in to your papers. Did you merely summarize and copy the arguments of others made in class during discussions? Or do you demonstrate some original thought that digs beneath the surface of our discussions?

(4) Does the thesis completely answer the question posed?

Related to the “originality” issue is the “why” question. Each question asks you not only for an opinion, but also for an answer to a follow-up “why” question. That is, why did you come to this opinion? Rather than merely stating the facts, the why question, and any good thesis, seek to analyze and explain rather than regurgitate information.

(5) Is the thesis supported by the organization and evidence?

All arguments must be proven. See below for more information on organization and evidence.

ORGANIZATION

Any paper must be organized well. Rather than a hodge-podge of disparate facts, an essay should have a coherent organization, one that is often suggested by the question, your thesis, or the materials covered. In short, each paragraph must have a purpose. By that I mean that each paragraph should, in some way, advance the proof of your thesis/argument. Without good

organization, arguments become murky, contradicted, and eventually easy to discount. Your organization should be aimed at proving your thesis as efficiently and effectively as possible.

The elements of good organization include:

A. Relation to Thesis: Does each paragraph make one point that helps you prove the thesis?

Each paragraph needs a purpose related to the thesis. If the material in no way advances a proof of the thesis, you should eliminate the material. Sometimes it is very difficult to eliminate stories or anecdotes that are interesting, but unrelated to your thesis. Have the discipline to either throw it into a footnote of interest, or throw it out altogether. You may have time in a future paper to share the tidbit. For now, if the story/evidence is unrelated to a proof of the thesis, do not include it in the paper.

B. Topic Sentences: Does each paragraph include an introductory sentence that summarizes all material contained in the paragraph and relate it to the thesis?

Each paragraph's purpose should be announced in an opening sentence that links the material contained in a common analytical framework. Good topic sentences mean that you have carefully crafted and considered the argument and organization.

C. Transitions: Does each paragraph flow from the previous paragraph in logic and narrative?

Each paragraph should flow from the ideas elaborated in the previous paragraph. Usually the final sentence of one paragraph addresses an issue or raises a point that allows the writer to jump into the next paragraph seamlessly, but good transitions are an art. You do not want to litter your essay with clumsy and awkward transitional sentences.

D. Description/Narrative vs. Argument/Analysis: Does the paper analyze and argue a point or merely describe/narrate historical events?

The heart of any historical paper and the historian's craft is analysis. Remember, historical events are only the building blocks of interpretation. If you find yourself retelling a chronological story of events, you are not analyzing. Your paper needs to be organized around the proof of an analytical point, not the narration of events.

EVIDENCE

The basis for any successful argument is the evidence marshaled for its proof. No thesis can be proven without providing specific evidence from the materials provided to demonstrate what you are claiming. This means that each essay should include direct quotes, statistics, etc. from the Andrea and Overfield documents. **Papers that do not cite the documents will not receive a passing grade.** This also means that all such evidence must be cited. It matters not which form you choose to cite your sources (parentheticals, footnotes, endnotes; MLA, Turabian, Chicago), but I do care that you are consistent. In the end, think of evidence as the building block of believability. How can I believe a word you say if you provide no specific examples/evidence that demonstrate your claims?

GRAMMAR

It is quite simple: grammar matters. In order to prove a point effectively, a writer must pay close attention to sentence structure, punctuation, capitalization, etc. A reader is less likely to pay attention, let alone analyze the argument, if s/he is constantly encountering basic grammatical errors. Grammatical errors do nothing more than distract. If you want the reader to pay attention to what you have to say, then you must master basic grammar.

I have often heard students complain that “this is not an English course,” therefore you should not have to pay attention to grammar. At Central Washington University, the general education program and its writing component make it clear that all students, no matter what their major, will learn to be better writers. That you become more attuned to what it takes to be a better writer is one of the central missions of this course.

A. General Rules: Clearly books have been written about correct grammatical structure, and all of the material cannot be summarized here. For excellent summaries of many issues, see Kate Turabian’s book on citations, Marius/Page’s *A Short Guide to Writing About History* for paper organization and other helpful hints, or Strunk and White’s classic *The Elements of Style* that will help all of you become better writers.

B. Common Mistakes: Following is a list of commonly encountered grammatical errors that are usually easily fixed by paying close attention to your word processor’s red and green squiggly lines calling attention to errors.

(1) Capitalization

capitalizing things that do not require it
not capitalizing things that require it
consistency (be sure to pick one form and stick with it)

The Church collapsed.
The church fought back.

(2) Run-on sentences

(3) Possessives

Suleimans’ for Suleiman’s
Protestant’s for Protestants’

(4) Agreement

The Catholic Church thought that **they** could win back the hearts and minds of Protestants (Church is singular; and the Church cannot “think”)

(5) Sentence fragments

Which meant that everyone could go home. (not a complete sentence)

(6) People “who” not “that”

The challenge to traditional ivory markets incensed the Mang’aja **that** attacked the Portuguese.

(7) Parallel construction

The Jacobins sought to ameliorate poverty, educate citizens, and protect the nation.

(8) Their, they're, and there

(9) Its and It's

These are just a few of the many common errors that I have encountered. Please see especially Turabian for more.

STYLE

Related to grammar is the more difficult question of style. A paper's "readability" is an important element of persuasiveness. If your sentences are choppy, your words are imprecise, and your phrases are awkward and unclear, the net result is a less persuasive argument. Thus, every writer needs to pay close attention to writing style. Do your sentences flow and reflect your intended meaning? Do you insert direct quotes in flowing, well written sentences? As with grammar, entire books have been written on style. For more, see Marius and Page.

A. Verb Choice/Tense

(1) passive vs. active voice

"There were problems with Protestants"

"Revolutionary dogma was challenged"

solution: decide who the actor is, and select active verbs

(2) "would" conditional (eliminate)

(3) past not present tense

B. Word Choice

(1) Be Precise

"thing" (too vague)

"this" (not as a noun)

"it" (what?)

"the biggest change" (changes are not large in terms of size. Maybe "most important"?)

"people" (who? which ones?)

"they" (who? make sure the reader knows to whom you are referring)

"the eighteenth century saw great changes" (centuries cannot "see," people do)

(2) Narrative Voice

keep "I" and "me" and all personal pronouns out of the narrative

always go with third person impersonal

C. Quotes in flowing, complete sentences

In an extraordinary moment of labor support on the campaign trail, Salvador Allende proclaimed to Amador Yarur, owner of Chile's most important textile factory, that "while I am your friend, I will take this factory away from you" and return it to the workers.

D. Simplicity, Directness

(1) Manageable Sentences

(2) Avoid wordy/excessive description
"very" should be avoided

(3) Avoid semi-colons (they are easy to over-use)

PAPER FORMAT AND GRADES

Your grades, then, depend upon the factors described above. Also included in determining your paper grade is the format. Your papers must be submitted in MS Word and be two pages in length, typed, and double-spaced. All papers should have a title page with a title, your name, course number (History 102), and the date you actually turn in the paper. The essay should then appear on the following two pages, in twelve-point font (Times New Roman), with one-inch margins on each side, and with no extra spaces between paragraphs or at the beginning of the essay. You cannot earn points for following the correct format. You can only lose points for not following it. Each paper is worth ten points. With four papers for the quarter (two before and after the mid-term ID quiz), that makes a total of 40 points. Because your highest grade counts twice, that makes for 50% of your course grade.

To submit papers, click on the "Assignments" link and follow directions for submission of the assignment in question. If you have questions, do not hesitate to contact me via email.