



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – Fall 2011**

**HI1110 (A2): The Early Modern World – 3 (3-0-0) 45 Hours**

**INSTRUCTOR:** Dr. Duff Crerar. Ph.D.      **PHONE:** 780-539-2828  
**OFFICE:** C-404      **E-MAIL:** [dcrerar@gprc.ab.ca](mailto:dcrerar@gprc.ab.ca)  
**OFFICE HOURS:** TBA, and by appointments

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXT/RESOURCE MATERIALS:**

- Felipe Fernandez-Armesto, **The World: A History, 2<sup>nd</sup> Edition, Volume B**. Pearson Prentice Hall, 2<sup>nd</sup> Edition, 2010.
- In addition, we will be using Amazon to order a recently gone-out-of-print book, **Spice: the History of a Temptation**. There are many available from *Amazon.ca* in the used section.

**CALENDAR DESCRIPTION:**

This course is designed as an introductory survey of global history and will provide a foundation for advanced study in history and related fields. It covers the major political, cultural, intellectual and economic developments of the world from the 15th century through the 18th century.

**CREDIT/CONTACT HOURS:** 3 credits / 3 hours per week

**DELIVERY MODE(S):** Animated Lecture, Moodle, Audio-Visual, & Video Conference

**OBJECTIVES:**

- Students will acquire/ identify and evaluate key events, leaders, political, social, economic, religious and intellectual developments in World History which contribute to its emergence into the Modern World. This will be assessed in a mid-term test. Students also will be able to identify and present the strengths and weaknesses of various historians' theories and interpretations of Early Modern World History. These skills along will be assessed in the final examination, which will consist of short essays.
- Students will acquire and demonstrate research, writing, and argumentation and presentation skills by successfully composing a critical book review of about ten double-spaced pages, a research essay of about fifteen pages, using at least five sources.

- Students will acquire and demonstrate critical skills in assessing documents, essays and films/other media for their content, their historical setting and their ideological perspective. This will be measured by class discussion, brief reflection notes and questioning exercises.

**TRANSFERABILITY:** UA, UC, UL, AU, GMU, CUC, CUCA, KUC

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

**GRADING CRITERIA:**

<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>			
<b>GRADING CONVERSION CHART</b>			
<i>Alpha Grade</i>	<i>4-point Equivalent</i>	<i>Percentage Guidelines</i>	<i>Designation</i>
<i>A<sup>+</sup></i>	<i>4.0</i>	<i>90 – 100</i>	<i>EXCELLENT</i>
<i>A</i>	<i>4.0</i>	<i>85 – 89</i>	
<i>A<sup>-</sup></i>	<i>3.7</i>	<i>80 – 84</i>	<i>FIRST CLASS STANDING</i>
<i>B<sup>+</sup></i>	<i>3.3</i>	<i>77 – 79</i>	
<i>B</i>	<i>3.0</i>	<i>73 – 76</i>	<i>GOOD</i>
<i>B<sup>-</sup></i>	<i>2.7</i>	<i>70 – 72</i>	
<i>C<sup>+</sup></i>	<i>2.3</i>	<i>67 – 69</i>	<i>SATISFACTORY</i>
<i>C</i>	<i>2.0</i>	<i>63 – 66</i>	
<i>C<sup>-</sup></i>	<i>1.7</i>	<i>60 – 62</i>	
<i>D<sup>+</sup></i>	<i>1.3</i>	<i>55 – 59</i>	<i>MINIMAL PASS</i>
<i>D</i>	<i>1.0</i>	<i>50 – 54</i>	
<i>F</i>	<i>0.0</i>	<i>0 – 49</i>	<i>FAIL</i>
<i>WF</i>	<i>0.0</i>	<i>0</i>	<i>FAIL, withdrawal after the deadline</i>

## EVALUATIONS:

Mid-term Test: written in class	20%
Historical Article Review (ten pages)	20%
Major Research Essay (approximately 15 pages)	30%
Final Exam: written in December during exam sessions	30%

### Warning:

I must have **all** assignments handed in on time. Late assignments will be penalized *heavily* (50%) for each class they are late unless there is a compelling *written* reason. Otherwise, the only way to get extensions is to “buy” your extra time with the coupon system I have devised. “Spend” your time wisely! No essay will be accepted after the last day of scheduled classes.

### Research Paper:

History has plenty of controversies and debates. Every scholar wants to get into the arguments with their explanations based on their own research. Your mission is to identify one of these topics of interest, briefly explain how certain scholars have approached it, and justify your own thesis, based on your own reading and thinking. The essay is to be no less than 2000 words, and have correct reference and citation documentation according to the **University of Chicago Style format**. This is all explained in the book by Marius and Page. To do this you will need to read and make good notes on **at least 5** historical authors (either in books or peer-reviewed articles), as well as other sources your professor may suggest. You will need to come up with some background on the topic, how other historians have covered it, and how your proposition (your THESIS), backed by your research, differs, agrees, or rejects their ideas for some theory of your own. You must look ahead over the course, and have your topic proposal, a sample bibliography and a “line of inquiry” ready for my approval, to be handed in on the Wednesday, 3 October. ***No essay will be accepted without my pre-approval!***

### Book Review Essay:

As a historian, review, **Spice**, in about 1,000 words. Make this a critical review of the thesis, argument and use of evidence by the historian. Your paper should identify the historical problem, its key features, and how the historian advances our knowledge of the problem. You should also include why or why not you would recommend this book to future students.

Attendance: I do not give specific credit for attendance and participation, however, I do have students sign in each class, and my research and experience demonstrates that students who attend over 75% of my classes with the reading done in advance do very well in assignments and examinations. If you intend to be one of those who attend less frequently, well... *you'd better be good!*

## STUDENT RESPONSIBILITIES:

The course consists of two lecture discussions each week. The lectures will identify and discuss the most significant events and issues of the week and also serve as guides to the texts. Discussions with the class will cover both primary source selections and the approaches taken by historians to the topics as well as the issues raised by the events covered in each session. The

tests will be short answer in nature, while the examination will consists of essay type questions. Because debate, discussion and critical analysis are essential to university education, an attendance and participation mark will be given, which measures class appearance and contribution to discussions. All essay topics must be approved by me before final submission. Late assignments will be penalized 50% each day they are overdue, UNLESS special permission is secured from me in advance. Any students having difficulty with their assignments or with the course in general are encouraged to see me as soon as possible after class, by contacting me in the office or calling me at home (between 8 a.m. and 6 p.m. please!) at 539-5787, or use e-mail: I am always willing to help in any way I can.

### **STATEMENT ON PLAGIARISM AND CHEATING:**

This is academic theft, and fraud. It does not happen in my class. I would rather have a student confess that they are completely baffled or unable to complete or grasp an assignment, even to not trying or studying, than even try to cheat. It is better to openly seek help in my courses than to try to pull one over me. Many students in my class have testified to the sense of getting help right away rather than cheat. Ask if you have any doubts about what cheating is. If you are caught in my classes, ALL THE RELEVANT PENALTIES FOUND IN THE GPRC Student Services documentation WILL BE APPLIED.

Cheating and plagiarism will not be tolerated and there will be penalties. Please refer to the link below regarding the College policy on plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

As I have already said. It has not happened here. Don't try to be the first.

### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

\*Please note that the dates and the sequence of chapters are tentative and may change.

9 September: Every Contact leaves a Trace: Interrogating the Perpetrators of History

READ: Armesto, Introduction, xv-xxiii

12 September: Pastoral Humanity

16 September: The Neolithic Revolution and the Price we paid for It

19 September: Kingship and Empire: the Rules of the Game

23 September: Prophet, Sage and Teacher: Religion after the Axial Age

26 September: Medieval Crusades and Chinese Dynastic Cultures

30 September: The Mongolian Crisis in Eurasia

READ: **World, Chapter 13.**

3 October: Reading Day: The Plague Years

**READ: World, Chapter 14**

7 October: The Planetary Ecological Crisis and its Effects

10 October: Thanksgiving Holiday

14 October: American, North African and Eurasian Empires ascending (**World, Chapter 15**)

**NB Research Proposals Due!**

17 October: The Military and Naval Revolution: Europe's Predatory Advantage.

21 October: **Mid-Term Test**

24 October: Empire by Sea (**World, Chapter 16a**)

28 October: Empire by Land (**World, Chapter 16 part b, "Land Empires: Russian, China, Mughal India and the Ottomans"**)

31 October: The Great Ecological Exchange (**World, Chapter 17a**)

4 November: The Spanish Empire and its imitators (**World, Chapter 17b, "New Exploitation in the Americas" to the end of the chapter**)

7 November: The Reformation: Protestantism (**World, Chapter 18a – up to "Missionary Worlds"**)

**Research Essay Due Date!!**

**11 November: Remembrance Day**

14 November: The Catholic Reformation (**World, Chapter 18b – "Renaissance Discovery of the World"**)

18 November: The Revolution in Science (World, chapter 18C – **"Rise of Western Science"**)

21 November: Absolutism and Constitutionalism: The One and the Many (**World, Chapter 19**)

25 November: Alternatives and Parallels: Global Enlightenments (**World, Chapter 20**)

28 November: Empire (**World, Chapter 21 – up to "Black Atlantic"**)

**NB: Review Essay Due!!!!**

2 December: Empire and agony in the West: The Slave Trade (**World, Chapter 21b – "The Black Atlantic" – stop at page 727**)

5 December: The Atlantic Revolutions: Ideas (**World, Chapter 21, 727-755**)

9 December: Fire in the Minds of Men: The French Revolution (**World, rest of Chapter 22**)

**Additional Information**

**Key Dates**

*22 September: last day to drop/add classes (for refund)*

*14 October: Informal Essay Proposals Due!*

*10 October: Thanksgiving*

*21 October: MID TERM TEST*

*2 November: Last Day to Withdraw without penalty*

*7 November: **Research Papers Due!***

*11 November, Remembrance Day*

*28 November: Review Essays Due!*

*9 December: classes end*

**The course** is an introduction to global history, covering the major political, cultural, intellectual and economic development of the world from the fourteenth century through to 1815. Its goal is to provide a foundation for advanced study in history and related disciplines. Students will encounter a variety of historical documents (including original sources), identify critical issues for investigation, and practice both research and writing methods used in historical studies. The Instructor will provide assistance and mentoring as the students investigate the wide literature and diverse perspectives on our human past during the age of empires and the early colonialism. In this course, students will learn to construct and write their own critical and research essays. Keeping caught up with the readings and consistent attendance is essential for success in this course.

**Marking Philosophy:** I do not mark by the system known as “norm referencing”. I use instead a “criterion grading” system whereby students who master the information, concepts and skills I expect them to master (after thirty-two years of first-year teaching, I have a fairly clear picture of what those are) I do, however, lend assistance and adapt instruction (if not standards) for students with special needs, difficult circumstances or injuries, or unique and varied cognitive gifting. Each assignment will be graded and given a number, which over the term will accumulate to a total out of 70. The final Examination mark out of 30 will be added to make a total of one hundred. At that point I will track back over other assignments and re-calculate, as necessary, the percentages achieved to come to a percentage which represents all the assignments, so your complete class performance is fairly represented. That final percentage is converted to a grade on the GPRC system.

**PS: Please ask me about any details you have questions concerning, and if any grade you receive is, in your perception, unfair.**