



# COURSE OUTLINE

HI1110

## Introduction to Early Modern World History

FALL 2009

Mon: 2:30 – 3:50pm; Wed: 2:30 – 3:50pm

Room B303

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083  
E-Mail [dawhite@gprc.ab.ca](mailto:dawhite@gprc.ab.ca)

OFFICE HOURS: M 4-6; T 12-2; W 1-2:30

UNIVERSITY EQUIVALENCY: UA\*, UC, UL, AU, AF\*, CUC, KUC

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. It is intended to provide a foundation in history and historical methods upon which students may build in more advanced study. Students will be exposed to primary sources and techniques for research and writing, and taught to engage with historical issues.

### Course Texts:

Felipe Fernández-Armesto, *The World: A History, Volume Two: Since 1300* (Pearson Education, 2007).

### Blackboard

Blackboard will be used for all assignment submissions. Various materials will be posted here including:

- Course Outline
- Links and Tips for Assignments
- Summaries or Review materials

On the GPRC homepage, use the link at the top right. Once you've logged in, you should be able to access the Blackboard site for this course.

### ASSIGNMENTS AND EXAMINATIONS:

Class Participation	10%
Assignment #1 (Document Analysis)	15%
Assignment #2 (Proposal)	5%
Assignment #3 (Essay)	25%
Midterm Exam	15%
Final Exam	30%

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## **GRADING SYSTEM**

Policy with respect to grade changes, letter grades and grade point averages can be found in the college calendar. The last day to officially withdraw is November 6.

<b>Alpha Grade</b>	<b>Percentage</b>	<b>4-point Equivalence</b>	<b>Description</b>
A+	90 - 100%	4.0	Outstanding
A	85 - 89%	4.0	Excellent
A-	80 - 84%	3.7	Very Good
B+	77 - 79%	3.3	First Class Standing
B	73 - 76%	3.0	
B-	70 - 72%	2.7	Good
C+	67 - 69%	2.3	
C	63 - 66%	2.0	Satisfactory
C-	60 - 62%	1.7	
D+	55 - 59%	1.3	Poor
D	50 - 54%	1.0	Minimal Pass
F	Below 50%	0.0	Failure
WF		0.0	Fail, Withdrawal after the deadline

## **DUE DATES**

Assignment #1 (Document Analysis)	October 9
Mid-Term Exam	October 26
Assignment #2 (Proposal)	October 23
Assignment #3 (Essay)	November 13

Assignments are to be submitted via Blackboard or e-mail before midnight on the due date. Extensions for tests, essays and the document analysis will be made only when students contact the instructor prior to the deadline and present evidence of extenuating circumstances. To encourage promptness and in fairness to those who complete their work on time, late assignments will be reduced 15% for each twenty-four hour period (or part thereof, including weekends and holidays) after the due date. Any essay sent to the mailroom, dropped off at the switchboard, left at my office, or faxed will not be accepted and will not become the responsibility of the instructor.

## **TENTATIVE SCHEDULE**

### **September 9: INTRODUCTION**

- Discussion: a) Why study history?  
b) What drives history?  
c) What is imperialism?

### **September 14: THE WORLD TO 1200 – BACKGROUND**

### **September 16: THE WORLD THE MONGOLS MADE**

Readings: “The World...”, 410-439  
CD, Chapter 13, *The Novgorod Chronicle*

### **September 21: THE REVENGE OF NATURE**

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Readings: "The World...", 440-479

**September 23: PICKING UP THE PIECES**

Readings: "The World...", 480-527  
CD, Chapter 14, Marchione di Coppo Stefani, *The Florentine Chronicle*

**September 28: CHINA BRILLIANT**

Readings: "The World...", 653-655

**September 30: THE GUNPOWDER EMPIRES**

Readings: "The World...", 548-553; 645-652  
CD, Chapter 16, Ogier Ghiselin de Busbecq, "Suleiman the Lawgiver"

**October 5: SHIFTING ECONOMY, MARITIME COMMERCE**

**October 7: HISTORICAL RESEARCH WORKSHOP**

**October 9 - Assignment #1 (Document Analysis) Due**

**October 12: Thanksgiving – No Class**

**October 14: NEW MARITIME EMPIRES, THE PORTUGESE, DUTCH AND JAPANESE**

Readings: "The World...", 528-545

**October 19: THE AMERICAS CONQUERED – SPAIN, BRITAIN AND FRANCE**

Readings: "The World...", 554-563

**October 21: WHY EUROPE? – GUNS, GERMS AND STEEL**

Readings: CD, Chapter 16, Aztec Accounts of the Conquest of Mexico, *The Broken Spears*

**October 23 - Assignment #2 (Proposal) Due**

**October 26: MIDTERM EXAM**

**October 28: AN INTERCONNECTED WORLD – BIOLOGICAL CHANGE**

Readings: "The World...", 564-597

**November 2: THE ISLAMIC WORLD**

**November 4: REFORMATION AND RENAISSANCE**

Readings: "The World...", 598-611; 621-633  
CD, Chapter 18, Copernicus, *On the Revolution of the Heavenly Spheres*

**November 9: AUTHORITARIANISM AND ABSOLUTISM**

Readings: "The World...", 634-653

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**November 11: REMEMBRANCE DAY – NO CLASS**

**November 13 - Assignment #3 (Essay) Due**

**November 16: AGRICULTURAL EXPANSION AND GLOBAL COMMERCE**

Readings: “The World...”, 672-701

**November 18: IMPERIAL POWER STRUGGLES**

Readings: “The World...”, 702-715

CD, Chapter 20, Thomas Malthus, *Essay on the Principle of Population*

**November 23: RACIAL IMPERIALISM**

Readings: “The World...”, 715-722

**November 25: THE GLOBAL ENLIGHTENMENT**

Readings: “The World...”, 736-757

CD, Chapter 22, Abu Taleb Khan, A Muslim Indian’s Reaction to the West

**November 30: THE AMERICAN AND FRENCH REVOLUTIONS**

Readings: “The World...”, 722-735

**December 2: THE NAPOLEONIC WARS AS GLOBAL CONFLICT**

**Assignment #3 (Essay) Due**

Readings: “The World...”, 757-763

**December 7: EXAM REVIEW**

**HAVE A GREAT HOLIDAY!**

**CLASS DISCUSSION GUIDELINES**

Students will be expected to do all of the assigned readings for the class discussions. Class participation grades are determined by students' willingness to actively engage in these sessions by offering opinions and raising relevant questions. To facilitate these exchanges and to accumulate the essential material, students are encouraged to put together a brief outline of their response to each of the key questions in advance. This preparation will help you understand the course content, the methodology of historical interpretation as well as serve to prepare you for the exams and papers. Occasionally this work will be carried out by small groups of students. Most weeks (not those with exams or essays due) some students will be responsible for presenting a document analysis. Other students will be invited to offer comments and questions.

In order for everyone to have the opportunity to participate, we must strive to create an open, positive, non-threatening atmosphere. Curiosity, honesty, and above all, respect are characteristics inherent in healthy discourse. Listen actively and speak openly. If you tend to be timid, try to share your thoughts, however uncomfortable this might seem. If you like to talk, be sensitive to the needs and size of the group. Everyone should speak at some point during

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each discussion. Our culture finds periods of silence awkward and unacceptable, but sometimes one simply needs time to think and revise their responses. Raising questions is just as important as providing answers. In fact any response however "wrong" it may seem deserves credit since it takes courage to speak in class and most comments will usually advance the discussion.

A great deal of this class revolves around discussions of contentious issues that often lend themselves to heated debates, subjective interpretations, contested meanings, and emotional responses. It will be perfectly appropriate for us to end our discussions in disagreement. If you feel frustrated and overwhelmed, don't despair. Most questions worth asking have no simple, clear answers.

While derogatory or inflammatory language, harassment, or discriminatory behaviour of any kind will not be tolerated, many students take any negative response, comment or disagreement as a personal insult. What is at issue here are ideas, not people. We all want our views to be accepted or have others marvel at our mental capacities, but it is also human nature to disagree. Alternative perspectives exist on almost any topic and these class discussions will encourage divergent thinking.

#### **EXAM FORMAT**

Both the midterm and final exam will integrate material from all parts of the course: lectures, assigned readings and discussions. Both will be in multiple sections and provide a choice of questions. Both exams will use questions in the Identify and Explain and Essay styles. Further information will be provided before both exams.

#### **PLAGIARISM / ACADEMIC DISHONESTY**

All sources used in the preparation of a paper which have been quoted or paraphrased must be footnoted/endnoted. Failure to do so is plagiarism. All papers must be the student's own work. Anything else, whether borrowed, purchased or ghostwritten, is plagiarism. Continual and extensive paraphrasing without quotation marks, even if footnoted/endnoted, is also plagiarism. It has no place whatsoever at any level of college work. Unintentional plagiarism is easy to commit. Some students take massive amounts of notes from research materials and forget to identify those passages they copied or paraphrased. Just remember, it is a simple matter for an instructor to recognize the difference between the writing of an average college history student and that of a published author who spent years researching a topic.

College policy with respect to plagiarism states that: "The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. If you are unsure whether a particular course of action might constitute plagiarism, you are advised to consult with the instructor."