

**Grande Prairie Regional College**

**Dept. of Arts and Education**

**HI1110: Introduction to Early Modern World History.** Fall 2009

Transfers to: U. of A, U. of C, UL, Athabasca U, AF, CUC, KUC, Other

Delivery Mode: Animated Lecture, Blackboard, Audio-Visual technologies

**Times:** Wednesdays and Fridays 1- 2:30pm. **Room:** E306A

Contact Hours: 3.0 lecture, no lab.

**Instructor:** Dr. Duff Crerar **Office:** C404

**Office Hours:** TBA **Phone:** 539-2828 (office)

**E-mail:** [dcrerar@gprc.ab.ca](mailto:dcrerar@gprc.ab.ca)

**Introduction:** 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 Students will encounter a variety of historical documents (including original sources), identify critical issues for investigation, and practice both research and writing methods used in historical studies.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.

**Texts:** [GPRC Bookstore]

Felipe Fernandez-Armesto, **The World: A History**, Volume B. Pearson Prentice Hall, 2<sup>nd</sup> Edition, 2010. You also must buy Storey and Jones, **Writing History** (Oxford, 2008), a valuable guide to understanding both historical research and essay writing and especially, proper referencing and citation.

**Course Outline**

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

**READ:** Armesto, Introduction, xv-xxiii

9 September: Pastoral Humanity

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

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

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

23 September: Medieval Crusades and Chinese Dynastic Cultures

25 September: The Mongolian Crisis in Eurasia

**READ: World, Chapter 13.**

30 September: The Plague Years

READ: **World, Chapter 14**

2 October: The Planetary Ecological Crisis and its Effects

7 October: African and North American indigenous empires (**World, Chapter 15a**)

**NB Research Proposals Due!**

9 October: and Eurasian Empires ascending (**World, Chapter 15b**)

14 October: Study for Mid-Term Test

16 October: *Mid-Term Test*

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

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

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

**Research Essay Due Date!!**

30 October: The Spanish Empire and its imitators (**World, Chapter 17b, “New Exploitation in the Americas” to the end of the chapter**)

4 November: The Reformation: Protestantism (**World, Chapter 18a – up to “India”**)

6 November: Essay Reading/Writing

7 November: Essay Writing

12 November: The Catholic Reformation (**World, Chapter 18b – “Renaissance Discovery of the World” to end**)

14 November: The Revolution in Science

19 November: Absolutism and Constitutionalism (**World, Chapter 19**)

21 November: Alternatives and Parallels: Turkey, India, Persia and Japan (**World, Chapter 20**)

26 November: The Asian states Falter (**World, Chapter 21 – up to “Dutch East Indies”**)

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

28 November: Empire and agony in the West: The Slave Trade (**World, Chapter 21b – “The Black Atlantic” – stop at page 727**)

3 December: The Atlantic Revolutions: Ideas (**World, Chapter 21 page 728, up to Chapter 22 “Crisis of the Enlightenment”**)

5 December: Fire in the Minds of Men: The French Revolution (**World, Chapter 22 “The French Revolution” to the end of the chapter**)

**Requirements and Grading:**

Mid-term Test: written in class	20%
Historical Article Review 1,000 words	20%
Major Research Essay (approximately 2000 words)	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!***

**Article Review Essay:**

You will find in the Library or select from an accredited on-line database a variety of historical periodicals (academic magazines or journals) filled with articles on a wide variety of topics in the history of the planet. Choose ONE of these articles (from the time period and region of the planet covered in the course) and submit a 1,000 word, double-spaced, typed critical review of the thesis, argument and use of evidence by the historian who wrote the article. 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 article to future students for their research essays.

**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!*

**Key Dates for you to keep track of!**

**7 October: Essay Proposals Due!**

**16 October: MID TERM TEST**

**28 October: Research Papers Due!**

**26 November: Critical Essays Due!**

***Marking Scheme and Philosophy: I do not mark by the system known as “norm referencing”. I use instead a “criterion grading” system whereby students who master concepts and skills I expect them to master (after twenty seven years of first-year teaching, I have a fairly clear picture of what they are, and I will be telling you about it all term) do better than those who don’t. 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 percentage out of one hundred. At that point I will track back over other assignments and calculate the percentages achieved in other assignments, and come to final percentage which balances all the assignments to that a total class performance is in the mark profile. That final percentage is converted to a grade on the GPRC 12 point grading system.***

***(This is why sometimes my marking takes so long. Please be patient with me! )***

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

***Plagiarism: 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 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 CALENDAR WILL BE APPLIED.***

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