

**HIST 111A: Early Modern World History**

*3 Credits, 16 weeks, 3 hours*

This course is an introduction to world history from the fifteenth century to 1815. Themes to be discussed will include cross-cultural encounters, political and economic developments on a national and global scale. Students will also be introduced to the discipline of history.

*Prerequisites and/or co-requisites: None*

**Instructor**

Dr. Hugh A. Gordon

S213A

780-791-4981

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**Office Hours**

Tuesday 15:00-16:50

Wednesday 15:00-15:50

Thursday 11:00-11:50, 14:00-14:50

**Hours of Instruction**

Monday 14:00-14:50 S205

Thursday 09:00-10:50 S207

**Required Resources**

Von Sivers, Peter, et. al., Patterns of World History, Volume 2: Since 1400, Oxford University Press, 2014

**Course Outcomes**

The student will be able to:

1. Identify and analyze major themes and events in Early Modern World History
2. Design a Chicago-style Bibliography for history essays based on primary sources that the students have located and identified
3. Write university-level history essays that have a coherent argument

**Evaluation**

Clearly outline what students must do in order to pass or complete the course.

Bibliography and Thesis Assignment	5%
Response Papers	25%
Essay	20%
Midterm Exam	20%
Final Exam	30%
Total	100%

*A grade of C- is required for progression or transfer.*

**Grading System**

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory <b>Progression</b>	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor <b>Minimum Pass</b>	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

**Proposed Schedule of Topics**

Week 01	Readings: Chapter 15 <ul style="list-style-type: none"> <li>Sept. 3: Introduction</li> </ul>
Week 02	Chapter 16 <ul style="list-style-type: none"> <li>Aztecs and Incas</li> <li>Rise of Spain and Portugal</li> <li></li> </ul>
Week 03	Chapter 18 <ul style="list-style-type: none"> <li>Atlantic Exploration</li> <li>Spanish Conquest of Americas</li> <li>Spanish Colonial Rule</li> <li>Discussion: Special Topic: <i>Indigenous Resistance to Spanish Rule: The Pueblo Uprising of 1680</i></li> </ul>
Week 04	Chapter 19 <ul style="list-style-type: none"> <li>The Tobacco and Sugar Revolutions</li> <li>The Slave Trade</li> <li>Special Topic: <i>Slave Codes and Slave Rebellions</i> <b>RESPONSE PAPER DUE</b></li> </ul>
Week 05	Chapter 17 <ul style="list-style-type: none"> <li>Renaissance</li> <li>Protestant Reformation/Catholic Reformation</li> <li>Discussion: <i>Apocalyptic Thought and Radical Reformation: The German Peasants' War and the Siege of Munster</i></li> </ul>
Week 06	<ul style="list-style-type: none"> <li>Wars of Religion: France and Holland</li> <li>The English Reformation and the Elizabethan Age</li> </ul>
Week 07	<ul style="list-style-type: none"> <li>Oct. 12: <b>THANKSGIVING NO CLASS</b></li> <li><b>MIDTERM</b></li> <li></li> </ul>
Week 08	<ul style="list-style-type: none"> <li>The Thirty Years' War/The Peace of Westphalia</li> <li>Early Absolutism/Witchcraft</li> <li>Discussion: Witchcraft and the Great European Witch Hunt <b>RESPONSE PAPER DUE</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Islam</li> <li>• The Ottoman Empire</li> </ul>
Week 09	Chapter 21 <ul style="list-style-type: none"> <li>• The Ming and Qing Empires</li> <li>• Popular Uprisings and Dynastic Legitimacy</li> <li>• <b>BTA DUE</b></li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Japan: The Shogunates</li> <li>• Discussion: <i>The Samurai and Social Class in Tokugawa Japan</i> <b>RESPONSE PAPER DUE</b></li> </ul>
Week 11	Chapter 20 <ul style="list-style-type: none"> <li>• India: The Mughal Empire</li> <li>• The East India Company and Colonialism</li> <li>• Nov. 12 <b>READING BREAK NO CLASS</b></li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• Absolutism and Limited Monarchy</li> <li>• The Enlightenment</li> <li>• Eighteenth century Warfare and the Emergence of Global Conflict <b>ESSAY DUE</b></li> </ul>
Week 13	Chapter 22 <ul style="list-style-type: none"> <li>• The American "Revolution"</li> <li>• The French Revolution</li> <li>• Discussion: US Bill of Rights and French Declaration of the Rights of Man <b>RESPONSE PAPER DUE</b></li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• Napoleonic Wars</li> <li>• Congress of Vienna, The World Remade?</li> <li>• Review</li> </ul>

**Please Note:**

Date and time allotted to each topic is subject to change. It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College Credit Calendar.

**ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE. Late assignments will have 10% per EVERY SINGLE day later deducted from the final mark.**

***Essay and Bibliography and Thesis Assignment***

There are two primary assignments due in class, both mandatory. For the first assignment, students will create a bibliography and thesis statement for the essay (second assignment). The first assignment is due October 29. Students will be required to show that they can conduct preliminary research and analysis. The essay will require students to use primary and secondary sources to analyze a particular event/concept in Early Modern World History. A list of suggested topics will be provided, if a student wishes to write on a topic not listed, he or she will have to get the approval of the instructor. It is recommended that students use the text of primary sources provided as a starting point for research, but other research into primary sources is welcome. The essay will be 2000-2500 words or 8-10 pages in length (typed, double-spaced, 12 point font). Three primary sources and two secondary sources will be required. Essays are due at the beginning of class on November 19. Late essays will have 10% per day deducted from the final mark. Extensions may be granted if the student discusses the issue with the instructor before the assignment is due. If the student fails to ask for an extension, they will not receive any leeway regarding the final mark. Essays, footnotes/endnotes and bibliographies must be formatting according to the Chicago Manual of Style.

***Response Papers***

On some class days, there will be a discussion on selected primary sources or articles. Over the term, students will be required to submit FOUR (4) response papers of 1-2 pages in length identifying what you feel the significance of the document/article is. You may find additional information to support your thinking. Each response paper will be due at the beginning of the indicated discussion. They will not be accepted afterwards.

### **Presentations**

Students who do not hand in response papers may make oral presentations to the class of twenty minutes in length on a topic of their choice relating to the course. If you wish to use this option, you must discuss this with me first.

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## **Performance Requirements**

### **Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

### **Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College 2015-2016 credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found at <https://www.indiana.edu/~istd/>. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

## **Specialized Supports**

### **Counselling and Disability Services**

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

**SKILL Centre**

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

**Authorization**

This course outline has been reviewed and approved by the Program Chair.

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Hugh Gordon, Instructor

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Louis Dingley, Chair

Date Authorized

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Guy Harmer, Dean

Date Authorized

**Signed copies to be delivered to:**

Instructor

Registrar's Office