Course Outline

UNIVERSITY STUDIES

HIST 111
The Early Modern World

SPRING SEMESTER 2013

3 CREDITS
6 HOURS PER WEEK

INSTRUCTOR: Dr. Allan Rowe
INSTRUCTOR: Allan Rowe

PHONE NUMBER: (780) 791-4981

E-MAIL: Allan.Rowe@keyano.ca

OFFICE NUMBER: S213A

OFFICE HOURS:
Tuesday, 5:00 – 6:00
Thursday, 5:00 – 6:00

Though I have set these as the office hours for the course, I will be around my office on most
days from 8:30 AM through the later afternoon. Students are welcome to drop by and see me at
any time.

HOURS OF INSTRUCTION:
Tuesday 6:30 – 9:30 PM S112
Thursday 6:30 – 9:30 PM S112

COURSE DESCRIPTION:
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.

PRE-REQUISITE(S):
None

COURSE OUTCOMES:
The student will be able to:

1. Identify and analyze the broad themes and key events in world history through 1815. This will be evaluated through the unit exams and the final exam.

2. Locate, access and evaluate different types of source material (both primary and secondary) used for historical research. This will be achieved through class discussion, where students are asked to analyze different types of source material, and the term research paper, which combines an analysis of online source material with more traditional research methods.

3. Critically analyze representations of history outside of the academic setting. This will be evaluated through the research paper, which combines traditional research with analysis of ‘public’ history.

REQUIRED RESOURCES:
### TOPICS TO BE COVERED:

**Please Note:**
This course outline may be modified to facilitate unforeseen time constraints. Date and time allotted to each topic is subject to change. Textbook readings can be done either before or after class, depending on the student’s preference.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Discussion Topic</th>
<th>Textbook Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 14</td>
<td>The Rise of Empires in America: Aztecs and Inca</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>May 16</td>
<td>The Ottoman-Hapsburg Struggle and Western European Overseas Expansion</td>
<td>Chapter 16</td>
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<tr>
<td>May 21</td>
<td>New Patterns in New Worlds: Colonialism and Indigenous Responses in the Americas</td>
<td>Chapter 18</td>
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<tr>
<td>May 23</td>
<td>African Kingdoms, the Atlantic Slave Trade, and the Origins of Black America</td>
<td>Chapter 19</td>
</tr>
<tr>
<td>May 28</td>
<td>Unit Test #1 European Reformation and the Wars of Religion</td>
<td>Chapter 17, pp. 558-79</td>
</tr>
<tr>
<td>May 30</td>
<td>European Reformation and the Wars of Religion</td>
<td>Chapter 17, pp. 558-79</td>
</tr>
<tr>
<td>June 4</td>
<td>Regulating the “Inner” and “Outer” Domains: China</td>
<td>Chapter 21, pp. 708-729</td>
</tr>
<tr>
<td>June 6</td>
<td>Regulating the “Inner” and “Outer” Domains: Japan</td>
<td>Chapter 21, pp. 729-741</td>
</tr>
<tr>
<td>June 11</td>
<td>Unit Test #2 The Mughal Empire: Muslim Rulers and Hindu Subjects</td>
<td>Chapter 20</td>
</tr>
<tr>
<td>June 13</td>
<td>Age of Revolution: Colonial America</td>
<td>Chapter 22, pp. 749-53</td>
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<tr>
<td>June 18</td>
<td>Age of Revolution: France</td>
<td>Chapter 22, pp. 753-760</td>
</tr>
<tr>
<td>June 20</td>
<td><strong>FINAL EXAM</strong></td>
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### MOODLE

Go to [http://ilearn.keyano.ca](http://ilearn.keyano.ca)

This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle. Login information will be provided by your instructor. For further instructions please see the Moodle handout.
EVALUATION:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Source Assignment</td>
<td>10%</td>
<td>Various (see below)</td>
</tr>
<tr>
<td>Unit Test #1</td>
<td>20%</td>
<td>May 28, 2013</td>
</tr>
<tr>
<td>Unit Test #2</td>
<td>20%</td>
<td>June 11, 2013</td>
</tr>
<tr>
<td>Term Paper</td>
<td>25%</td>
<td>June 13 or 20th (see below)</td>
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<tr>
<td>Final Examination</td>
<td>25%</td>
<td>June 20, 2013</td>
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STUDENTS MUST SUBMIT THE TERM PAPER AND COMPLETE BOTH MIDTERMS AND THE FINAL EXAM TO PASS THE COURSE.

GRADING SYSTEM:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<td>B+</td>
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<tr>
<td>B</td>
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<td>B-</td>
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<tr>
<td>C+</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>Minimal Pass</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

Students intending to transfer to other institutions require a ‘C-’ as a minimum grade. Transfer information on each course is available at the Alberta Council on Admission and Transfers.

Students who do not complete all the required work should not expect to pass the course.

Students should consult:

http://www.keyano.ca/current_students/examinations/index.htm

IMPORTANT DATES:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May 14th, 2013</td>
<td>Last day to add for academic programs</td>
</tr>
<tr>
<td>May 16th, 2013</td>
<td>Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)</td>
</tr>
<tr>
<td>May 28th, 2013</td>
<td>Unit Test #1</td>
</tr>
</tbody>
</table>
Policy Regarding Electronic Devices

Except by express permission of the instructor:

- cell phones and other electronic devices must be turned off and unavailable for use during class;
- cell phones and other electronic devices must be turned off and stored in a designated area during all exams;
- the use of recording devices is strictly prohibited.

COLLEGE POLICIES

Equality, Equity and Respect
The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:
http://www.keyano.ca/Committees/IRA/Individual_Rights_Policy.asp

Plagiarism and Cheating
Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

Student Rights & Responsibilities
Students should consult the Keyano College Credit Calendar or online at:
Specialized Supports and Duty to Accommodate

Disability Support Services: Learner Assistance Program

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

Specialized Supports and Duty to Accommodate

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

Description of Assignments:

Primary Source Assignment (Paper or Presentation)

Students will complete one primary source analysis over the course of the semester, chosen from the list below. The analysis can take the form of either a short essay (no more than three double-spaced pages) or a short power-point presentation (no more than ten minutes). Whatever form you choose, the analysis should focus on what that particular source tells us about the topic under consideration (the instructor will provide a specific question for the student based on their particular source). No late assignments will be accepted, as we will be discussing the source materials in class.

Journals of Christopher Columbus May 21
Slave Legal Codes May 23
Witch Folk Tales May 30
Meritorious Deeds at No Cost June 4
In the Shadow of Leaves June 6
Abagail/John Adams Letters June 13
Declaration of the Rights of Women June 18

Examinations

Unit Tests

There will be unit tests that cover the first and second thirds of the course. In each case, the exam will include a mixture of short answer and essay questions. A study guide will be provided to help students prepare properly for the exams.

Final Exam

The final exam will consist of two parts. The first part will be a third unit test, covering the last third of the course. The second part will be a cumulative question, covering the scope of the course (and in particular, the primary source material). Students will be provided with that
question in advance.

**Term Paper: Wikipedia and History**

Studies have shown that Wikipedia has rapidly become the most important source people consult for historical information. This trend has been met with a mixture of dismay and anxiety by professional historians, who often reject the site as amateurish, unreliable and not living up to the rigorous standards of academic history. Supporters of the site, on the other hand, argue that dismissing Wikipedia as amateurish overlooks the commitment and dedication of thousands of people, passionate about history, who have greatly increased access to historical information through their contributions to the site.

How reliable is Wikipedia as a source for historical study? What questions need to be kept in mind while evaluating it? Your research essay for this course will put Wikipedia to the test by evaluating the reliability and effectiveness of an entry chosen by you. Students will choose one individual or event relevant to one of the four main themes of the course (Atlantic History, European Reformation and Wars of Religion, Muslim Empires/East Asian World, Age of Revolution). If you pick an event, you should pick an individual event rather than a broad topic (for example, it would be appropriate to pick the Battle of Waterloo, but not the entire Napoleonic Wars). There is no assigned minimum or maximum length to the article, but you need to use your discretion when choosing one: it needs to be long enough to provide you enough material to write a substantive review, and short enough to be manageable in the assigned length of the essay.

Your analysis of the Wikipedia article should address several issues, the first of which is accuracy. Does the article make significant factual errors, or is it largely correct? The second issue to evaluate is the comprehensiveness of the article. Does it provide the necessary detail to properly understand the event/person, or are there significant gaps? Conversely, is the information provided in the Wikipedia article excessive in any way? Third (and obviously related to the first two), how effective overall is the article as a source for historical research? What type of information does the article do a good job of providing, and where is it lacking?

Evaluating the accuracy and comprehensiveness of the Wikipedia article will require additional research: students must compare the Wikipedia article to no less than FOUR academic reference sources. The best place to go for academic reference sources is the Gale World History in Context site, which can be accessed through the Keyano Library. The site is an outstanding resource for world history, because it organizes a whole range of information by topic heading: either geographical, thematic, chronological, or biographical. All of the major themes of the course are included in the database, so it is an ideal resource for this assignment. If you use the World History in Context database, choose your topic from the subject headings; it will take you to a topic page that gives a brief overview of your chosen topic, and then has multiple headings on the bottom half of the page, including “Images,” “Expert Picks,” “Reference,” “News,” “Magazines,” “Academic Journals,” and “Primary Sources.” The two databases that you want are “Reference” and “Academic Journals.” Please pay careful attention to the ‘view all’ icon in the top right corner of each section; the front page will show only three or four options to pick from, but “view all” will open up literally hundreds of options for you to search. Find the academic articles or reference materials that are most relevant to your topic and use those as your contextual research. You are, of course, welcome to use scholarly books as sources and go
beyond the World History in Context database for your information. There are other options for electronic sources (Ebrary, OmniFile, Academic OneFile, etc.), but the World History in Context database is overwhelmingly more useful; if you want guidance using a different database, consult the instructor.

The best way to approach the assignment is to choose your Wikipedia article and read it carefully, taking extensive notes on it. Compare those notes to the academic references sources and the journal article(s); look for errors and omissions. You should be evaluating it on two bases: first, is the factual information correct (so, if you are doing a person, does Wiki get the biographical information correct? If you are doing a battle, does it get the generals, the dates, the number of troops involved, etc., correct?) Second, is it comprehensive (meaning does it provide enough information, or are there significant oversights?) This second part is a bit tricky, because you need to ensure that your critique is dealing with substantial issues (in other words, don’t get wrapped up in the tiny little differences). For example, if you are doing the Battle of Waterloo, and one of your academic sources notes that General Wellington ate breakfast at 6:00 AM, but Wikipedia doesn’t mention that fact, evaluate whether or not that piece of information really matters (much more relevant, for example, would be whether the Wikipedia article discusses Wellington’s strategy, his leadership, or the overall importance of the battle). This can be a somewhat tricky distinction, and I’m happy to discuss students’ findings any time prior to the due date of the assignment.
Course Outline

UNIVERSITY STUDIES

History 111
The Early Modern World
Fall Semester, 2013

3 CREDITS
3 HOURS PER WEEK

__________________________________________  _____________________________
Allan Rowe, Instructor                     Date

Reviewed and approved by:

__________________________________________  _____________________________
Vincella Thompson, Chairperson              Date

__________________________________________  _____________________________
Guy Harmer, Dean                            Date