

HIST 102: World Civilization
Fall 2009
LANG 354
M-F 9:00 – 9:50

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COURSE SYLLABUS

Between 1500 and 1800, the cultural regions of the world were drawn into more frequent and intense contact, resulting in a new era of commercial, cultural, technological, and biological exchanges. This contact enriched some peoples, devastated others, and left yet others relatively insulated, to develop mainly from within. However diverse and splendidous the individual cultures of the world remained, the early modern period accelerated the process of cultural syncretism, by which every cultural region reshaped and redefined the ideas of others, assimilating and domesticating these elements for use in a different environment. The world network expanded to literally global proportions, introducing the Americas and most of Africa to the world stage for the first time. More ominously, the age saw the establishment of definite and highly unequal relationships, resulting in the pronounced dependence and subordination of entire cultural regions in the international economy. The result was a world in which isolation was no longer possible, but neither was any one civilization yet prepared to assume a dominant role in world affairs.

LEARNER OUTCOMES:

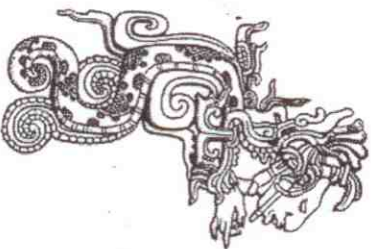
- After successful completion of this course, students will be able to:
 - Identify key events, persons, and places in modern world history on exams
 - Isolate and analyze significant issues in world history in written analyses and presentations
 - Compare opposing interpretations and opinions on exams and in written analyses
 - Recognize and appreciate global diversity and interdependence in discussion, presentations and written work
 - Understand the relationship between the past and contemporary events and problems in discussion, presentations and written work
 - Critically analyze primary and secondary sources in written analyses
 - Organize and present ideas clearly in writing and speaking in discussion, presentations and written work

REQUIRED TEXTS:

(Available at CWU bookstore and Jerrolt's):

1. Strayer, *Ways of the World*, Vol. 2.
2. Andrea and Overfield, *The Human Record*, 6th ed., vol. 2.
2. Purchase ONE of the following four regional accounts, after attending class:

Cabeza de Vaca, *Adventures in the Unknown Interior of America*.
Olaudah Equiano, *The Life of Olaudah Equiano*.
Stephen Ozment, *Magdalena and Balhasar*.
Jonathan Spence, *Emperor of China*.



LATE POLICY:

Late assignments will adversely affect the attendance and participation percentage of the course grade. No late assignment will be accepted after the assignment is graded and returned to the rest of the class, except by my special permission.

SPECIAL NEEDS:

Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact me or the office of Disability Support Services at (509) 963-2171 for additional disability-related educational accommodations.

THE WRITING CENTER:

Writing Consultants offer free, one-on-one sessions to all CWU students, of all disciplines and levels. Students can brainstorm ideas, find research, and revise their drafts for organization, citation style, and grammar, learning how to edit their own papers. You can drop in or make an appointment for an in-person session or request a live, interactive, online session. There are three campus locations: Hertz 103, 9 a.m. to 7 p.m. Monday-Thursday and 9 a.m. to 2 p.m. Friday; library Fishbowl, 2 to 9 p.m. Sunday; and SURC 273, 6 to 9 p.m. Monday-Thursday. Please call 963-1296/1270. Also available are grammar handouts and other writing resources at www.cwu.edu/~writingcenter

PLAGIARISM POLICY:

Using others' words and ideas without proper attribution will result in automatic course failure and full prosecution according to University procedure.

COURSE ASSESSMENT:

40%	Primary Source Analyses
20%	Midterm
20%	Final
10%	Presentation
10%	Discussion

COURSE REQUIREMENTS:

Attendance, Preparation, and Participation: Given the complexities of our topic and the relatively short period of time to cover them, daily attendance is *assumed*. More than ten absences will automatically result in a failing grade for the course. Preparation for and participation in all class discussions are absolutely essential, and may be assessed by regular quizzes and short writing assignments.

Reading: The study of history requires frequent and considerable reading. In a ten-week course it is *crucial* that you stay on top of the assigned reading schedule. All of our texts are required for the course, and you will be responsible for reading assigned portions of these fully, thoughtfully, and on time.

Examinations. There will be two in-class, closed-book exams, both of which will combine essays and identifications. You will receive study sheets a week ahead of time from which questions and terms will be chosen. See course calendar for dates.

Primary Source Analyses:

NOTE that a primary source is a work that was written or created at a time that is contemporary or nearly contemporary with the period or subject being studied (a secondary source, by contrast, is one that is written about the subject but is written after the time contemporary with it). Ask yourself: Did this author personally experience the events or conditions that he/she is describing? If so, the work is a primary source. The Andrea documents (not introductions) and the four regional accounts are all primary. Strayer is secondary, as are Andrea's document introductions.

Preparation: Each week, skim all of the assigned pages in the Strayer text for the following week. Make notes on key events, ideas, and individuals. This will serve as supporting background material for class lectures and discussions, your primary source analyses, and exams. Study the maps and illustrations in the text. Next, read all of the assigned primary documents in the Andrea text, taking notes and recording your questions (you will write about some of the documents, and discuss others in class).

Writing: With the boldface study question on the course calendar in mind, write a three-to four-page essay (double spaced, 12 pt. font, one-inch margins) analyzing the assigned primary source documents (from Andrea). Our job is to "get inside the authors' heads"--to understand what larger historical themes the sources reflect. Do not concern yourself with whether or not you personally agree with the sources, but with the reasons the authors had for believing in what they were writing. Always consider the time and conditions in which the sources were written, so as not to unfairly judge them by present-day standards.

Each essay must consist of an introduction, a thesis statement, document summaries, an analysis, and a conclusion. See the attached "Primary Source Analysis Evaluation Checklist" for details on each of these elements. We will discuss them at length in class.

