

**DEPARTMENT OF HISTORY
TRENT UNIVERSITY**



**HIST 1701H
WORLD HISTORY TO 1800**

**Fall 2014
UOIT Conlin Campus**

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CAMPUS: UOIT Conlin	OFFICE LOCATION: ERC 1081B	OFFICE HOURS: Wednesdays, 3:00PM–4:00PM	

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COURSE DESCRIPTION

This course surveys some of the major themes in world history before 1800 by concentrating on cross-cultural encounters (1000–1500) and the multiethnic origins of our global community (1500–1800). During this period peoples of varying cultural and ethnic backgrounds around the globe became significantly interconnected as a result of transoceanic trade, missionary work, imperial expansion, and colonization. But instead of taking a chronological approach to understand these processes in human history, this course is organized thematically around ideas, commodities, and movements that fostered cross-cultural interactions in Asia, Africa, Latin America, and the Middle East. By focusing on topics such as religion, slavery, trade, food, disease, technology, philosophy, and revolution students will be exposed to early modern forms of globalization that influence commerce, communications, and cultural production in our world today.

COURSE FORMAT

I. LECTURE AND SEMINAR SCHEDULE

TYPE	DAY	TIME	LOCATION
Lecture	Wednesdays	4:10PM–6:00PM	UOIT Conlin UL9
Seminar #1	Wednesdays	6:10PM–7:00PM	UOIT Conlin UL8
Seminar #2	Wednesdays	7:10PM–8:00PM	UOIT Conlin UL8
Seminar #3	Wednesdays	8:10PM–9:00PM	UOIT Conlin UL8

Please check <https://scheduler.trentu.ca/AcademicTimetable/Oshawa/FallWinter/TimeTableGen11.htm> to confirm times and locations.

II. LECTURES AND LECTURE READING

Every week there are two one-hour lectures. It is extremely important that you attend weekly lectures, read the assigned readings beforehand, and participate in our document exercises of primary sources. Since the take-home final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

III. SEMINARS AND SEMINAR READINGS/IMAGES

Weekly lectures are accompanied by a one-hour seminar in which you will be responsible for the following:

- viewing and analyzing the assigned images
- reading and reflecting upon the required readings
- attending weekly seminars
- participating generously with your seminar group

Your overall seminar grade will be evaluated based upon the following two interrelated elements:

- attendance
- participation

ATTENDANCE is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a seminar you should communicate with the instructor **beforehand** and not after the fact.

PARTICIPATION in weekly seminars means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion. Anyone who fails to attend seminar will be given an **automatic zero** for his/her participation mark. For a more detailed description of how your seminar participation is evaluated see the **“Guide to World History”** posted on Blackboard.

IV. LECTURE AND SEMINAR CONDUCT

You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during both lectures and seminars, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

COURSE OBJECTIVES

As a first year history course, HIST 1701H is intended to introduce students to the study of history. Students will be encouraged to evaluate and interpret historical information through seminar discussions and writing projects, exploring the relative merits of different methodologies, interpretations, and approaches; conducting research; and honing their speaking and writing skills and ability to formulate a logical argument. On completing this course successfully, students should understand the basic conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge.

COURSE EVALUATION

COMPONENTS	VALUE	DUE DATE	MEDIUM
Seminars	30%	N/A	N/A
Ethnographic Report	15%	October 8, 2014	Email
Document Report	25%	November 12, 2014	Email
Take-Home Final Exam	30%	December 12, 2014	Hardcopy

***At least 25% of the grade will be determined and made available before the deadline for withdrawal without academic penalty.**

***You need to hand in all assignments to receive a passing grade in this course.**

I. ETHNOGRAPHIC REPORT: AN EXERCISE IN CULTURAL RELATIVITY

i. Description and Purpose

The first assignment of this course is an “ethnographic report” based upon your own field notes in a shopping centre of your choosing. You need to imagine that you are a man or woman from a remote village in Africa, Asia, Latin America, or the Middle East who immigrated to Canada in 2008. After learning English you began to record some of your experiences of Canadian life in a weekly journal. One of your entries deals with your first impressions of a shopping centre in which you described the people (facial features, hairstyles, clothing, makeup, body art, piercings) and their social interactions (salutations, gestures, sounds, physical contact, gender roles). In order to write this assignment you need to circle the corridors and stores of a given mall in southern Ontario for at least two hours. Spend some time on the benches and in the food court and record some of your observations. The purpose of this assignment is to recognize two elements of cross-cultural encounters: (1) that our understanding of others is filtered through our own cultural lens, and (2) that cultural styles and practices are relative in that what may appear normal to us is in fact strange for others. Before writing your paper you should review the **“Guide to**

World History” on Blackboard together with the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>.

ii. Important Details

Due Date, Time, and Place: October 8, 2014 (email before midnight)

Length: 4 pages (double-spaced, 12-font, Times New Roman)

Sources:

- Pen, paper, and a boundless imagination

II. DOCUMENT REPORT: AN EXERCISE IN HISTORICAL IMAGINATION

1. Description and Purpose

The second assignment of this course is a “document report” on European descriptions of Africa, the Caribbean, Brazil, and India. You will carefully and critically read through letters written by Alvise da Mosto (also known as Cadamosto) (ca. 1429–1483), Christopher Columbus (ca. 1450–1506), Pedro Vaz de Caminha (ca. 1450–1500), and Saint Francis Xavier (1506–1552). Your task is to compare and contrast how these authors both understood and described the land, peoples, and customs they encountered in their overseas travels. This document analysis provides you with an opportunity to exercise your historical imagination and to engage with primary sources in a critical fashion. You must think about the biases of the authors and how they viewed the world they were experiencing. Before writing your paper you should review the **“Guide to World History”** on Blackboard together with the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>.

2. Important Details

Due Date: November 12, 2014 (email before midnight)

Length: 6 pages (double-spaced, 12-font, Times New Roman)

Sources:

- [PS] Alvise da Mosto. “Cadamosto Meets Budomel” [1454]. In *The Portuguese in West Africa, 1415–1670: A Documentary History*, ed. Malyn Newitt (Cambridge: Cambridge University Press, 2010): 67–71. [Blackboard]
- [PS] Christopher Columbus. “Letter of Columbus Describing the Results of His First Voyage” [1494]. In *The Journal of Christopher Columbus*, trans. Cecil Jane (New York: Bonanza Books, 1989): 191–202. [http://mith.umd.edu/eada/html/display.php?docs=columbus_santangel.xml&action=show]
- [PS] Pedro Vaz de Caminha. “The First Letter from Brazil” [1500]. In *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 2002): 43–58. [Blackboard]
- [PS] Saint Francis Xavier. “Francis Xavier among the Paravas” [1543]. In *The Life and Letters of St. Francis Xavier*, ed. Henry James Coleridge (London: Burns and Oates, 1872): 1:143–150. [Google Books]

III. TAKE-HOME FINAL EXAM

1. Description and Purpose

The take-home final exam is a series of essays based upon the entire course and it will be handed out at the last lecture of the term. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A

successful take-home exam is a reflection of your own personal engagement with the material covered throughout the entire course.

2. Important Details

Due Date, Time, and Place: December 12, 2014, between 12:30PM–4:30PM (Trent Oshawa Office, Room 101)

Length: 7 pages (double-spaced, 12 font, Times New Roman)

Sources:

- Lecture reading, material, document exercises, and images
- Seminar reading and images

UNIVERSITY POLICIES

I. ACADEMIC INTEGRITY

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: www.trentu.ca/academicintegrity.

II. ACADEMIC INTEGRITY MODULE

Academic Integrity Module: All students are required to complete an online module on academic integrity, which can be found on Blackboard: Academic Integrity at Trent. This module will inform you of the major academic integrity regulations and the consequences for academic dishonesty. It will also provide you with instruction on how to avoid academic dishonesty when completing assignments, tests, group-projects, and papers. At the conclusion of each of the three sections, you will be required to take a multiple choice quiz. You must earn 100% on each quiz, and you may take each quiz as many times as you need to in order to do this.

The module will provide you with instructions on how to obtain proof of your quiz scores. Because in this course you submit your assignments online, **you will submit a screen shot of your marks along with your first assignment. Please make sure that you complete the module and hand in proof of completion with your first assignment. No assignments will be accepted without this proof.** You may be in other courses that require completion of this module. If so, you only need to complete this module successfully once; your marks will be valid for all courses through August 2015, though you will need to provide proof of these marks for each course separately. **If you completed this module before September 2014, you are required to complete it again.**

III. ACCESS TO INSTRUCTION POLICY

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (SAS), (BH Suite 132, 705-748-1281 or email accessibilityservices@trentu.ca). For Trent University Oshawa Student Accessibility

Services Office contact 905-435-5102 ext. 5024 or email nancyhempel@trentu.ca. Complete text can be found under Access to Instruction in the Academic Calendar.

REQUIRED TEXTS

*All readings and images (whether scans or internet links) for this course are available on Blackboard (with the exception of e-Books and e-Journals available through the Trent University Library).

LECTURE AND SEMINAR SCHEDULE

[PS] = Primary Source

[SS] = Secondary Source

HISTORY AND TRAVEL

“Herodotus of Halicarnassus here displays his inquiry, so that human achievements may not become forgotten in time, and great and marvellous deeds—some displayed by Greeks, some by barbarians—may not be without their glory.” – Herodotus, ca. 440 B.C.

WEEK I: INTRODUCTION (SEPTEMBER 10)

LECTURE #1: REVIEW OF COURSE OUTLINE

LECTURE #2: BACKPACKING THROUGH WORLD HISTORY

SEMINAR #1: NO SEMINAR

WEEK II: THE CRAFT OF HISTORY (SEPTEMBER 17)

LECTURE #3: MULTIETHNIC APPROACHES TO THE PAST

LECTURE #4: SOURCES, DOCUMENTATION, AND IMAGINATION

SEMINAR #2: INQUIRIES INTO THE PAST

Lecture and Seminar Reading:

- [SS] John H. Arnold. “From the Tails of Dolphins to the Tower of Politics.” In *History: A Very Short Introduction* (Oxford: Oxford University Press, 2000): 15–34.
[https://www.academia.edu/1133398/History_A_Very_Short_Introduction]
- [SS] Greg Denning. “Challenges to Perform: History, Passion, and the Imagination.”
[http://www.nla.gov.au/events/history/papers/Greg_Denning.html]
- [PS] Herodotus. *The Histories*, trans. Aubrey de Sélincourt (Harmondsworth: Penguin Books, 1996): 55–58 (Persians); 98–101 (Egyptians); 193–194 (Indians). [Blackboard]

CROSS-CULTURAL EXCHANGES, 1000–1500

“Just as we consider these peoples of the Indies barbarians, so they, since they do not understand us, also consider us barbarians and strangers.” – Bartolomé de las Casas, ca. 1551

WEEK III: CROSS-CULTURAL ENCOUNTERS (SEPTEMBER 24)

LECTURE #5: TURKISH AND MONGOL EXPANSION

LECTURE #6: CHRISTIAN AND MUSLIM WORLDS

SEMINAR #3: TRAVEL NARRATIVES: “FACT” VS. “FICTION”

Lecture and Seminar Reading:

- [SS] Jerry H. Bentley. “Toward a New World Order.” In *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times* (Oxford: Oxford University Press, 1993): 165–184. [Blackboard]
- [PS] Marco Polo. “The West and the Mongols: Marco Polo.” In *World History in Documents: A Comparative Reader*, ed. Peter Stearns (New York: New York University, 2008): 138–141. [Blackboard]
- [PS] Ibn Battuta. “The Travels.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 2:10–14. [Blackboard]
- [PS] William of Rubruck. “On the Mongols.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 2:2–9. [Blackboard]

WEEK IV: INDIGENOUS MIGRATIONS IN THE AMERICAS (OCTOBER 1)

LECTURE #7: PRE-COLUMBIAN TIMES

LECTURE #8: AMERINDIAN EMPIRES

SEMINAR #4: MYTHS: WRESTLING WITH ORIGINS

Lecture and Seminar Reading:

- [SS] John E. Kicza and Rebecca Horn. “The Native Societies of the Americas before Contact.” In *Resilient Cultures: America’s Native Peoples Confront European Colonization, 1500–1800*, 2nd ed. (Upper Saddle River: Pearson, 2013): 5–28. [Blackboard]
- [PS] Anonymous K’iche Authors. “Popol Vuh.” In *The Guatemala Reader: History, Culture, Politics*, eds. Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby (Durham: Duke University Press, 2011): 13–18. [e-Book]
- [PS] Anonymous. “The Origins of the Aztecs.” In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 57–60. [Blackboard]
- [PS] Anonymous. “The Deeds of Elal.” In *The Argentina Reader: History, Culture, Politics*, eds. Gabriela Nouzeilles and Graciela Montaldo (Durham: Duke University Press, 2002): 19–22. [Blackboard]
- [PS] Anonymous (Cayapo Legend). “The Origin of Fire.” In *The Brazil Reader: History, Culture, Politics*, eds. Robert M. Levine and John J. Crocitti (Durham: Duke University Press, 1999): 16–19. [Blackboard]

GLOBAL CONNECTIONS, 1500–1800

“I do not believe . . . that there is anything barbarous or savage about them, except that we all call barbarous anything that is contrary to our own habits. Indeed we seem to have no other criterion of truth and reason than the type and kind of opinions and customs current in the land where we live.”

– Michel de Montaigne, 1580

WEEK V: “DISCOVERY” AND “CONQUEST” (OCTOBER 8)

LECTURE #9: THE AGE OF EXPLORATION

LECTURE #10: GUNS, GERMS, AND STEEL

SEMINAR #5: LETTERS: ACTS OF POSSESSION

Lecture and Seminar Reading:

- [SS] J. M. Roberts. "Europe's Assault on the World." In *The Penguin History of the World* (Harmondsworth: Penguin Books, 1992): 607–632. [Blackboard]
- [PS] Alvise da Mosto. "Cadamosto Meets Budomel" [1454]. In *The Portuguese in West Africa, 1415–1670: A Documentary History*, ed. Malyn Newitt (Cambridge: Cambridge University Press, 2010): 67–71. [Blackboard]
- [PS] Christopher Columbus. "Letter of Columbus Describing the Results of His First Voyage" [1494]. In *The Journal of Christopher Columbus*, trans. Cecil Jane (New York: Bonanza Books, 1989): 191–202. [http://mith.umd.edu/eada/html/display.php?docs=columbus_santangel.xml&action=show]
- [PS] Pedro Vaz de Caminha. "The First Letter from Brazil" [1500]. In *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 2002): 43–58. [Blackboard]
- [PS] Saint Francis Xavier. "Francis Xavier among the Paravas" [1543]. In *The Life and Letters of St. Francis Xavier*, ed. Henry James Coleridge (London: Burns and Oates, 1872): 1:143–150. [Google Books]

WEEK VI: THE COLUMBIAN EXCHANGE (OCTOBER 15)

LECTURE #11: PATHWAYS OF DISEASE

LECTURE #12: COLONIAL GASTRONOMIC BLENDS

SEMINAR #6: PAINTINGS: VISUALIZING THE PAST

Lecture and Seminar Reading and Images:

- [SS] Felipe Fernández-Armesto. "Challenging Evolution: Food and Ecological Exchange." In *Near a Thousand Tables: A History of Food* (New York: The Free Press, 2002): 163–186. [Blackboard]
- [SS] J. N. Hays. "New Diseases and Transatlantic Exchanges." In *The Burdens of Disease: Epidemics and Human Response in Western History*, 2nd ed. (New Brunswick: Rutgers University Press, 2009): 62–78. [Blackboard]
- [PS] Antonio de Pereda, *Still Life with an Ebony Chest*, oil on canvas, 1652. [[http://commons.wikimedia.org/wiki/File:Antonio de Pereda v Salgado - Still-Life with an Ebony Chest - WGA17174.jpg](http://commons.wikimedia.org/wiki/File:Antonio_de_Pereda_v_Salgado_-_Still-Life_with_an_Ebony_Chest_-_WGA17174.jpg)]
- [PS] Hendrick Danckerts, *Royal Gardener John Rose Presenting a Pineapple to King Charles II*, oil on canvas, ca. 1675–80. [<http://www.royalcollection.org.uk/collection/406896/charles-ii-presented-with-a-pineapple>]
- [PS] Luis de Mena, *Las castas*, oil on canvas, ca. 1750. [<http://udel.edu/~monicadt/images/castapainting.jpg>]

*** * * FALL READING WEEK * * ***

WEEK VII: SLAVERY AND CAPTIVITY (OCTOBER 29)

LECTURE #13: CAPTIVITY IN AFRICA AND ASIA

LECTURE #14: THE TRANSATLANTIC SLAVE TRADE

SEMINAR #7: SLAVE NARRATIVES: DESCRIPTIONS OF BONDAGE

Lecture and Seminar Reading and Images:

- [SS] Trevor Burnard. "The Atlantic Slave Trade." In *The Routledge History of Slavery*, eds. Gad Heuman and Trevor Burnard (London: Routledge, 2011): 80–97. [Blackboard]
- [PS] *Diagram of Slave Ship*, Lithograph, 1823. [<http://jcb.lunaimaging.com/luna/servlet>]
- [PS] Olaudah Equiano. *The Life of Olaudah Equiano, or Gustavus Vassa, the African* [1789] (New York: Dover Publications, 1999): 23–36. [Blackboard]

- [PS] Luiz Antonio de Oliveira Mendes. “A Portuguese Doctor Describes the Suffering of Black Slaves in Africa and on the Atlantic Voyage.” In *Children of God’s Fire: A Documentary History of Black Slavery in Brazil*, ed. Robert Edgar Conrad (Princeton: Princeton University Press, 1994): 15–23. [Blackboard]

WEEK VIII: SHARED TECHNOLOGIES (NOVEMBER 5)

LECTURE #15: THE PRINTING AND SCIENTIFIC REVOLUTIONS

LECTURE #16: GLOBAL TRADE NETWORKS

SEMINAR #8: BIOGRAPHIES: PERSONALIZING THE PAST

Lecture and Seminar Reading:

- [SS] Daniel R. Headrick. “An Age of Global Interactions (1300–1800).” In *Technology: A World History* (Oxford: Oxford University Press, 2009): 71–90. [Blackboard]
- [PS] Ibn Khaldun and Reginald of Durham. “Merchants and Trade.” In *World History in Documents: A Comparative Reader*, ed. Peter Stearns (New York: New York University, 2008): 121–127. [Blackboard]
- [PS] Zhang Han and Wang Daokun. “Commercial Activities.” In *Chinese Civilization: A Sourcebook*, ed. Patricia Buckley Ebrey, 2nd ed. (New York: Free Press, 1993): 213, 216–220. [Blackboard]

WEEK IX: RELIGION AND SYNCRETISM (NOVEMBER 12)

LECTURE #17: CONVERSION IN THE EARLY MODERN WORLD

LECTURE #18: MULTIETHNIC MISSIONARIES

SEMINAR #9: RELIGIOUS TEXTS: IN PURSUIT OF TRUTH

Lecture and Seminar Reading:

- [SS] Charles H. Parker. “The Transmission of Religion and Culture.” In *Global Interactions in the Early Modern Age* (Cambridge: Cambridge University Press, 2010): 182–221. [Blackboard]
- [PS] “The Torah: Laws.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 1:64–69. [Blackboard]
- [PS] “The Teaching of Jesus According to the Gospel of Matthew.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 1:183–187. [Blackboard]
- [PS] “The Qu’ran.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 1:228–235. [Blackboard]

WEEK X: THE GLOBAL ENLIGHTENMENT (NOVEMBER 19)

LECTURE #19: THE AGE OF REASON

LECTURE #20: RACE AND CLASSIFICATION

SEMINAR #10: HISTORIES: ENLIGHTENED POLEMICS

Lecture and Seminar Reading:

- [SS] Dorinda Outram. “What is Enlightenment” and “Exploration, Cross-Cultural Contact, and the Ambivalence of the Enlightenment.” In *The Enlightenment*, 3rd ed. (Cambridge: Cambridge University Press, 2013): 1–9, 54–66. [Blackboard]
- [PS] Cornelius de Pauw. *A General History of the Americans, of Their Customs, Manners, and Colours* [1768–69], trans. Daniel Webb (Rochdale: T. Wood, 1806), 1–2, 6–7, 17–19. [Blackboard]

- [PS] Francisco Javier Clavijero. “A Scholarly Polemic: Clavijero Refutes the Myth of *Americano* Inferiority.” In *Latin American Independence: An Anthology of Sources*, trans. and eds. Sarah C. Chambers and John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010): 26–32. [Google Books]
- [PS] Abbé Guillaume-Thomas Raynal. “A Philosophical and Political History of the Settlements and Trade of the Europeans in the East and West Indies.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 2:217–220. [Blackboard]

WEEK XI: THE AGE OF REVOLUTION (NOVEMBER 26)

LECTURE #21: REVOLUTION IN THE ATLANTIC WORLD

LECTURE #22: NEW WAVES OF IMPERIALISM

SEMINAR #11: DECLARATIONS: THE LANGUAGE OF RIGHTS

Lecture and Seminar Reading:

- [SS] Karen Ordahl Kupperman. “Eighteenth-Century Realities.” In *The Atlantic in World History* (Oxford: Oxford University Press, 2012): 98–121. [Blackboard]
- [PS] “The Declaration of the Rights of Man and of the Citizen.” In *The Portable Enlightenment Reader*, ed. Isaac Kramnick (New York: Penguin Books, 1995): 466–468. [Blackboard]
- [PS] “The American Declaration of Independence.” In *The Portable Enlightenment Reader*, ed. Isaac Kramnick (New York: Penguin Books, 1995): 448–452. [Blackboard]
- [PS] Olympe Gouges. “The Rights of Woman.” In *The French Revolution and Human Rights: A Brief Documentary History*, trans. and ed. Lynn Hunt (Boston: Bedford Books of St. Martin’s Press, 1996): 124–129. [Blackboard]
- [PS] “The Haitian Declaration of Independence, January 1, 1804.” In *Slave Revolution in the Caribbean 1789–1804: A Brief History with Documents*, eds. Laurent Dubois and John D. Garrigus (Boston: Bedford, 2006): 188–191. [Blackboard]

MULTICULTURALISM

“A policy of multiculturalism within a bilingual framework commends itself to the government as the most suitable means of assuring the cultural freedom of Canadians. Such a policy should help break down discriminatory attitudes and cultural jealousies.” – Pierre Trudeau, 1971

WEEK XII: CONCLUSION (DECEMBER 3)

LECTURE #23: CONCLUSION: UNPACKING THE BACKPACK

LECTURE #24: REVIEW OF TAKE-HOME FINAL EXAM

SEMINAR #12: MULTICULTURALISM IN THE PRESENT

Lecture and Seminar Reading:

- [SS/PS] Thomas Thorner with Thor Frohn-Nielsen, eds. “The Very Essence of Canadian Identity”: Multiculturalism.” In *“A Country Nourished on Self-Doubt”: Documents in Post-Confederation Canadian History*, 2nd ed. (Toronto: Broadview Press, 2003): 382–400. [Blackboard]
- [PS] *Canadian Multicultural Act* [<http://laws-lois.justice.gc.ca/PDF/C-18.7.pdf>]
- [PS] *Discover Canada: The Rights and Responsibilities of Citizenship* (Citizenship and Immigration Canada, 2012): 10–27, but feel free to skim the entire document. [<http://www.cic.gc.ca/english/pdf/pub/discover.pdf>]

LECTURE AND SEMINAR OVERVIEW

FALL TERM (2014)			
WEEK	LECTURE	SEMINAR	DATE
1	#1: Review of Course Outline #2: Introduction: Backpacking through World History	#1: No Seminar	September 10
2	#3: Multiethnic Approaches to the Past #4: Sources, Documentation, and Imagination	#2: Inquiries into the Past	September 17
3	#5: Turkish and Mongol Expansion #6: Christian and Muslim Worlds	#3: Travel Narratives: "Fact" vs. "Fiction"	September 24
4	#7: Pre-Columbian Times #8: Amerindian Empires	#4: Myths: Wrestling with Origins	October 1
5	#9: The Age of Exploration #10: Guns, Germs, and Steel	#5: Letters: Acts of Possession	October 8
6	#11: Pathways of Disease #12: Colonial Gastronomic Blends	#6: Paintings: Visualizing the Past	October 15
7	#13: Captivity in Africa and Asia #14: The Transatlantic Slave Trade	#7: Slave Narratives: Descriptions of Bondage	October 29
8	#15: The Printing and Scientific Revolutions #16: Global Trade Networks	#8: Biographies: Personalizing the Past	November 5
9	#17: Conversion in the Early Modern World #18: Multiethnic Missionaries	#9: Religious Texts: In Pursuit of Truth	November 12
10	#19: The Age of Reason #20: Race and Classification	#10: Histories: Enlightened Polemics	November 19
11	#21: Revolution in the Atlantic World #22: New Waves of Imperialism	#11: Declarations: The Language of Rights	November 26
12	#23: Conclusion: Unpacking the Backpack #24: Review of Take Home Final Exam	#12: Multiculturalism in the Present	December 3

ADMINISTRATIVE/ACADEMIC MATTERS

I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line "HIST 1701H" or it may be placed into junk mail. You may feel free to email the instructor about any questions you have concerning the course.

II. BLACKBOARD

The syllabus, seminar readings, important handouts, internet links, lecture outlines, seminar questions, and the take-home final exam will all be available for consultation on Blackboard. It should be noted, however, that weekly lecture outlines and seminar questions will only appear on Blackboard the Tuesday night before lectures and seminars on Wednesday. You are strongly encouraged to print off lecture outlines and seminar questions and bring them with you to class as guides. The take-home final exam will be handed out at the last lecture of the term, but will only be available on Blackboard the following day.

III. SUBMISSION AND LATE POLICY

All assignments must be word documents attached to formal emails sent to the instructor at jasondyck@trentu.ca (excluding the final exam). Assignments that are handed in late without the instructor's permission will be penalized 5% of the assignment's worth per day after the due date. When an assignment is more than a week overdue it will not receive written comments. All extensions must be approved by the instructor **beforehand** and only valid excuses will result in permission to hand in an assignment late. In order to receive an extension you need to provide a doctor's note for illnesses and establish a new due date in consultation with the instructor.

IV. ACADEMIC ASSISTANCE

There are several services available at Trent to help you with essay writing and other matters of academic life. All students are encouraged to familiarize themselves with the Academic Skills Centre, which provides support in areas of essay writing, time management skills, seminar presentations, and exam and test preparation. For more information you can visit their website at <http://www.trentu.ca/academicskills/>. Also useful for students of history is the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>. This workbook provides you with information on essays, documentation, note taking, grammar, seminars, and other important academic matters.

V. GRADING

To earn a passing grade in this course you must hand in all of the given assignments. All submitted papers that do not have a bibliography and/or are less than the required length (even a paragraph under) will be considered incomplete and penalized accordingly. For more information on both how to write an essay and how they are evaluated see the “**Guide to World History**” posted on Blackboard. Here are some of the general characteristics your papers should have:

- A title page with the title of your paper, your name, course code, instructor, and the date
- An introduction clearly stating the theme of your paper and its general argument
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A manageable topic and organized structure
- An intelligent use of sources and signs of original research
- A quality of analysis and a general demonstration of effort
- An informative conclusion concisely summing up your paper
- A bibliography and footnotes according to the Chicago Manual of Style
- A format using 12-font and Times New Roman letters on double-spaced pages
- A page number at the top or bottom of every page (excluding the title page)

VI. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before November 4, 2014.