



CUR – 110

HISTORICAL

PERSPECTIVES II

Spring Semester 2011
Course Meeting: Confer 334
001: MWF 8:00-8:50
002: MWF 9:00-9:50

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Office: SSC 219 (x7435)
Office Hours: MTuW 10:30-11:30
and by appointment

Historical Perspective II explores the overarching themes of interconnectedness and the interdependence of the world, from approximately 1500 until the present. With this more global focus, the course will examine points of convergence as well as differences as we address the major themes of globalization, empire, significant ideological “isms” (imperialism, Fascism, communism, racism, capitalism, liberalism, etc.) and the relationship between society and the individual. We will explore points of contact and encounters, which steadily increased in distance and in frequency. While not all encounters had lasting and significant effects and not all interactions involved impositions of power, we will explore the level of impact, how these encounters influenced societies, as well as who benefited and who suffered.

The course follows both a chronological and thematic format. Chronologically, the course is divided into three units: the Early Modern Era (roughly the Sixteenth through Eighteenth Centuries), the Nineteenth Century, and the Contemporary Era. While this course is not a survey of modern world history, it will address significant historical events and themes that shaped global history; we will use various events and trends to understand social constructions and contextualization, although we will necessarily need to skip over many other events. A primary theme of the course is to historicize globalization by showing that globalization is not just a contemporary phenomena but something that defines the entire modern era. Thus, the course will devote time to the various theories of globalization in order to provide students with a theoretical framework that allows them to understand globalization both in a macro-temporal fashion as well as how globalization has changed over time.

This course will help you develop a perspective on history and an understanding of the factors that shape human activity, giving us insights into the origins and nature of contemporary issues, as well as understanding change and continuity over time. You will also be introduced to the

skills of a historian. We will work to develop critical thinking skills through the study of diverse interpretations of historical events and through analysis of primary and secondary sources. These skills will be assessed through our discussions, exams, and response papers. By completing the requirements for this History course, students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students with insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in exams, papers, discussions.
5. Develop an understanding of the patterns of world history, and how they inform present-day society, politics, and international relations.

Suggestions for making the course more meaningful:

Current events have historical backgrounds. I encourage you to make connections between the history we study in this class and contemporary events. With that in mind, I highly suggest you watch international news (such as BBC), and read newspapers such as the *New York Times*, *Wall Street Journal*, or *International Herald Tribune*. I would also suggest the monthly online magazine *Origins: Current Events in Historical Perspective* (<http://ehistory.osu.edu/osu/origins/>). You can also explore online for additional information on topics, countries, and historical figures, but be aware that not all web pages contain completely accurate material (not even Wikipedia). Feel encouraged to make connections in class through questions and discussion, as this will make the course material more relevant.

Required Reading:

- Fareed Zakaria. *The Post-American World*.
- Peter N. Stearns, *Globalization in World History*.
- Jeffrey M. Pilcher. *Food in World History*.
- Stuart B. Schwartz. *Victors and Vanquished*.
- Lynn Hunt. *Inventing Human Rights*.
- Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*.

Please take note that this is not a survey of modern world history; while we will use historical events and individuals to frame our discussions and gain insights into the past, we are not attempting to cover all of world history and will necessarily need to skim through certain events and skip over others altogether. The assumption is that you come into this course with at least a basic understanding of some of the chronology, which we will add to and flesh out into larger discussions. The primary focus in selecting topics was to address themes and events that transcend specific regional importance, and rather reflect a broader, global perspective or consequence. If you feel that you need a textbook that provides a survey of world history, I might suggest one of the following, but they are not required reading:

- Esler, *The Human Venture*.
- Tignor, et.al., *Worlds Together, Worlds Apart*, Volume Two.
- Strayer, *Ways of the World: A Brief Global History*. Volume 2: Since 1500.

Grades:

Participation	20%	Social Movement Response Paper	5%
3 Unit Overview Papers	60%	Final Paper	15%

Grading Scale:

	B+: 87-89.9%	C+: 77-79.9%	D+: 67-69.9%
A: 93% and above	B: 83-86.9%	C: 73-76.9%	D: 62-66.9%
A-: 90-92.9%	B-: 80-82.9%	C-: 70-72.9%	F: below 62%

Participation, Deadlines, and Assignment Submissions:

It is expected that students regularly attend class having read the assigned material and ready to participate in discussions. “Ready” means you have completed and thought carefully about the readings. Students can also participate by meeting me during office hours or by e-mailing me questions and comments.

As part of the participation grade, you are expected to prepare **2-3 discussion questions or points** based on the readings to class each day. These questions or points will help frame our daily discussions and you may be expected to turn them in periodically. Additionally, each week you are expected to post your reflections of the week’s readings and class discussions on the week’s **Discussion Forum** on the course Moodle site.

All assignments for this course are to be submitted in **electronic format** through Moodle (saved in .doc, .docx, or PDF format). Requests for an extension must be made at least 24 hours before the assignment is due; papers turned in late without requesting an extension ahead of time will be reduced in grade for each day it is late.

Formatting Guidelines for Typed Assignments:

- All writing assignments are to be typed, with one-inch margins and page numbers;
- Use only 12-point font size, Times or Times New Roman, double-spaced;
- Correct spelling and grammar; proofread your paper before turning it in;
- Use proper citations (a works-cited page is **not** necessary, except for the research paper);
- Read and re-read the question asked to make sure you are answering it fully;
- For additional help, please visit the Writing Center or talk to me during office hours.

Grading Rubric For Writing Assignments:

	Introduction/Thesis	Support for Thesis	Use of sources/citations
A	Well-written, introducing the main themes of the paper, capturing the interest of the reader, with a well-defined thesis statement.	Each paragraph directly relates to the thesis statement, with excellent examples and analysis that articulates the connection.	Well-cited examples that support the argument, with a thorough analysis.
B	Adequate overview of the topics of the paper, a weaker thesis statement.	For the most part, the paragraphs relate to the thesis statement, the connection is not always articulated or clear.	A few (but not sufficient) citations, tends to be a bit light on analysis.
C	Vague statements, largely off-topic, lacking a clear thesis statement.	Paragraphs seem random, with no clear or articulated connection to the thesis statement.	References materials or examples but gives no or few exact citations, lacks adequate analysis.
D	Completely lacking a clear focus with no thesis statement.	Paragraphs and examples are completely irrelevant to the topic at hand, with no clear argument.	Lacks any citations or analysis, or includes an over-usage of quoted material.

Plagiarism and Academic Integrity:

As a student at Gustavus, you are expected to know and abide by the College's Academic Honesty Policy as printed in the academic catalog. The policy states, in part, "In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source." By turning in any assignments for this course you are agreeing to the **honor pledge**: "On my honor, I pledge that I have not given, received, or tolerated others' use of unauthorized aid in completing this work." All instances of academic misconduct (such as plagiarism) will result in a zero for that assignment and be reported to the Office of the Provost. A continuing pattern of academic misconduct could result in academic probation or expulsion.

Andrea A. Lunsford offers the following suggestions to "Avoid Plagiarism" in *The Everyday Writer*:

- Maintain an accurate and thorough working bibliography.
- Establish a consistent note-taking system, listing sources and page numbers and clearly identifying all quotations, paraphrases, summaries, statistics, and visuals.
- Identify all quotations with quotation marks – both in your notes and in your essay. Be sure your summaries and paraphrases use your own words and sentence structures.
- Give a citation or note for each quotation, paraphrase, summary, arguable assertion or opinion, statistic, and visual that is from a source.
- Prepare an accurate and complete list of sources cited according to the required documentation style. (192)

Unit Essays:

This course is divided into three units. At the end of each unit, you will be asked to write a 4-5 page essay using both the primary and secondary sources, with sufficient and appropriate citations required. The specific question for each unit will be handed out in class and posted on Moodle one week before the assignment is due. As with any paper, your response should have a thesis statement and sufficient examples with citations to support your argument. The assignment is to be submitted electronically through Moodle.

- Unit I: Early Modern Era. Due Monday, March 14 by noon.
- Unit II: Nineteenth Century. Due Monday, April 18 by noon.
- Unit III: Contemporary Era. Due Monday, May 16 by noon.

Social Movements Paper:

Select a social movement from the Twentieth Century and do some research. Locate two primary sources (they should be from different regions of the world) and in a 3-page essay, compare and contrast these sources, with an emphasis on the global interactions and/or implications of the social movement. Your paper should also demonstrate what makes the movement global. The paper should clearly identify and cite the primary sources. The assignment is to be submitted electronically through Moodle by Sunday, May 1 by noon.

Final Paper:

The final paper question and parameters will be handed out on the final day of class. Responses are to be based **only on course materials** – readings and class discussions – and are **NOT** to include any outside sources (such as the Internet). As with any paper, your response should have a thesis statement and sufficient examples with citations to support your argument. The assignment is to be submitted through Moodle by Monday, May 23 at 4pm.

Disability Services:

If you have a physical, psychiatric/emotional, medical, learning or attentional disability that may have an effect on your ability to complete assigned course work, please contact Laurie Bickett, Disability Services Coordinator, in the Advising Center (x6286). She will review your concerns and decide with you what accommodations are necessary. I will be happy to work with you, upon receipt of documentation from her.

