History 202
Fall Semester 2012

Section 8: 411 SLC on W at 12:00 pm - 02:25 pm

Instructor Information
Instructor: Brett Latimer Email: latimer@byu.edu Office Hours: After class or by appointment

Course Information

Description
World Civilization from approximately 1500 to the present is by definition a broad and ambitious course. The study of history provides a wonderful opportunity to blur the lines separating academic disciplines and to synthesize the many components of a comprehensive liberal education. This course is not about mass memorization of historical detail, however, we will consider sufficient material, and some material in depth, in our pursuit of the stated learning outcomes.

Learning Outcomes

- **Historical and Geographical Knowledge**
  Demonstrate a basic geographical knowledge of the world, and more importantly, develop the ability to discuss how geographical and environmental realities, as well as cross-regional interactions, have impacted historical development.

- **Historical Comparisons**
  Be able to identify major societies of the post-1500 C.E. era and make historical comparisons between them, in regard to political systems, trade and economics, social structures, religious beliefs, and gender roles.

- **Cultural Works and Values**
  Gain an appreciation of influential cultural works produced in a variety of modern societies and through them come to a clearer understanding of the fundamental values held by past peoples—including, how they understood the natural world, what it meant to be human, and their relationship with the divine.

- **Critical Analysis**
  Be able to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

- **Analytical Reading**
Be able to read, analyze, and discuss both primary and secondary source documents dealing with world history (post-1500 C.E.).

- **Analytical Writing**
  Improve the clarity and grace of analytical writing.

- **Lifelong Learning**
  Recognize and be able to apply the tools necessary for a lifelong appreciation of the study of world history.

### Texts & Materials

<table>
<thead>
<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORLD HISTORY IN BRIEF 7E By STEARNS, P</td>
<td>BYU</td>
<td><strong>$71.60</strong></td>
<td><strong>$53.70</strong></td>
</tr>
<tr>
<td>ISBN: 9780205709731</td>
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### Reading Schedule

1. Introduction
2. The Human Predicament
3. Human Nature
4. The Good
5. Traditional vs. Modern societies (The American Balance)
6. "Guns, Germs, and Steel" Episode 1 (available on Internet)
7. The West and the World
8. Part IV: A New World Economy, 1450-1750 pp. 263-266
9. Ch. 16 pp. 267-273 lb
10. "Christopher Columbus: the Discovery" (available on reserve)
11. "The Crimes of Christopher Columbus" article
12. Toward a World Economy pp. 273 lb-275 lb
13. Africa pp. 275 lb-279 rm
14. Latin America pp. 279 rm-287 lb
15. North America pp. 287 lb-292
16. "The New World"
17. "Amistad"
18. "Amazing Grace"
19. Western Civilization: Early Modern Ch. 17
20. "Luther"
21. "Elizabeth: the Golden Age"
22. 

### Participation Policy
Each student is expected to come to class having read well, taking time to ponder, with observations in mind, and generally prepared to contribute to class discussions. The reading assignment for each class will be announced in the preceding class. A periodic reading assignment system allows for some course flexibility. Unanticipated interests or especially productive class discussions on a particular topic will not be sacrificed to a fixed reading schedule or concern for equal treatment of course material.

Willing, thoughtful, constructive, non-monopolizing, and respectful participation in class discussions is encouraged and will be taken into account in determining final course grade. Please be respectful of fellow students and their comments while at the same time not being so sensitive yourself as to be easily offended by others.

**Attendance Policy**

At a minimum, class participation includes being there. There are no direct points tied to attendance. However, for those who may need motivation there are clear advantages of consistent and conscientious attendance including among others the following reasons:

- Quiz points are available only in class and since all points are added together quiz points are equivalent to exam or paper points.
- Lectures are done with the assumption that you have carefully done the assigned readings. Lectures will be less a synopsis of the readings and more a supplement to the readings. You will be responsible for all assigned readings regardless of whether or not we discussed them in class. Exams will draw heavily from lecture exclusive material. In short, you will not be able to receive a high grade in this course without consistent attendance.
- Remember one missed class session is the equivalent to missing three traditional 50 min. classes. If for some significant reason you are unable to attend a class session you are still responsible for all material missed and to also find out what the reading assignment is for next class.

**Grading Policies**

Grades will be determined by a collective curve. There will be some opportunities to do extra credit assignments.

**Assignments**

**Assignment Descriptions**

*Quizzes:*

To encourage and partially account for class preparation, there will be approx. 12 quizzes given at the beginning of class over the assigned readings for that day. Each quiz will be worth 10 points. The lowest two quizzes, including those that may have been missed due to tardiness or absenteeism, will be dropped. There are no makeup quizzes.

*Exams:*
There will be three exams including two midterms (100 pts. ea) and a final (125). A variety of types of questions will be used including multiple choice, matching, true/false, short answer, etc. The parameters and dates of the exams will be announced in class at least one week in advance. There will be a review and study guide provided prior to exams.

Course Project:

A major assignment of the semester will be a project on a topic chosen by the student and approved by the professor. Approval of a topic will be based on its relevance to course content. The project will consist of an oral presentation and a corresponding sentence outline paper on the chosen topic. (If there is a real concern about doing an oral presentation we can discuss an alternative approach to satisfy this requirement)

Oral Presentation (50):

The oral presentation consists of a brief presentation of the chosen topic/research question along with a few observations for class consideration/challenge. Individual and/or collective class consideration of topic will hopefully help the presenter refine and/or modify the specific topic/thesis statement from which the subsequent written assignment could be developed. Oral presentations will be evaluated based on substance, organization, clarity, and time management of presentation.

Sentence Outline Paper (50)

Students are required to write a sentence outline paper on their chosen topic. Description and examples of what a sentence outline paper constitutes will be presented in class. Criteria in evaluating the paper include:

- Due Date: Papers are due at the beginning of the last class of the semester. The paper must be turned in as a hard copy and not e-mailed. Late papers will be deducted 10 points for each subsequent day that they are late. WARNING: Anticipate "Murphy's Law" (i.e. the night before the paper is due, your computer will crash, your printer will jam, your car will break down, and someone will ask you to be their eternal companion and all potential for rational thought will cease for the next 24 hours).
- Content: Maintain integrity and focus on approved topic.
- Reference Sources: Use at least three sources beyond any assigned course readings.
- Organization, Grammar, Punctuation, etc.: Consult "Brief Guide to the Writing of Student Papers" (Http://ucs.byu.edu/gened/gepuplic/briefgui.htm), or any other on or off campus resources to help you in your writing (proof read, prove read, proof read)
- Organizational format should be as follows:

  I.
   A.
      1.
        a.
        b.
      2.
        a.
        b.
   B.
   II.
   etc.
Course Project Option: Historical Film Analysis (100):

Students have the option of choosing an historical film for their project topic. A list of acceptable historical films will be provided. Proposals for films that are not on the list should be approved by the professor before proceeding. The oral presentation and corresponding written assignment considering the selected film should be organized according to the following format:

I. Historical Context and Synopsis
   o Clearly set the historical context/circumstances depicted in the film.
   o Provide a brief synopsis of the film

II. Human Nature
   o What does the film convey in terms of any aspects of human nature?
   o Are there any examples of narrow or enlightened self-interest?
   o What about virtue? ("higher love," "terrifying love")
     (considerations about virtue will naturally blur into the next general category)

III. The Good
   o Does the film reflect the idea of a universal moral truth?
   o Are core values being conveyed that transcend particular religious distinctions?
   o Are there examples of a distinction between "g's" and the "G"?
   o Is there a battle between right and wrong, good and evil?
   o Are there any providential history implications?
   o Are there any providential history vs. Individual self-determination implications?

IV. Other Relevant Course Concept(s)
   o Does the film convey any other relevant concepts derived from either course lecture or textbook material?

V. History vs. Hollywood
• Accuracy: How does the movie’s portrayal of history compare to actual events and trends? What is just "Hollywood"? Be specific in discussing examples both from the movie and from history.
• Bias: All films, books, etc. have a bias or perspective. What attitude or perspective does this movie have towards the specific aspect/event in History and/or about civilization in general? Are there significant historical facts or perspectives missing in the film? Give examples to support your conclusions.
• Your Opinion: What is your overall opinion of the film? Are there any other course concepts or general observations you want to share about the film? You can discuss various film techniques used, the development of characters, the script, the musical score, etc.

The historical film analysis paper is not to be an essay paper with a thesis statement and a consistent theme throughout. Rather, you are to consider the selected film under the five categories listed. You do not need to address every question listed, but those questions should give you a good idea of the kinds of things to address under each category.
• Organize your paper using the categories as subtitles and in the same order as listed.
• Use as least three sources beyond any course work readings. Those sources are likely to be articles about the film, oftentimes written by historians who have specialized in the relevant time period, that will help you write the content under the Historical Context and History vs. Hollywood categories. The other categories will require more of your own personal observations and analysis.
• Cite references using footnotes, not end notes, using a standardized form of citation. There is no need for a bibliography.
• The paper is to be within a 4-6 double spaced range. A title page, which is required, does not count as one of the pages. Do not practice creative formatting.
• Take advantage of on campus resources to help you in your writing (proof read, proof read, proof read).
• To maximize the opportunity to consider course concepts, the paper is not due until the beginning of the last class of the semester. The paper must be turned in as a hard copy and not e-mailed.

**Point Breakdown**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam I</td>
<td>100</td>
</tr>
<tr>
<td>Exam II</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes + Participation</td>
<td>100</td>
</tr>
<tr>
<td>Course Project</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
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</tbody>
</table>
Assignments | Points
---|---
Total Points | 550

**Schedule**

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>F - Dec 7</td>
<td>Exam Preparation Day</td>
<td>No class</td>
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**Library Information**

**Librarian Information**

Name: Albert Winkler  
Office: 1224 HBLL  
Phone Number: 422-6373  
Email: albert_winkler@byu.edu

**Reference Desk Information**

Name: Social Sciences / Education  
Phone Number: 422-6228  
Email: No library information available  
Hours: M-Th: 8am-9pm; F: 8am-6pm; Sat: 10am-6pm

**Department Research Information**

[http://guides.lib.byu.edu/content.php?pid=67192](http://guides.lib.byu.edu/content.php?pid=67192)

**E-reserve Information**

[http://www.lib.byu.edu/reserve.html](http://www.lib.byu.edu/reserve.html)

**University Policies**

BYU Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.
Respectful Environment Policy

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."
"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010