

## The College of Charleston

History 104.001 *World History since 1500*

Dr. Timothy J. Coates

Office: Maybank 325

Telephone: 953 8031

E-mail: coatest@cofc.edu

Office Hours: M-W-F 9:30-11:30 and by appointment.

Summer 2 (day) 2008

MTWRF 11:45-1:30

Maybank 317

**Course Description:** This course introduces the student to the history of the human race by examining distinctive civilizations and cultures of the world and interactions among them, focusing on political, economic, social, and intellectual systems, including religion, science, and technology.

### Organization, Objectives, and Grading.

There are no prerequisites for this class. The organization is based on five units, with the general theme of food in World History to 1500. The objectives of this course are to:

1. Introduce students to historical inquiry as a subject;
2. Provide a framework of global history to 1500; and
3. Develop critical skills in reading for content;
4. Practice effective writing, especially paragraph writing; and
5. Develop skills needed for group work and presentations.

This syllabus outlines the course goals and requirements. Read it carefully and keep it in a handy place throughout the semester. You are responsible for understanding the information contained here, meeting all deadlines, **bringing your *The Global Past* (hereafter *GP*) to every class session** as well as the other texts on the days indicated, and attending class.

### Grades will be based as follows:

Type of work	points	assigned	due
Traveler presentation	5	R 10 July	F 11 July
Traveler one page paper	15	F 11 July	M 14 July
<i>Trading Tastes</i> Presentations	5	M 14 July	T 15 July
Presentations of people from St. Mary's	5	R 17 July	F 18 July
Answers from the photocopy packet	15	W 16 July	M 21 July
New Imperialism Board Game	1-5	T 8 July	T 22 July
<i>Casablanca</i> paper	15	F 25 July	M 28 July
National cuisines presentations	5	F 1 August	M 4 August
<i>Fast Food Nation</i> presentations	5	T 8 July	T 5 August
<i>Fast Food Nation</i> paper	15	T 8 July	W 6 August
Final Exam-Questions about <i>E&amp;P</i> and <i>True History of Chocolate</i>	15	T 8 July	W 6 August
<b>Total</b>	<b>101-105</b>		

Course grades will be based on the following scale of percentages: 100-94= A; 93-90=A-; 89-87= B+; 86-84= B; 83-80=B-; 79-77= C+; 76-74= C; 73-70=C-; 69-67= D+; 66-

64=D; 63-60=D-; less than 60= F. Please note that there are no opportunities for any student to have assignments in addition to these. That is, there is no possibility of extra credit for any student.

**Special Opportunity:** Students who receive a 15/15 either on the traveler paper or the Casablanca paper will receive an automatic 15/15 on the Fast Food Nation paper.

**Attendance Policy:** Courses over the summer move at an accelerated pace. As a result, attendance at each session is important. I do not take attendance. Some students have misinterpreted this to mean, "The Professor does not care about attendance." That is not true. What it means is this is a college class (not high school) and you are adults (not children). If you wish to pay for this class and not attend it, that is your decision and you will have to live with the results. Students are responsible for all the material in the readings and what is presented in each lecture, whether they attend or not. The fact that you are absent on the day something is due does not alter the due date. **There are no excused absences for this class for any reason.** Please do not call me or the History Department secretaries to say that you will be absent on a given day.

The writing assignments require you to use the material from class as well as from your readings. *How can you do that if you are absent?*

**The Committee Reports.** Your group will make four oral presentations to the class. These oral reports will count for 5 points (each) and everyone in each group will receive the same grade. Your oral presentation should be between 10 and 15 minutes and definitely not exceed the 15-minute limit. **Be sure to organize and practice** your presentation so that it flows easily from one topic and person to the next while not exceeding the time limit. I strongly suggest using visuals, such as slides, drawings, maps or PowerPoint.

The class will be divided into six groups. Presentations will be on your section of *Trading Tastes*, St. Mary's, National Cuisines, and *Fast Food Nation*. In addition, your group will represent one country in the New Imperialism board game as follows:

1. Spain
2. France
3. U.K.
4. Portugal
5. Japan
6. USA

### **General Requirements for One-Page Papers**

Margins must not be greater than one inch on the sides, top, and bottom and must be written in twelve-point type, Times font (this is twelve point, Times font), single-spaced. Papers that do not conform to these basic guidelines will be returned to the student without a grade or comment. Late papers will be penalized five points for each day late.

During the course, you will be required to write three one-page papers. A one-page paper has a total of one page. It does not have a cover page; it does not have a second or a third page. This is why it is called a **one-page** assignment. Put your name at the top of the page. If you submit more than one page for such an assignment, you will receive zero points. A one-page paper will be graded on the basis of three factors:

1. The **links** that you establish between the two or three sources assigned;
2. The **focus** of the assignment; and
3. **How well** your essay is constructed.

Good links can be established by citing specific terms or concepts from the two or three sources under review. For example, contrasting how an institution is shown in a film and in a reading. A strong focus can be obtained by narrowing your topic to something manageable in the limited space of one page. For example, *religion* is too broad a topic for a one-page paper but the rules of the Order of St. Benedict are not too broad a topic. Make each word count in your essay and proofread your work to ensure it says exactly what you mean.

Pay particular attention to the following in your writing (these numbers will be used on your written assignments if needed):

1. Use active rather than passive voice. Example: *Change was started*. This is a weak sentence because it is vague and especially because we do not know who started what change. *Revolutionaries changed society*. Now this is still a bit vague but at least we know who did the action. Better still would be: *Fidel Castro and a handful of revolutionaries changed Cuban society in the late 1950s and early 1960s*.

2. Avoid repetition and wordiness. Example: She tried to **put** her ideas **into practice**. **To put something into practice**, can you think of **one word** that means that?

3. Use your spell check, **always**.

4. Proof read your work.

5. Use past tense in your writing. Example: *The Ancient Egyptians use several different water systems*. The ancient Egyptians lived thousands of years ago. Use the past tense to discuss them. *The Ancient Egyptians **used** several different water systems*.

6. Be certain to select the correct word to express your meaning. Example: *Magellan was the first person to **circumspect** the World*. In this sentence, the word you would want is *circumnavigate*, not *circumspect*.

You will have the opportunity to rewrite the first one page paper. You can resubmit the assignment within a week of when it was returned to you or keep the original assigned grade. If you decide to improve your grade by rewriting the assignment, you must **submit the original and the new work together**. If you fail to do so, you will keep the original grade. If you fail to improve your essay by correcting the items pointed out on the original, your grade will be lowered to a zero because you are wasting my time as well as a great opportunity to improve your writing.

**Required texts** (in the College Bookstore, University Books on King Street, available from stores on the Internet, and on reserve in the library):

Coe and Coe, *The True History of Chocolate*

Bulliet, et. al. *The Earth and Its Peoples*, Vol. 2, brief edition

Gilbert, *Trading Tastes*

Schlosser, E. *Fast Food Nation*

**You will benefit most from the class and avoid a number of potentially serious problems if you:**

1. Complete the assigned readings **before**, not after, each lecture.

2. Keep up with readings--do not allow yourself to fall behind. Reserve a special time in your weekly schedules for the readings.

3. Borrow notes from a friend in the class in the event you miss a lecture. Please do not come to my office and ask me for a synopsis of a missed lecture. If you want to know what we do in class, attend!

4. Visit me **during my office hours** to ask any questions you may have. I am happy to meet with you and discuss any issues you might want to raise. That is why I have office hours. If you are unable to see me during my scheduled office hours, ask for an appointment and we can arrange another time.

5. Review this syllabus carefully and note the dates when papers are due. Reserve time just for writing the essays for this class. If you plan your time in this fashion, you will be able to avoid rushing at the last minute to complete the required readings and writing an essay over material that is new. The result will actually be **less work** completed over a longer period. Your essay will reflect a better understanding of the material.

6. Submit your own work on time. That may sound easy, but it means your work (not something written by someone else) on the date and time due. The first day of class we will review the course requirements and the meaning of the term *plagiarism*. Students guilty of plagiarism will be reported to the honor board of the College. All students are reminded that we are required to follow the honor code of the College. This code is explained in detail on pages 46-47 of the *Student Handbook*.

**Answers to some frequently asked questions.** These questions are asked of me each semester. Because they reflect some serious differences in the importance and philosophy of a liberal arts education (in general) and this class (in particular), I think it is worth pausing a moment to consider:

1. *What will happen to me if I do not turn in an assignment?* If you note the grading scale, each assignment has a given number of points possible. Rather than obtaining any of these, you will receive a zero.

2. *The readings in this class are too long. Why don't you cut out one/two/three texts so that they don't interfere with my work?* The answer to this question should be obvious. I know that many students work, and I monitor my reading assignments. You will note that I total the number of pages of assigned reading just for this reason. Isn't paying for school the rationale behind working? I do not think that you would suggest to your boss that you should be paid for 40 hours of work when you have completed 20. Isn't that what this question asks the professor to do--give credit for a class with half the usual reading and other assignments? The amount of reading and the type of assignments are determined by the History Department as a whole, not by individual professors. The solution is to plan your time as carefully as possible and to keep in mind why you may be working. The purpose of this syllabus is to inform students on the first day exactly what the expectations will be.

**If you feel that the readings are too long or too hard or that the requirements are too demanding, then drop this class.** When you return on the second day of class, you have agreed to the assignments outlined in this syllabus. Any further complaining is pointless.

3. *Where should I be in the readings?* The purpose of this syllabus is to answer that very question. Find today's date on the syllabus and your question will be answered.

4. *Is it OK if I come late/leave early? I have a doctor's appointment/to take a friend to the airport/want to go to the beach.* I expect you to be in class when we start and stay until we finish. If you decide to schedule other activities during class time, that is your business and you will have to live with the consequences.

5. *The books for this class are too expensive. Together with the tuition, this class costs too much money. Do I have to buy all the books? I do not have the time to read all the books for this class, do I have to?* Any of the required books that the library owns are on reserve. Costs for books and tuition have gone up and I realize they are not cheap. Students will note that I assign every page of the books we will use in this class. Students will not be able to pass this, or any other class in history, without reading the assigned books. In fact, students are actually wasting their time and someone's money if they register for this class and refuse to read the books. The result will be an F and the students will then have to retake class and pay a second time.

Let me ask you two questions: *Why do you suppose this class is part of the general education requirement for the College?* If you want to look only at economics (and put aside the idea of learning something about the past) and only discuss what is expensive, the cost of ignorance is very high indeed. The median income for a high school graduate is \$29, 510 (men) and \$ 20, 463 (women) while that of a college graduate is \$45,266 (men) and \$32, 051 (women). If you are currently 20 years old and work for 40 years (until you are 60), this is a difference of around half a million dollars (between \$ 630, 240 and \$463,000), not adjusted for inflation, promotions, or any other factors.

Now, *What do you think is expensive and what is cheap?*

**Students are reminded that eating, drinking, and smoking are prohibited in classrooms and hallways at the College of Charleston. Students are specifically requested not to make or receive telephone calls on portable telephones during the class period. Please turn off your telephones and pagers before class begins. Students are also reminded that the classroom is not the appropriate place to apply make up, comb hair, or other similar activities of personal grooming. If necessary, on the first day of class, I will be happy to explain why these activities are not appropriate in a class. I will appreciate not being required to ask students a second time to refrain from any of the above. I will remove students from this class if they insist upon engaging in these activities.**

#### **Schedule of Lectures and Required Readings**

Please note that this schedule is subject to change due to unexpected or unforeseen circumstances (such as hurricanes), especially days scheduled for films. We will not have time to see all the films listed below, but will pick and choose from among those listed.

During the summer, we move at a fast pace. It is **extremely important** that students keep up with the readings and do not allow themselves to fall behind. **Be sure to bring your texts to class each day, as indicated below.**

Reading for this week:

*The Earth and Its Peoples*, Chapters 14-18, pp. 337-456; and *True History of Chocolate*, pp. 1-64.

T July 8. Session 1. Introductions. First day of class. Course requirements and expectations.

W July 9. Session 2. The World Becomes One

R July 10. Session 3. The World Becomes One/Library work

F July 11. Session 4. **Student presentations on a traveler.** Find a traveler who moved around the world in the period from 1500-1800 and prepare a 5-10 minute oral report on him for class. Over the weekend, write your first one page paper on this traveler. Where did he go? When and why? What notable things did he see? Why was he important? Why did you select him?

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Reading for this weekend and week: *Trading Tastes*, entire text and *The Earth and Its Peoples*, Chapters 19 and 20, pp. 460-497; and *True History of Chocolate*, pp. 65-124.

M July 14. Session 5. **First one page paper due.** The World that Sugar Created

T July 15. Session 6. Group presentations on Salt, Spice, and Silk

**1. The Spice Trade, groups 1, and 2**

**2. The Salt Trade, groups 3 and 4**

**3. The Silk Trade, groups 5 and 6.**

W July 16. Session 7. Discussion of the photocopy packet. **Bring it to class.**

R July 17. Session 8. **Field trip:** Class will meet at St. Mary's Catholic Church, Hasell Street (10-minute walk from campus, forget parking anywhere near the church) at 10:00. The class will tour the cemetery. Your group should identify one person who fled from Haiti (San Domingue) because of the Haitian Revolution. Each group will report on whom they found in class the next day.

F July 18. Session 9. Group reports on people found in St. Mary's Cemetery.

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Reading for this weekend and week: *The Earth and Its Peoples*, Chapters 21-26, pp. 498-640; and *True History of Chocolate*, pp. 125-200.

M July 21. Session 10. Answers due from the photocopy packet.

Movie: *Africa*: Tape 3 part 6, *The Magnificent African Cake* (OMT 2322 Tape 3).

T July 22. Session 11. *New Imperialism* board game. Note that questions from this game will test your knowledge of chapters 23, 24 and 25 of *The Earth and Its Peoples*.

W July 23. Session 12. Bring your text, *The Earth and Its Peoples* to class for review.

R July 24. Session 13. Film: *Casablanca*.

F July 25. Session 14. End of *Casablanca* and discussion.

**Second one page paper assigned.** Discuss **one** of the following:

- A. Who were the refugees in *Casablanca* and who were they in reality in WW II? Why were they refugees? Who tried to flee or fled from the Nazis, and what were the results? Why did the Nazis persecute those particular groups of people?
- B. In what ways does Rick in *Casablanca* portray the US position in WW II before and after Pearl Harbor? Discuss *Casablanca* as a war propaganda film.
- C. Who were the Allies and the Axis powers? What powers were neutral and what did they do during the war? If WW II was a struggle between good and evil, what are the ethics of being neutral in such a conflict?

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**Over the weekend:** read *Fast Food Nation*, pp. 1-192; *The Earth and Its Peoples*, Chapters 27-29, pp. 641-711; and *True History of Chocolate*, pp. 201-266.

M July 28. Session 15. *Casablanca* paper due.

T July 29. Session 16. Discussion of *True History of Chocolate*. **Bring it to class.**

W July 30. Session 17. Bring your text, *The Earth and Its Peoples* to class for review.

R July 31. Session 18. **Library work in groups. Select one national cuisine and prepare a 5-10 minute presentation on its history and culture since 1500 for session 21. Suggestions: The Philippines, German, Brazil, Cuba, Greece, Japan, Lowcountry Soul, Thai, Vietnamese, Korean, Indian, and Mexican. All of these cuisines are served in restaurants in the Charleston area if your group wants to explore!**

F August 1. Session 19. **Library work in groups.**

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**Over the weekend,** finish reading *Fast Food Nation*, pp. 193-290.  
*The Earth and Its Peoples*, Chapter 30, pp. 712-733

M August 4. Session 20. **Presentations of the national cuisines.**

T August 5. Session 21. **Last Day of class.** Discussion of *Fast Food Nation*. The globalization of food. Discuss your assigned section of *Fast Food Nation*.

Group 1: Chapters 1-2, Group 2: Chapters 3-4, Group 3: Chapters 5-6, Group 4: Chapters 7-8, Group 5: Chapters 9-10, Group 6: Epilogue and Afterword.

Final exam and **fourth one page paper:** Now that you have read *E&P* and completed all of *Fast Food Nation*, visit two of the major fast food chains mentioned in the reading (such as Wendy's, McDonald's, etc.). You do not need to order anything if you do not wish to, simply observe what you see around you and take notes. *Fast Food Nation* makes a number of claims about fast food establishments such as the two you have just visited. Attack or defend these claims in the book in light of what you observed. In particular, comment on what the book says and what you see regarding franchising, marketing of product, employees, quality of food, size of meals, nutritional content of the meals, etc. This paper is due no later than Wednesday August 6 at 3:00, the day and time scheduled by the registrar for our final exam. You can turn your exam in early if you wish. Please turn it in by placing a copy in my box in the

History Department office on the second floor of Maybank Hall or by slipping it under my office door (Maybank 325).

**Final Exam and Fourth one page assignment due in my office by 3:00 on Wednesday August 6.**

If you would like to know your course grade, check Cougar Trail. If you want to know why you received the grade you did, you need to see me IN PERSON during my office hours in the Fall. **I cannot discuss students' grades via the Internet or on the telephone due to Federal Privacy Laws.**