

FITCHBURG STATE UNIVERSITY—SUMMER 2020
CRN 61093-51 & CRN 61443-500:
HISTORY 1100—WORLD CIVILIZATIONS II
(6 July-7 August)

Professor John Paul
E-mail: jpaul@fitchburgstate.edu
Telephone: 978-665-3087

NATURE AND OBJECTIVES

An introduction to world civilizations, this course provides a thematic overview of human societies whose collective experience was shaped by numerous events, ideas, individuals (both men and women) and institutions roughly between 1450 to 1914 C.E. The course entails reading the nine chapters in the textbook and completing quizzes on them, posting comments on five discussion topics and writing a book review. The required readings may call for additional effort on the part of a few students for whom the study of history could be challenging. Whatever might be one's concern regarding various assignments, the instructor is willing to assist in a timely manner to ensure that his or her online learning experience proves to be rewarding!

ASSESSMENT

The course assessment is based on: (1) **historical knowledge**—gaining factual information about the history and culture of Middle Eastern, European, Middle Eastern and Asian civilizations and their enduring social practices, unique institutions or practices and talented leaders over the centuries; (2) **comparative perspective**—expanding one's appreciation for the contributions of these peoples from a bygone era as their religious ideas and economic practices began to shift the balance of economic and political power in different regions of the world; (3) **critical inquiry**—analyzing more critically various socio-historical and political problems that arose during the period; (4) **articulation skills**—improving one's writing skills in synthesizing and expressing a variety of ideas and issues that resulted from a sweeping global exchange between various groups and nations; and, (5) **world view**—applying the insights acquired from the readings to define one's sense of purpose (such as beliefs, interests, talents, and values).

The assessment of a student's performance will consist of the first four criteria and the final grade will reflect one's assimilation of these aspects.

TEXTS

John Paul, *WORLD CIVILIZATIONS II* (CUSTOM), (McGraw-Hill, 2019). ISBN: 9781307475340.

William Kamkwamba & Bryan Mealer, *The Boy Who Harnessed the Wind*, reprint. (William Morrow, 2010). ISBN-13: 978-0061730337.

REQUIREMENTS

Self-Introduction: Every member must submit a self-introduction of **two full pages**, outlining one's background, academic goals, personal interests, if any, and the reasons for enrolling in this course. This will allow the instructor to learn about each person and provide assistance. The document should have an inch margin on all sides, double-spaced, and printed in *Times New Roman* script with 12 points fonts; it should be submitted on Blackboard under "Assignments" no later than Wednesday midnight, 8 July 2020; **thereafter, the link will be unavailable.**

Required Reading: All students must complete the required reading from the main textbook—namely, Chapters 22-23, 25-29 and 31-32 (old number) or Chapters 1-9 (new number). In order to keep up with the assigned reading, one should set aside at least an hour daily and follow it faithfully during the summer term. It would be very practical to make a copy of this syllabus and consult it often to ensure that one does not fall behind.

Quizzes: Everyone must complete the weekly quizzes; each will contain twenty-five multiple choice questions (two points each) that must be answered in a single attempt in thirty minutes. As the summer session progresses quickly, everyone must keep in mind when the deadline for each assignment is due—such as a quiz, a discussion post or the book review. All assignments must be submitted no later than by midnight on the stipulated date; thereafter, the link will be unavailable.

Book Review: Everyone must read *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer and write a review of five full pages (no more and no less). If the length is longer than five pages, the instructor will not read beyond the fifth page and, if shorter, it will be down-graded. The review must meet the established university norms of writing in terms of content and mechanics. For further details, consult the review guidelines below.

Discussions: The instructor will introduce each week a broad historical topic on the Discussion Board; it would be related to specific themes covered in the reading and are listed on page four of the syllabus. Students are expected to provide insightful response without copying certain ideas from the textbook or what one's peers have posted. In evaluating your post, the instructor will make note whether it contains factual information, employs proper use of the English language without grammatical errors, and demonstrates a comparative perspective.

Your discussion post at least be a paragraph in length, consisting of twenty-five or more well-crafted sentences. One should make sure that the post addresses the specific issues that the topic calls for and is submitted on the due date by midnight; thereafter, the link will be unavailable.

BOOK REVIEW GUIDELINES

A. The Assignment.

The review of *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer should be four full pages, double-spaced and printed in *Times New Roman* script with 12 fonts. The review should have a brief description of the authors' background, their expertise and their reasons for writing the book. All these could be gleaned from the book's prefatory section and limited to a paragraph. The review should then address the following questions in the order they appear.

A. Where is Malawi located, which European nation exercised imperial control over it, and when did it become independent? Who were the first three presidents of this former British colony and what was their attitude toward the farmers?

B. How did the Malawian farmers deal with the persistent economic and environmental (or natural) crises that added to their impoverished existence? How did Kamkwamba's family cope with the 2000 disaster and what strategies did his parents (and others) adopt to survive?

C. Which five Malawian beliefs and practices caught your attention and why?

D. What prevented Kamkwamba from completing his secondary education, how did he overcome it and what was his major achievement between 2002 and 2006?

E. What new opportunities did he come across at this time, who were the individuals that were instrumental to his progress and how did they enable him to further his education?

F. Finally, how has this book enriched your understanding of a segment of the African continent and how did Kamkwamba's life inspire your own pursuit of goals? The review must end with a conclusion, highlighting your reactions to the book and the authors' style or biases.

You may quote the book directly in the review (but no more than three lines at a time) or other scholarly sources from the FSU Library but not **Wikipedia** or **Sparks Notes**. You may also summarize their ideas in your own words. Whatever strategy you may adopt—citing the text directly or summarizing it—you must give credit to the authors. If not, it will be viewed as plagiarism.

B. Mechanics of Writing.

1. The review should be formatted as a **Word document** and typed in *Times New Roman* script with 12 points fonts. It should have a title page with the relevant information—including the title, *The Boy Who Harnessed the Wind: A Review*, your name and the due date.

2. The review should meet the writing norms of an established university, containing proper citations (notes in parentheses) and a separate bibliography of actual sources cited in the

text. The best way to cite the book is, for example: (Kamkwamba and Mealer, 2010: 100.). If you prefer to use other forms of style, you must indicate that on the bibliographic page and be consistent with your citations.

3. The review must be **five full pages** with an inch margin **on all four sides** and **double-spaced**. For example, this paragraph is single-spaced but the space between paragraphs 2 and 3 above is double-spaced. One must avoid typing in 1.5 or 2.5 spaces. Each paragraph should neither be too short (three or four sentences) nor too long (more than ten sentences). It should avoid long quotes from the book (or other published or web-based sources). This strategy is less productive as it does not ensure that the reviewer has fully grasped the significance of an idea or event.

4. The review should neither have any page number nor should the information from the title page be repeated subsequently.

5. The review is due on **Friday midnight, 7 August 2020; thereafter, the link will be unavailable. Good luck!**

ASSIGNMENTS & READING SCHEDULE
(6 July – 7 August 2020)

<u>Week*</u>	<u>Dates</u>	<u>Topic</u>	<u>Reading</u>
1.	6-12 July 2020	Self-Introduction —Due by Wednesday midnight, 8 July	
		Transoceanic Global Connections Discussion 1: Create on Colonization 492, 500 on map —Due by Sunday midnight, 12 July	Chapter 22
		The Transformation of Europe	Chapter 23
2.	13-19 July 2020	Africa and the Atlantic World Discussion 2: The Atlantic Slave Trade —Due by Sunday midnight, 19 July	Chapter 25
		The Islamic Empires	Chapter 27
3.	20-26 July 2020	Tradition and Change in East Asia Discussion 3: Christianity in Asia, p. 586, 605 —Due by Sunday midnight, 26 July	Chapter 26
4.	27 July-2 August	Revolutions in Europe and the New World Discussion 4: Life and Legacy of Napoleon —Due by Friday midnight, 31 July	Chapter 28
		The Making of Industrial Society	Chapter 29
5.	3-7 August 2020	The Building of Global Empires Discussion 5: Anti-colonial Resistance —Due by Monday midnight, 3 August	Chapter 32
		Book Review: <i>The Boy who Harnessed the Wind</i> —Due by Friday midnight, 7 August**	

*Week 5 has only 5 days to complete your work.

**All requirements must be submitted by Friday midnight when the Summer Term ends.