HIS153-Lec-IN-01

World Civilization from 1500

Spring 2022

Class Time & Location: ONLINE
Instructor: Kyle B. Carpenter
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Phone: 479-394-7622 ext. 1342
Office Hours: Monday & Wednesday 2:00p-5:00p; Tuesday & Thursday 9:00a-11:00a & 3:30p-5:00p; Friday 9:00a-12:00p

This syllabus is a set of guidelines. Your instructor reserves the right to make modifications in the content, schedule, and requirements as necessary to promote the best educational environment possible within the prevailing conditions affecting this course.

Texts:

Bentley, Jerry, et al. ***Traditions and Encounters: A Brief Global History from 1500,*** **vol. 2, 2nd edition.**

Class Focus: Instructor's Overview of the Class

Course Description

A study of humanity from 1500 through today. Equal emphasis is placed on political, economic, and social development of Western and non-Western civilizations. This course offers a survey of revolutions, industrialization, empire, postcolonialism and globalism with an emphasis on Asian, African, American, and European cultures and cultural interaction. This course requires at least one paper with a historical documentation format.

Program Outcomes

Students will increase their

- writing, reading, speaking, and listening skills,
- understanding of different cultures and societies across the globe and how both have changed over time, and
- technological and research skills.

Rationale

This course provides the means by which students will accomplish the Program Outcomes outlined in the college catalogue as evidenced by the listed course objectives. This course will allow the students to utilize historical knowledge, research, collaboration, and presentation skills in future college endeavors and throughout their life. It offers a vast survey of world history from 1500 to the globalized world in which we live. Students are introduced to the multiplicity and diversity of cultures. They discover and develop themes like the development of technology, economics, war, and global trade. They also investigate the sources and methods that illuminate the past and help us all to deepen humanity's understanding of the present. Finally, they sharpen their reading and study skills as well as their ability to express themselves verbally and in writing

Course Objectives

1. Describe the major political, social, economic, and intellectual factors that shaped the modern world from 1500 to the 21st century.
2. Demonstrate knowledge of independent historical research including the following components:
    a. Proper format
    b. Proper documentation in Turabian style
    c. Use of reliable sources
3. Share and defend historical research with other students to develop:
    a. Collaboration skills
    b. Scholarly research
    c. Presentation skills
4. Examine key philosophical claims about the role of history in the modern world.
5. Develop an understanding of major world cultures and civilizations to gain an appreciation for the diversity of the human condition as exhibited across space and time.
6. Identify key periods of history and explain their impact on civilizations and cultures.
7. Analyze environmental and demographic factors in relation to civilizations and cultures.
8. Synthesize material and concepts across civilizations and cultures to identify common elements of success and failure.

TENTATIVE SEMESTER READING AND TESTING SCHEDULE

Week 1- Introduction & Global Connections
- -Discussion 1 due Jan. 12
- -Introductory Materials Quiz due Jan. 14
- -Read Chapter 19 in *Traditions & Encounters*

Week 2- The Transformation of Europe
- -Key Terms 1 due Jan. 17
- -Discussion 2 due Jan. 19
- -Journal 1 due Jan. 21
- -Read Chapter 19-20 in *Traditions & Encounters*
- -Read Primary Sources on Blackboard
- -Listen to Reformation Podcast on Blackboard

Week 3- Latin America & Oceania
- -Key Terms 2 due Jan. 24
- -Discussion 3 due Jan. 26
- -Journal 2 due Jan. 28
- -Read Chapter 21 in *Traditions & Encounters*
- -Read Primary Sources on Blackboard

Week 4- Africa & the Atlantic Slave Trade
- -Key Terms 3 due Jan. 31
- -Discussion 4 due Feb. 02
- -Journal 3 due Feb. 04
- -Read Chapter 22 in *Traditions & Encounters*
- -Listen to Transatlantic Slave Trade Podcast on Blackboard
- -Explore Slave Trade Database

Week 5- Tradition & Change in East Asia
- -Key Terms 4 due Feb. 7
- -Discussion 5 due Feb. 9
- -Journal 4 due Feb. 11
- -Read Chapter 23 in *Traditions & Encounters*

Week 6- The Islamic Empires

-WINTER BREAK: Feb. 14

-Discussion 6 due Feb. 16

-Journal 5 due Feb. 18

-Read Chapter 24 in *Traditions & Encounters*

-Read Primary Sources on Blackboard

Week 7- The Age of Revolutions

-Key Terms 6 due Feb. 21

-Discussion 7 due Feb. 23

-**Midterm due Feb. 25**

-Read Chapter 25 in *Traditions & Encounters*

Week 8- Making Industrial Society

-Key Terms 7 due Feb. 28

-Discussion 8 due Mar. 2

-Journal 6 due Mar. 4

-Read Chapter 26 in *Traditions & Encounters*

-Read Primary Sources on Blackboard

-Begin Research on Final Project!

Week 9- The Independent Americas

-Key Terms 8 due Mar. 7

-Discussion 9 due Mar. 9

-Journal 7 due Mar. 11

-Read Chapter 27 in *Traditions & Encounters*

-Read Primary Sources on Blackboard

-Listen to Mexican Revolution Podcast

Week 10- Rebuilding Global Empires

-Key Terms 9 due Mar. 14

-Discussion 10 due Mar. 16

-Journal 8 due Mar. 18

-Read Chapter 28 in *Traditions & Encounters*

-Read Primary Sources on Blackboard

Week 11- SPRING BREAK!
-Read Final Project Instructions on Blackboard
-Sign up for your Final Project topic by Mar. 25

Week 12- The Great War
-Key Terms 10 due Mar. 28
-Discussion 11 due Mar. 30
-Journal 9 due Apr. 01
-Read Chapter 29 in *Traditions & Encounters*
-Read Primary Sources on Blackboard
-Listen to World War I Podcast

Week 13- The Age of Anxiety
-Key Terms 11 due Apr. 4
-Discussion 12 due Apr. 6
-Journal 10 due Apr. 8
-Read Chapter 30 in *Traditions & Encounters*
-Read Primary Sources on Blackboard

Week 14- Nationalism & Political Identities
-Key Terms 12 due Apr. 11
-Discussion 13 due Apr. 13
-Journal 11 due Apr. 16
-Read Chapter 31 in *Traditions & Encounters*
-Read Primary Sources on Blackboard

Week 15- World War II
-Key Terms 13 due Apr. 18
-Discussion 14 due Apr. 20
-Journal 12 due Apr. 22
-Read Chapter 32 in *Traditions & Encounters*
-Read Primary Sources on Blackboard
-Listen to World War II Stories Podcast

Week 16- April 26-30: The Cold War & Decolonization

-Key Terms 14 due Apr. 25
-No Discussion: Work on Final Projects
-Journal 13 due Apr. 29
- Read Chapter 33 in *Traditions & Encounters*

Finals Week: Final Projects due w/presentations

Class Requirements

Online Course Structure

To succeed in this course, you will need to read, analyze, and discuss history. It is my expectation that online students should devote as much time to their courses as students who attend traditional lectures. Online courses cover a lot of ground in a very short amount of time, so be prepared to read and write for the next sixteen weeks!

To start, I want to familiarize you with the structure of the course:

On Blackboard, each lesson will include articles, additional materials, or web links designed to enhance or reinforce the textbook information and force students to consider geographical issues. There are three types of assignments in each lesson (discussion boards, journal entries, key terms) that draw on material presented on Blackboard.

Blackboard lessons are organized around textbook chapters. Within each lesson, start at the top of the page and work your way down. Each lesson contains 1 or 2 textbook chapters and will stay open after its release date. Complete all assignments in each lesson before moving on to the next. Contact me if any of the assignments are confusing or in case of an emergency.

To be successful in this course, students must be prepared to complete all assignments and must be self-disciplined. Aside from reading textbook chapters, you must also read any documents on Blackboard, watch the videos, or view presentations. Students must keep track of the class schedule and all announcements posted here and on Blackboard.

Online Course Expectations & Etiquette

1. Do not get brave just because you are behind the keyboard. When in class discussions or emails with classmates or the instructor, you must be respectful, professional, and calm. The general rule: if you would not say it out loud, in front of your grandmother, do not type it!

2. Keep up with the course dates and schedules. The Course Calendar in the Syllabus details every assignment and when each is due. Modules/lessons will be open weekly. If you need help keeping up, email me.
3. Grades are based on a cumulative point scale. Always try to accrue as many points as you possibly can to succeed.
4. Use every resource you have! Just because this is an online class don't feel like you can't tap into all the wonderful services UARM has to offer you. I particularly want to recommend the Johnson Learning Commons and the online tutoring they offer.
5. You must have a reliable internet source and a backup computer. Make sure that you have easy and reliable internet access. If you ever feel like you have limited internet access, come to campus. IT has ensured that Wi-Fi will reach across campus and into the parking lots. Your car can be both a great place to social distance and a private workspace.

UARM Credit Hour Calculator

For every course credit hour, you should expect to spend at least three clock hours per week of class of concentrated attention on course-related work. This includes but is not limited to preparing for class, attending class, reading, studying, homework, etc. For a three hour course, a typical student should spend at least nine hours dedicated to the course.

Assignments

1. Journal Entries: Write a one paragraph (150-300 words) reflection of the previous week's material. Though you will find prompts to jog your thinking, you should consider the overall significance of what you have learned. The paragraph needs to include a clear, articulate thesis backed up with evidence from class and the textbook materials. . The evidence you use needs to be cited utilizing Chicago Style footnote citations. Further information on formatting and citations can be found on Blackboard. You will submit a journal entry every Friday after Week 1.
2. Discussions: Write a one-paragraph (150-300 words) response to a weekly prompt you find on Blackboard. Discussion posts should address your assessment of the readings and lectures as they relate to the overarching themes of the week. Discussions should also ask probing questions about the sources. Each discussion requires ONE primary post and TWO responses to your peers. Your peer responses should engage your peers' arguments and facilitate discussion. Simple responses

like “I agree” and “You did a real great job” will earn you no credit. Discussions will be due every Wednesday.

3. <u>Key Terms:</u> You will fill out a key terms sheet every Monday. Each has ten key terms related to that week’s material. You must pull your definitions from the textbook and cite your responses.

3. <u>Midterm Project</u>: You will find a list of questions on Blackboard. Choose any three of the questions and craft a 300-500 word response for each. Be sure to have a clear argument that you defend with relevant evidence. Organize your responses with a logical structure and use clear topic sentences and transitions to help your reader understand the logic of your organization. Edit your responses thoroughly to avoid errors and to improve readability.

4. <u>Final Project</u>: "Podcasting Global History"

You will work to produce a podcast on any topic in world history from 1500 to the present using primary and secondary sources. You will choose a topic and divide the podcast project in two parts. 1: Write a script of approximately 1000 words with an argument and citations to be used for your podcast. 2: Produce an approximately 5-minute podcast using Audacity, Anchor, or GarageBand. Each podcast should include a gripping introduction and clear narrative structure. Detailed instructions for the podcast project can be found on Blackboard.

Grading Criteria

One midterm project, one final project, 13 journal entries, 14 discussions, 14 Key Terms will be used to determine grades. The two projects are both worth 20% of your overall grade each. All journals will be worth 20% of your overall grade. All discussions will be worth 20% of your overall grade. All key terms will be worth 20% of your overall grade.

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and below

<u>Class Procedures</u>

Students need to be present in the Blackboard course if they are to benefit from instruction and know the exact dates of all assignments. Grades, attendance and assignment due dates are on Blackboard. All assignments will be due by 11:59pm Central Time on the days they are due.

Additional Class Information

Academic Dishonesty

Academic dishonesty is unacceptable and I do not tolerate it. My responses to students who commit academic dishonesty may include (1) assigning a zero for the paper, project, exercise or test and/or (2) requiring the student to resubmit another paper, project, or exercise or to retake the test. In cases of serious or repeated academic dishonesty, I may refer the student to the Vice Chancellor of Student Affairs or his designated representative for disciplinary review subject to possible disciplinary action, including but not limited to dismissal from the course. Scholastic dishonesty is defined as misconduct including, but not limited to, plagiarism, cheating and collusion. Additionally, I will treat assignments that include excessive artificial syntax as plagiarized. Assignments with artificial syntax look like machine learning technologies generated them rather than human thought. For clear definitions of the UARM policy for Academic Dishonesty, see pages 88-92 of the current catalog.

Late Work

-I will take a letter grade per day deduction off late Key Terms, Midterms, Discussions, and Journals. If you turn in a Key Terms, Discussion, Journal, or Midterm more than nine (9) days late, it will receive a zero.

-There can be no late Finals. You must turn your Final Projects in on time!

Diversity and Inclusion

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

Attendance: Your attendance in this course will be tracked through your participation and submission of assignments. If you fail to submit an assignment on time, you will deemed "absent" that day in the online class. You must login every Monday, Wednesday, and Friday to submit your weekly assignments and be counted as attending your online class.

Communication: The primary form of electronic communication in this course will be by email. You must check your UA Rich Mountain email regularly. I highly recommend you set up your UA Rich Mountain email to push to your phone so that you get notifications that you received an email. If you need to contact me, the best way is also via email. Please allow 24 hours for a response and expect responses during normal business hours. However, during my office hours you can visit my office or call my office phone at ext. 1342.

Technology Concerns: Students with access concerns are expected to communicate with their instructors. Additionally, students can access the wi-fi from the South parking lot near the Ouachita Center. Students with access issues are encouraged to access course materials from the parking lot, if needed. Students would be expected to drive to campus under normal classroom conditions. While it is not ideal, it does ensure reliable access and regular course participation. Students may use personal cell phones/devices. However, students have the option to check out campus computers from the library (Johnson Learning Commons).

Title IX: The University of Arkansas Community College Rich Mountain (UA Rich Mountain) is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, sexual orientation, gender identity, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, pregnancy, physical, mental disability, or genetic information. Such an environment is necessary to a healthy learning, working and living atmosphere. Accordingly, all acts of discrimination, harassment, retaliation and sexual misconduct as defined by this Policy are prohibited. All complaints or concerns should be submitted to the Title IX coordinator at 479-394-7622 ext. 1460

Student Support Services: SSS can help students improve study skills, help with writing, and prepare students to be successful at the college level. Visit their website to seek their assistance and tutoring.

Disability Policy: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to state and federal law. Any student with a disability

who needs accommodations should contact the Vice Chancellor for Student Affairs Office, 394-7622 ext.1400.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus.

Student Misconduct: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling, property violations, computer violations or other violations as listed in detail in the UA Rich Mountain catalog.

UA Rich Mountain Mission: UA Rich Mountain provides transformative education to all learners.

See Something … Hear Something … Say Something
Suspicious behavior should be reported to Deputy on campus at (479) 394-7622 ext. 1700 OR through an anonymous email link found on the college webpage. The Deputy Sheriff's office is located in the Spencer Building across from the library.