HIS153-Lec-01

World Civilizations from 1500

Fall 2023

Class Time & Location: Tue & Thurs 2:00pm-3:15pm in Spencer 249
Instructor: Kyle B. Carpenter
Office: Spencer 254
E-Mail: kcarpenter@uarichmountain.edu
Phone: 479-394-7622 ext. 1342
Office Hours:

Monday	8:30a-9:30a & 2:00p-4:00p
Tuesday	8:30a-11:00a & 3:30p-5:00p
Wednesday	8:30a-9:30a & 2:00p-4:00p
Thursday	8:30a-11:00a & 3:30p-5:00p
Friday	8:30a-1:00p

Prerequisites: None

This syllabus is intended as 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

This course offers a survey from the early modern period until present day. This course requires at least one paper with an 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.

Course Outcomes

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 Chicago 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 explain concepts across civilizations and cultures to identify common elements of success and failure.

TENTATIVE SEMESTER READING AND TESTING SCHEDULE

Week 1- Aug. 22: Procedures, Syllabus, Expectations, College Experience
Aug. 24: Intro to World Civ II

Week 2- Aug. 29: Early Modern Europe and Expansion
Aug. 31: The Protestant Reformation
-Journal 1 & Discussions 1-2 due Aug. 31
- Read Chapter 19 in *Traditions & Encounters*

Week 3- Sep. 05: Scientific Enlightenment
Sep. 07: Rise of the Nation State
-Journal 2 & Discussion 3-4 due Sep. 07
- Read Chapter 20 in *Traditions & Encounters*

Week 4- Sep. 12: Latin America
Sep. 14: Oceania
-Journal 3 & Discussions 5-6 due Sep. 14
- Read Chapter 21 in *Traditions & Encounters*

Week 5- Sep. 19: No class; see resources on Blackboard
Sep. 21: Early Modern Africa & the Atlantic Slave Trade
-Journal 4 & Discussions 7-8 due Sep. 21
- Read Chapter 22 in *Traditions & Encounters*

Week 6- Sep. 26: Tradition & Change in China
Sep. 28: Tokugawa to Meiji Japan
-Journal 5 & Discussions 9-10 due Sep. 28
- Read Chapter 23 in *Traditions & Encounters*

Week 7- Oct. 03: The Islamic Empires
Oct. 05: Age of Revolutions
-Journal 6 & Discussion 11-12 due Oct. 05
- Read Chapter 24-25 in *Traditions & Encounters*

Week 8- Oct. 10: No class; study for Midterms
Oct. 12: **MIDTERM**

-**Midterm Oct. 12**

Week 9- Oct. 17: Counter Revolutions
Oct. 19: Industrial Society
-Journal 7 and Discussions 14-15 due Oct. 19
- Read Chapters 25 & 26 in *Traditions & Encounters*

Week 10- Oct. 24: Rebuilding Global Empires
Oct. 26: The Great War
-Journal 8 & Discussions 16-17 due Oct. 26
-**Final Project Topic Proposals due Oct. 27**
- Read Chapter 28-29 in *Traditions & Encounters*

Week 11- Oct. 31: Paris 1919
Nov. 02: Nationalism in Asia
-Journal 9 & Discussions 18-19 due Nov. 02
- Read Chapter 31 in *Traditions & Encounters*

Week 12- Nov. 07: Age of Anxiety
Nov. 09: World War II
-Journal 10 & Discussions 20-21 due Nov. 09
- Read Chapter 30 in *Traditions & Encounters*

Week 13- Nov. 14: World War II on the Home Fronts
Nov. 16: Holocaust
-Journal 11 & Discussions 22-23 due Nov. 16
-**Annotated Bibliography due Nov. 17**
- Read Chapter 32 in *Traditions & Encounters*

Week 14- Nov. 21: Thanksgiving
Nov. 23: Thanksgiving

Week 15- Nov. 28: Cold War
Nov. 30: Cold War & Decolonization

Journal 12 & Discussions 24-25 due Nov. 30
- Read Chapter 33 in *Traditions & Encounters*

Week 16: Dec. 05: Globalists and Anti-Globalists
-Discussion 26 due Dec. 06
-Work on Final Projects

Finals Week: **Final Projects due Thursday Dec. 07**

Course Conduct:

This class is based on lectures in-class, reading, discussion, and supplemental material located on Blackboard. See attached class norms. Make sure to keep up with your **schedule** in the syllabus and create regimented schedules for yourselves so you do not miss assignments. Also, always make sure to follow the syllabus and the Blackboard course modules as they guide you. Finally, make sure to follow all directions as they are given. This means you should take the time to read thoroughly all the instructions of all the assignments. A huge part of your grade in this course relies on you taking personal responsibility for your work. Manage your time and follow instructions and you will succeed.

UARM Credit Hour Calculator

For every course credit hour, you should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, research, writing papers, working with your team, and other activities that enhance learning. For a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course. This includes the time spent in class.

Assignments

1. Journal Entries: Write a one paragraph (150-300 words) response to a prompt found on Blackboard. The paragraph needs to include a clear, articulate thesis backed up with evidence from class lectures, podcasts, and the textbook materials. The evidence you use needs to be cited utilizing Chicago Style footnote citations.

Find further information on formatting and citations on Blackboard. Journals will be due Thursday nights at 11:59 pm Central Time on Blackboard.

2. <u>Discussions:</u> In every in-class period, we will have an academic discussion about various primary sources. In those discussions, you will fill out a worksheet related to those primary sources. In cases of cancelled classes, you will be able to find your discussion materials on Blackboard. These worksheets count toward your overall grade.

3. <u>Midterm:</u>

Your midterm exam will be an in-person discussion with your instructor. You will be graded on your demonstration of your understanding of different cultures and societies in the world prior to the era of revolutions and your ability to communicate that understanding. When studying for your midterm, think about the interactions among people groups across the globe and how they changed over time. Think particularly about Indigenous groups, Asian empires, African people, and Europeans. Also, make sure to consider gender and sexual distinctions within distinct social groups.

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

You will research a topic of your choice in World Civilizations within the period 1821-2001. If you need help finding a topic, see the instructor. This project is divided into four parts. 1. Topic Proposal (10%) 2. Annotated Bibliography (20%) 3. Final Product (50%) 4. Final Presentation (20%). You can find instructions for each individual part in the Final Project Packet on Blackboard.

Grading Criteria

One midterm project, one final project, 12 journal entries, and 25 discussion worksheets will be used to determine grades. The two projects are both worth 25% of your overall grade each. All journals will be worth 25% of your overall grade. All discussions will be worth 25% of your overall grade.

Journals: 25%
Discussions: 25%
Midterm: 25%
Final: 25%

<u>Class Procedures</u>

I will announce all assignments in class. Students need to be present if they are to benefit from instruction and know the exact dates of all assignments. However, you can locate much of the information you need on Blackboard.

Late Work

-You must turn in Discussion Worksheets by the end of class. I will not accept late Discussion Worksheets. If you miss additional classes with an unexcused absence, you will receive a zero on that assignment. If you have an excused absence, I will give you an additional writing assignment to make up for your Discussion Worksheet.

-I will take a 10% per day deduction off late Midterms and Journals. If you turn in a 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!

Voluntary Extra Credit: There may be a 10-point extra credit assignment.

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 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.

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.

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. However, during my office hours you can visit my office or call my office phone at ext. 1342.

Attendance: I will track attendance and report it to student services. Students must immediately contact the instructor if they will not be present for class. Failure to attend class can result in dismissal from class.

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.

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

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