

World Civilizations II

Spring 2016
HIST 2322-060
Online Class
3 Credit Hours

Dr. Colin Snider – Department of History
BUS 267
csnider@uttyler.edu [Preferred contact]
565-5758

Office Hours:
Tuesdays 3:30-5:00 PM
Thursdays 9:30-11:00 AM
Or by appointment

Course Description

This course uses world history to look at the ways in which different peoples, cultures, and societies have developed and interacted over the past half millennium. By focusing on a wide variety of peoples, cultures, societies, and networks throughout the world, this course will provide a new framework for students to learn how peoples from diverse parts of the world have been interconnected from the fifteenth century to the dawn of the twenty-first century. We will focus on developments, transformations, and connections of the world's peoples from a variety of perspectives, ranging from economic networks to cultural influence, from environmental transformations to social movements. With this broad framework, and drawing from a wide variety of primary and secondary resources, this class will investigate various social, political, ideological, and economic processes and factors that shaped global history over time.

Texts and Readings

This course relies on a mixture of primary and secondary sources in order to get students to understand World history as the people lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. Textbooks will be available in the bookstore, and are mandatory reading. Books marked with an asterisk are also available on Kindle. Required texts are:

- Tignor, Robert, et al. *Worlds Together, Worlds Apart (Vol. 2): A History of the World: From 1000 CE to the Present (Third Edition)*. New York: W.W. Norton & Company, 2010.
(ISBN: 978-0393934946)
- Schwartz, Stuart B. *Victors and Vanquished: Spanish and Nabua Views of the Conquest of Mexico*. New York: Bedford/St. Martin's, 2000.
(ISBN: 978-0312393557)
- *Khan, Yasmin. *The Great Partition: The Making of India and Pakistan*. New Haven, CT: Yale University Press, 2008.
(ISBN: 978-0300143331)
- Politzer, Patricia. *Fear in Chile: Lives Under Pinochet*. New York: The New Press, 2001.
(ISBN: 978-1565846616)

Objectives

This class is designed to get students to generally understand the various cultures and peoples of the World from 1500 to the present, even while fostering the students' ability to analyze and think about history and history-making processes more generally at the local, regional, national, and global levels. The class will use a variety of sources, including primary sources, secondary monographs, art, and other media to teach students how to analyze historical processes and to formulate their own analysis and understanding of world history. Finally, this class will help students apply an understanding of history to current events at the local, national, and global levels.

Thus, in accordance with the Student Learning Outcomes for this course, by the end of the semester, students will acquire the following skills:

- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

- Students will demonstrate an understanding of key developments in world history from 1500 to the twenty-first century, with emphasis on political, social, and cultural experiences from a global perspective.
- Students will demonstrate an understanding of key developments in colonialism from the 1500s-1700s and neo-colonialism from the 1800s-1900s, including the effects of colonialism and neo-colonialism on peoples in the world.
- Students will demonstrate an understanding of the global effects of the industrial revolution.
- Students will demonstrate an understanding of political and social movements in the world in the twentieth century.
- Students will demonstrate an understanding of global experiences of the Cold War
- Students will demonstrate an understanding of the nature and effects of globalization in the late 20th and early 21st centuries.
- Students will demonstrate an understanding of the methods historians use to gather and analyze evidence.
- Students will be able to use the knowledge and skills gained in the course in the fulfillment of their responsibilities as active citizens in a globalized society.

Course Requirements

Given the intensity of this course in a shortened term, reading is required and essential. Because of the abbreviated semester length, students are expected to read anywhere from 300-450 pages a week.

There are several types of assignments that help a student demonstrate the development of their critical thinking skills and their understanding of the materials. For the purposes of this class, these assignments are broken down into the following categories: Interactive Assignments; Informal Activities; Summative Assignments; and Check for Understanding quizzes.

Interactive assignments are designed with the intent to share what you are learning with your colleagues, and to learn from one another. Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. **Therefore, student participation in online forums is required.** We will periodically engage in broad conversation on documents to understand and analyze key moments in world history. Given the centrality of reading, analyzing, and discussing primary sources, participation in online discussions as part of the Interactive Assignments will make up a full 15% of students' final grades.

Informal activities will be short writing and reflection pieces that allow students to directly engage with the documents, resources, materials, and ideas that historians themselves deploy in their own work. These can range from personal reflection pieces, to imagining yourself in a historical period, to considering the nature of primary sources. There will be one informal assignment accompanying every module. Collectively, these informal activities will compose 15% of students' grades.

Writing is also an essential part of historical study and analysis, and of the liberal arts tradition of education more generally, so in addition to the elements above, students will write **two** papers of 4-5 pages of length. These papers will be reflection pieces on the assigned readings for the course, and will be based on prompts provided to the students as part of the module for the week they are due. The first of these papers is due **by the end of Module V (March 11)**; the second is due **by the end of Module IX (April 22)**. For both of these assignments, the professor will provide aid and resources as the semester progresses. All papers will be submitted electronically through Blackboard, with the professor providing specific instructions as the due date approaches. Students are welcome to bring by drafts of their papers at any time before the due date as well, and they are also encouraged to use the Writing Center (located in BUS 202; phone – 903-565-5995). Each of these assignments is part of the major assessment for the course, and is thus worth 20% each.

Students will also be given two exams through the course of the semester, in the form of a midterm exam and a final exam as part of the Summative assignments. Each exam will be

worth another 15% of the final grade. In the event a student misses the first exam for an emergency, it is **the professor's prerogative** whether or not to permit the unexcused student to take a make-up exam.

Beyond the exams, which are considerable summative module assignments, you will also have smaller-scale Summative Assignments on weeks where there is not a test. These are outlined on the course webpage, and tie into each module's content. These other summative assignments are worth 10% of your final grade.

Finally, in addition to these reflective assignments, students will take a number of short "check for understanding" quizzes throughout the semester. These quizzes are designed in order to ensure that students are learning and gaining a better understanding of world history, peoples, and cultures as they read the course materials and view the lecture videos. These quizzes will make up another 15% of the student's grade.

Grades

As outlined above, the grades will be determined in the following manner:

Paper 1 [Summative Assignment]:	20%
Paper 2 [Summative Assignment]:	20%
Mid-Term Exam [Summative Assignment]:	15%
Final Exam [Summative Assignment]:	15%
Other Summative Assignments:	10%
Interactive Assignments [via Online Discussion Boards]:	10%
<u>Check for Understanding Quizzes</u>	<u>10%</u>
TOTAL:	100%

Due Dates

To help students keep on top of their assignments, below is a schedule for the due dates for each module. Please note: **all** assignments (informal activities, interactive assignments, and summative assignments) for that module must be completed by 11:59PM on the day they are due. Due dates are as follows

Module 1:	Friday, January 29
Module 2:	Wednesday, February 10
Module 3:	Friday, February 19
Module 4:	Wednesday, March 2
Module 5:	Friday, March 11
Module 6:	Wednesday, March 23
Module 7:	Friday, April 1
Module 8:	Wednesday, April 13
Module 9:	Friday, April 22
Module 10:	Monday, May 2

Reading Schedule

Because of the nature of online courses, students must accept a greater degree of responsibility for remaining on top of their assignments and due dates. This includes reading the textbook *Worlds Together, Worlds Apart* (4th Edition), where much of the information and material students need for exams and assessments can be found. Below is a schedule of what

readings from *Worlds Together, Worlds Apart* accompany each individual module.

Module 1:	Chapters 12-13
Module 2:	Chapter 14
Module 4:	Chapter 15
Module 5:	Chapter 16-17
Module 6:	Chapter 18
Module 7:	Chapter 19
Module 8:	Chapter 20
Module 9:	Chapter 21
Module 10:	Epilogue

Online Etiquette

Just because this is an online class does not mean your interactions with the professor or your colleagues should be informal. When emailing your professor, be sure to address him as you would in a face-to-face class or as you would address your boss. This includes properly addressing him by name in correspondence, a courtesy and respect he will return to you.

Please note: emails that fail to address him by name or that begin with “Hey” will not receive a reply.

As should be the case in all internet discussions, decorum and decency in all discussion posts and communication with fellow students and the instructor. More than one offense will result in possible dismissal from the class. For further reading on Internet decorum, I recommend that you take a look at the ["Netiquette" Guide](#).

Attendance and Make-Up Policy:

Because this is an online course, students must accept a greater degree of responsibility for remaining on top of their assignments and due dates. Every effort should be made to take quizzes and exams on time and complete all assignments by their due date. In cases of **emergency** (i.e., death in the family, serious illness, etc.), however, students will be allowed to make-up exams **at the discretion of the Instructor**, but missing an exam does not ensure you will be able to make up the exam. Missing an exam does not ensure the student will be able to take a makeup; such a decision is ultimately the professor’s prerogative. Please contact me as soon as possible if you miss something for an emergency and we will work out the details. **Quizzes and discussion boards cannot be made up;** failure to take a quiz or submit a discussion board will result in a zero for the assignment.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Definition of Academic Dishonesty

Scholastic dishonesty includes, but is not limited to, submitting work that is not one’s own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source.

Plagiarism is presenting the words or ideas of another person as if they were your own. As a result, Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the student's respective dean.

Please read the complete policy at

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are

available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's

Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter

from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Course Outline

Unit 1 – The Age of Empire, 1500s-1824

Module I: Empires in the World, 1492-1700s

All activities due by Friday, January 29

Module II: The Human Cost of Empire – the Rise of the Slave Trade and Slave Experiences

All activities due by Wednesday, February 10

Unit 2 – Transformations in Global Cultures and Politics 1700s-1800

Module III: The Local on a Global Stage: Violence, Culture, and Society in the Eighteenth Century

All activities due by Friday, February 19

Module IV: The Age of Independence – 1763-1824

Midterm Exam at end of Unit 2

All activities due by Wednesday, March 2

Unit 3 – Transformations in the World Order, 1850s-1914

Module V: The Age of “-isms” – The World in the 19th Century

Paper I Due by Friday, March 11

All activities due by Friday, March 11

Module VI: The Dawn of a Violent Century

All activities due by Wednesday, March 23

Unit 4 – Power, Violence, and Struggle on a Global Stage: The World, 1914-1968

Module VII: Challenges to the Old Order, 1914-1939

All activities due by Friday, April 1

Module VIII: Decolonization and Political Polarization in the World, 1945-1968

All activities due by Wednesday, April 13

Unit 5 – A New Globalization? 1970s-2015

Module IX: The Late Cold War (1969-1991) in the World

Paper II Due by Friday, April 22

All activities due by Friday, April 22

Module X: A New Phase of Globalization? The World at the End of a Millennium, 1991-2015

Final Exam at end of Unit 5

All activities due by Monday, May 2