

# World Civilizations II

Summer 2016  
HIST 2322-060  
Online Class  
3 Credit Hours

Dr. Colin Snider – Department of History  
BUS 267  
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Office Hours:  
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## 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 Nahuatl 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 20<sup>th</sup> and early 21<sup>st</sup> 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 300-400 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: Check for Understanding quizzes (to be completed upon watching the video lectures); Module Assignments (short to moderate writing reflections that analyze and build on primary readings and other source materials); an Analytical Essay (1200-1500 words); a Book Review (800-1000 words); a Midterm Exam; and a Final Exam.

Module Assignments will be short (typically 250-500 words) writing and reflection pieces that allow students to directly engage with the documents, resources, materials, and ideas that historians themselves explore 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 20% of students' grades (2% per module).

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. 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 an Analytical Essay due **by the end of Module V (Thursday, June 23)**; the second is a Book Review due **by the end of Module IX (Tuesday, July 8)**. All papers will be submitted electronically through Blackboard, with the professor providing specific instructions as the due date approaches. Each of these assignments is part of the major assessment for the course, and is thus worth 20% each (40% total).

Students will also be given two exams through the course of the semester, in the form of a midterm exam and a final exam. Each exam will be worth another 15% (30% total) 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.

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 collectively make up another 10% of the student's grade.

## Grades

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

Module Assignments:	20%
Analytical Essay (1200-1500 words):	20%

Book Review (800-1000 words):	20%
Mid-Term Exam:	15%
Final Exam:	15%
<u>Check for Understanding Quizzes</u>	<u>10%</u>
<b>TOTAL:</b>	<b>100%</b>

### **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:	Thursday, June 9
Module 2:	Monday, June 13
Module 3:	Thursday, June 16
Module 4:	Monday, June 20
Module 5:	Thursday, June 23
Module 6:	Monday, June 27
Module 7:	Thursday, June 30
Module 8:	Tuesday, July 5
Module 9:	Friday, July 8

### **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* (4<sup>th</sup> 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 & 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](mailto: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

***Read Schwartz, Victors and Vanquished***

*All activities due by Thursday, June 9*

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

*All activities due by Monday, June 13*

### 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 Thursday, June 16*

**Module IV:** The Age of Independence – 1763-1824

***Midterm Exam at end of Unit 2***

*All activities (including Midterm Exam) due by Monday, June 20*

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

**Module V:** The Age of “-isms” – The World in the 19<sup>th</sup> Century

***Analytical Essay Due***

*All activities (including Analytical Essay) due by Thursday, June 23*

**Module VI:** The Dawn of a Violent Century

*All activities due by Monday, June 27*

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

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

***Read Khan, The Great Partition***

*All activities due by Thursday, June 30*

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

***Read Politzer, Fear in Chile***

*All activities due by Tuesday, July 5*

### Unit 5 – A New Globalization? 1970s-2015

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

***Book Review Due***

***Final Exam***

*All activities (including Book Review and Final Exam) due by Friday, July 8*