**HIST 2302-002 (Online)**

 **History of Civilization since 1500**

**Fall 2016**

**INSTRUCTOR:** Dr. Kimberly Breuer

**EMAIL ADDRESS:** breuer@uta.edu

**FACULTY PROFILE**: <https://www.uta.edu/profiles/kimberly-breuer>

**OFFICE:** UH 314

**OFFICE HOURS:** Tues/Thurs 9:30am – 10:30am, virtual, and by appointment

**HISTORY DEPARTMENT PHONE**: 817-272-2861 (individual faculty do not have office phones in the History Department – the fastest, most direct, and preferred means of communication is via email. Expect a response to an email with 48 hours, longer on weekends and breaks)

**DESCRIPTION OF COURSE CONTENT:** Major trends in world civilization since 1500 such as industrialism,

nationalism, imperialism, socialism, and the more complex problems and conflicts of the 20th century.

Particular emphasis is paid to the emergence of a global civilization and interactions among the world’s

peoples through mass migration, imperial expansion, trade and cultural exchange.

**CLASS PREREQUISITES**: None

**CLASS FORMAT**: *This is a 100% online, web-delivered course*. There are many opportunities for students to interact with the instructor and each other throughout this course. While there is great flexibility as to how and when you complete your work, *this course is not self-paced*. It is imperative that students keep up with the pace of the class and pay attention to due dates. Successful online students are self-starters with good time management skills. This course resides in Blackboard; it is the student's responsibility to log into Blackboard (www.uta.edu/blackboard) on the first day of class to access the module.

**REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS**:

There are 3 required materials for this class:

* Carter and Warren, *Forging the Modern World*, ISBN: 9780199988563
* Wills, *1688: A Global History,*  ISBN-13: 978-0393322781
* Veeser, *Great Leaps Forward: Modernizers in Africa, Asia, and Latin America,*  ISBN-13: 978-0131998483

  

Note that you will need the first two books at the beginning of the semester. Plan accordingly.

**STUDENT LEARNING OUTCOMES**:

During this course, students will learn how to:

* identify key events, peoples, individuals, terms, periods and chronology of the history of the world since 1500; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect
* demonstrate awareness of the basic historical geography of the world
* develop analytical skills by scrutinizing primary source documents
* develop critical thinking skills by discussing the living nature of history, critiquing different interpretations of the same events, and understanding change over time
* synthesize diverse historical information on broad themes of world history before 1500 and present this information in coherent, well-articulated and well-substantiated discussions and other written assignments
* conduct and curate academic research utilizing digital history sources and other internet resources to present digital history and digital storytelling artifacts

**MARKETABLE SKILLS LEARNED IN THIS COURSE:**

During this course, students will learn the following skills that can be used in other courses or as marketable skills:

* ability to interpret and critically evaluate evidence
* ability to assess the credibility of sources and make judgments about their usefulness and limitations
* ability determine bias, audience, perspective, and context for various sources of information
* ability to utilize chronological and spatial reasoning
* ability to identify key pieces of evidence, interpret and contextualize evidence, and craft evidence-based arguments
* build a web domain
* research and curation
* create annotated media
* create a digital storytelling narrative

**FACULTY EXPECTATIONS:**

I expect that students will

* not cheat, plagiarize, collude or commit other acts of academic dishonesty
* participate fully by being prepared for discussions and other assignments. Being prepared means doing your reading, watching videos, perusing all links in this website and covering all materials presented
* do college-level work in all written assignments. You will receive specific and detailed instructions for all assessments within this course, follow them. Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
* turn in work on time
* show respect to your instructor and your fellow students in all interactions
* ask for help when needed

**HOW TO ACCESS THE COURSE MODULE:** This course resides in Blackboard (elearn.uta.edu) and will become available on first day of the semester; I will email the class when the module is available.

**TECHNICAL SPECIFICATIONS:** You will upload documents in this course and will need appropriate software. If you do not already have it, Microsoft Office is available from the UTA Bookstore for a substantial discount and it will allow you to complete all assignments in this course. If you choose to use software other than Microsoft Office, I will not be able to support you and you may risk improper submissions. *\*Note\* - You cannot use anything older than Microsoft Office 2007 (PC)/2008 (Mac) for Word Documents, but you may submit a pdf file. No other types of files are permitted unless otherwise stated in the course module.*

If you have not already done so, you should check to make sure that your system is configured correctly. Go to <http://www.uta.edu/blackboard/system-configuration.php> to see a list of requirements. If you are not at the most recent update, you may have issues opening some items in Blackboard***.***

*A note about BROWSERS****:***The recommended browser for Blackboard is Firefox. However, I also require that you have another browser available on your computer (Chrome is a good second choice, but any other browser will do). Why? Well, sometimes there are updates to either the browser or to Blackboard. When this happens, some content might not display in a particular browser.

Always contact me first if you are having technical issues. I will often be able to quickly resolve your issue, but if not I will be able to help you craft the description of your problem and what issues we have ruled out so that the OIT Help Desk will be better able to pinpoint your problem. Before contacting me with a technical issue with course materials, always access the material in your back-up browser. If it displays properly, then it is an issue with a recent update of software for your primary browser. Use the backup browser for a day or two (this gives Blackboard a chance to adjust their settings). Also check the Technical Help FAQ, located under the “Important Information” tab in the course module menu, for troubleshooting information for common problems.

**GRADING:** Your knowledge of the course materials will be assessed through Historical Engagement (20% of the semester grade), Testing (20% of the semester grade), and Projects (60% of the semester grade).

Your grade for this course will be based upon 1000 quality points. Points earned on each assignment simply add up. At the end of the course, your earned semester grade will be based on the following scale:

Grade Scale: A = 900-1000; B = 800-899; C = 700-799; D = 600-699; F = 599 and below

*Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.*

**ASSIGNMENTS AND ASSESSMENTS:**

**Historical Engagement** is worth a total of 200 points in this course (20 points in the introductory course Bootcamp and 60 points in each of the three units). There are two types of participation assignments: reflections and discussions.

Reflections: A reflection is a quick response to a question over the history you have just learned, something you just read, or a video you watched. There is no “right” or “wrong” answer. You will be graded on completeness of answer. They are meant to be a quick pause where you think about what you just learned and respond to a prompt (either in a survey question or a few sentence answer).  This brief pause will help deepen your thoughts on the topic and will provide me with invaluable information on how you, and your classmates, are understanding the history at hand. If I see that the class is having difficulties with the materials, I can then re-teach the concept in the History Corner. There are four reflections embedded in each unit and they are worth 5 points each.

Discussions: There is one discussion per unit. In each discussion, students will make a substantive response in reaction to a prompt and then comment on three other posts. Discussions are worth 40 points each.

**Tests:** Worth up to 200 points total (or 20% of semester grade). There are three multiple choice tests (one per unit) and one 3-4 page comprehensive essay. Each of these components is worth 50 points. The final exam consists of Unit 3 test and the comprehensive essay. You will be provided the essay prompt the last week of the semester and the essay is open book/open note and will be uploaded separately into Blackboard. The tests are closed book. Each is worth up to 50 points.

**Projects** make up 60% of the grade. There are three projects in this course, a document project, a group historical geography project, and a digital storytelling video project. There are bonus points associated with the document and video projects (if you turn in parts of these projects one week early, you will receive bonus “early bird” points).

Document Project (150 points):  A worksheet analyzing THREE primary source materials and a 2-3 page essay based upon these materials.

Group GIS/Historical Geography Project (250 points): The group will research, storyboard, and create a multimedia historical geography presentation utilizing Diigo and Story Map tools. Students will earn individual points on items they curate, comments on other students' curated items, and their participation in creating the Story Map. Students who participate in the creation of the Story Map will also get a group grade for that artifact.

Individual Digital Storytelling Project (200 points): Each student will create a 3-5 minute video presentation on a topic associated with world history since 1500 which utilizes primary source materials, digital history resources, and internet research using academic websites.  Students will be graded upon the quality of their research sites, the storyboard of their project, organization/content/accuracy of their presentation, and the aesthetics of their video. Students will curate using Listly, create a storyboard their video, and create the video through a method of their choosing (I will provide some suggestions and how-tos).

**EXPECTATIONS FOR TIME SPENT IN STUDY**: In a traditional long semester face-to-face course, a general rule of thumb is this: for every credit hour earned, a student should spend 2-3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 6 hours of reading, study, etc. beyond the time required to attend each class meeting, students enrolled in an on-campus course would expect to spend at least an additional *6-9* hours per week of their own time, outside of the 3 hours per week in the classroom, in course-related activities, including reading required materials, completing assignments, preparing for exams, etc. ***This online course is based upon this rule of thumb, therefore, students should expect to spend at least 9-12 hours per week on course materials, readings, studying, and assignments.***

Students will need to access the course module several times a week. While you will be able to choose your own path within a unit, there are several key due dates you must pay attention to.

**LATE PAPER AND MAKE-UP POLICY:** Late work is not accepted. Students must provide university approved documented evidence to make up a unit test. If a serious issue arises (major illness or injury, etc.) contact Dr. Breuer immediately to work out a plan of action. Because of the nature of this course, it is likely that you will be able to plan ahead for any expected work or personal issues or plan to access the Internet as needed if you are away from home.

**GRADE GREVIANCES**: You will typically receive your grade and feedback on an assignment within one week. If, for some reason, there will be a delay in return of grades, an announcement will be posted with further details. Students are expected to check their grades regularly. You will have ONE WEEK after grades are posted in each unit to challenge a grade or missing grade. After that time, the grade will be considered final and I will not revisit the grade later in the session. There will be a shorter turnaround period at the end of the semester. Unit 3 grades will have a three-day window for a grade grievance once the grades are posted.

Any appeal of a grade beyond the instructor in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

[see <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19>]

**DROP POLICY:** Contact ***your advisor*** for drop policies. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>). The last day to drop in Spring 2016 is April 1.

**RESPECTFUL LEARNING ENVIRONMENT:** It is the goal of the Department of History and the College of Liberal Arts to create and maintain a respectful learning environment in online courses. The official policy concerning communications within this course is stated below:

*When contacting your instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this course, as with any other UTA course, your communication with students and faculty should be the utmost professional. When communicating with your peers and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct. Students violating these codes will be referred to the Office of Student Conduct.*

**ACADEMIC INTEGRITY:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. ***Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.***

The History Department takes academic dishonesty very seriously. Copying or closely paraphrasing directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. ***If you are found guilty of academic dishonesty on an assignment, you will receive a 0 for that assignment. If you are found guilty of cheating on a second assignment, you will receive an F (0) for the course.*** We will refer all cases of suspected academic dishonesty to the Office of Student Affairs.

*NOTICE: All assignments submitted to Blackboard will be run through SafeAssign to check for plagiarism.*

**ELECTRONIC COMMUNICATION:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**CAMPUS CARRY:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**STUDENT SUPPORT SERVICES**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**DISABILITY ACCOMMODATIONS:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**NON-DISCRIMINATION POLICY:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**TITLE IX:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///E%3A%5CJune%202016%20UTA%20files%5CDocuments%5CHIST%202301%20experimental%5Cjmhood%40uta.edu).

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**↓↓↓ Scroll down to next page for your calendar ↓↓↓**

**COURSE CONTENT AND SCHEDULE:** *The instructors reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

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| **UNIT** | **DATES** | **TEXTBOOK READINGS** |
| BOOTCAMP (Getting Started) | 8/26-9/1 |  |
| UNIT 1: The Early Modern World | 8/29-9/30 | Forging: Introduction, Chapters 1-5; 1688: All |
| UNIT 2: The Origins Of Modernity | 10/3-11/4 | Forging: Chapters 6-9; Great Leaps Forward: All |
| UNIT 3: From WWI to the Present | 11/7-12/7 | Forging: Chapters 10-13 |
| FINAL EXAM (Essay + Unit 3 Test) |  |  |

**Assignment dates**

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| --- | --- | --- |
| **ACTIVITY** | **OPEN** | **CLOSE** |
| **BOOT CAMP** |
| Ice Breaker Discussion Initial Post (to earn credit) | 8/26 | 8/31 |
| Ice Breaker Comments | 8/26 | 9/1 |
| **UNIT 1** |
| Reflection 1.1 | 8/29 | 9/7 |
| Reflection 1.2 | 8/29 | 9/14 |
| Reflection 1.3 | 8/29 | 9/21 |
| Reflection 1.4 | 8/29 | 9/28 |
| Discussion 1 initial post (to earn credit) | 8/29 | 9/16 |
| Discussion 1 Comments | 8/29 | 9/23 |
| Unit 1 Test | 9/29 | 9/30 |
| **UNIT 2** |
| Reflection 2.1 | 10/3 | 10/12 |
| Reflection 2.2 | 10/3 | 10/19 |
| Reflection 2.3 | 10/3 | 10/26 |
| Reflection 2.4 | 10/3 | 11/2 |
| Discussion 2 initial post (to earn credit) | 10/3 | 10/28 |
| Discussion 2 Comments | 10/3 | 11/3 |
| Unit 2 Test | 11/3 | 11/4 |
| **UNIT 3** |
| Reflection 3.1 | 11/7 | 11/16 |
| Reflection 3.2 | 11/7 | 11/23 |
| Reflection 3.3 | 11/7 | 11/30 |
| Reflection 3.4 | 11/7 | 12/5 |
| Discussion 3 initial post (to earn credit) | 11/7 | 11/28 |
| Discussion 3 Comments | 11/7 | 12/2 |
| Unit 3 Test (part of final exam along with Final Essay) | 12/12 | 12/13 |
| **PROJECTS\*\*\*** |
| Document Project | 8/29 | 9/29 |
| Historical Geography Project | 10/3 | 10/21 |
| Digital Storytelling Project | 10/24 | 12/7 |

The Final Exam in this course consists of the Final Comprehensive Essay and the Unit 3 Test. You must complete the Unit 3 Test by 11:59pm Tuesday of final exam week. I will give you the final essay prompt the last week of class and you must upload your essay by 11:59pm on Tuesday of Final Exam week

NOTE that projects have interim due dates and early bird bonus options (extra points for turning in work early). See each assignment for specific details.