

## **HISTORY OF CIVILIZATION SINCE 1500**

HIST 2302-003 (online) – Fall 2011

**Instructor:** Dr. Kimberly Breuer

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**Office Hours:** TWTh 11am-12pm

### **COURSE DESCRIPTION:**

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:** No special requirements or prerequisites

### **REQUIRED MATERIALS:**

- Marks, *Origins of the Modern World*, 2nd ed.
- Wiesner-Hanks, *Religious Transformations in the Early Modern World*
- Veesper, *Great Leaps Forward: Modernizers in Africa, Asia and Latin America*
- McMahon, *Cold War: A Very Short History*

**CLASS FORMAT:** *This is a 100% online, web-delivered course.* There are many opportunities for students to interact with the instructor and each other through discussions, some limited online group work and peer feedback. *This course is not self-paced.* It is imperative that students keep up with the pace of the class. Students will move together through the module and assignments/quizzes must be done within a window of opportunity. There is a requirement for weekly participation in the discussion forums. 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](http://www.uta.edu/blackboard)) on the first day of class to access the module.

**STUDENT LEARNING OUTCOMES** (Course Objectives): Upon completion of this course, students will be able to:

- identify key events, peoples, individuals, terms, periodizations and chronology of the history of the world since 1500.
- demonstrate awareness of the basic 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 explaining how the manipulation of the past can provide insights into later periods.
- synthesize diverse historical information on broad themes of world history since 1500 and present this information in coherent, well-articulated and well-substantiated discussions, essays and other written work

## **ASSIGNMENTS, ASSESSMENTS AND GRADING**

Your grade for this course will be based upon 500 quality points. Your semester grade is based upon the following scale:

**Grade Scale:** A = 500-450; B = 400-449; C = 350-399; D = 300-349; F = 299 and below

**NOTE:** Students have one week from the posting of an assignment/exam/discussion grade (which will be announced via a class announcement) to challenge the grade or bring up any concerns. All grades are considered final after this period passes and will not be revisited. There will be a shorter protest period (notification by class announcement) for Unit 3 grades.

**Introduction Exercise:** This is a quick exercise at the beginning of the course meant to gauge student understanding of the course module and to teach students the Blackboard skills they need to complete the other assignments. No special preparation necessary. Worth up to 10 points of extra credit.

**TESTS** (comprise 32% of your semester grade)

**Unit Quizzes:** There are 3 short answer quizzes, one for each unit in the course. Quizzes cover assigned readings and other course materials and are meant to help assess how well you are learning the course content materials, or the basic “facts.” Worth up to 40 points each (each quiz is worth 10% of your semester grade).

**Final Comprehensive Essay:** An open book 3-4 page analytical essay on a broad topic assigned by the instructor. This essay constitutes the final exam for the course. Worth up to 40 points.

**ASSIGNMENTS AND PROJECTS** (comprise 38% of your semester grade)

**Is This A Good Website?:** In this assignment, students will work as a group to determine if a website is a suitable source to use for research. There is a group and individual portion of the assignment. The project is worth a total of up to 15 points.

**Document Analysis:** There is one document analysis assignment based upon the documents in the Wiesner-Hanks book. This worksheet will teach students how to read and analyze primary source documents. Worth up to 50 points.

**Cultural Geography Project:** There is one geography project. Worth up to 50 points (with an additional 10 points of extra credit available for creating an interactive map)

**Lecture Project:** There will be one lecture project where students will choose a topic and create a PowerPoint lecture based upon their topic. This project has three graded parts – a proposal, feedback given by you on other students’ projects, and your own completed lecture. The entire project is worth up to 75 quality points.

**PARTICIPATION** (comprises 30% of your semester grade)

**Discussion Forums:** Students are required to participate in weekly discussion forums on a topic posted by the instructor on the discussion board. There are 15 weekly forums worth up to 10 points each for a total of up to 150 points.

**Full information on each of these assignments is available in the course module.**

**Calculating Your Grade:** I will not calculate interim class grades for students. To determine where you stand in the class at any given time use the following calculation: Divide the number of quality points you have earned by the total number of quality points available to that point and multiply by 100% to get your interim percentage semester grade. Final grades in this course are awarded upon simple addition of earned quality points according to the aforementioned scale.

**CLASS OUTLINE AND READING ASSIGNMENTS:** - Can be found in the online Course Module.

**GROUP ASSIGNMENTS:** - Students will be assigned to a learning community (group) on the first day of class.

**CLASS CALENDAR:** Can be found in the online Course Module

### **CLASS POLICIES AND INFORMATION**

**A 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."

**Participation Policy:** Regular, weekly participation is required. Participation in graded discussions comprises 30% of the semester grade.

**Drop Policy:** See your advisor for information.

**E-Mail Policy:** The University email address is the official means of communication with students. *I require all students to check their UTA email account frequently.*

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation

through designated administrative channels.

**Academic Dishonesty:** It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. I take scholastic dishonesty very seriously – if the excerpt below is unclear, see me. I consider copying directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. I do not give credit for plagiarized assignments or cheating on exams and I will refer plagiarism to the Office of Student Judicial Affairs.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

**Student Support Services Available:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**BOTTOM LINE:** If you feel that you are falling behind, need help in writing or have any other difficulty with this course, please see/contact me right away and I will attempt to help you myself or direct you to available resources. Don't just flounder along, seek aid while there is still time to get a higher grade.