

HIST 2302: Civilization II

On-line version, Fall 2013



Important Information

- Instructor: John Garrigus
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- Office hours: Tuesday and Thursday 3 to 4:3pm. We can also make an appointment another time.
- Section information: HIST2302, section 003

Description of course content:

A number of elements of this course change every semester. Others stay the same! If you've seen an earlier syllabus and it looked similar, don't assume that you know how things will work THIS semester. I tweak assignments and tests every semester and sometimes throw out the old bits entirely.

I have three overarching goals for the course: the first is to help you develop the ability to describe world history since 1500 in terms of its main eras or periods. Many of you can do this for US history, for example. You probably know periods like the Colonial and Revolutionary Era, the Early Republic and Ante-Bellum Period, etc. By the end of this class I aim for you to be able to describe the main eras of world history and to be able to name some of the critical events that lead historians to assign those labels.

The second goal is to help you understand the reasons why historians regard world history as multi-centric. There is no single region, not even Western Europe, that can be seen as the single driving force in world history. I'll ask you to explain how environmental factors, cultural contact, and economic forces explain the changing role of different regions [China, Europe, the Middle East, etc.] in world

history.

The third goal is to help you understand how historians work with the documents and other evidence that inform us about what happened in the past.

There are two more things you need to know about the course. One is that it is focused on active learning. That is, I believe you learn a lot more by making and explaining things, than by merely watching and listening to me. Although there are lectures, quizzes, and two exams, I will ask you to complete projects using tools like PowerPoint, GoogleEarth, Screencastle, and other widely available programs.

The second is that the course has an option for students who are considering teaching in the Texas public high school system. You can choose to do your class project based on "Texas Essential Knowledge and Skills for Social Studies," a document that lists 81 intellectual tasks a high school student should be able to complete after completing a one-year course in world history.

Expectations:

What I expect of you:

1. I expect you to be in contact with me via the Blackboard email system about any questions or issues that you are having. The discussion boards are also a good place to raise questions or concerns and I may put my answers on the discussion boards.
2. I expect you to keep up with the weekly pace of the class. Each week, starting on Monday, will have its own separate web page, with links to the lectures, quizzes, and discussion boards.
3. As an instructor, I do not have the power to withdraw or drop you from the class. This is your responsibility. If you find that you can't keep up with the course for any reason, remember that the sooner you drop, the better for your finances and transcript.
4. I expect you to be able to find a solution for any technical problem that comes up during the semester. This sounds harsh, but there is little I can do to help you with a computer crash or a prolonged lack of Internet service. If you run into problems on your end that can't be fixed over a period of, say, two weeks, I recommend that you drop the class if you can. My goal in saying this is to help you to cut your losses.
5. When you are one of the discussion leaders, I expect you to post your materials to that week's discussion board by 8am Monday of that week.
6. I expect you to look carefully at the grading grids for the different projects before you undertake them; you can find these on our Blackboard site under "Assignment Descriptions."
7. I take plagiarism and other forms of academic dishonesty quite seriously, maybe more than other professors you have had. I expect you to study the plagiarism definitions and consequences in the "Class Policies" section of the syllabus and to ask me if you have general or specific questions, at any time

in the semester.

8. I expect you to label your electronic files carefully. You'll be using Blackboard assignment page to send me your projects. For this reason it is important that you put your last name at the beginning of the file name. When you submit your project file, for example, do NOT call it "project.doc" or "history.doc" – I'm going to have 25 files with that name on my computer! Instead, put your last name first, followed by a hyphen and a name I'll give you for the assignment. For example, for the assignment I call "project if your name is Jennifer Diaz you would name your file "Diaz-project.doc".
9. If you've been in this course before, I expect you to tell me. I will not accept assignments and projects that you have submitted in an earlier version of this class.

What you can expect of me:

1. I will do my best to answer your email within 24 hours.
2. I'll give you ten days, Monday through the second following Wednesday, to complete the discussion work and take the weekly quiz on the lectures. For example, the assignments for a unit that starts on Monday, September 10 will be open until just before midnight Wednesday September 19. However, once the deadline is past, you'll be locked out.
3. I will let you take the weekly quizzes twice, counting the highest score. These quizzes are not worth a lot, but they are designed to prepare you for the exams and to reinforce the material in the lecture.
4. I will give you extensions of a few days for our projects IF you are keeping up with the quizzes and discussion.
5. I will give you detailed feedback on the draft of your project, based on the grading grids. You can expect me to grade you on whether you used my feedback to improve your work on the second project and PowerPoint.
6. I will be glad to meet you in person during my on-campus office hours. If you can't come to office hours, send me a message and I'll try to find a mutually convenient time we can get together on campus.

Learning Outcomes:

After successfully completing this class, students will be able to:

1. List and describe the four major eras in world history since 1500
2. Describe the meaning of the term "multi-centric" world history
3. Describe how environmental and economic factors were responsible for the changing role of at least one region in world history
4. Describe how cultural contact was responsible for the changing role of at least one region in world history
5. Critically evaluate primary historical sources in course discussions

Required textbooks and materials:

1. Burke, Christian and Dunn, *World History: The Big Eras: A Compact History of Humankind for Teachers and Students* (University of California, 2012) 2nd edition.
2. Robert B. Marks, *The Origins of the Modern World* (Rowan and Littlefield, 2007). Please note that you need the 2nd edition. The first edition is missing an important final chapter.
3. I recommend that you have a reliable form of access to the internet. The course lectures are delivered in streaming format and most weeks you will need to view as much about 90 minutes of these lectures.
4. You will also need a reliable computer. I do NOT recommend trying to take this class using only a smart phone or tablet. For one thing, most of the lecture files are in Flash format which will NOT play on many portable devices. Though I will help you with some of the specific software, including Google Earth, you are on your own with any technical problems, including the speed of your Internet connection or the processing power of your computer.

When it comes to class projects you will be able to pick from a list that will determine some of the software you will need for the course.

Grading:

- 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.
- At the end of the semester, students who have accumulated 900 or more points will receive a "A"; 800 to 899 is a "B"; 700 to 799 is a "C"; and 600 to 699 is "D". Less than 600 points is a failing grade.

| Assignment | Points |
|---|-------------|
| Syllabus quiz | 50 |
| 15 lecture quizzes @8pts | 120 |
| 6 quizzes on "Unpacking the Evidence" @5pts | 30 |
| 1 Show-N-Tell | 100 |
| 10 weekly discussions @10pts | 100 |
| Project draft | 100 |
| Project | 200 |
| Midterm | 100 |
| Final exam | 200 |
| TOTAL | 1000 |

Descriptions of major assignments and examinations:

Syllabus quiz:

We'll start this course with a multiple-choice quiz over the course syllabus

documents and policies. Like all our quizzes, you can take it twice and keep the highest score.

Lecture quizzes:

On a weekly basis, you'll read our books and watch on-line lectures in screencast format. Some of the lectures will review important or difficult elements of the reading, but most will go deeper into historical topics. You'll have around 90 minutes of screencast lectures to watch every week, with a weekly quiz on the content. You'll be able to take each quiz twice within a 10-day window. Your highest score will count.

Quizzes on "Unpacking the Evidence":

For six weeks during the semester, you will be assigned to read the materials and do one of the exercises on a website called [World History: Unpacking the Evidence](#). One week will do a unit on using images (paintings, photographs) as primary sources, for example. Another week the unit will be about using newspapers. There will be a 5-question multiple-choice quiz on these materials during each of these six weeks. "Unpacking the Sources" will also be part of our weekly discussion during those weeks.

Show-N-Tell

For six other weeks during the semester up to 5 people who have signed up for that week will do a Show-N-Tell (SNT) based on the previous unit of "Unpacking the Evidence". For example if we just learned about using newspapers as primary source, each SNT person will chose a historical newspaper from one of the archive websites I list for that week. Each SNT person will post this newspaper on the discussion board along with a critical analysis of that material. I will supply a template for this analysis. Other students will review and critique that material during the weekly discussion. Part of your SNT grade is for playing an active role in the class discussion of your post.

Weekly discussion:

We'll have 12 weeks of graded discussion and your 10 highest grades will count. The week you do your SNT, your discussion counts toward that grade and not to our weekly discussion. For six of those discussions we will focus on "Unpacking the Evidence". Our other six discussions will be about the SNT for that week. I'm expecting you to make two discussion posts every week.

One project, with a draft and final version:

Several weeks into the semester you'll complete a draft of your project. I'll return it with comments and you'll turn in the final version at the end of the semester. Deadlines are in the class schedule, below. You have three options for the project.

1. A paper [1,500 words plus 6 images] applying the ideas of Robert Marks to a

- specific country, following a structured assignment.
2. A GoogleEarth tour applying the ideas of Robert Marks to a specific country. I have an on-line document explaining this in detail, plus video tutorials. I can also send you examples.
 3. Students interested in teaching may want to do the TEKS project. This is a 7-minute screencast in which you teach one of the objectives on the official Texas Essential Knowledge and Skills list, for the required high school world history course.

Two Exams:

In this class there is a midterm and a final exam. Dates are listed in the class schedule, below. Both will be quite similar and will be based on the material covered in the weekly on-line discussions and in the quizzes. I will take some questions directly from the quizzes. I will also ask you two or three essay questions ask you to describe in detail one of the the historical eras we've been studying.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. 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. Contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>) for more information.

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.

Instructors 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.

Americans With Disabilities Act:

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.

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>.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless

specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Student Support Services:

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.

Grade Grievance Policy:

See the university policy in the UTA catalog.

Class Schedule:

Each of our 15 units starts on a Monday and goes until midnight Wednesday the following week. So the unit that starts on M 9-02, ends on W 9-18 at 11:59pm. This means you have 10 days to complete each unit quiz and post your discussion.

| Unit | Start date | Lecture Topics | Watch the on-line lectures and do these assignments |
|-------------|-------------------|---|---|
| 1 | M 8-26 | The World Circa 1450 | Syllabus quiz; regular quiz on lectures Read Burke 3-8; Marks 1-16 Discussion board: Introduce yourself; Sign up for you SNT |
| 2 | M 9-02 | Era 5: Patterns of Interregional Unity/ The World Circa 1450 | Burke, 37-44; Marks 21-39; take lecture quiz Go to Using Images As Primary Sources Read Getting Started, Questions to Ask, Sample Analysis Complete "You Be the Historian" exercise Take "Unpacking" quiz Discussion: Using Images |

| Unit | Start date | Lecture Topics | Watch the on-line lectures and do these assignments |
|-------------|-------------------|---|---|
| 3 | M 9-09 | Era 6: The Great Global Convergence, 1400-1800 | Burke, 45-52; Marks: 43-64; lecture quiz Email Dr. G. about project choice SNT: Using Images [see blackboard for websites] Discussion of the SNTs |
| 4 | M 9-16 | Era 6: The Great Global Convergence, 1400-1800 | Marks 67-92; lecture quiz Go to Using Maps as Primary Sources Read Getting Started, Questions to Ask, Sample Analysis Complete "You Be the Historian" exercise Take "Unpacking" quiz Discussion: Using Maps |
| 5 | M 9-23 | Era 6: The Great Global Convergence, 1400-1800 | Lecture quiz SNT: Using Maps [see Blackboard for websites] Discussion of the SNTs |
| 6 | M 9-30 | Era 7: The Age of Industrial and Political Revolutions, 1750-1914 | Read Burke, 53-62; Marks, 95-119; lecture quiz Go to Using Newspapers as Primary Sources Read Getting Started, Questions to Ask, Sample Analysis Complete "You Be the Historian" exercise Take "Unpacking" quiz Discussion: Using Newspapers |
| 7 | M 10-07 | Era 7: The Age of Industrial and Political Revolutions, 1750-1914 | Lecture quizzes; MIDTERM due Friday 10-12 |
| 8 | M 10-14 | Era 7: The Age of Industrial and Political Revolutions, 1750-1914 | Project draft due by Friday 10-19; lecture quiz Marks 123-151; Burke 53-62 [again] |
| 9 | M 10-21 | Era 8: A Half-Century of Crisis, 1900-50 | Burke, 63-70; Marks 155-194; lecture quiz |

| Unit | Start date | Lecture Topics | Watch the on-line lectures and do these assignments |
|-------------|-------------------|--|--|
| | | | SNT: Using Newspapers Discussion of the SNTs |
| 10 | M 10-28 | Era 8: A Half-Century of Crisis, 1900-50 | Lecture quiz Go to Using Official Documents as Primary Sources Read Getting Started, Questions to Ask, Sample Analysis Complete "You Be the Historian" exercise Take "Unpacking" quiz Discussion: Using Official Documents |
| 11 | M 11-04 | Era 8: A Half-Century of Crisis, 1900-50 | Work on project; lecture quiz SNT: Using Official Documents Discussion of the SNTs |
| 12 | M 11-11 | Era 8: A Half-Century of Crisis, 1900-50 | Work on project; lecture quiz Go to Using Personal Accounts as Primary Sources Read Getting Started, Questions to Ask, Sample Analysis Complete "You Be the Historian" exercise Take "Unpacking" quiz Discussion: Using Personal Accounts |
| 13 | M 11-18 | Era 9: Paradoxes of Global Acceleration | Burke, 71-79; Marks, 199-207; lecture quiz SNT: Using Personal Accounts Discussion of the SNTs |
| 14 | M 11-25 | Era 9: Paradoxes of Global Acceleration | Lecture quiz Go to Using Travel Narratives as Primary Sources Read Getting Started, Questions to Ask, Sample Analysis Complete "You Be the Historian" exercise Take "Unpacking" quiz |

| Unit | Start date | Lecture Topics | Watch the on-line lectures and do these assignments |
|-------------|-------------------|---|---|
| | | | Discussion: Using Travel Narratives |
| 15 | M 12-02 | Era 9: Paradoxes of Global Acceleration | Lecture quiz Project due W 12-05 SNT: Using Travel Narratives Discussion of SNTs |
| | M 12-11 | Final Exam Due | |

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. John Garrigus.

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