

**History 102: World History since 1500**  
**Summer 2024: May 28-June 14 (3-Week Session)**

Dr. Jerry Jessee

Email: [jjessee@uwsp.edu](mailto:jjessee@uwsp.edu)

Office Hours: email to schedule a zoom meeting.

**Course Description:**

This course explores the major historical processes that produced the modern world that we live in today. Learning about the history of the world does not require us to know every little detail and fact about all the regions of the world. *World history is not the sum of the histories of the world's parts.* Rather, it is an exploration of the patterns and processes of global interconnection. That said, you will be introduced to a number of key events, dates, and people(s) that have shaped history. The point is not simply to throw information out at you. Rather, the object is to train your mind to see patterns in what initially may seem like a bunch of disconnected facts. This will come in very handy to you right now and later in life. Don't believe me? Go listen to all the "talking heads" on CNN or Fox News for an hour or so and you'll start to see them drawing on some event in the past to make point (usually wrong) about today. What we think about the past *determines* how we think about the present. Since we live in a globalized world, I guess it might be a good idea to take a world history course. On board? Good.

This course is delivered entirely online. You must have a desktop or laptop computer to complete this course. Mobile phones and tablets are **not** acceptable devices for this course.

**Course Learning Outcomes:**

This course fulfills the *Historical Perspectives (Investigation Level)* and *Global Awareness (Cultural and Environmental Awareness)* requirements of the General Education Program (GEP).

As such, students who diligently complete this course in good faith will be able to:

- 1) Analyze the historical forces that have shaped global historical change. (Historical perspectives.)
- 2) Analyze primary historical documents (texts, films, posters, music, etc.) to recognize and understand the role of interpretation in the construction of knowledge about the past. (Historical perspectives.)
- 3) Apply the content and interpretive skills learned in class to evaluate competing historical claims about past that inform how we think about the present. (Historical perspectives.)

4) Recognize the similarities and differences of various cultures and societies of the world and analyze how historical forces (e.g. demographic migrations, imperial expansion, and long-distant trade) have linked these groups in the past and shaped the modern world. (Historical perspectives and global awareness.)

### **A Note on the Expectations and Pace of This Course**

This is a three-week online course. I usually teach this class as a semester-long “in-your-face” setting. What that means is that each day of content in this course (which is organized by “modules”) is like one week in my 15-week semester-long course. Each week for a 3-credit class, students have 2 ½ hours of class time plus a couple hours or more reading and homework. Each day of the week you will be required to complete an online module that covers topics/readings/assignments that my other class completes in a week. There is a module from Monday to Friday for this course. So be prepared. You will need to allot a **minimum of 4-6 hours each of these days** to complete the assignments.

Assignments for the modules are **due by 11:59 pm on that day**. Your best bet would be to check into Canvas first thing in the morning and then plan your work schedule for the rest of the day to make sure you finish by 11:59 pm. **You may work ahead in this course, but only by one day**. Please plan accordingly. If you have something pressing to do on the day of a particular module, plan to complete the assignments for that module a day earlier.

### **Required Purchased Materials:**

Textbook: *Worlds Together, Worlds Apart* and InQuizitive

There is no rental text for this class. You need to purchase the following eBook for this class:

Pollard, Elizabeth et al. *Worlds Together, Worlds Apart, Volume 2: From 1000 CE to the Present*. Concise Edition. New York: W.W. Norton. eBook.

The eBook comes with access to InQuizitive, a digital learning platform developed by W.W. Norton. You will normally access the eBook through the InQuizitive link for each chapter in Canvas, and **InQuizitive assignments will be a part of your grade**. This material will be integrated with our Canvas page.

The eBook will cost **\$39.95** when you purchase it directly from W.W. Norton or, if you wish, purchase an access card from the UWSP bookstore.

If you need help with InQuizitive, you can contact Norton Customer Support at <http://support.wwnorton.com>. Norton's representatives will help you via live chat once you submit a request form.

### **Assignments:**

### InQuisitive Assignments: 40 %

InQuisitive is a program aligned with your textbook that tests your comprehension of the content material in each chapter. You should always read the chapter first, then begin the InQuisitive assignment.

### Module Writing and Discussion Activities: 50%

In addition to InQuisitive, I have designed a series of assignments to develop your historical thinking and comprehension of the material in the textbook. These will involve reading primary sources, watching videos and films, and writing responses to these materials. These are not exams that test your content knowledge and I will not grade them as such (I'll be testing you on the content in the actual exams). They are opportunities for you to dig deeper into the themes of the module. A rubric outlining expectations and the grading scheme is available once you click on the assignment link. I will not be providing detailed comments on your work unless I see something that needs to be addressed. Detailed prompts are provided in Canvas.

### Final Exam: 10%

There will be a final exam for this course. The exams will be based on modules readings and assignments for the last week of class. The exams will be multiple choice. I will provide a study guide.

### **Communication**

#### **Office Hours**

I am always happy to schedule an appointment through “virtual office hours” by zoom.

### **Grading Scale (percentage)**

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	59 and below
B	83-86	C-	70-72		

### **Course Requirements**

- **You must have a desktop or laptop computer** to complete this course. Mobile phones and tablets are **not** acceptable devices for this course. Minimum recommended computer and internet configurations for online courses can be found [here](#).

## Course Structure

This course will be delivered entirely online through the course management system CANVAS. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so. In CANVAS, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using CANVAS and/or alternative Internet-based technologies.

## CanvasAccess

This course will be delivered fully online through a course management system called Canvas. To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari).

## Technical Assistance

If you need technical assistance at any time during the course or to report a problem with CANVAS you can:

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [HELP Desk](#)

## Completing Assignments

**All assignments for this course will be submitted electronically through Canvas unless otherwise instructed.** Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will **not** be given beyond the next assignment except under extreme circumstances.

## Late Work Policy

There are different policies for late work, depending on the assignment involved:

- As a rule, all quizzes, exams, Inquisitive Assignments, and forum discussions must be completed by the assigned deadline. Such work may not be submitted late. Any such work not completed by the deadline will result in zero credit.
- Written Assignments and Discussion Activities will be penalized if submitted late:
  - Any work submitted after the deadline will be subject to **a 5 point deduction penalty for each 24 hours (or portion thereof) it is late.**

## Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

### **Equal Educational Opportunities**

If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability and Assistive Technology Center (6<sup>th</sup> Floor of the Learning Resources Center) with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

**Writing/Reading Help** This is a reading and writing intensive course. If you need help you can visit the Tutoring and Learning Center in the basement of the Library. They are there to help you with papers etc. This is totally free! Their webpage is <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>. You can also call them to make an appointment at (715) 346-3568.

**Notice on Copyright of Course Material** As the instructor, I retain all copyright on lectures, slides, assignments, and other course materials. I do not allow anybody to photograph, film, or otherwise record lectures without my express permission. I do not allow anybody to distribute course materials or otherwise send audio or visual recordings of lectures to people not currently enrolled in this class without my express permission. Posting course material I have created onto course-sharing websites or publicly in any way directly violates my copyright on my academic materials.

### **Course Policies**

#### **Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building

rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

### **Understand When You May Drop This Course**

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

### **Inform Your Instructor of Any Accommodations Needed**

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Learning Resource Center and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu)

### **Statement of Policy**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 LRC, or (715) 346-3365.*

### **Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### **UWSP Academic Honesty Policy & Procedures**

#### **Student Academic Disciplinary Procedures**

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission

of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Religious Beliefs**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first two days of class.

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check CANVAS for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.