

History 102: World History since 1500

Online, Spring 2021

Instructor: Dr. Jerry Jessee

Office Hours (Virtual): Every Monday at 1 pm and Tuesday at 9 am.

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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 fact and detail about all the regions of the world. *World history is not the sum of the histories of the world's parts.* It is an exploration and explanation 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 out of what may initially seem like a bunch of disconnected facts so that you can learn how to analyze the historical processes that have shaped the globalized world today. This will come in very handy to you now and later in life. Don't believe me? Go watch 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. At the same time, this course enables you to gain a wider perspective of cultures from around the world. When you finish this course, you will be able to analyze the global processes that interconnected world and more effectively put yourself in the shoes of different peoples; this educational attribute, we might call global awareness. In short, this course prepares you to be a better, more informed citizen of the world by giving you the tools to analyze our world and gain an appreciation for all the human beings that live in it.

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.

This course is organized asynchronously, meaning that there are no set times during the day or week when you must be present online. You work at your own pace. However, because this

course is organized by weekly “modules,” you have a set of readings and assignments that are due by the end of the week (the week runs from Sunday to Saturday). How you organize your work during the week is up to you, but you must have all assignments completed by 11:59 pm on Saturday (the end of the week.) Some assignments may require you to work in groups, so please factor that into your planning as well. Note: you cannot work ahead in this course; each weekly module will only become available on the Sunday of that week (and not earlier). Please see the schedule below.

A note about expectations. Typically, in a face-to-face class we would meet for a total of 150 minutes per week for a 3-credit class with an additional homework workload of about 2 hours per credit (6 hours for the 3 credits). The same expectation applies to this virtual course. Please be sure to mark enough time during the week to complete the assignments and activities for this course.

Course Learning Outcomes:

This course fulfills the Historical Perspectives and Global 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 (e.g. demographic migrations, imperial expansion, and long-distant trade) that have shaped global historical change. (Historical perspectives and Global Awareness.)
- 2) Analyze primary historical documents (texts, films, posters, music, etc.) to answer questions about the past (Historical perspectives.)
- 3) Describe differences between historical interpretations about the past. (Historical perspectives.)
- 4) Recognize the similarities and differences of various cultures and societies of the world and demonstrate empathetic insights about different cultural perspectives.

Required Materials: Texts

(Required) Pollard, Elizabeth et al. *Worlds Together, Worlds Apart, Volume 2: From 1000 CE to the Present*. Concise Second Edition. ISBN: 978-0-393-69628-8. Ebook & Learning Tools.

This is an etextbook that comes with access to InQuizitive, a digital learning platform developed by the publisher. 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.

You will purchase this etextbook online directly from the publisher. A link and directions for purchase are provided on Canvas. *The eBook (with InQuisitive) will cost \$39.95.*

(Required) Pollard and Rosenberg, *A Companion Reader to Worlds Together Worlds Apart*, second edition. (ISBN: 978-0-393-93778-7)

This is the main primary source reader for this class and it is a physical copy (not an ebook). I will refer to this text as the *Companion Reader* when I have a reading assigned from here. Available for text rental at the university bookstore.

(Required) Moshin Hamid, *Exit West: A Novel*, Riverhead Books, 2017. (ISBN 9780735212176).

A physical copy available for text rental at the university bookstore

Assignments:

InQuisitive Assignments: 15%

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.

Writing Assignments: 20%

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). So long as you complete the assignment and put in a very good effort to address the prompt, you should receive full credit (5 points). Please see rubric in Student Resources on Canvas.

Discussion: 15%

Sometimes instead of written assignments, I have designed discussion prompts that require you to comment using the discussion tool in Canvas. See the Netiquette guidelines below and rubric in Student Resources on Canvas.

Midterm exam: 20%

This will be a multiple-choice exam based on the textbook and material presented in class.

Final: 20%

This will be a multiple-choice exam based on the textbook and material presented in class since the midterm.

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 Schedule:

Week	Module Topic
1	Introduction to World History
2	Snapshots of the Eurasian World circa 1300
3	European Expansion
4	The Atlantic World
5	Asian Land-based Empires
6	The Birth of the Modern World I
7	The Birth of Modern World II
8	New Imperialism
9	Global Responses to Modernity
10	The Early Twentieth Century
11	World War II and Fascism
12	The Cold War
13	Vietnam: The Battle for Hearts and Minds
14	Globalization and the End of the Cold War
15	Refugee Crisis: <i>Exit West</i>

Important Note: Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

Expected Instructor Response Times

- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email. Note: I only check my email once during the weekend so a response may not be sent to you until the following Monday.
 - ***If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.

- I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Student Expectations:

In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions

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.

Technology: Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices


Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
 - webcam
 - microphone
 - printer
 - a stable internet connection (don't rely on cellular)

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

Canvas Support

Click on the  button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Course Policies

Late Work

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 will be penalized if submitted late:
 - Any work submitted after the deadline will be subject to **a full grade deduction penalty for each 24 hours (or portion thereof) it is late.**
 - No written assignment may be submitted more than three days after the deadline.

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

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

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.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if *[insert condition here]*. All incomplete course assignments must be completed within *[insert timeframe here]*.

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 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at 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 ALB, 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 three weeks of class.

Note: I reserve the right to alter this syllabus for any reason.

