

HIST 102-Syllabus

World History II

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.

INSTRUCTOR INFORMATION

Instructor: Jeff Leigh

Office: UWSP at Wausau, Room #306/UWSP Main Campus, Room #471

Virtual Office Hours: Contact me via email or leave a message at the phone number below

Office Telephone:

E-mail: jleigh@uwsp.edu

COURSE INFORMATION

The goal of this course is to familiarize the student with some of the major themes of human history since 1500. The course will take a comparative approach emphasizing the particular dynamics at work within and between cultures around the globe. In addition to achieving the fundamental benefit of an education in history, the perspective that comes from a personal understanding of people in other times and places, this course will focus on the nature of the historian's craft. To this end, we will complete readings from a textbook and documents uploaded to Canvas within each of the lesson modules. The textbook will orient you regarding the course's general themes and chronology. The documents will provide excerpts from singularly important writings and latter-day historical works. Because the essence of history is not memorization but understanding, we will spend much of our time discussing the broad significance of important events and trends. Single topics can usually be placed under a number of the above-mentioned categories and the impact of events taking place in one country is often felt far beyond its borders. By the end of the course, students will have a firm grasp of the broad outlines of Russian history and a perspective from which to assess the continuing dynamics of this volatile region.

Credits: 3

Prerequisite: None.

GEP: GA and HP

EXPECTED INSTRUCTOR RESPONSE TIME

- 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.
- 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 grade written work within 72 hours.

TEXTBOOK AND COURSE MATERIALS

- Traditions and Encounters, 6th Ed., Vol II, ISBN: 9780077504915
- Readings on the course Canvas site

COURSE OUTCOMES

This course carries the following General Education Course Learning Outcomes: HP (Historical Perspectives) and GA (Global Awareness)

Each of the following outcomes will be evaluated through the writing of essays and during in class participation.

Historical Perspectives:

- Use primary sources such as memoirs, manifestos, letters, speeches as evidence to answer questions about historical change from 1500 C.E. to the present.
- Secondary sources will be used as the basis for discussions on differences among interpretations of the past regarding major developments in world history, such as questions regarding whether “turning points” in history were significant for all people.
- Analyze institutional and cultural changes in individual states and global institutions as peoples around the world sought to navigate the changes that occurred in their lives.

Global Awareness:

- Identify and explain various components of human cultures which are distinct from those found within the United States as peoples around the world responded to the challenge of developing responses to a changing global context.

- Analyze how cultural similarities and differences were negotiated in ways that shaped the modern world.

COURSE ORGANIZATION

The course is organized in a sequence of twelve lessons, each of which exists as a separate module on the course landing page, punctuated after lessons 4, 8, and 12 with exams covering the material from the preceding four lessons. Within each lesson, students are to work their way through the sub-modules in the order of their appearance. Sub-module provides a lesson overview, a list of outcomes and tasks, a reading guide, discussion essay assignment, documents, and a lesson summary. Beginning with Lesson 2, there is also a sub-module where students will find the Instructor's Feedback for the preceding lesson essays. Students must complete all essays in the order in which they appear in the course and review the Instructor's Feedback before they can proceed to the next lesson. It is not possible to skip a lesson.

There is also a series of essay exams after the fourth, ninth, and twelfth lessons. Each of the essay exams requires students to analyze information from the preceding lessons. Each exam only covers material from the preceding four lessons.

See the material below for all essay expectations, rubrics, and grading scales.

SEMESTER SCHEDULE

Unit 1: THE GLOBAL CHALLENGE: THE RISE OF THE WEST

Lesson 1: European Oceanic Explorations,

Lesson 2: Change in Early Modern Europe

Lesson 3: The European Impact on the Western Hemisphere and Africa

Lesson 4: The State of Traditional Empires in Asia

First Exam

Unit 2: REVOLUTIONARY AND EVOLUTIONARY CHANGE

Lesson 5: Revolutions and National States in the Atlantic World

Lesson 6: The Industrial Revolution and its Social Consequences,

Lesson 7: Independent States in the Western Hemisphere,

Lesson 8: Asia and Imperialism

Second Exam

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Unit 3: THE WORLD WARS AND A NEW WORLD ORDER

Lesson 9: The Great War

Lesson 10: The Age of Anxiety

Lesson 11: WWII, the Cold War, and Decolonization

Lesson 12: A World without Borders (?)

Final Exam

STUDENT EXPECTATIONS

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

- communicate via email
- download and upload documents to the LMS
- read documents online and in book-form
- upload documents to Canvas to submit an assignment
- participate in asynchronous 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 \(Links to an external site.\)](#). If you have not activated your UWSP account, please visit the [Manage Your Account \(Links to an external site.\)](#) 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/> (Links to an external site.)

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](#) (Links to an external site.).
- You will also need access to the following tools to participate in this course.
 - a stable internet connection (don't rely on cellular)

UWSP Technology Support

- Visit with a [Student Technology Tutor](#) (Links to an external site.)
- Seek assistance from the [IT Service Desk](#) (Links to an external site.) (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

Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.

Chatting with Canvas Support (Student) will initiate a *text chat* with Canvas support. Response can be qualified with severity level.

Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.

Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.

Searching the [Canvas guides \(Links to an external site.\)](#) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides \(Links to an external site.\)](#).

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](#)[Links to an external site.](#)

GRADED ASSIGNMENTS

| Percentage of Final Grade | Corresponding Points |
|---------------------------|----------------------|
| Lesson Essays | 25% 120 |
| First Exam | 25% 120 |
| Second Exam | 25% 120 |
| Final Exam | 25% 120 |

Complete Assignments

All assignments for this course should be submitted electronically through Canvas unless otherwise instructed. Assignments are to be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Late assignments will be marked down at 1/3 a letter grade per day, with the first late day beginning at midnight on the day it is due. There will be no late submissions for the final exam.

What to Do If You Cannot Turn in an Assignment?

I will be happy to work with you in an attempt to accommodate whatever needs you are facing. Please be assured that I will meet your concerns with sensitivity and respect, and, where warranted, will allow an extension. The first thing to remember, however, is that you will have a full week to complete your discussion posts. It is clearly best to plan to write your essays at the earliest possible time during the lesson period. I will be happy to work with you to find a solution if there are scheduling problems beyond your control, which might include the following situations: illness in your family, computer problems, and/or changing work schedules. The excuse: "I waited till the last minute and then had a problem" will not be sufficient to gain you an extension. If you think you have a reason that falls into the category of an excusable absence, please contact me via email at the earliest possible time.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Lesson Essays

For each of our lessons, you will need to write a short essay, approximately 600-1000 words, in response to an essay prompt. This essay should follow a clear format with an introduction ending in a thesis statement, main body paragraphs, each of which will have a clear topic sentence and supporting evidence, and a concluding paragraph, which brings the reader's attention back to the main points of the essay.

Each lesson's essays will have to be turned in by the due date. It is always best practice to plan to submit your essays at the earliest possible time following my feedback from the previous lesson.

Your grades will be based upon how well they reflect your knowledge of textbook and documents readings. In other words, it will be very difficult to earn a passing grade without having completed the assigned readings. I recommend that before you begin any of your assigned readings, you copy the essay questions out into a word processing document and then take notes relevant to the essay question as you go through your readings.

Grades and feedback will be provided as soon as possible after each lesson's due date.

Your lesson essays will each be worth 10 points each, graded according to the following scale:

| Grade | Peer Response/Initial Comment Point Values |
|--------------|---|
| A | 9.5 |
| A- | 9.1 |
| B+ | 8.8 |
| B | 8.5 |
| B- | 8.1 |
| C+ | 7.8 |
| C | 7.5 |
| C- | 7.1 |
| D+ | 6.8 |
| D | 6.5 |
| F | 5.5 |

In this course it is not possible to skip a lesson and still progress through the course. Keep this in mind.

Exams

For each exam essay, four prompts will be available to you in a sub-module of lessons 1, 5, and 9. Of the four prompts, three will appear on the exams, and you will write essays in response to two of them. Since you will not know which of the four prompts will be on the exam, you should prepare answers for three of them.

Each exam will be timed to 120 minutes, and so you will have to have your answers substantially prepared before entering the exam period. My best advice is that during lessons 1, 5, and 9 you copy the possible prompts into a word processing document. As you work your way through each lesson, you should develop an outline for each prompt with notes from your readings as the sub-points in each outline. With each lesson, as these collections of notes expand, you can focus on developing the conceptualization of your outline. By the time you have reached the ends of lessons 4, 8, and 12, you should only have to work on putting your outlines into essay form. Through this process, it is indeed possible to have three essays completed even before you open the exam site. When you then see which prompts have been included in the exam, you only need to decide which two of your three prepared essays is the strongest. This is a lot easier and

will result in your achieving a far better grade and better education, than in the case that you wait until the exam to begin your essays.

Your exams will each be worth 120 points and will be graded according to the following scale:

Grading Scale

| Grade | Percentage | Points |
|--------------|-------------------|---------------|
| A | 95 | 114 |
| A- | 91 | 109 |
| B+ | 88 | 106 |
| B | 85 | 102 |
| B- | 81 | 97 |
| C+ | 78 | 94 |
| C | 75 | 90 |
| C- | 71 | 85 |
| D+ | 68 | 82 |
| D | 65 | 78 |
| F | 55 | 66 |

Unlike with the lesson essays, it is possible to skip an exam, but note that an F on an essay that you turned in still earns 55 points, whereas if you do not take an exam, it is a 0. It is always best to make an attempt to answer each exam question.

PLAGIARISM AND CITATIONS

Cheating, Plagiarism, and Academic Misconduct

The University of Wisconsin is recognized around the world as one of the finest public university systems. To ensure that our graduates are capable of operating at the highest levels of business, government, and non-profit institutions, we enforce the highest ethical standards through our Academic Misconduct Policy, which can be found at: <http://folio.legis.state.wi.us> ([Links to an external site.](#))

Please note that all work in this class is to be in your own words. If you quote someone else's work, you are expected to cite the source.

Do not ask for or provide your fellow students assistance with their written work. It is a great idea to study with other students, but when it comes to writing your discussion and exam assignments, do not collaborate. Remember that either receiving or providing unapproved assistance is considered cheating. In the case that two essays are substantially alike, both students will be punished.

Do *not* go to an online encyclopedia or any other website and "cut and paste" your discussion or examination answers (or portions of your answers). This is plagiarism and will be punished on the first occasion.

All acts of cheating will result in a 0 for that assignment. Note that this is far more detrimental to your course grade than would be an F on that assignment (See the grading scales above). Multiple cases of cheating will involve greater penalties up to and including expulsion.

There are two simple rules of thumb for correct paraphrasing. The first is that you need to be careful not to claim someone else's words and ideas as your own. The second, however, is that there is no need to cite information that is widely known and should be considered to be common knowledge. Sometimes, it can be difficult to discern what should and should not be considered common knowledge. In general, a safe rule of thumb is that while general information may be considered common knowledge, judgments about the meaning of that information are the property of the original writer.

The following is a useful example of how to paraphrase correctly. It comes verbatim from Mary Lynn Rampolla's *A Pocket Guide to Writing History*, 5th ed, Boston: Bedford/St. Martin's Press, 2007, and uses an original passage from an earlier addition of your course textbook (Richard Goff, et al., *The Twentieth Century: A Brief Global History*, 4th ed [New York: McGraw-Hill, 1994], 62.)

Original Passage

[Control]In the early twentieth century, most Latin American nations were characterized by two classes separated by a great gulf. At the top were a small group of European-descended white people, the *patrones* (landlords or patrons), who, along with foreign investors, owned the ranches, mines and plantations of each nation. Like the established families of most societies elsewhere in the world, the *patrones* monopolized the wealth, social prestige, education, and cultural attainments of their nations. Many of them aspired to the ideal of nobility, with high standards of personal morality and a parental concern for those who worked for them. Some *patrons* lived up to these ideals, but most, consciously or unconsciously, exploited their works.

Unacceptable Paraphrase

In the early part of this century most Latin American countries were typified by two classes separated by a large chasm. At the top were a small group of white people, descended from Europeans, called *patrones*. Along with foreign investors, the *patrones* owned the plantations, ranches, and mines of their countries. Like aristocrats all over the world, the *patrones* controlled the wealth, social status, education, and cultural achievements of their countries. Many of them had high standards of morality and were concerned for their workers, but most, consciously or unconsciously, abused their workers.

Acceptable Paraphrase

The society of Latin America at the beginning of this century was sharply divided into two groups: the vast majority of the population, made up of the workers, and a wealthy minority, the *patrones*, who were descended from white Europeans. Although the *patrones* represented a very small segment of the population, they controlled the lion's share of their countries' wealth and enjoyed most of the social and educational advantages. Like their counterparts in Europe, many *patrones* adopted an attitude of paternalistic benevolence toward those who worked for them. Even if their concern was genuine, however, the *patrones* clearly reaped the rewards of their workers' labor.

In the unacceptable paraphrase, the student has merely replaced several words while maintaining the same structure as in the original passage. The acceptable paragraph departs far enough from the original that it is considered a paraphrase and need not be enclosed in quotation marks. It, however, should still include a citation to the original source (Goff et al., 62) since the judgments contained in it are still a product of the original authors.

RUBRIC FOR ALL WRITING ASSIGNMENTS

Papers that earned an A will have a clear, well-developed thesis statement that will speak directly to the writing prompt. The thesis statement will be supported with abundant information. A papers will make use of the most important information found in your assigned readings that is directly relevant to the prompt. All A papers will analyze and synthesize this information and will not merely repeat it. While minor errors in writing mechanics will not result in a lowering of the grade, the failure to be easily understood will have a negative impact on the ability of your reader/instructor to give you credit for all your hard work. To this end, you should endeavor to make good use of the lessons you have learned in your English courses.

Papers that earn a B will include an attempted thesis statement, which may suffer from a lack of clarity or purpose beyond what should be considered obvious to a college-level audience. A B paper may include an abundance of information but will be mostly descriptive and provide insufficient evidence of analysis or synthesis to support the thesis statement or may leave out an important aspect of the assignment. B papers are often more summary than analysis and synthesis. Again, careful proof reading for issues of reading mechanics will help assure that the information you present is easily understood.

Papers that earn a C will likely restate the writing prompt but make little effort to express a thesis statement. They will often leave out much of the relevant information found in the assigned readings. C papers as a whole suggest only a minimal attempt to complete the assignment and tend to overemphasize a single aspect of the assignment. C papers generally reflect poor writing mechanics and thus a hurried attempt to complete the assignment.

Papers that earn a D will raise question of whether the author actually read or understood the assignments. Sometimes they will fixate on only a few of the aspects of the writing prompt and reflect little effort to address it in its entirety. Such papers often contain excessive writing errors.

Papers that earn an F will reflect little effort to engage with the writing prompt and reflect an insufficient familiarization with the reading assignments to be worthy of college credit.

FINAL GRADES

Final grades will reflect the sum total of your points earned in the course rendered on a 100-point scale, as below.

| Grade | Exam |
|--------------|--------------|
| A | 93 and above |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| F | 55 |

The grade of incomplete (I) is given only in cases of extreme personal crisis and/or extreme family emergency.

If students need accommodations because of a disability, if they have emergency medical information that I should be aware of, or if they need special arrangements in the case of an evacuation, please contact me at the earliest possible convenience.

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 \(Links to an external site.\)](#) 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 \(Links to an external site.\)](#) 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.

How to write an essay

The Thesis Statement: The most important part of any essay is the thesis statement. The thesis statement usually consists of a single sentence at the end of the first paragraph. Its objective is to tell the reader the purpose of the essay. In the case of an essay exam, it answers the exam question. When beginning an essay, make certain that you have a simple, clear thesis statement. Not only will this guide the reader through the essay, but it will also help you to organize your writing.

Organization and Clarity: The entire essay must be organized to support the thesis statement. The purpose of the first paragraph, the introduction, is to introduce your reader to the subject. The main body of your essay (often three paragraphs for an exam question) illustrates the thesis statement. In these paragraphs you develop the idea(s) that you introduced in the thesis sentence. Each paragraph must be clearly relevant to the thesis statement. This is most easily accomplished by including a topic sentence in each paragraph. The topic sentence functions in much the same way as the thesis sentence. It defines the paragraph and should make the connection between the paragraph and the thesis statement clear. Do not include material that is irrelevant to the thesis. Such material 'muddies' the paragraph with unnecessary information and takes the reader's attention away from your purpose. Concentrate on clarity. Spelling, grammatical and syntactical mistakes also make the essay difficult to comprehend and therefore detract from its quality.

Evidence: Evidence is the information you present to support your thesis. Each paragraph must include sufficient evidence to show that you have a solid understanding of the assigned material and can relate it to the question. Factual mistakes and vague statements detract from an essay, but not nearly so detrimentally as analytical errors. Make certain that the evidence you present supports your thesis. As mentioned above, the inclusion of irrelevant details does not improve the essay.

The grading of all essays will be based on the criteria mentioned above. The essay must have a thesis statement, be logically and clearly organized and include sufficient information to support the thesis. The assignment of a letter grade will be based on how well you have fulfilled these requirements. In answering an essay question, the most important task is to answer the question. Do not make the mistake of 'data dumping,' simply throwing down all the information you know related to the topic. All information must be shown to be relevant. Spend a couple of minutes thinking about the question, write an outline, and then construct your essay with the question in mind. Refer to the question after you have written the essay so that you are certain that you have answered it.