

HIST 2243: WORLD CIVILIZATIONS II: since 1500

Section M01: M/W/F 9:30-10:20am

Section M02: M/W/F 10:30-11:20am

Spring 2017 Credit hours: 3

Dr. Tapscott

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Office: Slider 309

Office hours: M/W/F 11:30-1:30pm; T/R 12:30-2:30

(& by appointment)

COURSE DESCRIPTION:

This course traces the development of civilization throughout the world from the beginning of the sixteenth century to the present. The evolution of cultures and the progress of major social, economic, political, and intellectual trends are studied as a means of understanding the modern world.

GE CORE—Application/Integration of Knowledge

ESSENTIAL (INSTITUTIONAL) STUDENT LEARNING OUTCOME:

ESLO #4: Students will apply and reflect on context and connections within disciplines.

They will also apply what they learn to new situations within and beyond the campus

PROGRAM STUDENT LEARNING OUTCOME:

LWC History Program Student Learning Outcome (PSLO) #1: Students will demonstrate *historical literacy* in several primary areas of historical study.

LWC History PSLO #2: Students will demonstrate an advanced ability to *think critically* in an historical context.

LWC History PSLO #3: Students will demonstrate proficiency in the analysis & *application of primary historical skills*.

KENTUCKY TEACHER STANDARD #1 (Content Knowledge): Students should demonstrate basic historical literacy in the context of the history of world civilizations from 1500 until the present.

COURSE STUDENT LEARNING OUTCOMES: Students will demonstrate...

1. ... the ability to identify the origins of cultural rules and biases in different world civilizations through written papers.
2. ... an understanding of the complexity of elements important to members of different cultures through written papers.
3. ... the ability to recognize the intellectual dimensions of multiple worldviews through exams and in-class discussions.

REQUIRED TEXTS:

1. William J. Duiker and Jackson J. Spielvogel, *The Essential World History: since 1500*, 7th edition (Boston: Wadsworth Cengage Learning, 2012). ISBN 978-1133934776 [*D&S* in Course Schedule]
2. Course Reader [Available only at the Bookstore]

The textbook is available at the College bookstore, but you are welcome to buy it from any online bookseller (amazon.com, half.com, abebooks.com, & powells.com, etc.). You may also rent it directly from the publisher. It may take a few weeks to receive books ordered online. **Not having the book will not exempt students from doing the readings.** Students are responsible for planning accordingly and are strongly encouraged to buy the books immediately and to block out reading time in their schedules for this course. THE COURSE READER IS **ONLY** AVAILABLE AT THE BOOKSTORE.

Note: The instructor has the right to change any course provision or requirement during the semester.

REQUIRED ASSIGNMENTS:

1: EXAMS: (25% of grade: Midterm 10%, Final 15%)

There will be a midterm and a final exam on the material covered in class lectures and readings. (Please note: Exams are closed environments—once the exam has started, any student leaving the room before they have completed their exam will fail the exam.)

2: MAPS: (10% of grade)

Students will be required to locate significant places and geographic features on blank regional maps. Maps and a list of geographic places & features will be handed out in our first class meeting.

3: PRIMARY SOURCE READING RESPONSES: (20% of grade)

A portion of each week will be dedicated to a Primary Source Workshop, where we will discuss the primary source readings for that week. On Primary Source Workshop days (designated in the syllabus) you will be required to post a response to the readings on Blackboard before coming to class. The written response must be a minimum of 250 words and must address the following points for each source assigned that week: **Who wrote it, when was it written, what does it (not the introductory material) say, and how does the source relate to the week's lecture and textbook material.** Credit for the reading response will be based on thoroughness, comprehension, and grammar. You are expected to use complete sentences, proper grammar, and correct spelling. Assignments will be submitted through SafeAssign and late posts will not be accepted.

4: ANALYSIS PAPERS: (20% of grade: 10% each)

Students will write two (2) short papers, 4 full pages (minimum) in length. In the papers, students will be expected to provide an analysis of selected longer primary and/or secondary sources. Specific paper topics and further details will be announced in class and on Blackboard. Sources will be made accessible through Blackboard.

5: FINAL RESEARCH PAPER: (15% of grade)

There will be one longer paper, 6 full pages (minimum), in which students will create a fictional character living in one of the time periods and places we have discussed. **Using the library** and other approved resources, students will be required to research and write a 6-8 page account of their fictional character's life. Further details will be provided mid-semester.

6: ATTENDANCE & PARTICIPATION: (10% of grade)

Participation consists of attendance, asking questions and discussing the readings in class. If a student's final letter grade is on the margin, participation will be the deciding factor. **You are allowed 2 unexcused absences, after which your participation grade will be lowered a letter grade for each subsequent absence.** **Excused absences require proof (a doctor's note, a letter from your coach, an official schedule of "away games", etc.).

*****Papers and assignments the professor suspects of having been written by another person, submitted for another class or to another institution will earn an automatic fail.*****

EXTRA CREDIT: Extra credit points can be earned throughout the semester by finding current news stories (from online and print news agencies) that draw parallels with, or can be directly connected to events and people we study in class. To receive credit, students must provide a 300-word analysis of the news story, connecting it to the course material (referencing the textbook and lectures), as well as a copy of the original news story. The rules of proper grammar and writing must be obeyed. Points will be awarded at the professor's discretion.

COURSE GUIDELINES:

1: NO LATE WORK:

This syllabus is your guide to the semester. Please use it to plan your semester accordingly. Late work will not be accepted and make-up exams will not be given (except in the event of a serious matter). Please contact the professor *ahead of the scheduled assignment* if you foresee a problem. Do not wait until the end of the semester: IT WILL BE TOO LATE.

*****ATHLETES**: Athletic events do not exempt you from submitting assignments. Get a friend to hand it in for you or email it to the professor before the class in which it is due. If you are missing the weekly quiz due to an athletic event, see the professor on the Monday before to receive an alternative assignment.

2: ACADEMIC INTEGRITY:

Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, **and they are wrong**. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To foster commitment to academic integrity, each student is required to place and sign the following Honor Code on tests, exams and other assignments as appropriate:

On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.

Class Policy:

1st occurrence: Depending on the severity of the case, will result either a warning or a 0 for the assignment. In either case, the incident will be reported to Academic Affairs.

2nd occurrence: Dependent upon the severity of the 1st occurrence. If the first occurrence resulted in a warning, the second will result in a 0 for the assignment. If the first occurrence resulted in a 0 for the assignment, the second will result in FAILING THE COURSE. In either case, the incident will be reported to Academic Affairs, who will take their own measures.

For more information on Academic Integrity, see attached College policies.

3: PLAGIARISM & CITATIONS:

a) Students in this class are required to complete the plagiarism tutorial found at:

<http://library.acadiau.ca/tutorials/plagiarism/>. (Use the 'Dylan' avatar.)

In the second week of class you will sign a statement that you have completed the tutorial.

b) **This class will use CHICAGO STYLE FOOTNOTE citations. A style guide can be found at:**

http://www.chicomanualofstyle.org/tools_citationguide.html

4: TUTORING AVAILABILITY:

a) Help with course material is available at the Academic Success Center (Everett Building, ex. 8477).

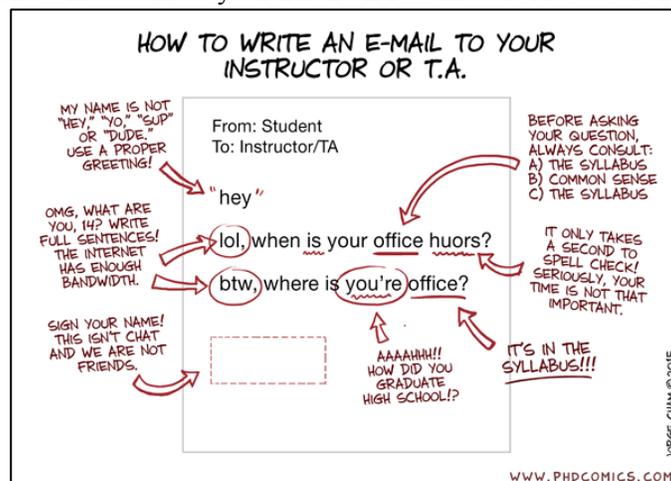
b) Help for writing the papers is available at the Writing Center (Slider Building, ex 8209). Extra credit is awarded for going to the writing center, but the Writing Center must corroborate your claim.

5: CLASSROOM CONDUCT/ETIQUETTE:

Students must conduct themselves in the classroom in a **respectful** manner toward the professor & their fellow classmates. The professor reserves the right to ask any student or students to leave the classroom if their behavior is disruptive. Classroom discussions will be conducted calmly & are to be confined to the historical subject & context.

NOTE ON TECHNOLOGY:

1: **EMAIL:** Course notifications will be sent to your LINDSEY WILSON ACCOUNT ONLY. Check it regularly.



ELECTRONIC DEVICES:

- a) Laptops are not allowed (unless you have special permission from the professor).
- b) Silence all phones & electronic devices and put them away for the duration of the class.

If you are caught using a phone (or using any electronic device) you may be asked to leave, resulting in an unexcused absence.

COURSE SCHEDULE:

<u>Week 1</u>	<u>Readings</u>
Jan. 18: Introduction 20: Introduction to Historical Skills	
<u>Week 2</u>	
Jan. 23: Europe: Renaissance & Religious War 25: Europe: State-building 27: <i>Primary Source Workshop & Reading Response Due</i>	D&S Ch. 15 Primary Sources in Course Reader
<u>Week 3</u>	
Jan. 30: Overseas Expansion <u>MAP DUE</u>	D&S Ch. 14
Feb. 1: Colonization 3: <i>Primary Source Workshop & Reading Response Due</i>	Primary Sources in Course Reader
<u>Week 4</u>	
Feb. 6: Muslim Empires: Africa 8: Muslim Empires: India 10: <i>Primary Source Workshop & Reading Response Due</i>	D&S Ch. 16 Primary Sources in Course Reader
<u>Week 5</u>	
Feb. 13: East Asia 15: East Asia 17: <i>Primary Source Workshop</i> <u>ANALYSIS PAPER #1 DUE</u>	D&S Ch. 17
<u>Week 6</u>	
Feb. 20: Age of Revolutions 22: Nation States 24: <i>Primary Source Workshop & Reading Response Due</i>	D&S Ch. 18 Primary Sources in Course Reader
<u>Week 7</u>	
Feb. 27: Latin America Mar. 1: North America 3: <i>Primary Source Workshop & Reading Response Due</i>	D&S Ch. 20 Primary Sources in Course Reader
<u>Week 8</u>	
Mar. 6: Industrialization 8: <i>Primary Source Workshop & Reading Response Due</i> 10: <u>MIDTERM EXAM</u>	D&S Ch. 19 Primary Sources in Course Reader
<u>Week 9</u>	
Mar. 13-17: SPRING BREAK—Dig up Primary Source for Final Paper	

Week 10

Mar. 20:	Nationalism	D&S Ch. 21
	22: Imperialism	
	24: <i>Primary Source Workshop & Reading Response Due</i>	Primary Sources in Course Reader

Week 11

Mar. 27:	East Asia	D&S Ch. 22
	29: East Asia	
	31: <i>Primary Source Workshop</i>	
	<u>ANALYSIS PAPER #2 DUE</u>	

Week 12

Apr. 3:	The Great War	D&S Ch. 23, 24
	5: The Rise of Dictators	
	7: <i>Primary Source Workshop & Reading Response Due</i>	Primary Sources in Course Reader

Week 13

Apr. 10:	World War II	D&S Ch. 25, 26
	12: <i>Primary Source Workshop & Reading Response Due</i>	Primary Sources in Course Reader
	14: GOOD FRIDAY: No class	

Week 14

Apr. 17:	Communism and Cold War	D&S Ch. 27
	19: Decolonization	
	21: <i>Primary Source Workshop & Reading Response Due</i>	Primary Sources in Course Reader

Week 15

Apr. 24:	Challenges in the West	D&S Ch. 28, 30
	26: Pacific on the Rise	
	28: <i>Primary Source Workshop</i>	Primary Sources in Course Reader
	<u>FINAL RESEARCH PAPER DUE</u>	

Week 16:

May 1:	Africa & the Middle East	D&S Ch. 29
	3: Globalization	
	5: <i>Primary Source Workshop & Reading Response Due</i>	Primary Sources in Course Reader

FINAL EXAM: Wednesday May 10 MO1 8:00am-10:30am
Wednesday May 10 MO2 11:00am-1:30pm

*****Please Note*****

Course dates may change, subject to weather and circumstances

OTHER IMPORTANT DATES:

Jan. 24:	Last Day to Register or Add a Class (Day Classes)
Mar. 27-31:	Jr./Sr. Advising for Fall 2016
Apr. 3-7:	Fr./So. Advising for Fall 2016
Apr. 10:	Last Day to Drop a Class or Withdraw (Day Classes)
Apr. 14:	Good Friday (no classes)

GRADING SCALE:

A+ = 98-100%	C+ = 77-79%
A = 93-97%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 60-66%
B- = 80-82%	F = 0-59%

- A: “A” work is exceptional, displaying far above-average achievement. It is well written and addresses all aspects of the assignment fully and equally. “A” work will be distinguished in some or all of the following ways: showing originality & independence of judgment; reading beyond the recommended/required; historiographical awareness and analysis; clarity and rigor of argument and structure; digs a bit deeper; well directed at the assigned question(s); excellent use of primary source material (quotations and paraphrasing); quotations situated in context and explained; uses proper grammar and punctuation.
- B: “B” work is good, with positive merits. It is well written and addresses all aspects of the assignment (although not necessarily in equal depth). “B” work will be distinguished in some or all of the following ways: showing some critical awareness; intelligence of analysis; comprehensiveness; the use of primary sources and quotations as evidence to support argument; providing some explanation of a quote’s meaning; uses proper grammar and punctuation.
- C: “C” work is average. It attempts to address some of the aspects of the assignment, but does not do so in depth. “C” work demonstrates limitations in matters such as clarity, rigor of argument and structure; limitations in style and expression; quotations are dropped in without any introduction, explanation or analysis; does not use proper grammar and punctuation. “C” work also fails to adequately answer one or more of the assigned questions.
- D: “D” work is below-average. It does not adequately answer the assigned questions. While “D” work does show some knowledge and understanding, it demonstrates deficiencies serious enough to suggest that grasp of the subject matter and of historical analysis is limited. “D” work will also be distinguished by insufficient reading; insufficient engagement with the assigned questions (i.e. Failure to adequately answer any of the questions); does not use proper grammar and punctuation.
- F: An “F” means that no acceptable work was presented by the assigned due date.

**LINDSEY WILSON COLLEGE
STATEMENTS FOR INCLUSION IN THE SYLLABUS
2016-2017**

Academic Integrity

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following Honor Code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials. Academic dishonesty is a profoundly serious offense because it involved an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted

separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to move the student before the campus Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved. **Note:** The College encourages the use of Safe Assign to detect plagiarized documents.

Questioning a Grade -- The Student Academic Complaint Policy

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, "receipt" is defined by when the final grade is posted online by the registrar. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the decision of the Division Chair, the student or faculty member may, within seven (7) days by written request to the chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific basis for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

Policy for Verification of Student Identity and Protection of Privacy

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

- a) A secure login and pass code;
- b) Proctored examinations; and/or
- c) Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at:

<http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

Institutional Review Board (IRB) Policies

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic unites, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g. MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students

conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at <http://php.nihtraining.com/users/login.php>.

Statement on Learning/Physical Disabilities

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. Students needing accommodation should apply as early as possible, usually before May 15. Immediately after acceptance, students need to identify and document the nature of their disabilities. It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school Individualized Education Program (IEP) and results from testing done by a psychologist, psychiatrist, or qualified, licensed person. The College does not provide assessment services for students who may be learning disabled. Although LWC provides limited personal counseling for all students, the College does not have structured programs available for students with emotional or behavioral disabilities. For more information, call Ben Martin at 270-384-7479.

Academic Success Center

The Academic Success Center, located in the Everett Building, offers peer tutoring to aid students in completing class assignments, preparing for exams and improving their understanding of content covered in a particular course. In addition, computers are available for student use.

Students are encouraged to utilize this Center as a resource for improving study strategies and reading techniques. The Center also offers assistance with other academic problems resulting from documented learning disabilities. All services are free of charge to all Lindsey Wilson College students (students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP). Please contact Mareta Garner, Tutor Coordinator at 384-8037 for further information and assistance.

Writing Center and Mathematics Center

The Writing Center (located in the Slider Humanities & Fine Arts Building), and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Math Tutor Coordinator, at 384-8115 for further information and assistance.

Final Exams

Final Exams for day classes are scheduled for the Fall 2016 semester on **December 5-9 and May 8-12** for the Spring 2017 semester. The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** the final exam week. **Students will not be permitted to take early finals** unless extenuating circumstances exist. "Extenuating circumstance" means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

Email Policy

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

Cell Phone Policy

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

Adding/Dropping a Course

Students enrolled in the following courses cannot drop these classes during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the Columbia campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Director of the Evening Program. For courses taught at Community sites, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Site Coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75% of the instructional days for a course are completed, as outlined below:

Course	Deadline	Submitted by the Student to
Columbia undergraduate and graduate full semester courses	Not later than 30 days before the end of the semester	Registrar
AIM courses	By the sixth week of class	Registrar
Courses at Community Campuses	By the third weekend of class	Site Coordinator or the Registrar

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.