

HIS 102 H012 - World Civilizations since 1500
Spring 2018
T/R, 3:50-5:05 PM, ONLINE and LAB 201

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COURSE DESCRIPTION:

This course introduces students to major themes in world history since 1500. We cannot hope to address the vast scope of centuries of world history in a few short months. However, students should finish the semester with an understanding of how short and long term historical processes have shaped the modern world. Students will learn to draw connections between the histories of different locations and peoples through primary source readings. Major themes include colonialism and anti-colonialism, the shifting global balance of power, ideological conflicts involving liberalism, capitalism, communism, and fascism, and the development of racial thinking, racism, and its consequences. In addition, the coursework will require students to develop writing skills through a series of writing assignments.

COURSE OBJECTIVES:

HIS 102 World Civilizations II will address the following learning objectives of the GEC:

- Students will evaluate major developments in world history, the historical roots of contemporary global cultures, or the literary, philosophical, or religious contributions of world cultures.

- Students will develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
- Students will use Standard English grammar, punctuation, spelling, and usage.
- Students will comprehend and proficiently interpret text.

REQUIRED TEXTS:

The required materials are available in a single bundle at the USM bookstore.

Bundle (ISBN: 9781337349802) Contains:

Textbook: Valerie Hansen and Kenneth Curtis, *Voyages in World History* (Brief Edition), 2nd edition (Boston: Cengage Learning, 2016)

Online Code: The included online code includes "MindTap," an online service developed by our publisher, Cengage, and your primary source reader, *Envisioning World Civilizations* (abbreviated in the syllabus as EWC). MindTap contains exercises that you will complete throughout the semester, while EWC contains required readings and your writing exercises.

Important: Do not purchase an online code from Amazon.com. The code contains a custom product only available at USM and via the publisher, Cengage.

COURSE REQUIREMENTS:

READING AND LECTURES: For each class session, the schedule lists a lecture and a reading assignment. Complete the day's reading assignment before you view the day's lecture. Lectures are recorded every Tuesday and Thursday in LAB 201 from 3:50p until 5:05p. **All are welcome to attend the recording.** Lectures will be posted online by noon every Wednesday and Friday. See the schedule for more details. All material presented in both readings and lectures will be "fair game" for exams.

DISCUSSION: A required and vital element of online learning is participating in discussions on the course topics, themes, and documents with your fellow students, guided and moderated by the instructors and TAs. Discussion topics will be developed out of the prompt found in the discussion boards topics each week. These prompts may require you to read a short article or watch a short video and respond. You will need to post at least three entries per discussion assignment. **You will need an initial post, which must be posted by the end of the day Friday (11:59 pm CST) and at least two follow-up posts, which must be responses to something a classmate has said. These follow-up posts must be posted by the following Friday at 11:59 pm CST.** You will not get full credit for discussion and participation for just posting though - a good discussion post is substantial, provocative, meaningful, comprehensible, and logical. It contributes something new to the discussion, moves the discussion forward, and supports its argument with sound evidence and reasoning.

MINDTAP EXERCISES: Every week you will be required to complete one or two homework assignments via MindTap. These exercises assess your comprehension of the reading material

and should be completed after finishing the relevant reading. These are open book and you will have three attempts. MindTap will automatically count your highest grade out of the three. All MindTap exercises are due by 11:59p every Friday.

WRITING EXERCISES. You will complete three short writing exercises during the course. These assignments will be based on the exercises found at the end of the relevant primary sources in your primary document reader, *Envisioning World Civilizations: A Primary Source Workbook*, available via MindTap. You will use these writing assignments to build your critical thinking and writing skills, which you will then deploy in your final essay assignment (see below). Each exercise asks you to respond to a single document contained in the reader.

All Writing Exercises should be a paragraph long, but no longer than one page. Paragraphs must be complete, featuring a clear topic, several body sentences, and a concluding sentence. In addition, the exercises will be graded on the basis of their success at analyzing and contextualizing, as appropriate, the document at hand. A rubric will be provided on Canvas.

ESSAY: You will complete one essay in response to a prompt provided by the professors. This essay will require you to analyze multiple primary sources drawn from your primary document reader and situate them in light of an original argument.

EXAMS: You will take three exams. Each exam will consist of a mix of short answer identification questions and essay questions. IDs require you to identify a term, place it in chronological and historical context, and, most importantly, explain its larger significance to world history. Essays require you to respond to a question with a clear argument, logical organization, and direct reference to lecture and assigned readings. Exams are open-book, but no outside material may be used. Use of outside material will be considered a form of cheating. Students may seek help with studying for an exam, but may not seek assistance on the exam itself from classmates or the history lab.

GRADE BREAKDOWN

Discussion Posts: 10%
MindTap Exercises: 10%
Writing Exercises: 15%
Essay: 15%
Exam 1: 15%
Exam 2: 15%
Exam 3: 20%

GENERAL RUBRIC

A, 90-100: Excellent work: original, exceptionally insightful, very well written, efficiently organized, and thorough with very few or no mistakes and a professional appearance.
B, 80-89: Good work: insightful, clearly written, organized, and thorough, with few mistakes and a professional appearance.

C, 70-79: Satisfactory work: competent but unremarkable in terms of insight, lacking some organization and/or clarity, and adequately written, with several mistakes.

D, 60-69: Poor work: not insightful, disorganized, poorly written, mistake-ridden, and reflective of a general lack of effort.

F, 0-59: Failing work: work that fails to meet the basic requirements of the assignment.

Specific grading rubrics will be provided for all assignments.

RESOURCES

HISTORY LAB: As a student in HIS 101 or HIS 102, there is a special place you can go to get help while studying for exams (not with the exam itself) or writing history papers, or simply to chat about class material or your assignments. Your course fees pay for the **History Lab**, a support center staffed by History graduate students. The **History Lab** is located on the fourth floor of the LAB in room 458. The lab will open on Monday, January 22nd and will be open this semester Mondays through Friday (check the website for the hours). **If you cannot make it to the lab in person, the tutors can set up a phone appointment or an online session via Skype.** You can make an appointment by stopping by, going to the website, or emailing HistoryLab@usm.edu. For more information, check out the History Lab on the History Department's website <http://www.usm.edu/history/history-lab-his-101102>

STUDENT SUCCESS CENTER: The First Year Initiative offers tutoring services for students enrolled in HIS 101 and HIS 102. In addition, First Year Initiative offers academic coaching services on time management, note taking, study skills, goal setting, and learning skills for first year. For more information or to schedule a tutoring session, see their website: <http://www.usm.edu/success/academic-help>.

WRITING CENTER: The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. We offer one-on-one writing instruction that's designed to help students become more effective writers. This tutorial service is offered on a walk-in basis or by appointment (on the hour for 45 minutes). Make an appointment using the online scheduler today (<https://usm.mywconline.com/>). Walk-ins are also available depending on tutor availability. Call (601) 266-4821 or stop by The Writing Center (located on the first floor of Cook Library just past Starbucks). Their website is: <http://www.usm.edu/writing-center>

POLICIES

THE SYLLABUS: The professors reserve the right to make any changes to any part of the syllabus at any time, including but not limited to assignments, policies, and schedule. Changes will be announced on Canvas.

BEHAVIOR: All student activities in the University, including this course, are governed by the University's "Policy on Classroom Responsibilities of Faculty and Students," as outlined in the Student Handbook and here: <http://www.usm.edu/provost/classroom-conduct-policy>. Students who engage in behavior that disrupts the learning environment will face disciplinary action at the professors' discretion.

SCREEN CAPTURE AND/OR RECORDING DEVICES: You may not make any sound or image recording of any lecture or other course content without the professor's explicit written permission. Distribution of course material -- including, but not limited to, lectures, readings, and assignments -- through any electronic or analog method without explicit, written permission of the instructor, will be considered a violation of the course code of conduct.

COURSE WORKLOAD STATEMENT: Students are expected to invest considerable time outside of class in learning the material for this course. The expectation of the University of Southern Mississippi is that each week students should spend approximately 2-3 hours outside of class for every hour in class working on reading, assignments, studying, and other work for the course. We realize that most students work and have family or other obligations. Time management is thus critical for student success. All students should assess their personal circumstances and talk with their advisors about the appropriate number of credit hours to take each term, keeping in mind that 30 credit hours each year are needed to graduate in four years. Resources for academic support can be found at www.usm.edu/success.

TECHNICAL DIFFICULTIES AND LOGISTICAL QUESTIONS: Before contacting the instructors with technical problems, please refer to the following materials or campus resources. If you are having technical difficulties with Canvas, please contact the Office of Online Learning (<https://online-learning.usm.edu/>). Difficulties with MindTap may be solved by referring to the QuickStart Guide at http://embed.widencdn.net/pdf/plus/cengage/jwsvqu5wla/gui_mt-lms-stu-brief-user-guide.pdf?u=c8lcjz. Links to Canvas and MindTap help guides and technical support is available on the Canvas Home Page. Other logistical questions for the instructors can be sent to the course e-mail address at his102online@smtt.onmicrosoft.com.

GETTING HELP: If you have concerns about your grasp of the material or anxiety about an assignment, please contact your grader right away. They are happy to communicate with you as needed to ensure you are doing your best work.

The best way to get in touch with your grader is through e-mail. E-mails should include a clear subject, your name, the course title, and your specific question or message. Include a salutation and closing. We generally respond to email within twenty-four hours, but we will not respond to questions that can be answered by reading the syllabus. Both professors are also available to discuss course material and assignments. Their contact information is at the top of this syllabus, along with their office hours.

As an online course, we are all available for conversations via Skype and the telephone. These appointments will be made on an as-needed basis, preferably during our office hours. Please also remember that the History Lab takes online appointments to help with all aspects of HIS 101 and HIS 102. Finally, before each exam, TAs will offer online review sessions using the "Conferences" function on Canvas.

24 HOUR/ONE-WEEK RULE ON GRADE QUESTIONS: If you have questions about your grade on a particular assignment, follow this procedure: Wait twenty-four hours before contacting your TA. Take this time to carefully read and consider the TA's written feedback.

Once the twenty-four-hour waiting period has elapsed, please email the TA to set an appointment to discuss the work. Include in your email a paragraph clearly stating your precise questions about your work. You will meet your TA in person to discuss your work at length. You have one week to submit questions about your grade and schedule an appointment. After you have met with your TA, I will be available for subsequent meetings if needed.

LATE ASSIGNMENTS: We will only accept late essay assignments. Ten points per day will be deducted from late essays. If we have not received an essay after four days you will automatically fail the assignment. All other assignments must be completed on the due date in order to receive credit.

ACADEMIC HONESTY

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's [Academic Integrity Policy](#). Note that repeated acts of academic misconduct will lead to expulsion from the University.

ADA SYLLABUS STATEMENT

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: 601.266.5024 or 228.214.3232
Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or emailing ODA at oda@usm.edu.

SCHEDULE

Important Note: Unless otherwise stated, all assignments are due Friday by midnight of the week they are listed.

Week	Date	Lecture Topic	Reading (Page numbers refer to the physical edition of <i>Voyages</i> ; section numbers in parentheses refer to the MindTap version)	MindTap Homework (Due Friday, Unless Otherwise Noted)	Other Assignments (Due Friday, Unless Otherwise Noted)
Part 1: The Age of Exploration					
Week 1: Introductions	January 16	Introduction to the Course (Ross/Haynes)	Review Canvas Site Orientation		USM Plagiarism Tutorial; Discussion Board 1: Introductions
	January 18	The World in 1500 (Haynes)	Watch Video: https://youtu.be/I6mONLw-Hgc		
Week 2: Trade and Encounters	January 23	Ming China and the Indian Ocean Trade (Ross)	<i>Voyages</i> , 348-361 (Chap 16: Intro, 16.1 and 16.2); <i>EWC</i> 16.1-16.3	Check Your Understanding: Aztecs; Check Your Understanding: Inca	Discussion Board 2 Post
	January 25	The Aztec and Inca Empires (Haynes)	<i>Voyages</i> , 322-331 (Chap 15 Intro, 15.1 and 15.2); <i>EWC</i> 15.1-15.2, 15.6		

Week 3: Race, Religion, and the State	January 30	The Colonization of the Americas (Haynes)	<i>Voyages</i> , 342-347, 396-417 (Chap 15, 15.3-15.6; Chap 18 Intro, 18.1-18.4); <i>EWC</i> 18.2, 18.6-18.7	Primary Source Activity: Religion in Early Modern Asia	Writing Exercise 1: <i>EWC</i> 15.1, Christopher Columbus, "Letter from the First Voyage;" Discussion Board 2 Responses
	February 1	The "Crisis" of the Seventeenth Century (Ross)	<i>Voyages</i> , 362-378 (16.3), 372-395 (17 intro, 17.1, 17.2), 443- 448 (20.1); <i>EWC</i> , 16.4, 16.6; 17.1, 17.4		
Week 4: The Slave Trade	February 6	The Slave Trade (Haynes)	<i>Voyages</i> , 418-439 (Chap 19 Intro, 19.1- 19.5); <i>EWC</i> , 19.1-19.3, 19.5	Map Activity: The Triangular Trade	
	February 8	Exam 1 Available			
Part 2: The Age of Revolution					
Week 5: The American Revolution	February 13	Happy Mardi Gras!			2/11 by Midnight: Exam 1 Due
	February 15	The American Revolution (Haynes)	<i>Voyages</i> , 488-495 (Chap 22 Intro, 22.1); <i>EWC</i> , 21.4, 22.1		
Week 6: The Atlantic Revolutions	February 20	The French Revolution (Ross)	<i>Voyages</i> , 473-477 (21.2), 495-502 (22.2); <i>EWC</i> , 22.2-22.4	Check Your Understanding: The French Revolution,	Discussion Board 3 Post

	February 22	The Haitian Revolution (Ross)	<i>Voyages</i> , 503-513 (22.3 and 22.4) <i>EWC</i> , 22.7-22.8	1789-1815; Check Your Understanding: The Haitian Revolution, 1791-1804	
Week 7: The Industrial Revolution	February 27	The Industrial Revolution in Europe (Ross)	<i>Voyages</i> , 515-523 (23 intro and 23.1) <i>EWC</i> , 21.6 and 23.2	Map Activity: The Development of the Industrial Revolution; Primary Source Activity: Western Imperialism and the Decline of the Qing	Writing Exercise 2: <i>EWC</i> 22.7, Free Citizens of Color, “Address to the National Assembly;” Discussion Board 3 Response
	March 1	The Challenges of Industrialization in Asia (Ross)	<i>Voyages</i> , 538-551 (24 intro, 24.1, and 24.2), <i>EWC</i> , 24.1-24.4		
Week 8: Socialism, Nationalism, and Imperialism	March 6	Socialism (Haynes)	<i>Voyages</i> , 521-522, 527-537 (Chap 23: 23-2a, 23.3-23.5) <i>EWC</i> , 23.1	Check Your Understanding: The New Imperialism	Writing Exercise 3: <i>EWC</i> 23.1, Karl Marx and Friedrich Engels, “The Communist Manifesto”
	March 8	The “New Imperialism” and the Scramble for Africa (Ross)	<i>Voyages</i> , 588-602 (26 intro, 26.1, and 26.2) <i>EWC</i> , 26.1, 26.3 and 26.5-26.6		
Spring Break					
Week 9: The Great War	March 20	The Origins of World War I (Haynes)	<i>Voyages</i> , 525-527, 612-617 (Chap 23: 23-2f; Chap 27 Intro, 27-1a)		
	March 22	Exam 2 Available			

Part 3: The Age of Extremes					
Week 10: Interwar Crises	March 27	World War I (Haynes)	<i>Voyages</i> , 617-623 (Chap 27: 27.1) <i>EWC</i> , 27.4, 27.6-27.7	Primary Source Activity: Post War Revolutions; Map Activity: World War I in Europe	3/25 by Midnight: Exam 2 Due
	March 29	The Russian Revolution (Ross)	<i>Voyages</i> , 623-637 (27.2 and 27.3) <i>EWC</i> , 27.5		
Week 11: The Origins of World War II	April 3	The Great Depression (Haynes)	<i>Voyages</i> , 638-644 (Chap 28 Intro, 28.1)	Map Activity: The Battlefront: War in the European and Japanese Theaters	Discussion Board 4 Post
	April 5	The Outbreak of World War II (Ross)	<i>Voyages</i> , 644-651 (28.2 and 28.3) and 656-670 (28.5, 29 intro, and 29.1) <i>EWC</i> , 28.1-28.2 and 28.5		
Week 12: World War II and its Consequence s	April 10	World War II and the Holocaust (Ross)	<i>Voyages</i> , 670-678 (29.2); <i>EWC</i> 29.4-29.6	Primary Source Activity: Warfare and Racial Stereotypes	Essay Prompt Available; Discussion Board 4 Response
	April 12	The Cold War 1: Yalta to Communist China (Haynes)	<i>Voyages</i> , 630-632, 679- 687, 691-693 (Chap 27: 27-3b; Chap 29: 29.3; Chap 30: Intro, 30-1a) <i>EWC</i> , 29.7-29.8, 30.6		
Week 13:	April 17	Cold War II:	<i>Voyages</i> , 693-698, 705-	Primary Source	

Cold War and Decolonization		Korean War to the Collapse of the Soviet Union (Haynes)	728 (Chap 30: 30-1b, 30.2, 30.3; Chap 31: Intro, 31.1, 31.2) <i>EWC</i> , 30.1-30.3	Activity: Decolonization and the Third World; Map Activity: The United States, USSR, and Their Satellites	
	April 19	Decolonization (Ross)	<i>Voyages</i> , 651-656 (28.4), 688-707 (30 intro, 30.1, and 30.2); <i>EWC</i> 28.6; 29.1-29.2, 30.5		
Week 14: Globalization I	April 24	Wal-Mart and the Global Economy (Haynes)	<i>Voyages</i> , 733-743 (Chap 31: 31.4) <i>EWC</i> 31.1, 31.8		3/24 by midnight, Essay Due
	April 26	Globalization and the Middle East (Ross)	<i>Voyages</i> , 728-732 (31.3); 764-766 (32.7); <i>EWC</i> 31.4-31.5, 32.1		
Week 15: Globalization II	May 1	2008: Global Financial Collapse (Haynes)	<i>Voyages</i> , 744-752, 757-762 (Chap 32: Intro, 32.1-32.2, 32.4-32.5) <i>EWC</i> , 32.8-32.9		Discussion Board 5 Post (Offer a response by Monday, May 7 for Extra Credit)
	May 3	Study Day			
	May 7	Final Exam Available			5/10 by Noon: Final Exam Due