

Syllabus: World Civilizations in Comparison

HIST232/1: MW 1:00-2:40 / Jones 307

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Office Hours: M 10-11, T 12-1, W 10-11, and I am happy to make appts. outside these times.

Course Description

Rather than approach the world as merely a collection of discrete regions, this course seeks to look for comparison and interconnectedness. With “contact” as a key concern in this course, we will be particularly interested in reflecting on four meta-themes: Empire/Expansion, Cultural and Economic Exchange, Migration, and Resistance. Within these frameworks, we will address important themes in world history, such as the rise of civilizations, urbanization, industrialization, and nationalism. In addition, this course hopes to challenge students to consider what the terms “world” and “global” mean by exposing them to theoretically literature on topics such as “world history”, “global history”, “transnational history”, “globalization”, and “world systems”. A variety of learning materials will be used in this course, including tertiary sources (textbooks); secondary sources (academic articles and chapters); primary sources (legal documents, literature, poetry, paintings, religious tracts, etc.); and historical interpretations (movies, historical novels, etc.).

History Departmental Objectives (See Appendix)

Constructing Persuasive Arguments

Expressing Ideas Effectively

Formulating Analytical Questions

Considering Various Perspectives

Understanding Important Historical Trends and Their Relationship to Modern Society

Obtaining Knowledge of Local, Regional, and Global Cultural Systems

Developing Visual Literacy

Ribbon Objectives

As you know, Adrian College is guided by Five Ribbons of Excellence. In brief, they are:

Caring for humanity and the world.

Learning throughout a lifetime.

Thinking critically.

Crossing boundaries and disciplines.

Developing creativity.

This course hopes to promote all 5, but will repeatedly challenge you to develop the first, third, and fourth of these.

Course Goals and Objectives

In addition to the Ribbons, this course is designed for students to achieve the following:

Goal/Objective	Assessed Through
A basic understanding of some key events in World history and their chronology.	Class Participation Homework Timeline Assignments Essays

Exposure to important themes in World history.	Class Participation Homework Timeline Assignments Essays
A clearer understanding of the interconnectedness of (and contact between) the diverse societies of the World throughout history.	Class Participation Homework Essays
A better comparative understanding of the diverse cultures of the World throughout history.	Class Participation In-Class Activities Homework Timeline Assignments Essays
Apply historical knowledge to contemporary issues.	Homework Essays
Improvement in the ability to analyze primary sources.	Homeworks In-Class Activities
Development of better techniques for communicating ideas.	Essays Classroom Discussion

These course goals are shaped by Learning Objectives determined by the history department. See the appendix for an explanation of how departmental goals and the Ribbons of Excellence are related in intent.

Prerequisites

None.

Designations

This course has no special designations.

Required Reading

Most readings will be available via BlackBoard (BB)

Course Assignments and Grading

Class Participation (15%)

Participating in discussions is an essential component of this course. Participation includes responding to other students and to me with intelligent comments and raising interesting questions. Do not blow this off—I will give you a zero if you do not participate.

Homework, Quizzes, and Other Assignments (15%)

You will regularly receive a variety of short assignments based on readings and lectures. Homework MUST BE TYPED. Late homework will not be accepted, unless the instructor has agreed in advance. Quizzes will only be administered should the instructor feel the students are not being diligent and thoughtful about their homeworks.

Timelines (30%--10% each)

Students will create to extensive timelines. Timelines will ask students to include the most important events and changes in world history in the categories of economic, political, social, and cultural.

Take-Home Essays (30%--10% each)

You will be given three take-home essays which will ask you to reflect on world history over broad chronological periods. Essays must be turned in on time.

Classroom Instruction (10%)

Each student will design and run one class period. They will prepare a PowerPoint (or Prezi) lecture and design an in-class assignments.

Timely Assignments and Attendance Policy

Assignments cannot be made up unless I agree to it. Make sure to get documentation for any missed assignments (such as doctor's notes, memorial programs, etc.). Late assignments will lose half a letter grade for each day they are late.

Students are expected to attend all classes, but I realize that illnesses and other unexpected things can occasionally get in the way. Therefore, you are allowed 2 absences with no penalty (assignments are still due and cannot be made up). These 2 absences can be for good or bad reasons. Each absence after the first 2 absences will result in a reduction of **1.5%** from your final grade. So don't use your 2 up on stupid stuff!

Technology and Student Responsibility—Blackboard, Emails, Printers, and Cell Phones

I expect students to behave **RESPONSIBLY** with technology in this course. You are all adults, and should conduct yourself that way.

Blackboard readings You will receive many reading assignments through Blackboard. The pdf's are sometimes large, and this can occasionally cause problems when retrieving them. Therefore, you should get your reading assignments from Blackboard well ahead of time. Inability to open a pdf is not a valid excuse for coming to class unprepared!

Emailed assignments Unless otherwise specified, all assignments should be turned in as hard copies and on time. If you email me an assignment and I don't receive it or can't open it—too bad for you! Your email problems are not my responsibility.

Printers Your printer problems are not my problem. Assignments turned in late will be counted as late, even if the printer in the computer lab wasn't working or you ran out of ink.

Cell phones Cell phones are fun and useful, and completely inappropriate to use in class. For each time I catch you looking at your cell phone during a regular class periods, I will remove 1% off of your final grade. You will not be notified every time I catch you. So just because I don't say anything to you when you're doing it, doesn't mean you aren't losing the points. If I catch you looking at your cell phone during a quiz or exam, you will receive a 0 on that quiz or exam.

Plagiarism

Plagiarism is the borrowing or stealing of another's ideas or words without recognizing that person. Plagiarism in this class will result in a failing grade for the assignment and most likely for the class as well. Don't do it! See the policy in your student handbook or talk to me if you have questions.

Disability Statement

Students with documented disabilities may receive appropriate accommodations. Please talk to me if you have questions.

Instructor Responsibilities

The instructor will provide an encouraging environment in which to learn. Any student who feels confused, uncomfortable, or unsafe in the classroom should bring it to the instructor's attention. The instructor will work to remedy the situation as expeditiously as possible.

The instructor will provide timely feedback on assignments. Students should feel comfortable inquiring about their performance and standing in the class at any time.

The instructor will be available to students. Please feel free to come to office hours or make arrangements to meet and discuss issues related to the course.

Course Schedule

This schedule is an approximation. The instructor reserves the right to change this schedule and any readings at any time. Readings will be added and some may be changed. Should you need to read ahead, contact the instructor to confirm reading assignments.

Week	Topic	Reading	Assignments	Notes
8/25	Introduction: Mapping World History	“Comparing Global History to World History” (BB) “Periodization in World History Teaching” (BB)	Homework 1	In-Class Map Exercise
9/1	Farm and Civilization	“A Green History of the World”, Chaps 1 & 4 (BB) “Emergence and Definitions of the Major Old World Civilizations” (B B)	Homework 2	Labor Day— Monday In-Class Origins Assignment
9/8	Urbanization	“The Emergence of Cities” (BB)	Homeworks 3 & 4	
9/15	Classical Age	“Ideas and Power: Goddesses, God-Kings, and Sages” (BB)	Homeworks 5 & 6	
9/22	Middles Ages	“The Globalization of History: Climate, Nomads and Mongols” (BB)	Homeworks 7 & 8 Timeline 1 (Friday)	

9/29	Hemispheric Interaction	“Worlds Apart: The Americas and Oceania” (BB) “The Impact of the Mongol Empire on Shifting Disease Balances” (BB)	Homework 9 Essay 1 (Monday)	
10/6	Trade and Exploration	“Review of Transnational History” (BB) “Transoceanic Encounters and Global Connections” (BB) “Fierce and Unnatural Cruelty” (BB) Excerpt from <i>Broken Arrows</i>	Homeworks 10 & 11	
10/13	Revolutions, A Comparison	“The French Revolution” by Darline Gay Levy (BB) “The Haitian Revolution” (BB)	Homeworks 12	Midterm Break —Monday
10/20	Industry	“Dual Revolution	Homeworks 13 & 14	
10/27	Imperialism and Nationalism: Hegemony and Resistance	Excerpt from “The Age of Empire” (BB) “The Tentacles of Empire” (BB)	Homeworks 15 & 16 Timeline 2 (Friday)	
11/3	World Wars: Crises in European Domination	“Great War, Little Peace” (BB) “Internationalism, Empire, and Autarchy” (BB) “From Regional Wars to Global Conflict” (BB)	Homework 17 Essay 2 (Monday)	

11/10	Cold War in Global Perspective	“The Bipolar World” (BB) “Emergence of New Global Systems from 1981” (BB)	Homeworks 18 & 19	
11/17	An Age of Globalization	“The World Since 1990” (BB) “Global Society in the New Millenium” (BB)	Homeworks 20 & 21	
11/24	Middle East and Africa Post-WWII	“The Search for Independence and Integration” (BB)	Homeworks 22 & 23	Thanksgiving Break— Wednesday
12/2	The World Today	“World History, Cultural Relativism, and the Global Future” (BB)	Homework 24 & 25 Timeline 3 (Friday)	
12/11			Essay 3 3:30 (Thursday)	

Appendix: Assignment Details and Grading Rubrics

1. Class Participation (15%)

History professors believe that if you can't discuss a topic, you can't learn about a topic. Class discussions serve several purposes. They give the professor and opportunity to gauge whether you completed the reading assignments and how well you understood those assignments. They provide students the opportunity to ask questions and learn more about the topic. They help students develop their critical/analytical and communicative skills.

Your participation grade will be based on the following criteria:

Assessment	Explanation	Percentage Rewarded
Excellent	Always attends class, displays a strong understanding of the materials, and offers insightful comments and provocative questions.	14-15
Good	Always attends class, shows an understanding of the materials, and provides comments of substance.	12-13
Adequate	Occasional absences and occasional participation in class.	10-11
Poor	Occasional absences and rarely joins into discussions.	8-9
Failing	Frequent absences and rarely participates.	≤ 7

2. Homework, Quizzes, and Other Assignments (15%)

Nobody loves homework, but students can learn very little from a course which has nothing but lectures from the professor. Homework provides a basis so that students can discuss and better understand issues that come up in lectures.

Typically homework will be assessed using the rubric below. However, there will be other special homeworks which will be graded according to a different scale. At the end of the semester all homework points will be added and converted to a percentage towards the final grade out of a possible 15%.

Regular Homework Rubric

Description	Assessment	Possible Points
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Homework meets all expectations, which include: Typed. Written in the acceptable format (ie., as an essay) with good grammar and spelling. Thoughtfully answer all questions asked. Incorporates details from readings or research effectively and thoroughly. Displays a strong understanding of the readings or research done.	Well done	4
Homework meets only 3-4 of the expectations listed above. Or homework meets all 5, but not all are met strongly.	Satisfactory	3
Homework meets 2 or less of the expectations listed above. Or does a poor job in most categories, though there is indication that some reading was done.	Poor	2
Homework seems to be mostly guesswork with little indication that the readings/ research has been completed.	Unsatisfactory	1
Homework not turned in.	Missing	0

3. Timelines (30%--10% each)

Students will design their own timelines that indicate important events and trends in social, economic, social, and political history. Information on this project will be provided at a later date. Guidelines for the timeline will be provided at a later date.

4. Take-Home Essays (30%--10% each)

Students will be given three take-home essay assignments which ask them to reflect on various aspects of world history. Rubrics for the essay will be provided when the essays are assigned.

5. Classroom Instruction (10%)

Students will lead one class period. They will be required to construct a lesson plan; design a visual presentation; and create at least one in-class activity. Students will meet with the instructor prior to the class to discuss the lesson plan and in-class activity.

Appendix: Departmental Objectives and ROE

Objectives and Goals for HIST 101

Departmental Learning Outcomes		Explanation			Ribbons of Excellence	
Constructing Persuasive Arguments	Thesis-driven essay assignments and presentations, supported by appropriate evidence.		X		X	X
Expressing Ideas Effectively	Emphasis on multiple drafts, rhetorical precision, and coherence of argument. Discussion-driven classes.		X		X	X
Formulating Analytical Questions	Open-ended research assignments. Responsibility for leading class discussions. Formulation of thesis statements. Assessment of primary and secondary historical evidence.		X		X	X
Considering Various Perspectives	Comparative analysis of primary and secondary sources. Inclusion of categories of race, class, and gender whenever appropriate.	X	X	X		

Understanding Important Historical Trends and Their Relationship to Modern Society	Assignments and discussions that link past and present.	X	X			X
Obtaining Knowledge of Local, regional, and global cultural systems	Art history periods are paired with case studies to connect international trends with local iterations.	X	X	X		X
Developing Visual Literacy	Study of art and visual culture in order to recognize iconographies and visual grammars that reoccur across materials, cultures, and time.		X	X	X	X

Caring For Humanity Thinking Critically Crossing Boundaries and Disciplines Developing Creativity Learning Throughout a Lifetime

Adrian College History Department Academic Honesty Guidelines

I. Plagiarism

Plagiarism is the theft of another person's words or ideas.

You are plagiarizing if you take ideas, sentences, research, or phrases from a book, internet website, friend, classmate, or another source and then insert them into your paper without citation.

You are also plagiarizing if you use more than two consecutive words from a source and insert them into your paper without putting quotation marks around them in addition to citing them. It is also plagiarism if you paraphrase a source and do not provide a citation.

II. Academic Dishonesty and Cheating

Submitting the same paper for two different classes without clearing it with both professors is academic dishonesty.

Submitting a paper that you did not write yourself is academic dishonesty.

Unless the assignment is specified as a group project, collaborating with friends and classmates is academic dishonesty. If you have any questions about this, ask your professor.

III. Consequences

If you plagiarize or commit academic dishonesty, you will receive a zero for the assignment and possibly fail the class. Your professor will also take official disciplinary action by filing reports with the Deans for Student Affairs and Academic Affairs.