
HISTORY OF WORLD CIVILIZATIONS II

Charles V. Reed, Ph.D., Elizabeth City State University

Contact information

Moore Hall 270
Phone: 252.335.3201
Text/mobile: 252.548.6541
E-mail: cvreed@ecu.edu

Office hours

Monday 4-5
Tuesday 12:30-2, 3:30-5:00
Wednesday 11-2
Thursday 12:30-2, 3:30-5:00
Friday by appointment

Required texts

Robert Strayer, *Ways of the World: A Brief Global History with Sources*, Combined Volume [custom ECSU edition]. Bedford St. Martins, 2013. ISBN 978-1-4576-7003-9.



Course description

According to the university catalog, this course covers “World Civilization from 1500 to the present” and is a “survey of the political, economic, social, and intellectual history of European, American, African, and Asian societies. Particular attention will be devoted to the growth of nationalism, the age of the revolution, new achievements in science and art, the effects of European colonialism on the indigenous peoples of Africa, Asia, Latin America, and the Middle East, and the causes and results of the First World War, Second World War, the Cold War, and the post Cold War.”

Student Learning Outcomes

- Students will be able to construct persuasive arguments in writing assignments based on primary and secondary sources from World History from 1500 CE and to demonstrate an understanding of logical organization, historical thinking, and academic honesty
- Students will be able to employ analytical reasoning/critical thinking skills in order to gather, sift, analyze, order, synthesize, and interpret multiple viewpoints and perspectives on global issues and historical problems.
- Students will be able to explain how culture, social structure, and individual actions influence perceptions, actions, values, organizations, and societies across space and time.
- Students will be able to employ technology in order to facilitate their studies and enhance their learning experience.
- Students will demonstrate knowledge, sensitivity, and openness to other cultures, peoples, and societies.
- Students will be able to interpret and assess the interconnectedness and divergence of peoples and their cultures across space.

Course requirements

	Value (points)	Date
Syllabus quiz	20	20 January
Mark syllabus as read	10	20 January
Monthly office visits	40	January, February, March, April
Participation & attendance	200	
Learning Curve quizzes	100	Regularly
Blogs	300	Regularly
Reacting to the Past participation/bonus	100	
Cultural events (2)	40	
Mid-Term Examination	150	
Final Examination	150	10 March & TBD



Syllabus Quiz + Mark Syllabus as Read

You will take a brief quiz on Blackboard that will test your comprehension of the syllabus and its policies. You must also mark the syllabus as read. Both tasks must be completed by 20 January at 11:59 pm.

Office Visits

To encourage you to make use of office hours, I will “credit” you 10 points (1%) each for up to four visits to my office hours. During the first (on or before 30 January), you can simply stop by to introduce yourself and say hello. For the other three visits (February, March, April), you must bring your class notes and at least three (3) specific questions that you have about the course materials.

Be sure to sign the office hours log in my office. In May, I will not remember that you stopped by on February 15th at 9:17 am.

Participation & Attendance

The study of history is not simply a passive process of remembering names and dates or of uncovering obscure or unknown facts (though these things are part of it). It is an active process – a full-contact sport, some say – of interpretation, disagreement, and argumentation. This said, all students are expected to offer informed and thoughtful participation. Be sure to carefully complete course readings and assignments before class.

Student absences will be recorded, and university attendance policy will be enforced.

During our labs, we will work together on hands-on activities,



Expectations

- Read the syllabus, and know what is expected of you. This is a History course that requires a significant amount of reading. You are expected to complete the readings and assignments as described in the syllabus.
- Mobile phones must be switched to silent mode during class (see me if you have some compelling reason to keep your mobile phone on). Text messaging will not be tolerated under any circumstances. Please keep your phone in your bag or pocket.
- During quizzes and examinations, all electronic devices (including, not limited to, mobile phones, iPods, and PDAs) must be put away.
- Notebook computers should only be used for instructor-approved activities and must be closed during class discussions.
- Be prompt to class. If you must be late, please quietly enter the classroom and find a seat. The instructor withholds the right to mark frequently tardy students absent from class.
- Observe the etiquette of the civil classroom, that is, demonstrate respect toward your classmates and instructor. Do not ridicule, raise your voice to, or interrupt others. Respect the ideas and opinions of your classmates, even if they are different from yours.
- The instructor will enforce a twenty-four-hour waiting period on all returned assignments.

often in a smaller group setting. Your work on these activities will be graded.

Learning Curve Quizzes

Our textbook package includes an innovative quizzing system that will help you understand and process the material. Rather than earning a score based on correct and incorrect answers, you will answer questions until you have answered enough correctly to reach a pre-determined score. The system will offer page numbers and clues to help you through the quiz. **Eight (8) Learning Curve quizzes will be administered.**

Blogs

Six times during the semester, you will practice the skills and habits of mind of the historian through blog entries through our Blackboard course site. Three (3) of the blog entries will be based on your readings and experience in the Reacting to the Past games.

Reacting to the Past Participation

Your participation in the three (3) Reacting to the Past games will be evaluated using a rubric (provided). The winning team on the French Revolution and Indian Independence games will secure a bonus of 25 points (per player per game).

Mid-Term Examination

The mid-term examination will be a one-hour exam administered in class on **10 March**. It will consist of matching questions, short answer questions, and map identifications.

In absence of a documented and serious medical/family emergency, no student may “make up” a missed exam.

Final Examination

The final examination will be a two-hour exam administered on **TBD**. It will consist of matching questions, short answer questions, map identifications, and an essay or essays on materials covered since the mid-term examination, and a longer cumulative essay.

Cultural Events

You may attend up to two (2) university or community cultural events to earn up to 2% (20 points) each. To receive credit, you must write a minimum of 250 words (about one double-spaced page) on what you learned at the event and how it connects to World History. Evidence of your attendance is also required (sign-in sheet, note from sponsor, ticket stub, etc).

Events approved in advance by your instructor. Pre-approved events are listed, and will be continuously added to, the online course calendar.

One (1) of the two must be submitted before Spring Break.

Date	Topic	Assignment	Readings
13 January	Beginnings		<ul style="list-style-type: none"> Syllabus
15 January	Making History	Blog #1 (Introductions)	<ul style="list-style-type: none"> Strayer front matter, ECSU 1-8 <i>Student's Guide to History</i>, 1-39
20 January	Empires and Encounters	Learning Curve #1 (ch. 13) Mark Syllabus as Read + Syllabus Quiz	<ul style="list-style-type: none"> Strayer, ch. 13 <i>Student's Guide to History</i>, 47-61 Website: <i>China & the World</i> Gallery: <i>casta paintings</i>
22 January	Atlantic Slave Trade and the African Diaspora	Learning Curve #2 (ch. 14)	<ul style="list-style-type: none"> Strayer, ch. 14 Website: <i>Voyages: The Trans-Atlantic Slave Trade Database</i> Artifact: Akan drum
27 January	Cultural Transformations: Reformations, Science, and the Enlightenment	Learning Curve #3 (ch. 15)	<ul style="list-style-type: none"> Strayer, ch. 15 Artifacts: astrolabe
29 January	Atlantic Revolutions, Global Contexts I	Blog #2 (Voices of the Slave Trade)	<ul style="list-style-type: none"> Strayer, ch. 16
3 February	Atlantic Revolutions, Global Contexts II		<ul style="list-style-type: none"> <i>Rousseau, Burke, and Revolution in France</i> game book Role sheet <i>Student's Guide to History</i>, 98-132
5 February	Reacting to the Past: French Revolution	Blog #3 (RTTP French Revolution 1)	
10 February			
12 February		Blog #4 (RTTP French Revolution 2)	

Date	Topic	Assignment	Readings
17 February	RTTP French Revolution Post-Mortem, Class and Revolutions of Industrialization I	Learning Curve #4 (ch. 17)	<ul style="list-style-type: none"> • Strayer, ch. 17 • Artifact: Wedgwood pottery • Media: Stephenson's <i>Rocket</i>, blast furnace, spinning mill
19 February	Revolutions of Industrialization II		
24 February	Reacting to the Past: Cesspits, Cholera and Conflict		<ul style="list-style-type: none"> • <i>Cesspits, Cholera, and Conflict</i> game book • Role sheet
26 February			
3 March	Utopians, Socialists, and Radicals	Blog #5 (Experiencing Industrialization)	<ul style="list-style-type: none"> • Excerpts from Karl Marx and Fred Engels, <i>The Communist Manifesto</i> • Gallery: utopian dreams
5 March	Mid-Term Review Session		
10 March		Mid-Term Examination	
12 March	Class conflict simulation and/or Old Bailey Court activity		<ul style="list-style-type: none"> • TBA
17 March		Spring Break – no class	
19 March			
24 March	Colonial Encounters in Africa & Asia	Learning Curve #5 (ch. 18)	<ul style="list-style-type: none"> • Strayer, ch. 18 • George Orwell, "Shooting an Elephant"
26 March	Empire Strikes Back, Berlin Conference simulation		<ul style="list-style-type: none"> • Strayer, ch. 19 • Accounts of the Indian Mutiny
2 April		Learning Curve #6 (ch. 19)	

Date	Topic	Assignment	Readings
7 April	The Unequal Work of Gender		<ul style="list-style-type: none"> • Artifact: Suffragette-defaced penny • Website: <i>Ms. Beeton</i>
9 April	A Great and Global War	Learning Curve #7 (ch. 20)	<ul style="list-style-type: none"> • Strayer, ch. 20 • First World War poetry • Artifact: Russian revolutionary plate
14 April	Paris Peace Conference project		
16 April			
21 April	Revolution, Socialism, and Global Conflict	Learning Curve #8 (ch. 21)	<ul style="list-style-type: none"> • Strayer, ch. 21, 1003-1017
23 April	End of Empire, Rise of a Global South		<ul style="list-style-type: none"> • Strayer, ch. 22 • Accounts of the Amritsar Massacre
28 April	Reacting to the Past: Indian Independence	Blog #6 (Indian Independence)	<ul style="list-style-type: none"> • <i>Defining a Nation</i> game book • Role sheet
30 April			
		Final Examination	

Late Policy

Assignments should be submitted in a timely manner. Students will be penalized one-half letter grade (½%) per school day for any assignment submitted late.

Submitting and Retaining Work

All work must be submitted through the Blackboard course site as explained in the assignment instructions. **E-mailed assignments will not be accepted under any circumstances.**

Retain electronic and hard copies of all work until the instructor has posted your final grade and you have reviewed it. Save them to a USB drive or external hard drive, attach them to an e-mail message to yourself, or use the services of an online “cloud” provider.

If you believe that a grade has been erroneously or unfairly assigned, you must discuss the matter with the instructor first. Only if you fail to reach a satisfactory resolution with the instructor should you contact the department chair about your problem. It is the chair’s responsibility to review any grade disputes and refer them, if necessary, to the dean.

Academic Dishonesty

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative and is not intended to be exhaustive.

PLAGIARISM. Plagiarism is presenting another person's work as one's own. It includes paraphrasing or summarizing the works of another person without acknowledgement, including submitting another student's work as one's own.

CHEATING. This involves giving or receiving unauthorized assistance before, during or after an examination.

UNAUTHORIZED COLLABORATION. Submission for academic credit for a work, product or a part thereof, represented as being one's own effort that has been developed in substantial collaboration with or without assistance from another person or source is a violation.

FALSIFICATION. It is a violation to misrepresent material or fabricate information in an academic exercise or assignment.

MULTIPLE SUBMISSIONS. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases where there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or even required.

Support Services and Accommodations

The **Center for Special Needs Students in the Counseling and Testing Center, Ridley Student Complex 121**, provides an academic support program designed to assist students with visual, physical, hearing, and learning disabilities. The goal is to make the University accessible to all students with disabilities.

ECSU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The university is required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation each semester. For further information, contact the Counseling and Testing Center at **(252) 335-3273**.