

HISTORY 101 – WORLD HISTORY TO 1500 – MAY TERM 2021

May 10 – May 28

HIST 101-M72/41270

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Owing to online format and delivery, I will not have traditional office hours, but do not let that deter you from contacting me if you have questions or need assistance in some way! I will check email and Blackboard multiple times per day and will reply to you as soon as I am able.

Welcome to the May Summer Session for History 101! Over the next three weeks, you will essentially do an entire semester of class in an abbreviated format. Most students have very good reasons for enrolling in winter or summer courses, and with online delivery, but some common reasons are not so good. Remember, you are doing an entire semester in a compressed way, which means you will have less time to spread out your labors. It is *vital* that you put effort into the course on a daily basis!

So, what does this mean I will need to do? Optimally, you should read a chapter of your textbook and the documents reader each day, complete the corresponding reading guide if you so choose, then take the two quizzes that correspond to them, and then engage in discussion posts. However, in theory, you may work ahead as you feel comfortable doing. Pay careful attention to announcements, due dates, and check in on Blackboard on a daily basis.

How is the material broken up? There are eleven chapters in this course, divided into two units. The first six chapters, comprising unit one, should be worked on from the day you begin up through May 19, when the exam over them will be opened. Then, on May 20, begin working on the remaining chapters, making up unit two, with the final exam available on May 28. The final exam is over those chapters only and is *not* comprehensive or cumulative. The final exam will remain open until Sunday evening, May 30. More will be explained later in this syllabus.

A note of caution on Blackboard! If you are in any way familiar with Blackboard, then you know that she is a finicky beast. When you are doing any kind of work, please make sure that all other windows on your computer are closed (i.e., you are not listening to Spotify and looking at pictures of cats at the same time) and that you have a reliable internet connection. If you encounter an issue, there are some things which I can resolve on my end (such as the system crashing or locking up in the middle of a quiz – I can reopen that for you, but you will have to start over), but other major system issues above and beyond my skill set may need to wait until WKU resolves them. Again, keep an eye on announcements and email in case there is any scheduled Blackboard downtime.

Are we having “class?” No. Synchronous, or “live” classes, would be extremely difficult, owing to everyone’s different schedules and varying internet access. Plus keep in mind that because of the abbreviated version of the course, it would be like having a night class multiple times per week – we would have to be online for a couple of hours at least. Finally, after the conditions we’ve been under for class during the Pandemic, I think we’re all a little “zoomed” out!

This is a lot in a short amount of time! Honestly, it is. However, I think you will find that it will not be nearly as bad as you might think coming in, and I *will* get you through this! You can do this, I promise!

Course Description: This course introduces you to our global past while also developing your critical thinking skills. This World History course is designed to help you understand the diversity of and the connections between the world's cultures, ideals, and institutions. In addition, the course introduces you to History as an organized body of knowledge with its own methods, standards of proof, and way of viewing the world. Our goal is to strengthen your ability to evaluate sources and arguments. Because these classes emphasize the reading of primary texts, your instructor will focus on literacy skills to supplement content course work.

This course uses lectures, readings, and class discussions to introduce you to major phases in World History from Antiquity to the Intermediate Era. The course is designed to develop your ability to identify ideas and achievements characteristic of different historical periods. Exploring change over time will be a major theme of this course. Historians are most frequently involved in answering the question, "How did this develop from that?" Class assignments are designed to help you answer this question for a variety of ideas and institutions, thereby strengthening your grasp of historical perspective and causation. This course will also encourage you to think analytically about how people have created and adapted societies and institutions in response to the challenges and opportunities that have confronted them in the past.

Learning Objectives for Colonnade Program: This course fulfills the World History requirement in the Foundations category of WKU's Colonnade Program. As part of that program, HIST 101 has the following learning objectives:

Students will demonstrate the ability to:

- Demonstrate knowledge of at least one area of the social and behavioral sciences.
- Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
- Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
- Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
- Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.
- Read, comprehend, and analyze primary texts independently and proficiently.

Learning Objectives for HIST 101: The course objectives for HIST 101 are designed to integrate fully with the Colonnade Program. Upon successfully completing HIST 101, you will be able to:

- Identify the general outlines of Ancient and Intermediate Era World History including an understanding of major themes, historical events, cultural developments, and individuals of pre-modern global civilizations.
- Compare and contrast general aspects of political, religious, economic, and social systems from Ancient and Intermediate Era World civilizations.
- Describe and analyze the emergence of civilization and analyze the emergence and impact of cultural contact from 3000 B.C.E. to 1500 C.E. (e.g., emergence of stable states, basic philosophical and religious systems, geographic expansion and interaction, economic and technological advance)
- Explain cause and effect relationships in history and understand historical method.
- Interpret why a specific primary document was produced and to be able to contrast this document with similar documents produced by other civilizations.
- Read and analyze primary source historical documents.
- Write short analytical essays about primary sources.
- Demonstrate ability to synthesize and write about primary and secondary source material on essay exams.
- Display a developing historical objectivity, an increasing awareness of the problem of personal bias and opinion in historical analysis, and an ability to use a clear thesis and comparison of ideas in written work.

Required Materials:

WTWA: E. Pollard, C. Rosenberg and R. Tignor: *Worlds Together, Worlds Apart with Sources (Concise Second Edition) Vol. 1: Beginnings through the 15th Century* (W.W. Norton 2019). 978-0-393-66854-4

Reader: K.L. Pomeranz, J.B. Given and L.J. Mitchell, *Worlds Together, Worlds Apart: A Companion Reader. Vol. 1.* 3rd edition. (W.W. Norton 2019). ISBN: 978-0-393-66876-6

- You can acquire copies of these books at the WKU Bookstore as individual books, or in a variety of other formats, including rental (paper or electronic) copies and from Norton (<https://wwnorton.com/books/9780393668544>)
- Please note that this class *will not* be using the inQuizitive feature that other sections of History 101 are.

I will post the first two chapters of each book as a PDF file to help bridge the gap in obtaining the texts. In addition, you may obtain the texts electronically via the publisher's website.

ALL WORK IS COMPLETED ONLINE! YOU WILL NOT HAVE TO COME TO CAMPUS!

Course Requirements and Grading:

Chapter Objective Quizzes	200 points (the lowest quiz grade is dropped)
Chapter Written Quizzes	200 points (the lowest quiz grade is dropped)
Discussion Posts	100 points (ten points per chapter; you may skip one)
Midterm Exam	100 points
Final Exam	<u>100 points</u>
Total Possible	700 points

700-630 = A (100-90)

629-560 = B (89-80)

559-490 = C (79-70)

489-420 = D (69-60)

419-0 = F (59-0)

Quizzes:

There will be two quizzes per chapter. The first will cover your textbook reading, and will be objective questions (in other words, multiple choice). The second will be subjective – written response, in a short answer (one to three paragraph) format. The written quizzes will be more comprehensive in nature.

Discussion Posts:

To maximize your learning, you are expected to participate actively in the discussion of primary text-based posts, contributing a response of a minimum of one hundred words per question, and a minimum of fifty words in at least one follow up reply to another student's response. Further discussion board instructions and etiquette can be found later in this syllabus.

Exams:

Your exams will be in essay format. Each wraps up a distinct learning unit and will be drawn from material in the textbook and primary readings covered in those chapters. The format will be as follows:

Part One: A short answer question, like the written quizzes.

Part Two: A short answer question analyzing, comparing, and placing two quotes from our primary sources into historical context (I'll explain this more in review guide)

Part Three: Long essay (comparative and comprehensive). Students must demonstrate a critical understanding of the material and an ability to develop a clear thesis and argument, supported by direct references to historical events and relevant primary sources. Note: Merely repeating material from the book or lecture will not earn any points.

As a word of caution, it is the responsibility of the student to complete ALL work, and by their assigned due dates. However, in cases of emergency, which can be documented, make up work MAY be administered, but only on a date specified by the instructor. Failure to take the any make-up work by the assigned date results in an automatic zero (0) for the assignment.

ALL WORK CAN BE TAKEN WHEREVER YOU WOULD LIKE --EVEN IN THE COMFORT OF YOUR OWN HOME --WITH THE UNDERSTANDING THAT DURING QUIZZING AND TESTING YOU WILL NOT USE ANY OUTSIDE MATERIAL (TEXTBOOK; NOTES; PRE-WRITTEN ESSAYS; INTERNET SOURCES; ETC, --UNLESS OTHERWISE SPECIFIED). YOU ARE TO TREAT THIS WEB CLASS NO DIFFERENT FOR A REGULAR FACE TO FACE CLASS. THE EXPECTATIONS ARE THE SAME. PLAGIARISING DETECTING SOFTWARE WILL BE UTILIZED FOR YOUR EXAMS.

Plagiarism:

In all writing assignments, be careful to avoid any form of intentional or unintentional plagiarism such as copying part or all of another student's assignments, overusing the ideas in the introduction to texts without citation or copying published (including the Internet) or previously graded work. For a fuller discussion of the definition of plagiarism and the ramifications of academic dishonesty, see the following Academic Honesty policy. Therefore, make sure that you use your words and your ideas since that will earn you a better grade than if you use someone else's words and ideas. **I will check your exams using plagiarism detection software.**

- a. Pay particular attention to the difference between quoting and paraphrasing another scholar's work. Changing a few words does not constitute paraphrasing and will be treated as plagiarism. You can expect that any assignment which merely paraphrases the secondary or introductory material to primary documents to receive a 0.
- b. The purpose of the writing assignments is to develop your ability to think critically. Therefore, your work should not be the result of group work even at the level of just discussing the documents since you run the risk of having your ideas plagiarized or plagiarizing someone else's ideas. In the case of clear group work, all individuals involved will be given a 0 for the essay(s) involved.
- c. If you submit an assignment previously handed in for this or for another course or written by another person here or at another institution, the instructor will take more serious action.
- d. Any work based on Internet web pages will receive an automatic 0, with the instructor reserving the right to take more serious action.

ACADEMIC HONESTY

As a student at the Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the [University Statement on Student Rights and Responsibilities](#) (Judicial Affairs) in all aspects of this course. Violations of this code of conduct include cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and lying) and plagiarism. A fuller definition of the university [Academic Dishonesty](#) policy and the definition of what constitutes plagiarism are found in the *WKU Student Handbook*, *Undergraduate Catalog*, *Hilltopics: A Handbook for University Life*, and *Judicial Affairs*. "Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions." Specialized definitions of plagiarism and of cheating are also given on this syllabus and on the "Essay Writing" handout and are binding to all students in this course. In accordance with Western Kentucky University policy, any student found to have committed academic dishonesty in any aspect of this course can receive sanctions including, but not limited to, a failing grade on the assignment to a failing grade in this course regardless of the credit percentage of the assignment in question. In addition, any student using any outside source of information, whether electronic, web-based, verbal, code, written or print, during an exam will be automatically given a failing grade for the course and prevented from withdrawing from the course.

CLASS PARTICIPATION VIA BLACKBOARD DISCUSSION:

In order to maximize your learning, you are expected to actively participate in discussion posts covering material in your primary text reader. Your responses should add substance, request clarification, or challenge assertions made by others. Your postings and responses must include at least one original contribution and one substantial response to the postings of fellow students. Remember, the purpose of this is to stimulate academic activity and debate, and not to attack others. Please make sure you are posting in a timely fashion!

Examples of postings that will receive no credit:

"I agree" or "I disagree" (fine if you do...but *why?*)

"Stupid conclusion"

"Wow, I never thought of that"

"I agree with the information found at [www. DavidSerafini .edu](http://www.DavidSerafini.edu)" (no, this website does not exist)

Or, simply providing a quote from the text without substantive discussion.

Discussion Etiquette:

Western Kentucky University is committed to open, frank, and insightful dialogue in all its courses. Diversity has many manifestations, including diversity of thought and opinion. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, I will intervene as I monitor the dialogue in this course. The following are good guidelines to follow:

1. Never post, transmit, promote, or distribute content that is known to be illegal.
2. Never post harassing, threatening, or embarrassing comments.
3. If you disagree with someone, respond to the subject/issue, not the person.
4. Never post content that is harmful, abusive; racially, ethnically, or religiously offensive, vulgar; sexually explicit; or otherwise potentially offensive

Students with Disabilities

In compliance with university policy, I am pleased to work with students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course. However, you must first contact the Student Accessibility Resource Center (SARC) office located in the Student Success Center in DSU 1074 in Downing Student Union, telephone (270)745-5004 and TDD, (270)745-3030. Per University policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

University Policies

For information on university policies regarding ADA, Title IX/ Discrimination & Harassment, Student Code of Conduct, Academic Integrity, Student Complaint/Student Grievance, Safe Space, Active Shooter, and other helpful information, please go to this link: <https://www.wku.edu/syllabusinfo/>. The policies outlined there are the policies of this course.

TIPS FOR ONLINE LEARNING

1. **Set a schedule for yourself.** It will be tempting to sleep in, turn on Netflix/Hulu/Name-Your-Streaming-Service, and veg out thinking you've got all day/week to complete tasks. You don't. Online learning requires **self-motivation, organization, and discipline**. It might help to follow your schedule for the week as if you were going to class daily. If not, create a schedule that works for you, including building in down time.
2. **Get dressed.** You'll see this tip a lot from people who work from home. Getting dressed for the day puts you in the mindset of work and interaction, even if you don't see anyone.
3. **Pay attention to deadlines.** For online learning, dates and times matter. Pay attention to what day things are due, what time they're due (and in what time zone), and any other submission guidelines. Like when taking face-to-face classes, line up your deadlines, and budget your time (see #1).
4. **Take care of your technology.** Keep batteries charged, make sure you're plugged in before starting a quiz/test/timed assignment, and save as often as possible. I recommend saving to at least two places (e.g., the cloud and a flash drive). For Blackboard specifically, work on longer assignments and discussion board posts in a Word document. For discussion board, most professors do not want students to attach a Word document as the post, so be sure to copy and paste the content as a post. As always, be sure to double check how the professor wants you to submit the assignment.
5. **Find interaction where you can.** Learning is a social engagement—online learning, while convenient, impedes this process to a certain extent. This doesn't mean it's a lesser medium, but it does go against how most of us have learned our whole lives. Professors will be providing as many opportunities as they can for interaction, so be sure to engage with these as much as possible. Also, find someone in the class with whom you can communicate about assignments and requirements. This can be awkward if you've never met them in person, but once the weird phase passes, you can lean on each other to get through.
6. **Pay attention to *what* you say and *how* you say it.** We lose a lot of tone, connotation, and subtlety with written language. Sarcasm, humor, anger, and even happiness can come across in totally different ways when the words are written and not spoken. The benefit of writing to communicate as opposed to speaking is that we have opportunities to reflect on, edit, and revise what we've written. **Take advantage of this.** Re-read what you've written before you post; this includes checking as best you can for grammar, mechanics, semantics, and syntax. Reading out loud helps. Read something aloud in the intended tone; then, read it aloud in a different tone. If the meaning of the message changes, then consider revising. Also, if something doesn't sound right, it may be that your grammar or syntax is off. You're going to want to come across as the educated, intelligent human you are!
7. **Be kind to each other.** This connects to the previous item. Sometimes people write something without intending to come across as they have. A good way to check in with people is to ask for clarification before you go on the attack. For example, when responding to someone you feel has said something that has offended you, try this: "You wrote X, but did you mean it like X or did you mean it like Y?" This same rule applies to correcting each other in online discussion as it does in face-to-face discussions: "You wrote X, but when I read the text, I understood it to be Y."
8. **Do some selective printing.** Printing the course schedule/key assignments so they can be at the ready is helpful for highlighting, crossing things off, and making handwritten notes. If you don't have access to a printer, create a "live" version of certain documents where you can do the above.
9. **Take handwritten notes.** Do this for posted lectures, announcements, and any text you're reading for the class. [Research has shown](#) writing things down by hand benefits learning more than typing notes. Keep organized with this: dedicate a notebook or binder to the course as you would in a face-to-face environment.
10. **Communicate.** Communicate questions to the professor early and often. I (and other professors) will provide options for video chatting and phone calls, but email is always the best way to go for those straightforward clarification questions. Remember: keep it brief, specific, and polite. If you require an entire assignment to be explained, set up some time with the professor to interact in a synchronous fashion. This also means to check your email and class Blackboard sites daily (if not multiple times per day) and respond in a timely fashion.

Bonus: Be patient with each other, including the professor. We're all in this together. Pay attention to your mental health and be honest with yourself and others when you are overwhelmed.

Finally....

So, those are the mechanics of the course. At this point, go ahead and start to read your material. More information will be posted online as we go along.

See you on Blackboard!

-David A. Serafini, MA