

(TENTATIVE SYLLABUS – SUBJECT TO CHANGE)

WORLD HISTORY TO 1500

FALL BLACKBOARD COURSE WITH ZOOM LECTURES

HISTORY 101-700 (49810)

REGULAR AND SUBSTANTIVE INTERACTION (ONLINE COURSES)

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly synchronous/asynchronous sessions with faculty and students,
- Faculty participation in weekly discussion boards,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

Instructor: Charles Terry Borders

Office: Cherry Hall Room 215 A

Address: Department of History
Cherry Hall Room 215 A
Western Kentucky University
1906 College Heights Blvd. # 21086
Bowling Green, Kentucky 42101-1086

Phone: (270) 745-3841 HISTORY DEPARTMENT
I no longer have a personal office phone because of budget cuts. The best way to contact me is Face to Face or via Email.

E-Mail: Charles.Borders@wku.edu (preferred method of contact outside of normal Office Hours)

FYI: I normally check email until 6:00 PM during the week and only once or twice Sundays. I rarely check email on Saturdays. However, if a major assignment is due – such as a test or topic paper – then I will check email as often as possible over the weekend.

Remember: whenever you contact a professor/teacher via email -- make sure to identify the class or course you are currently enrolled in during the Spring semester.

For example: an email header might look like this: Your name and course (Borders History 101 WEB -- would be the title if I sent you an email)

Also, when you send an attachment, you need to follow the proper format for the title

Your Last Name Class Assignment

Borders History 101 WEB Topic Paper One -- would be the title if I was submitting the assignment to you

FYI: all email inquiries, or email assignments must be sent to:
Charles.Borders@wku.edu

TEXTBOOKS (REQUIRED)

- Jeremy Adelman, Elizabeth Pollard, Clifford Rosenberg and Robert Tignor, *Worlds Together, Worlds Apart. Volume I: Beginnings through the Fifteenth Century. Third Seagull Edition.* W.W. Norton & Company, 2021 ISBN: 9780393442861

SKU:

8358_844000637_new

Edition:

3RD 21

Publisher:

NORTON

ISBN 13:

9780393442861

- Elizabeth Pollard and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader, Volume I, 3rd Edition.* W.W. Norton & Company, 2019
ISBN: 9780393668766

SKU:

MBS_2138247_new

Edition:

3RD 19

Publisher:

NORTON

ISBN10:

0393668762

ISBN 13:

9780393668766

Other Course Material:

Calendar (for course assignments – electronic and/or hard copy)

Access to Blackboard

Access to Microsoft Word or Access to Google Documents

Access to Adobe Acrobat

Access to Zoom via Blackboard

Double Check Technological Requirements for Blackboard to verify you have the correct browser(s) (See Blackboard “Browser Compatibility”)

Office Hours:

MONDAY	8:00 – 9:00 AM and 11:30 – 12:30 PM
TUESDAY	8:00 – 9:20 AM and 11:00 – 12:30 PM
WEDNESDAY	8:00 – 9:00 AM and 11:30 – 12:30 PM
THURSDAY	8:00 – 9:20 AM and 11:00 – 12:30 PM
FRIDAY	8:00 – 9:00 AM and 11:30 – 12:00 PM

There will also be opportunities to meet via Zoom Sessions

OR IF YOU ARE ON MAIL CAMPUS

For additional information see office door (215 A); and/or course info on Blackboard. I am quite easy to contact outside of office hours. If you are in the neighborhood, try knocking on my office door.

However, the most reliable way to contact me outside of my office hours is via email. I check my email regularly during the day and almost every evening around 6:00 PM. In most cases I will respond within 24 hours. If you want to meet in person and you are unable to meet during office hours, please contact me to make an appointment.

(FYI: During the weekend I normally will check my email once or twice – but only on Sunday)

WKU's ADA, Title IX/Discrimination & Harassment, Student Code of Conduct, Academic Integrity, Student Complaint/Student Grievance, Safe Space, Active Shooter and Other Areas of Concern:

Please go to this link: <https://www.wku.edu/syllabusinfo/>. The policies outlined there are the policies of this course.

Teaching Philosophy for History 101 WEB Course:

I am pleased that you are in my World History Since 1500 course. Although you may look on this class as just another irrelevant Colonnade Program 'Foundations' course, or as merely a stepping-stone to a diploma, I hope you realize as the class proceeds that you will be learning important lifelong skills that will help you in other classes, your career, and your personal life. These are:

- important computer skills
- critical thinking and critical writing
- how to research, collate, organize, and synthesize huge amounts of data
- collaborative and social skills
- time management
- respect for diverse points of views
- but above all else, students will engage in active learning

This class differs from the traditional lecture course because the emphasis is placed on the student being actively and constantly engaged with the course material. Thus, the textbook is a critical and crucial component. Students will be responsible for reading and comprehending basic information presented in the textbook and other outside readings. This material is what will be assigned, discussed, and tested via Blackboard.

HIST 101: World History to 1500

Course Description: This course provides an introduction 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 Medieval World History including a basic 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 Medieval 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 factual material and primary source material on essay exams.
- Demonstrate 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.

Course Requirements: (All requirements must be completed to pass the course)

(Point Values may change depending on circumstances that may occur during the semester)

Exam I	50
Exam II	50
Exam III (Final)	50
Weekly Assessments/Assignments	@337
2 Essay Topic Papers	<u>75</u>
	@562 POINTS

Course Grading Scale:

100 -- 90%	= A
89 -- 80%	= B
79 -- 70%	= C
69 -- 60%	= D
59 -- 00%	= F

Extra Credit: Extra credit is strictly optional.

There will be limited opportunities during the semester to earn extra credit points. The extra credit points will be determined at the time of the assignment. You may or may not choose to participate in an extra credit assignment. It is your choice; however, your final grade is a cumulative grade point, so it would be to your advantage to participate in as many extra credit assignments as you can possibly can to assure yourself of the grade you desire for this course.

Writing Assignments: Like the discipline of History itself, this course places a strong emphasis upon writing. During the semester you will write TWO topic essay papers in which you analyze primary

sources and place them in their appropriate historical context. These essays will be evaluated on the following points:

- **Thesis:** Does your essay present a thesis that is easily identifiable, plausible, and clear?
- **Structure:** Is your essay organized in an understandable way that provides appropriate support for your thesis? Do you have clear transitions from point to point in your argument? Do you write in clear paragraphs that provide support for your topic sentences?
- **Use of Evidence:** Do you support your argument with relevant evidence and examples drawn from the primary sources? Do you integrate your examples into your overall argument? Do you provide accurate and relevant factual information? Do you cite your sources correctly?
- **Logic and Argumentation:** Does your argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?
- **Mechanics:** Is your word usage, punctuation, and grammar correct? Do you correctly cite sources? Does your essay meet the length requirement?
- **Identification of Ethical Issues:** Are you able to identify the various ethical perspectives related to your topic? Are you able to discuss the assumptions and implications of those differing ethical perspectives in an objective manner?

Topic Essay Papers:

There will be at least two analytical topic essay papers -- based on the assigned primary sources --- for this course totaling at least six (6) pages. You must use the Chicago Manual of Style Citation format: <http://www.chicagomanualofstyle.org>. There must be a Cover Page and Footnotes (not Endnotes) These essays should be double-spaced, typed, with 1-inch margins and with a 12-point font ---- you can use either Times New Roman, Calibri, or Garamond.

(Specific Assignment information/description and a link to the Chicago Style of Citation ‘Quick Guide’ will be posted within Blackboard “Assignments”)

(Also, you should look over the “Five Paragraph” Document posted within Blackboard “Assignments”)

Examinations:

There will be three (3) ESSAY exams administered during the semester. This includes the Final. While the Final is not necessarily comprehensive in nature, students are nevertheless responsible for all materials covered over the course.

The Essay tests will consist of two parts drawn from material discussed in class, from the textbook, from Blackboard assignments/discussions, and from the primary documents.

- A short essay from the primary documents discussed in class or within Blackboard
- An essay that is comparative and comprehensive in nature.

As a word of caution, it is the responsibility of the student to take **ALL** exams on their scheduled dates. However, in cases of emergency, which can be documented, a **Make-Up Exam** will be administered, but only on a date specified by the instructor. Failure to take the Make-Up on the assigned date results in an automatic (0) for the assignment.

Examination Rules:

- **Students are expected to do their own work**

- **Addition rules will be clarified as the situation arises**

ONLINE Quizzes/Discussions: During the semester you will complete a minimum of 30 Quizzes and/or Discussions; like the Tests, it is the responsibility of the student to take **ALL** quizzes and complete all assignments on their scheduled dates. However, unlike the tests, there are **NO** make-up quizzes.

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 above Academic Honesty policy. Also see the handout on plagiarism posted on Blackboard for a more extensive discussion of what can and cannot be considered your own work. 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 all student work using plagiarism detection software.**

- a. Pay attention to the difference between quoting and paraphrasing of 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 workshop 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.

Discussion Boards/ Discussion Board Etiquette:

To maximize your learning, you are expected to participate actively in the discussion to the extent of contributing a response of at least 100 words per question, and 100 words to other students' responses.

Your responses should add substance, request clarification, or challenge the assertions made by others. Your postings and responses must include at least one original contribution and at least one substantial response to the postings of fellow students. At least one day (24 hours) must elapse between your original post and between every response. You are expected to read all your fellow students' postings on the Discussion Board. Remember, the purpose of this methodology is to stimulate academic debate and not to verbally attack another student. Also, your postings should be made in a timely fashion, as indicated by me. Late postings usually are made in isolation and do not contribute to the debate. Once the Discussion Board's stated deadline is past; the opportunity to obtain points for that discussion is closed.

Examples of postings that will receive no credit are:

- "I agree" or "I disagree"
- "Stupid conclusion"
- "Wow, I never thought of that"

- “I agree with the info found at [www. CharlesBorders.edu](http://www.CharlesBorders.edu).”
- Or simply providing a quote 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.

Expectations for Rational and Intellectual Discussion:

*Since part of your grade will be determined by active participation in class discussions, be prepared to discuss textbook material assigned at the start of each lesson listed in the syllabus. You should also read the primary source assignments before the last class of each lesson and must **bring Pollard or other assigned Primary Sources** to class on that last day each lesson so you can refer to the text and take notes. I will lecture and plan class discussions with the assumption that you know the basic outlines of the material and that you have completed the assignments and have them with you. In the case of Wiesner, I will check that you have the book and may ask you to go get it if you do not.*

In the course you will have the opportunity to learn. Your responsibilities are to maximize your learning (i.e. improve your intellectual understanding) by actively engaging in classroom discussions and course assignments. To take advantage and to meet your responsibilities, you are to:

1. Think critically about the course content and topics
2. Take responsibility for contributing to the learning that takes place in this course
3. Engage in intellectual controversy by taking positions for and against those of your classmates, developing clear rationales for your positions, challenging their reasoning and conclusions, and arguing the issues until you or they are logically persuaded
4. Avoid any form of disrespectful behavior against other students' comments, beliefs, or opinions. Also, any form of harassment -- including racist, sexist, homophobic, or threatening comments and behaviors -- will not be tolerated and is a violation of university guidelines. LET'S strive to create a learning friendly environment where respect for all people and diversity of opinion is the standard!
5. Contribute to the dialogue/discussion for every class discussion as an individual or as part of a collaborative group by:
 - a. Asking questions
 - b. Responding to questions from fellow students and the sensei
 - c. Making comments and observations

Each student should try to make at least one contribution to the dialogue each week. I know for some of you this might be difficult because your natural inclination is to listen, not speak. I also know that some topics will be of greater interest to you than others; however, your contribution is expected on a regular basis. Your participation will be monitored during the semester, and your grade will be based not on the quantity, but the quality of your contributions.

INFORMATION RELATED TO OUTSIDE OF CLASSROOM SERVICES IS SUBJECT TO CHANGE AS NEW INFORMATION IS PROVIDED BY THE UNIVERSITY

Study Skills and Course Assistance:

Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help.

Writing Center Assistance: *The Writing Center on the Bowling Green campus* will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to (writingcenter@wku.edu).

The WKU START Centers will be offering writing tutoring sessions via Zoom as well as in person in their Glasgow and Elizabethtown locations. More information on how to make appointments and what to expect from your appointment will continue to be posted at (<https://www.wku.edu/startcenter/>).

- Contact your professor for an appointment.
- The History Department Academic Success Center in Cherry Hall 202. (Updated August 12)

History Tutoring

The History Success Center provides free tutoring services for all students enrolled in history classes. Tutors are available to go over any aspect of the class, including essays, reading comprehension, exam preparation, and study skills. The tutors this semester are Kaitlin, Brooklyn, Chloe, Halsey, and Prentis. Drop-in appointments will be offered in Cherry Hall 202 from 10am-4pm on weekdays. Zoom appointments are also available. To make an appointment for free History tutoring, visit <https://calendly.com/wkuhistory/>

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- Another option is [peer or online tutoring](#) offered through The Learning Center (TLC) (located in DSU 2141 or DSU 1082). TLC tutors in most major undergraduate subjects and course levels throughout the week. To make an appointment, or to request a tutor for a specific class, call 270-745-5065 or 270-745-5816. Log on to TLC's website at www.wku.edu/tlc to find out more.

The Learning Center Peer Tutoring Services: The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of

undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

General Grading Rubric/Criteria

- A** Work is complete, original, and insightful. Classroom Discussion is original and insightful. Student demonstrates written and oral skills, which indicate an in depth understanding of course issues and a high level of analytical skills, with only negligible errors in grammar and style.
- B** Work is complete, meets the level of expectations, and of a quality that is acceptable. Discussion is original with limit insightfulness. Student demonstration of written and oral skills are presented with limited errors in grammar and style.
- C** Work is partially incomplete, late, and /or of a level that only partially meets expectations (lacking in originality and/or insightfulness). Discussion is uninspired and lacks a basic understanding of the issue(s). Written and oral skills only demonstrate a superficial understanding of the course content with little analysis. Assignments contain significant errors in grammar and style.
- D** Work is incomplete, late, and is largely presented in an unacceptable style or format. Discussion is unoriginal and lacks a basic understanding of content and/or issues. Written and oral skills exhibit little analysis and contain significant errors in grammar and style.
- F** Major assignments are missing, incomplete, or excessively late without permission. Discussion is lacking in originality and displays no basic understanding of content and /or issues. Written and oral skills demonstrate lack of effort or lack of understanding of central core concepts

Late Assignments:

During the semester there will be several in-class and Blackboard assignments. Unless you have prior approval, all late assignments will automatically have a letter grade deducted and an additional letter grade will be deducted for every week the assignment is late.

Unless you have prior approval, ALL assignments are to be completed by the student without any outside aid...

Attendance:

Nonattendance for a web-based course shall be defined as failure to log on to Blackboard, or other instructor-designed website, within one week of course starts date without previous arrangements with the instructor or department. Instructors may drop a student for nonattendance only during the regular drop/add period of the term. Nonattendance does NOT release students from the responsibility to officially drop any course for which they have enrolled and choose not to complete.

Class Withdrawal Policy:

Students who withdraw **after OCTOBER 30, 2023** will be given a grade signifying their academic status at the time of withdrawal; WP if passing; WF if failing. Remember it is the sole responsibility of the student to carry out the process of class withdrawal completely and correctly.

Academic Honesty Policy:

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.

WESTERN KENTUCKY UNIVERSITY IS AN EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITES UNIVERSITY

THE ABOVE SCHEDULE AND PROCEDURES IN THIS COURSE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES

A FEW IMPORTANT DATES FOR FULL SEMESTER COURSES

(Also: Check Blackboard Assignments throughout the semester for Due Dates specific for this course)

August 21	Day and Evening Classes begin
August 28	Last day to add a full-semester course load
	Last day to add a class
	Last day to drop a full-semester course without a grade
	Last day to change a full semester course from audit to credit
	Last day to receive 100% refund for a class
August 29	\$50 Schedule Change Fee begins

September 4	<u>LABOR DAY (UNIVERSITY CLOSED)</u>
	Last day to receive 50% refund
September 11	Last day to receive 25% refund
October 2 -3	<u>FALL BREAK (UNIVERSITY CLOSED)</u>
October 9	Priority registration for winter 2024 term begins
October 16	Priority registration for spring 2024 semester begins
October 22	<u>60% point of the spring semester</u>
October 30	<u>Last Day to drop a class with a W</u>
	Last Day to change a class from a credit to audit
	Last Day to submit form for Pass/Fail Grading Option
November 3	Deadline to apply for 2024 August and May graduation
November 10	Last day students may remove an incomplete from the 2023 fall and summer sessions
December 1	Roster Freeze
December 4 - 7	FINALS
	<u>Our Final is currently scheduled to go online early on</u>
	<u>DECEMBER 3 (5:00 AM) and scheduled to go offline</u>
	<u>DECEMBER 5 (11:59 PM)</u>
December 8	College Recognition Ceremonies
December 12	Final Grades Due by Noon