

John Elam

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Virtual Office Hours by appointment

## **History 102: World History since 1500**

Western Kentucky University

Fall 2024

### **Course Description**

This course is designed to give you an introductory view of five hundred years of global history. Throughout the semester, we will be looking at topics that vary widely from Protestant Reformation to the Cold War to uncover themes and improve critical thinking skills. Today, more than any time in history, the world in which we live is interconnected in nearly all aspects of society. Trade routes, immigration, technology, economies, culture, and international affairs connect all of us and require us to be cognizant of new ideas and other cultures. This class will be a place in which we will explore other cultures with the purpose of gaining a greater understanding of diversity, and cultural differences, and understanding how those in the past have shaped the trajectory of our world. I am very excited to introduce everyone to the study of history and am looking forward to a productive and enriching fall semester.

### **Purpose of this Course**

I recognize that most of you are taking this course to meet the Colonnade requirements and this class will be tailored to meet the needs of all. While history may not be your forever profession, historical study can be used to teach many valuable skills and lend itself to other aspects of preparation for a fulfilling career. This class aims to teach research skills, critical thinking, identify important themes and patterns in history, and teach students how to analyze primary source documents and synthesize information.

Through the classroom assignments and guidance, I hope that every student in this class will be able to navigate the university library and databases to create a solid research paper, be able to ask and analyze questions that relate to historical study and understand current events, be able to identify themes and how those themes connect the world across cultures and borders and understand what a primary source is and how we can take numerous sources and present a cohesive picture and argument about the past. Each of these skills will aid you in further academic studies and help you to make informed decisions.

### **How to Succeed in this Course**

If you want to succeed in this class, I only have a few simple expectations. Participate actively and genuinely in discussions, complete your readings, and make an effort to engage with the

materials. The more active participation we have from everyone, the more valuable and fun this class will be.

In discussion boards, please bring your professional but critical and honest thoughts and questions. If you have a question, it is likely that a fellow classmate has the same question, and this gives the opportunity for clarification and focuses the lessons on things that students want to learn.

Keep track of weekly deadlines, guidelines for assignments, and long-term projects. Set reminders, add them to your calendar, and check Blackboard weekly for updates and due dates. Keeping things organized will help prevent you from getting behind in class and overwhelmed. Waiting until the end of the week for homework and the end of the semester for significant assignments will only hurt your ability to learn.

At any point, if you need help or clarification, please contact me. I'm happy to help and only interested in making this class fun and valuable to you.

### **Course Colonnade Objectives**

This course helps fulfill requirements for Category A: Foundations – Intellectual and Practical Skills in the Western Kentucky University General Education program. After successful completion of this course, students will be able to:

- understand the concept and practice of history as an interpretive framework
- comprehend significant events, diverse peoples, and major turning points and ideas in world history
- understand cause and effect relationships in history and historical methodology
- analyze and interpret primary and secondary sources
- think critically to construct informed arguments based on evidence
- communicate ideas effectively in written and oral formats
- write analytical essays applying historical knowledge, theory, and research methods

### **Course Goals**

History 102 aims to prepare students to be lifelong learners and professionally successful by emphasizing the following course goals:

Critical Thinking: prepare students to make informed decisions and ethical choices by examining historical examples

Informed Citizens: develop knowledge of and concern for a multicultural world

Historical Perspective: increase awareness of how personal bias and opinion shape historical analysis

Social Engagement: encourage students to become actively engaged in issues affecting their lives and those of others around the world

## **Our Objectives**

By completing this course, students will have:

Knowledge: Historical events, patterns, trends, and themes in history

Comprehension: Interpret sources from a variety of mediums and how we as historians can learn from and use them

Synthesis: Appraise the validity of historical sources and consolidate information into digestible and understandable arguments

Application: Using primary and secondary sources, be able to present knowledge of the past through writing, oral presentation, and analysis

Research Skills: Understand where to find credible information

## **Grading**

This class will be graded on a traditional A-F scale.

A: 90.00% - 100.00%

B: 80.00% - 89.99%

C: 70.00% - 79.99%

D: 60.00% - 69.99%

F: 59.99% or less

## **Materials and Texts**

This section of HIST 102 has been revised to be zero-cost for material, through partnership with the WKU Libraries Alternative Textbook Program. All course materials will be posted to Blackboard.

## **Final Grade Breakdown**

| <b>Assignments</b>           | <b>Possible Points</b> | <b>% of Grade</b> |
|------------------------------|------------------------|-------------------|
| Discussions (12):            | 300 Points             | 30%               |
| Primary Source Analysis (2): | 300 Points             | 30%               |
| Map Quizzes (6):             | 150 Points             | 15%               |
| Empires Project/Map (1):     | 150 Points             | 15%               |
| Final Exam (1):              | 100 Points             | 10%               |
| Total:                       | 1,000 Points           | 100%              |

## Key Things to Remember

1. Academic dishonesty and plagiarism will result in an F for the course.
2. Revisions and meeting deadlines are necessary for earning a passing grade.
3. These assignments are designed for you to learn and improve your skills throughout the semester. Giving your best effort will help you improve your academic skills.

**SPECIAL NOTE: Please do not attempt to use open-source AI tools such as but not limited to Chat-GPT, Snapchat AI, or Bard. I understand the value of AI to assist you in writing, analyzing, and coming up with ideas, however, it is counterproductive to this class. I am actively using AI detection software and will be enforcing a ban on its use in this class. I can not overstate this, students have failed my course and others within the University for the use of open-source AI.**

## Types of Assignments

Document Analysis: You will be assigned primary source readings and asked to analyze different aspects of the document. With the given definitions and your critical thinking skills, you will be expected to annotate the source and discuss its content in terms of validity, bias, focus, and importance in a one-page essay.

Map Work: You will be assigned several historical maps that represent the part of the world we are studying. You will be asked to identify different landmarks and important locations based on what we are studying.

Homework Assignments: Each week you will be assigned readings of primary and secondary sources. You will be expected to read them and be ready to discuss them on discussion boards.

Discussions: Based on our weekly readings, we will have weekly discussion board posts where you are required to create original posts and engage with fellow students to discuss the materials.

Final Exam: The Final Exam will include:

- 2 Short Answer Question (20 Points Each)
- 1 Visual Source Analysis (10 Points)
- 1 Essay Question (50 Points)
- Total: 100 Points

The exam will be made available on Sunday, December 1st at 11:59 PM and will be available until Thursday, December 5th at 11:59 PM. This is a **2-HOUR TIMED** exam. Once you open the exam, you have two hours to complete it. A study guide will be provided to you, the exam is open notes. If you open the exam and do not complete it within the two hours or if you do not complete the exam within the available window listed above, the exam will be graded as is without extensions. Unfortunately, this hard deadline is necessary to meet the final grade submission deadline. The only exceptions available are for those that are pre-discussed and agreed upon prior to the date of the exam availability window.

## **Course Policies**

### Assignment Submissions

Assignments are expected to be turned in on time and completed. I understand that sometimes this is not possible and that circumstances may prevent us from getting things done. Please communicate with me via email if you run into any problems. Late assignments will be docked 10% without a valid, realistic excuse, and communication per week that they are late.

Assignments will be submitted via Blackboard unless otherwise agreed upon

### Email Etiquette

My goal is to return communications to students in a timely manner to ensure that you have up to date information, get questions answered while they are relevant, and ensure that any issues are promptly addressed. To achieve this, I ask that you follow the following structure when you send me emails. This is in place for the following reasons:

1. It helps me clearly distinguish emails that relate to this course and require my immediate attention.
2. It is good practice for communications that take place in a business/professional setting. While not always true, it is important to communicate to colleagues, employers, and superiors in a professional manner. It shows that you are taking things seriously and allows for clear communication.

Please include the following in your emails:

**Subject: HIST 102 - Section # - “Main Reason for Communication”**

**Body:**

**Professor Elam,**

**My name is (First Name Last Name) from your HIST 102 (Section #) class. I wanted to reach out for (Reason/Question/Concern).**

**Thank you,**

**(First Name Last Name)**

I do my best to respond to emails within 24 hours Monday-Friday and 48 hours on Weekends. If you do not receive a response, please follow up and I will do everything I can to assist you.

## Plagiarism and Academic Dishonesty

Plagiarism and Academic Dishonesty will not be tolerated in this course and if it occurs, you will fail! Plagiarism is taken seriously and is defined as taking someone else's work and trying to pass it as your own. Do NOT copy and paste other people's work, websites, book excerpts, or any other forms of work. Make sure to cite your sources correctly and come up with your own ideas and thoughts. Everybody has their own "writing voice" and it is blatantly obvious when someone else's work appears in your work.

All assignments will be run through plagiarism software.

## Classroom Etiquette

My favorite classes have always been the ones that are relaxed in nature and focus on the free spread of ideas. I want this class to be a safe environment where students feel comfortable enough to challenge their preconceptions, present how they see the world and the past, and defend their ideas. I will act to the best of my ability as an impartial presenter of concepts. Given this framework, I still believe that some guidelines and boundaries are in place.

There will be zero tolerance for racist, homophobic, sexist, or other forms of demeaning language or offensive actions. History is filled with difficult topics that bring into question controversial ideas and sometimes offensive content. If a topic or historical actor relates to one of these themes, we will discuss them with critical thinking in mind in a respectful and historical manner.

This classroom will also be a place where differing opinions are respected so long as they are backed up by facts and evidence. Historians often disagree about the human experience, the meaning of events, and the causes and motivations for historical actors and events. We should be able to discuss these differences in a respectful and academic way that does not stoop to foul tactics and name-calling.

## Pronouns, Names, and Who You Are

I hope that this class will foster a safe and satisfying learning environment for you and ask that you assist me in doing so. I ask that you let me know if you have a preferred name and pronouns and to please correct me if I make a mistake. This can be shared in public or privately via email or private discussions. I will do my best to respect you and offer direction to the resources necessary to help you. I look forward to getting to know you and having a great semester!

## Me

My name is John Elam. I graduated from WKU in 2021 with a B.A. in history and a minor in political science. I graduated from WKU in the Spring of 2022 with my M.A. in history. My three focuses are Russian history, Modern British history, and American popular culture. While I am a recent graduate, I believe my position as a younger instructor will benefit your studies and my own. It has not been a long time since I was a freshman taking my first history class and I think this lends itself to better relating to the struggles of acclimating to the college level and understanding the difficulties it takes to juggle a full class load. As your instructor, I am here to

help, happy to answer questions, and enthusiastic to get started this semester. If you ever have any questions, please feel free to reach out. Either I will be able to help you or in the case I do not have an answer, I will find someone who does!

## **University Policies and Important Resources**

### ADA Policy

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodation directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center. Please note, accommodation cannot be given until documentation has been provided by SARC and are not retroactive.

### Title IX and Sexual Harassment Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### Additional Links and Important Information

Student Code of Conduct <https://www.wku.edu/studentconduct/student-code-of-conduct.php/>

Academic Integrity <https://www.wku.edu/handbook/academic-dishonesty.php/>

Student Academic Complaint Procedure

<https://www.wku.edu/handbook/academic-complaint.php>

Student Grievance Procedure [https://www.wku.edu/sarc/student\\_grievance.php](https://www.wku.edu/sarc/student_grievance.php)

### Resources

Student Counseling and Testing Center <https://www.wku.edu/heretohelp/>

WKU Safe Spaces (also my office CH 223B)

<https://www.wku.edu/sga/2018-2019-general/safespaces.php>

All Gender Restrooms on Campus <https://www.wku.edu/facilities/allgenderrestrooms.pdf>

Food Security <https://www.wku.edu/syllabusinfo/food-security.php>

### The Student Success Center

The History Department has a Student Success Center in **CH 202** that is open every weekday until mid-afternoon. Graduate students can assist you with note taking, studying, and paper-writing skills specific to History classes. Many students have found the Success Center extremely helpful. The Student Success Center is open M-F 9:00-3:00 unless otherwise announced, and you may walk in or make an appointment.

### The WKU Center for Literacy

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with **reading/studying to learn** and **writing for evidence and argument**. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at [literacy.center@wku.edu](mailto:literacy.center@wku.edu) to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

### The Learning Center

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk-in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc)

### The Counseling Center

The Counseling Center's Mission Statement begins: "We believe that the university experience should be challenging, not overwhelming, and universities have a duty to support students as they are being challenged."

College is stressful, and all kinds of other life experiences can add to the stress. Lots of students have found the Counseling Center very helpful. Call or drop by to schedule.

Potter Hall Room 409, Phone 270-745-3159. <https://www.wku.edu/heretohelp>

## **Weekly Schedule and Learning Objectives**

In just 16 weeks we will be looking at over 500 years of history and many of these topics could be entire courses on their own. Each week, we will use the following schedule to remain on track and best use our short time:

**Monday and Tuesday: These two days are strictly for reading the week's materials.**

**Wednesday: Begin crafting discussion board posts, work on writing assignments, and map assignments.**

**Thursday and Friday: Post three original discussion posts (1 post that addresses the content for the week totaling 500 words and 2 posts totaling 500 words responding to your classmates.**

**Sunday: Turn in any other assignments for the week such as major writing assignments and map quizzes.**

Each week, I will post on the announcements page overarching questions and my thoughts on the weekly content for you to see and use to get ideas on what to take away/write about. The idea here is that discussion boards act as our in-class engagement and an INFORMAL way of discussing history. Below is an outline of the general topics for each week and important dates.

### Online Courses

As this course is asynchronous online, coursework and learning requires intrinsic motivation to stay on top of and good organizational skills. I have a few tips to best succeed in the online learning platform:

1. Pretend like this class is scheduled.

Ex. A student does not have an in person class or extracurriculars Monday, Wednesday, or Fridays from 1:00-2:00 but has HIST 102 online. To make sure this student stays on top of this, they go to the library on campus and use this free time every day to complete coursework and homework just as if they were scheduled to go to class at that time.

2. Check the blackboard course announcements page regularly

I try my best to have all coursework uploaded to blackboard by Sunday night each week and do my best to update regarding content, changes, amendments, or cancellations throughout the week. Make sure to check in regularly with the course announcement page so that you have the best information possible

3. Reach out for help sooner than later

I want everyone in this course to succeed and get the most out of this course. It is my job and the main reason that I teach is to make a positive impact on students. With that said, I can not help you, accommodate you, guide you, or assist you in any way if information is not communicated to me in a timely manner.

If you are a student who needs special accommodation, is in a sport, is serving, has extenuating circumstances, or foresees the need for intervention/extra assistance in this course, please reach out early in the semester.

If you are a student who is suffering a loss, has gotten sick, or life has come up, please notify me as soon as possible so that I can offer you the best assistance possible. It is very difficult to offer extensions, retakes, meetings, etc. at the last minute or after the date has passed.

Mainly, I want to help you and need accurate and timely information to do that best. Help me help you.

### **Course Schedule**

**\*This syllabus and schedule of events and due dates can be amended at any time given unforeseen circumstances!**

#### **Week One (08/19-08/25): Syllabus and American Exceptionalism**

- Syllabus Quiz
- Introduction discussion

#### **Week Two (08/26-09/01): The Aztec Empire and Spanish Conquest**

- Map of the Aztec Empire
- Discussion

#### **Week Three (09/02-09/08): The Columbian Exchange and the Trans-Atlantic Slave Trade**

- Map of the Trans-Atlantic Slave Trade
- Discussion
- Labor Day (09/02)

#### **Week Four (09/09-09/15): The Protestant Reformation, Scientific Revolution, and the Enlightenment**

- Discussion

#### **Week Five (09/16-09/22): The Ottoman Empire**

- Map of the Ottoman Empire
- Discussion

**Week Six (09/23-09/29): The Opium Wars and Imperialism**

- Map of China
- Discussion
- Primary Source Analysis One

**Week Seven (09/30-10/06): "Revolution"**

- Discussion

**Week Eight (10/07-10/13): Fall Break**

- Fall Break (10/07-10/11)

**Week Nine (10/14-10/20): The Age of Empires**

- Map of Global Empires/Empires Project

**Week Ten (10/21-10/27): Imperialism in Africa**

- Discussion

**Week Eleven (10/28-11/03): World War One**

- Discussion
- Primary Source Analysis Two

**Week Twelve (11/04-11/10): The Russian Revolution**

- Discussion
- Map of Russia
- Election Day (11/05)

**Week Thirteen (11/11-11/17): World War Two**

- Map of WWII in Europe
- Discussion

**Week Fourteen (11/18-11/24): Aspects of the Cold War**

- Discussion

**Week Fifteen (11/25-12/01): Thanksgiving Break**

- Thanksgiving Break (11/27-11/29)

**Week Sixteen (12/01-12/08): Reflections**

- Final Exam (12/02-12/05)