

WORLD CIVILIZATIONS since 1750: A History of Social Conflict in the Modern World

HIST 113-001 (CRN 11654) ONLINE; 3 credit hours; Fall 2020

Instructor Information

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General Information

Description

This survey of major civilizations of the world since about 1750 emphasizes movements of history affecting the evolution of world cultures, power systems, economies, and connections.

Combining readings, critical thinking exercises, discussions, videos, and primary and secondary written sources, we seek to understand some of the major events and developments in world history. Prominent themes throughout the course will include the evolution of social relations and hierarchies, ideological and cultural perspectives of society, how different cultures and empires interact with each other, and how societies develop rules and states to govern themselves. Comparing and contrasting societal developments should sharpen analytical skills and suggest the promise of historical inquiry. Ultimately, exploring the historical development of "civilizations" and power should help us understand our present-day struggles to overcome social, economic, and political challenges.

University Competencies

This course especially supports pursuit of the following University Learning Competencies.

Competency 1: Winthrop graduates think critically and solve problems. Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

- Through the course assignments, students write and critically analyze historical issues as assigned on the syllabus.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live. Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

- Study of the past offers students background and information for understanding the present. This course emphasizes connections across cultures, social groups, and political perspectives throughout the world.

Competency 4: Winthrop graduates communicate effectively. Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts - including but not limited to written, oral, and visual presentations - that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

- Students communicate in various forms of writing during this online course. Weekly discussion of common readings is required, as are weekly essay tests. and lectures, in addition to assigned papers, provides the students with those opportunities.

Student Learning Outcomes and General Education Goals

Expected learning outcomes for this course include an advanced ability to process and express complex historical ideas; an expanded and deepened understanding of world history; a broadened familiarity with different approaches to world history and to concepts of societies, networks, and transitions; and a stronger critical analysis of relevant political and cultural issues. These outcomes are connected directly to both the mission of the History program and the University Level Competencies (ULCs). In particular, the course contributes most directly to undergraduate History goals of improved written and oral communication skills (Student Learning Outcome 1); expanded ability to conduct independent research (SLO3); and critical understanding of history outside the United States (SLO 5).

In connection to the mission of general education, this course satisfies the historical perspectives, global perspectives, and arts and humanities requirements of the general education program.

Particular learning outcomes connected to these general education goals include:

Historical Perspectives

1. Examine knowledge or ideas through a historical perspective. Historical perspective must be a central focus of the course, not merely a peripheral concern or a method of organizing the material to be studied.
2. Enable students to demonstrate their ability to think historically; identify sound and unsound historical reasoning.
3. Enable students to demonstrate their ability to articulate a philosophy of history or use the “tools” of historiographical study or research.
4. Enable students to demonstrate an understanding of how historical change occurs and be able to identify causes that contribute to change.
5. Enable students to demonstrate their knowledge and appreciation of diverse cultures, aesthetic, and/or intellectual viewpoints and milieus.
6. Historical Perspective Component courses must include a significant writing component.

Global Perspectives

1. The course deals primarily with societies and cultures outside the dominant historical and cultural experience of the United States.
2. The course relates to the development and functioning of the modern world.
3. Instructors provide a link to global cultural events at Winthrop and encourage students to participate. <http://www.winthrop.edu/culturalevents/events.aspx>
4. Global Perspective Component courses must include a significant writing component.

Humanities & Arts Perspectives

This component facilitates abilities to recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles. To achieve this goal, students

1. Analyze diverse world cultures, societies, languages, historical periods and artistic expressions.
2. Understand cultures in their own terms and in terms of the diversity of ideas, institutions, philosophies, moral codes, and ethical principles.
3. Understand the nature of social and cultural conflict and methods of resolution.

Course Materials

Required Texts

LMS Integrated for MindTap® History, 1 term (6 months) Printed Access Card for Bulliet/Crossley/Headrick/Hirsch/Johnson/Northrup's The Earth and Its Peoples, Brief Volume II: Since 1500: A Global History, 7th ed. ISBN: 9781337401579

There are two basic options for purchasing access to Mindtap.

- 1) Register and pay directly to Cengage via the link in the Week 1 folder in Blackboard. Access to MindTap is

immediate.

- 2) Purchase an access card from the Winthrop University Bookstore (or another vendor) and enter the access code via the link in the Week 1 folder. Access to MindTap requires acquisition of the physical card.

Turnitin.com

In this course, we will be using Turnitin's integration with Blackboard to submit your writing assignments. Turnitin is a tool used to improve your writing and to detect and prevent plagiarism. You will access turnitin.com via the links provided in Blackboard. For further information on Turnitin, please view the Web Directory of Web Resources area in Blackboard.

Publisher Account

This course utilizes content (Mindtap) provided by the textbook publisher (Cengage). In order to access this content, you will need to link your Blackboard account to the publisher website. Access the link provided in Blackboard and enter the registration from the publisher.

Respondus Lockdown Browser

This course requires the use of Lockdown Browser for online exams. Lockdown Browser is, as the name implies, a web browser like Microsoft Edge, Apple Safari, Google Chrome, or Mozilla Firefox, and is installed on your computer in the same manner.

You can install Respondus using the link below. More information on Respondus is available in Blackboard.

<https://download.respondus.com/lockdown/download.php?id=158741422>

Technology Requirements

Required Hardware

- A modern computer running Windows 7 or later or Mac OSX 10.7 or later
- A reliable internet connection
- Built-in or external computer speakers
- Webcam and microphone

Required Software

- Microsoft Office
- Google Chrome or Mozilla Firefox
- Respondus Lockdown Browser (see above)

Course Policies

Attendance Policy

The official attendance policy outline in the student handbook states "If a student's absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the Withdrawal from Courses section of the University catalogs, a grade of F or U shall be assigned."

Because this course does not require synchronous meetings, attendance is based on continued and regular participation in online discussions, group work, and completion of assignments. Regular participation in weekly discussions is expected and is a graded component of the course.

Accommodations for documented illness or quarantine will be made in consultation with the instructor.

Grading Scale

Final letter grades include plusses. A ten-point numerical scale defines letter grades.

- A: 90-100
- B+: 88-89
- B: 80-87
- C+: 78-79

C: 70-77
D+: 68-69
D: 60-67
F: 0-59

All Essay Exams must be completed to pass the course.

Late work

Late work in this online course is strongly discouraged. Deadlines are firm; when a deadline is reached, Blackboard closes submissions for the assignment. Ample time is provided to prepare and submit coursework by each due date.

Also, note that technology issues are not a valid excuse for late work. This is an online course; you are expected to have working technology. Plan accordingly for upload times and troubleshooting.

Student Code of Conduct

The Winthrop University Student Handbook States: "A fundamental tenet of all institutions of higher learning is academic honesty. Academic work must depend upon respect for and acknowledgment of the research and ideas of others. Misrepresentation of someone else's work as one's own is a most serious offense in any academic setting. Academic misconduct in any form cannot be condoned." <https://www.winthrop.edu/academicintegrity/>

As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the [online Student Handbook](#).

Do not plagiarize. Review the "Correct Use of Borrowed Information" before submitting assignments. In sum, plagiarism or any form of cheating or dishonesty are contrary to our collective goals and will be reported and not tolerated in this course.

Masking Expectations

This course is delivered completely online. But in the event of the need for an on-campus, face-to-face meeting, masking of nose and mouth is required. Winthrop requires that all students adhere to safety practices that minimize transmission of COVID19 in the campus community. Students are expected to engage in social distancing and wear a cloth face mask while on campus. Failure to comply with this requirement in the classroom results in dismissal from the current class meeting. Repeated violations are reported to the Dean of Students as a violation of the Student Conduct Code. Students with conditions that prohibit wearing a face mask should discuss with the instructor and/or contact the Office of Accessibility to arrange appropriate accommodations.

Online Etiquette

Behavior and communication in this course is expected to be clear, professional, and courteous at all times. Open and honest expression is at the core of The Winthrop Experience, but never at the cost of respect or civility. Winthrop students should demonstrate the ability to hold deliberate, articulate, and even-tempered discussions.

Annoying, disruptive, and threatening conduct is completely unacceptable. The instructor reserves the right to remove students from the course if such behavior is demonstrated.

Communication Guidelines

Communication will be an integral part of this course. Make sure to:

1. Check Winthrop email and the discussion board at least four days per week (more often is better).
2. Be patient. Do not expect an immediate response after sending a message. Generally, 24 hours is considered reasonable amount of time to receive a reply.
3. Be courteous and considerate. Being honest and expressing oneself freely is very important, but equally important is respecting others' experiences.
4. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
5. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation.
6. Compose messages and posts in a word processor, then copy and paste the message into the discussion or message. Save the Word document as a backup in case of technical issues. One can re-send the message right away if the work has been saved.

7. To send a personal message to the instructor or to another student, use email rather than the discussions.

Access to Winthrop resources

All students enrolled in courses at Winthrop University, regardless of modality, are entitled access to all campus resources. These resources include, but are not limited to, admissions counseling, recreational facilities, and health, library, and academic services. Questions regarding access to these resources should be directed to the assigned academic advisor.

Accessibility

Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request.

If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please **arrange** with the instructor as soon as possible to discuss accommodations so that they may be implemented in a timely manner.

Campus Resources for Online Learners

Students who are enrolled in online courses are entitled to the campus resources made available to on-campus students. These resources included admissions counselling, library, student services, and recreational facilities. Questions regarding access to these resources should be directed to the assigned academic advisor.

A list of these resources is provided in the Web Directory of Resources area in Blackboard.

Syllabus Change Policy

Sometimes changes to the syllabus (including assignments, the calendar, and policies) are necessary. Students will be notified promptly of any such changes.

Course Assignments and Assessments

Readings

Links to weekly readings are available in corresponding folders. These take you to the digital version of the textbook. While you are welcome to track down a physical copy of the textbook, please note that you will need the digital access code for the Mindtap content for this course. More information on Mindtap is provided below.

Check Your Understanding assignments (20%)

Check Your Understanding activities are assigned as you finish reading each section in the text and should help you hone your understanding of the material prior to the Chapter Tests and Weekly Essay Exams. Links to these activities, hosted in the Cengage Mindtap system, are provided in Blackboard

Chapter Tests (20%)

Mindtap Chapter Tests are assigned as you finish each chapter's reading and Check Your Understanding assignments. These should help prepare you for the Essay Exams. Links to the chapter tests, hosted in the Cengage Mindtap system, are provided in Blackboard.

Weekly Discussions (20%)

You will find a new discussion board prompt in Blackboard for each week of the term. These prompts are designed to help you connect the overarching ideas in the course and prepare you to do the type of critical thinking and writing required by the exams. Because this is an accelerated course, we have much ground to cover. As such, frequent interaction and conversation is expected, and the requirement is to contribute to the Discussion a *minimum* of once per day (at least once per day on four different days). Discussions are graded on a weekly basis.

You will first make an initial post responding to the prompt; then, continue the discussion by responding to the posts of your peers. While there is no specific length requirement for each post, note that a quality post will move the

discussion forward, using logic, specific references to the text, course materials, and personal experience where appropriate.

Essay Exams (40%)

Essay Exams task you with demonstrating your knowledge of the material via essay prompts. **Before you can attempt the Exams, you must first complete the Check Your Understanding assignments and Chapter Tests in Mindtap assigned during prior weeks.** The essay exams emphasize analysis of historical evidence. You must use Respondus Lockdown Browser to access the Essay Exams. The Exams emphasize analysis and interpretation rather than memory of isolated facts and details. A solid grounding in the evidence, however, is a necessary (though not sufficient) condition for writing a compelling analysis or interpretation.

Course Schedule

I have made every effort to evenly distribute the amount of work required per chapter. But you will find that some chapters are more demanding and require more activities than others. A breakdown of the workload required per week is below.

Precise deadlines are noted in Blackboard. All schedule items are subject to change.

Week 1: Getting Started [25-29 August]

- Introduction to course
- Registration for Mindtap
- Download Respondus Lockdown Browser
- Complete Practice Test
- Introductions on Discussion Board

Week 2: Revolutions: Industry [29 August - 5 September]

- Participate daily in Discussions (graded)
- Read Chapter 22: Early Industrial Revolution 1760-1851
- Complete assigned MindTap Check Your Understanding assignments in Chapter 22 sections by Friday (graded)
- Complete Chapter 20 Test by Friday (graded)

Week 3: Revolutions: Atlantic World [5-12 September]

- Participate daily in Discussions (graded)
- Read Chapter 23: Revolutionary Changes in the Atlantic World 1750-1850
- Complete assigned MindTap Check Your Understanding assignments in Chapter 23 sections by Friday (graded)
- Complete Chapter 23 Test by Friday (graded)

Week 4: Land Empires & Imperialism [12-19 September]

- Participate daily in Discussions (graded)
- Read Chapter 24: Land Empires in the Age of Imperialism 1800-1870
- Complete assigned MindTap Check Your Understanding assignments in Chapter 24 sections by Friday (graded)
- Complete Chapter 24 Test by Friday (graded)

Week 5: Building Nations in the Americas [19-26 September]

- Participate daily in Discussions (graded)
- Read Chapter 25: Nation Building and Economic Transformation in the Americas 1800-1890
- Complete assigned MindTap Check Your Understanding assignments in Chapter 25 sections by Friday (graded)
- Complete Chapter 25 Test by Friday (graded)

Week 6: Essay Exam 1 [26 September - 3 October]

- Review for exam
- Take Essay Exam #1 (graded) **Before you can attempt this exam, you must first complete the Check Your Understanding and Test activities in Mindtap for the prior weeks**

Week 7: Comparing and Contrasting Imperialisms [3-10 October]

- Participate daily in Discussions (graded)
- Read Chapter 26: Varieties of Imperialism in Africa, India, Southeast Asia, and Latin America 1750-1914
- Complete assigned MindTap Check Your Understanding assignments in Chapter 26 sections by Friday (graded)
- Complete Chapter 26 Test by Friday (graded)

Week 8: Social Struggles & Global Power [10-17 October]

- Participate daily in Discussions (graded)
- Read Chapter 27: New Power Balance 1850-1900
- Complete assigned MindTap Check Your Understanding assignments in Chapter 27 sections by Friday (graded)
- Complete Chapter 27 Test by Friday (graded)

Week 9: Global War: Imperial Crises [17-24 October]

- Participate daily in Discussions (graded)
- Read Chapter 28: Crisis of Imperial Order 1900-1929
- Complete assigned MindTap Check Your Understanding assignments in Chapter 28 sections by Friday (graded)
- Complete Chapter 28 Test by Friday (graded)

Week 10: Global War: Collapse & Devastation [24-31 October]

- Participate daily in Discussions (graded)
- Read Chapter 29: Collapse of the Old Order 1929-1949
- Complete assigned MindTap Check Your Understanding assignments in Chapter 29 sections by Friday (graded)
- Complete Chapter 29 Test by Friday (graded)

Week 11: Essay Exam [31 October - 7 November]

- Review for exam
- Take Essay Exam #2 (graded) **Before you can attempt this exam, you must first complete the Check Your Understanding and Test activities in Mindtap for the prior weeks**

Week 12: Cold War and Social Changes [7-14 November]

- Participate daily in Discussions (graded)
- Read Chapter 30: Revolutions in Living 1900-1950
- Complete assigned MindTap Check Your Understanding assignments in Chapter 30 sections by Friday (graded)
- Complete Chapter 30 Test by Friday (graded)

Week 13: Cold War & Nation Building [14-21 November]

- Participate daily in Discussions (graded)
- Read Chapter 31: Cold War and Decolonization 1945-1975
- Complete assigned MindTap Check Your Understanding assignments in Chapter 31 sections by Friday (graded)
- Complete Chapter 31 Test by Friday (graded)

Week 14: Thanksgiving

Week 15: Essay Exam 3

- Review for exam
- Precise date for exam TBD
- Take Essay Exam #3 (graded) Before you can attempt this exam, you must first complete the Check Your Understanding and Test activities in Mindtap for the prior weeks