

## Course Information

Semester & Year: Spring 2022

Course ID & Section #: V2740

Instructor's name: Deborah Syrdal

Course units: 3

## Instructor Contact Information

Office location: Online via Zoom

Office hours: By appointment

Email address: Canvas messaging preferred, or Deborah-syrdal@redwoods.edu

## Catalog Description

An overview of world history from 1500 CE to the present. The cultures, politics, religions, and economic development of societies and civilizations throughout the world are examined. Particular attention is paid to the effects of colonialism and nationalism on the world stage, and the periodic crises that reshaped the links among societies and within civilizations.

## Course Student Learning Outcomes

- Analyze and assess the merits of various historical interpretations.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

## Prerequisites/co-requisites/ recommended preparation

**Successful completion of English 150 is a recommended pre-requisite for the course.** You will note that there is a substantial amount of both reading and writing (over 15 pages) required for this class. This is essential for a true engagement with and understanding of history. If you have not completed English 150, there is a good chance that you will not have the necessary reading and writing skills to successfully complete all the requirements of this course.

## Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

## Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

## Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

## Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

## Canvas Information

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

## Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

## Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

## Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## **Klamath Trinity Campus Emergency Procedures**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

## **Student Support Services**

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

## Information for this Class

### Welcome to History 21 online!

Please read the following syllabus and schedule carefully, as it contains information necessary to the successful completion of this course.

I reserve the right to make changes in the syllabus when necessary to meet learning objectives, or to better meet the needs of the class.

You can expect to spend about 12 hours per week on the class, including the reading and writing that is necessary. I strongly suggest that you get a calendar and block out the hours of each week that you want to spend working on the class, keeping track of the various class deadlines as you do so. Poor time management is one of the most common difficulties that students encounter when working online. A reliable and fast online connection, preferably dsl or cable, is also essential to doing well in the course—it's hard to do well in an online course when you can't get online!!

### Course Syllabus

In this course, we will explore world history from 1500 CE to the present. The cultures, politics, religions, and economic development of societies and civilizations throughout the world are examined. Particular attention is paid to the effects of colonialism and nationalism on the world stage, and the periodic crises that reshaped the links among societies and within civilizations.

This will not simply be a history of great men, important dates, and significant conflicts, but will be inclusive in terms of looking at the experiences and histories of a broad swath of cultures and peoples that lived in ancient times. How do their experiences impact each other? How do the interests of one group or another determine change? How are they affected by change? How are cultures, societies, and forms of political organization shaped over time, who do they affect, and how and why do they shift? There are many questions to be asked (and answered).

This course will also rely on the use of **primary sources** (sources created or written in the time period being studied—what people at that time had to say about a given subject or issue.) This will allow you to learn how to interpret history for yourself as we investigate the periods covered in this course. **Secondary sources** (written interpretations of history which use primary sources and other secondary sources to provide that interpretation, such as your text) will also be used.

**Successful completion of English 150 is a recommended pre-requisite for the course.** You will note that there is a substantial amount of both reading and writing (over 15 pages) required for this class. This is essential for a true engagement with and understanding of history. If you have not completed English 150, there is a good chance that you will not have the necessary reading and writing skills to successfully complete all the requirements of this course.

## Textbooks:

1. *History of World Societies, Since 1450, Value Edition, Volume 2 Twelfth Edition*, Merry E. Wiesner-Hanks, 9781319304072

The book should be available through the CR bookstore. In addition, an eBook or print edition of the above book can be purchased from the publisher at the following link:

[History of World Societies, Vol. 2](#)

2. *Sources of World Societies, Volume 2, Twelfth Edition*; Merry E. Wiesner-Hanks; ISBN: 9781319303587

The book should be available through the CR bookstore. In addition, an eBook or print edition of the above book can be purchased from the publisher at the following link:

[Sources of World Societies Vol. 2](#)

There is also an eBook on reserve at the library, for limited use (only one person at a time can check it out). This could be useful for those who have a delay in receiving their texts, but I would not recommend it for the full term, since there is no guarantee that the book will be available to you at the specific time that you want to read it (like during a quiz). Here is the necessary information:

The books can be accessed [here](#)

Here are the specific links:

[A History of World Societies, Volume 2](#)

[Sources of World Societies, Volume 2](#)

These eBooks can be “checked out” to one user at a time. Students accessing from off campus will need to enter their WebAdvisor ID and 8-digit birth date to log in. Please remember to close out the eBook when you are finished so other students can use it.

## Notes on the required readings:

**Textbook (Wiesner-Hanks):** If you ended up purchasing a used (or new) copy of the 11th edition it should be OK for *almost* everything in the class. You might see an occasional difference in a quiz, for example if there's something you can't find in the right chapter, and the newer version is a little more updated re: contemporary history, but in most instances it should be OK.

**Supplemental readings:** In the accompanying book, *Sources of World Societies*, you will find a collection of primary sources that correspond to each chapter of your textbook. While earlier writings can be a little difficult to read sometimes, these translations are fairly understandable. It gets better as we approach the current time period. Don't worry if you don't understand every little nuance—just get the flavor of the texts and understand the general ideas being conveyed. Pay special attention to the guidelines within the book that instruct you how to “read” the primary sources. These instructions will help you immensely. It is always so interesting to read what people at the time had to say about their world and their experiences!

There will also be supplemental readings posted in the Canvas modules over the course of our semester.

## Contacting Me

As noted at the top of the syllabus, if you have any questions, please feel free to contact me through one of the following:

1. Preferred contact is via the Canvas messaging system.

2. You can also email me at [deborah-syrdal@redwoods.edu](mailto:deborah-syrdal@redwoods.edu) , but if you have to do so please put HIST 21 and your name in the subject line! (I get a lot of mail there and I wouldn't want to overlook your message.) Again, Canvas messaging is preferred since it easily sorts and keep tracks of all our conversations, and messages are less likely to be missed.

I am online frequently and try to maintain regular contact through the course module "read this first" summary pages, the course announcements, the discussion forums, and also through private emails and messages. In addition there will be a section of each module designated as a question and answer forum. Please feel free to ask any course-related questions you may have in this forum. (Questions of a personal nature, such as re: a grade or absence, should be through private message.)

I will respond to any questions within 48 hours, usually sooner. If I have NOT replied in 48 hours you can assume that, for some reason, I didn't see the message, so please re-send it.

In addition, regular announcements will keep the class apprised of any issues that need to be addressed.

### **Announcements:**

Check the announcements each time you log in. I will keep you updated as to any important new course information in that section of Canvas. I also suggest adjusting your settings on Canvas so that you are notified via email if there is a new announcement posted.

### **Grading:**

Your grade should reflect what you have learned in this course, however that means you have to communicate to me what you have learned. Even if you have studied hard and have worked and learned brilliantly, you must communicate that brilliance through your participation in the discussion forums and on your exams and papers. A student who shows competence in an understanding of the facts (demonstrated through exams, papers, and discussions) will earn a "C" grade; a "B" grade requires the ability to analyze and place these facts in a wider context; an "A" grade requires mastery of facts, analysis, and interpretation, as well as superior writing and presentation.

There are a total of 845 possible points to be earned in this class, divided as follows:

- Two Exams @ 100 points each = 200 pts.
- Research Paper = 100 points
- Preliminary thesis statement and source list for research paper = 20 points
- Quizzes @ 15 points per module x 15 modules = 225 points
- Discussion: 20 points per module x 15 modules = 300 points

Your final grade will be determined as follows (grade points will be recorded in the "Grades" section of Canvas so you may check your grades at any time):

- 94-100% of points = A
- 90-93% of points = A-
- 88-89% of points = B+
- 83-87% of points = B
- 80-82% of points = B-
- 78-79% of points = C+
- 70-77% of points = C
- 60-69% of points = D
- 0-59% of points = F



## Exams

You will have two essay-format exams in the course. Each should be 1200-1,800 words. I will post the questions/topics seven days prior to their due dates. You will only use the materials assigned in this course in crafting your exams (in other words, no outside sources are required or desired).

### How to turn in your exams:

You will be turning in your exams and research paper through a site called turnitin.com. This site not only checks for plagiarism, but will also allow me to add comments as I review your work. Double check that your paper was successfully uploaded to the site! Keep a copy of your exams and paper, at least until the end of this course. Contact me ASAP if you have difficulties. More information will be posted on Canvas, along with a link to for Turnitin and our class ID and password. Essays typically take around 7-10 days to be graded.

**Plagiarism** (the definition of which we will review more specifically) is a violation of the Student Code of Conduct and will result in—at minimum—a grade of zero on the assignment. (See Academic Dishonesty section in the first half of the syllabus.)

**Late exam/paper policy:** Your first exam and your research paper are due by 11:59 pm on the due dates noted on the course schedule. You will lose 3 points (about 1/3 of a letter grade) for every 24-hour period in which your exam or paper is late, up to a total of 20 points, for very, very late papers. I will accept exams submitted earlier than the due date. Your final exam is due by midnight on May 13. **No late papers will be accepted for the final exam.** I will continue to accept late work for the first exam and the paper throughout the term, but **all assignments must be turned in by midnight on May 13!**

### Research Paper:

Part of your work for this course includes a written primary source analysis, accompanied by research (1600-2200 words) based on the sources found in *Sources of Making of World Societies*. Your paper assignment guidelines posted on Canvas will give you the information you need to complete this assignment. In essence, you will become "the historian" as you interpret these primary sources, using the other materials that you have access to in this course, as well as your own research, as your foundation for providing historical context.

Look the sources over early to see which interest you the most, and think about the kinds of topics related to them that you might want to write about—it's always less tedious to research and spend time on a topic you find interesting! The late-paper policy will be the same as with the exam and, of course, you may turn in your paper early.

**Preliminary thesis and sources list:** This will be due on 4/3, about a month before the research paper is due, and is worth 20 points. More detail will be provided in your Canvas modules.

### Quizzes:

There will be a timed (30 min.) 15 point multiple-choice quiz each week, based on your readings in the Wiesner-Hanks textbook, each available online on Canvas. These will, of course, be open-book. Note: each quiz randomly draws its questions from a larger pool of questions – no two quizzes are the same. These will be available to you each Saturday morning and must be completed by the following Sunday night, right before midnight.

### Two important points about the quizzes:

1. You may repeat these quizzes as many times as you wish during the week and only the highest score will be recorded.



2. You **MUST** complete these quizzes during the week that the readings for that chapter are assigned. **There will be no make-up quizzes. At midnight on Sunday, at the end of each week, access to that week's quiz will be closed.**

### **Discussion forum participation**

Why discussion? The discussion forum will be the place where your thoughts regarding the material will be of use to your classmates (and will help you, as well) where they may answer your questions and then debate the answers. This course depends on your participation. Learning takes place best in dialogue with others, and since this course takes place online, we need this forum to replace all the ways in which students normally interact with each other.

**Each week I will assign you a discussion grade (0-20 pts.), which will be based on the following criteria:**

For full credit, you must post in each of the three threads in the discussion forum, plus respond to two of your classmates in the "Open" discussion, for a possible total of 20 points per module. The links to your weekly discussions can be found in each week's module. You may post more frequently, of course (and hopefully you will), but only the first post in each of the three discussion forums will be graded as your "original post." **Note: you will not be able to see other students' posts until you've made your initial/original post in any given discussion thread.** (More detail on this in Module One.)

There will be three kinds of discussions for you to participate in. The "Primary" discussion will ask you to respond to a question regarding that week's readings/topics/issues. To earn full credit, you must post your response before Wednesday night at 11:59 PM. You may still post after that time, up until Sunday night, but you will lose a point for not meeting the deadline.

The second, "general," discussion forum will focus more specifically on a particular issue for that week, but you have until Saturday at 11:59 PM to earn full credit for your post (you lose a point if you do not). Since each week's forum will not close until Sunday night at 11:59 PM, even if you miss the due-date, you still have another day to post.

The third, "open," discussion forum is one in which you bring your own ideas and topics regarding that week's material to discuss. This will be a threaded discussion which will allow you to respond to specific issues/topics that are brought up by your classmates within the discussion forum, and will be worth 20 points. An original post, plus two responses to other students are required. The posting due-date for the open forum is the same as for the second, general, forum.

You cannot make up for absences on the discussion forum by posting to forums for previous weeks. The forum will lock at the end of each week. If you haven't posted during that module, you get no discussion credit for that module.

Posts are expected to demonstrate that they have been proofread for obvious grammatical and spelling errors, and in terms of length, between 150-300 words is a good average (the minimum length for full credit is 150 words). You will be assessed on the *quality* of your contributions. You need to demonstrate that you are engaged in the subject matter. **Please try to avoid using mobile devices for your discussion posts**—the result is usually too brief, grammatically incorrect, and lacking in analysis. In addition, the app has been known to "lose" posts--just like with the quizzes--and there is no way to trace them if that happens. Also, please do not feel you have to have a "correct" answer to post — **posts copy-pasting from sites like history.com or Wikipedia are considered plagiarism.** I'm interested in what YOU have to say, not what an internet site says. The point is the discussion, and so these are not graded like, say, a quiz would be, on the "rightness" or "wrongness" of the answer, but on how well you've thought through the provided readings and incorporated them into your discussion.

I know it sounds complicated, but I think you'll find it'll be pretty clear and easy once you start doing it.

### **Use good "netiquette"**

- Check the discussion frequently and respond appropriately and on subject. Read what others have already contributed before you respond.
- Focus on one subject per post

- Capitalize words only to highlight a point or for titles--Capitalizing otherwise is generally viewed as SHOUTING!
- Be respectful and careful with your online interactions. I expect ALL students to be treated with respect in this class, no matter what their political beliefs, ethnicity, ability, sexual orientation, race, class, gender, religion, etc. may be
- Cite any quotes, references, and sources you might use.
- Don't forward or share another individual's post or comment without obtaining their permission FIRST!
- It's fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or "flaming" (angry, antagonistic criticism)
- Feel free to use emoticons such as :) or ;) to let others know you're being humorous.

It's your discussion forum: The discussion forum is your forum, your space to air your thoughts and ideas. I will contribute several discussion questions at the beginning of each module and occasionally respond to questions and comments in your discussion forum, but for the most part it is YOUR place to engage with the readings and information. Use it! Enjoy it! Make it interesting and fun!

Further information, as well as the grading rubric for discussions, can be found both in your weekly assignment rubric for the discussions and in the discussion forum on Canvas.

## Canvas Modules

I will provide additional readings, activities, and selected PowerPoint presentations in your modules on Canvas. At the beginning of each module you will see a creatively-named "Read This First" section, which **you need to read through before you begin**. It will summarize the events you'll be looking at, as well as the points that you should be thinking about as you commence your readings. Each module will open Saturday at around 9 AM and will close one week later on Sunday at 11:59 PM. *There will be a one day overlap in that your upcoming module will open a day before the module that you're currently working on closes.*

## Extra Credit

You will have the opportunity to complete a 25 point extra credit assignment for the course which will involve watching a movie from a selected list and writing a review according to the guidelines I will give you. More information will be found on Canvas in the assignments section.

## Hints for success

Here are some hints for doing well in this course:

1. **Read each week's summary carefully.** Each week, I will provide a short introduction to the topics for that week, highlighting some of the main themes/questions you will want to consider while reading the texts. I will also provide a few questions to help guide your reading. Please do not answer these questions in a formal fashion (that is, don't send me your answers). However, you may certainly bring them up in the discussion forum if you like. These questions are there for you to ponder if you choose to--and if you find them helpful.
2. **Read actively, not passively.** Think about the discussion and reading questions as you go along--and take notes! You will be reading a lot of different materials in this course. You may want to keep a notebook to write down your thoughts and ideas and to note important passages (and page numbers) that you may want to include in your discussions, or exams.
3. **Look ahead.** Some weeks require more reading than other weeks. Plan your time accordingly.
4. **Participation in the discussion forum is required.** Keep the discussion in mind as you read so that you will easily come up with a contribution that will be useful to yourself and to the rest of the class.
5. **Don't fall behind.** Online courses involve a degree of self-discipline in order to remain involved, engaged, and on-task. One way to ensure that you remain engaged with the class is to be certain that you do not fall behind on your requirements. There is a lot of reading for the course and it doesn't take much to fall way behind and feel overwhelmed.

Whether or not you've done the reading WILL be evident in both your discussions and on your exams and thus will be reflected in your grades.

**6. Contact me right away if you are having difficulties.** I'm more than willing to help in any way I can. Don't wait until you are hopelessly confused or behind.

## Readings and Schedule

The following is an overview of the weekly schedule. Make a note now of the dates and times when assignments are due, and note that some weeks require more reading than other weeks.

### **Module 1 - 1/15-1/23:** Introductions; The Acceleration of Global Contact, 1450-1600

- Syllabus
- Wiesner-Hanks–Chapter 16
- Sources – Chapter 16
- Canvas –Module 1
- Discussion
- Quiz 1 (syllabus quiz)

### **Module 2 --1/22-1/30:** The Islamic World Powers, 1300-1800

- Wiesner-Hanks Chapter 17
- Sources – Chapter 17
- Canvas –Module 2
- Discussion
- Quiz 2 (Chapters 16-17)

### **Module 3 -- 1/29-2/6:** European Power and Expansion, 1500-1750; New Worldviews and Ways of Life, 1540-1790

- Wiesner-Hanks, Chapters 18-19
- Sources – Chapters 18-19
- Canvas –Module 3
- Discussion
- Quiz 3 (Chapters 18-19)

### **Module 4 -- 2/5-2/13:** Africa and the World, 1400-1800

- Wiesner-Hanks, Chapter 20
- Sources – Chapter 20
- Canvas –Module 4
- Discussion
- Quiz 4

### **Module 5 -- 2/12-2/20:** Continuity and Change in East Asia, 1400-1800

- Wiesner-Hanks, Chapter 21
- Sources – Chapter 21
- Canvas –Module 5
- Discussion
- Quiz 5

### **Module 6 -- 2/19-2/27:** Revolutions in the Atlantic World, 1775-1825

- Wiesner-Hanks, Chapter 22
- Sources – Chapter 22
- Canvas –Module 6

- Discussion
- Quiz 6

**Module 7 -- 2/26-3/6: The Revolution in Energy and Industry, 1760-1850**

- Wiesner-Hanks, Chapter 23
- Sources – Chapter 23
- Canvas –Module 7
- Discussion
- Quiz 7

**Exam 1 - due 3/6 by 11:59 pm (covers module 1-7)**

**Module 8 -3/5-3/13: Ideologies of Change in Europe, 1815-1914**

- Wiesner-Hanks, Chapter 24
- Sources – Chapter 24
- Canvas –Module 8
- Discussion
- Quiz 8

**SPRING BREAK 3/14-3/19**

**Module 9 - 3/19-3/27: Africa, the Ottoman Empire, and the New Imperialism, 1800-1914; Asia and the Pacific in the Era of Imperialism, 1800-1914**

- Wiesner-Hanks, Chapters 25-26
- Sources – Chapters 25-26
- Canvas-Module 9
- Discussion
- Quiz 9 (Chapters 25-26)

**Module 10-- 3/26-4/3: The Americas in the Age of Liberalism, 1810-1917**

- Wiesner-Hanks, Chapter 27
- Sources – Chapter 27
- Canvas- Module 10
- Discussion
- Quiz 10

**Preliminary thesis statement and reference list due 4/3**

**Module 11 – 4/2-4/10: World War and Revolution, 1914-1929**

- Wiesner-Hanks, Chapter 28
- Sources – Chapter 28
- Canvas-Module 11
- Discussion
- Quiz 11

**Module 12 - 4/9-4/17: Nationalism in Asia, 1914-1939**

- Wiesner-Hanks, Chapter 29
- Sources – Chapter 29
- Canvas-Module 12
- Discussion
- Quiz 12

**Module 13 - 4/16-11/4/24: The Great Depression and World War II, 1929-1945**

- Wiesner-Hanks, Chapter 30
- Sources – Chapter 30
- Canvas-Module 13
- Discussion
- Quiz 13

**Module 14 -- 4/23-5/1: Decolonization, Revolution, and the Cold War, 1945-1968**

**Research paper due – 5/1**

- Wiesner-Hanks, Chapter 31
- Sources – Chapter 31
- Canvas-Module 14
- Discussion
- Quiz 14

**Module 15 -- 4/30-5/8: Liberalization and Liberation, 1968-2000s; The Contemporary World in Historical Perspective**

- Wiesner-Hanks, Chapters 32-33
- Sources – Chapters 32-33
- Canvas-Module 15
- Discussion
- Quiz 15 (Chapters 32-33)

**FINAL EXAM (covers modules 8-15 + comprehensive)**

**Due by 11:59 pm on 3/13/22**