Listen

HIST 1112, World History II, [Term]

Course Instructor:

[Instructor Name]
[Institution name]
[Institution address]
Phone Number: (xxx) xxx-xxxx
Fax: (xxx) xxx-xxxx
E-mail address: xxxxxxxxxx@xxxxx.edu

Office hours:
Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can find me in via the Instant Messenger. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

Accessibility Services

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class**.
Also, students with disabilities or who require special testing accommodations must contact the Testing Coordinator at etesting@westga.edu before scheduling an exam appointment.
Other resources:

- https://ecore.usg.edu/current-students/accessibility-services
- http://www.section508.gov
- http://www.w3.org/TR/WCAG/
- http://webaim.org/
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Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the

Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: https://ecore.usg.edu/courses/calendar/index.php. BOTH of these activities are required and can be found within the Course Content's Start folder.
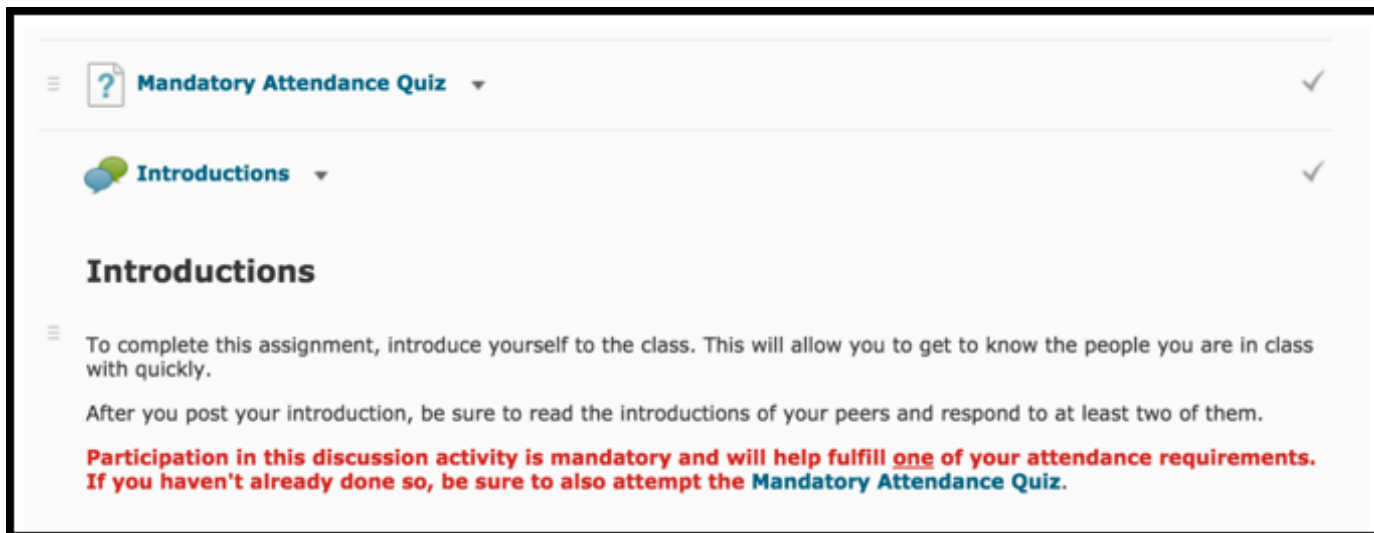
Course Description:

This course includes a survey of world history from 1500 to modern times. Students in this course will be expected to participate frequently in class discussions, take quizzes, and complete proctored midterm and final exams. Several short essays will also be assigned.

This course is an online course using GoVIEW (Desire2Learn) as the delivery platform. You are not required to attend class face to face. The course runs the length of a semester. It is not a self-paced or an independent study course. The instructor will establish the pacing of the course and will inform you of due dates for assignments, discussion activities, and quizzes.

Course Credit Compliance:

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	400 minutes
Course Content Facilitation	700 minutes
Writing assignments/assessments/research/group work	300 minutes

Proctored Exam	150 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Prerequisites:

- None

Course Objectives:

In this course students will:

- Students will be able to identify, discuss, and make connections between key moments, themes, and individuals (such as the Reformation, Indian Ocean System, Atlantic Revolutions, Industrial Revolution, Nationalism, Imperialism, and decolonization) in the modern world since 1500.
- Students will be able to identify and analyze how the factors of race, class, gender, and ethnicity shaped the modern world since 1500.
- Students will be able to recognize instances of collaboration and resistance with the dominant political systems (revolutions, anti-slavery, and anti-imperial protests and riots).
- Students will be able to generate a carefully constructed and persuasive historical interpretation in an essay that shows understanding of the developments across political and/or social boundaries.

Course Materials

eCore has explored cost reducing options for students and currently utilizes a range of open educational resources for this course. The term *open* implies information or technology that is shared freely without copyright restrictions. The required course material consists of the content pages within the course, as well as external web links and embedded video content.

Materials and Resources:

Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education: http://planetecampus.blogspot.com/.

Technical Requirements and Assistance

Requirements:

Having a correctly configured computer will help ensure your success in eCore. Check the information at http://ecore.usg.edu/prospective/techreqs.php to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you

will need are provided.

Assistance:

For technical assistance contact the 24/hour helpline at https://d2lhelp.view.usg.edu/ (scroll down to the Student Support area).

In addition, please contact the eCore Helpline at 678-839-5300.

Discover an Error?

If you discover a typo, broken image, or other error in your eCore course, use the eCore Student Change Request Form to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the Student Complaint Policy page on the eCore website.

Smarthinking Online Tutoring:

Smarthinking is an online tutoring resource for eCore students. Smarthinking provides tutoring for eCore students in mathematics (basic math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the Smarthinking page under Course Resources or access Smarthinking directly using the **SMARTHINKING** icon from the course navigation bar.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT	PROCTORED?	BRIEF DESCRIPTION
Discussions	30%		The quality of participation will be judged according to the criteria established in the discussion guidelines. You are expected to participate in all required guided and group discussions. xxxx
Quizzes	20%		Each unit contains a quiz designed to test your comprehension of the material presented in the unit.
Essays	20%		There are several possible essay assignments available. The instructor will choose which essay assignments you will need to complete. The instructor will post any additional instructions needed for these assignments. Refer to the *Guidelines for Writing Essays* portion of the syllabus for

more information.

Midterm Exam	15%	Yes	xxxxxx
Final Exam	15%	No	xxxxxx

Proctored Exams

A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.
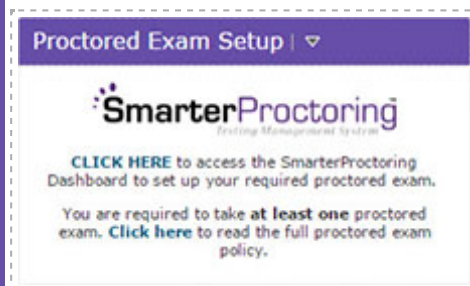
Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam Setup Widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances. The instructor retains the right to make the final decision on granting a student's request for an "I".

Grade Turnaround

All assignments and assessments will be graded within one week of the assignment due date. Instructor will provide comments along with grade as necessary for feedback. All emails will be answered within 24 hours (emails will be answered within 48 hours during the weekend).

General Essay Guidelines

When writing essays for the course, please follow these guidelines:

1. Essays should be typed in 12-point font with a simple, clean font such as Times New Roman. Use 1" inch margins on all sides and double-space the text. Your essays should each be around 1000 words.
2. Proper grammar and spelling should be used in your essays. Both will be graded. Be sure to revise and edit your essays carefully.
3. Essays must address every part of the essay prompt. Ideas and information should be carefully considered and presented. Essays should begin with an **introduction**, which states the purpose of the essay, including a thesis if needed, and provides the historical context for the topic. The **body** of the essay is next, which includes multiple paragraphs that present information from your sources in response to the essay prompt in a careful and logical manner. The body is where you provide the analysis of the topic. The final part of the essay is the **conclusion**, which summarizes the main material presented in the essay while also suggesting wider historical connections or discussing the general significance of the material.
4. All information from sources used in an essay must be cited within that essay. All direct quotations from sources must be place in quotation marks. Failure to cite or quote information is plagiarism and will result in a failing grade for the assignment. Citations should be made following the MLA style, the University of Chicago Press's *Chicago Manual of Style* or Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Refer to the online resources Guide to the MLA Style or Turabian and Chicago Styles Citations.
5. The final page of the essays should be a bibliography, which includes a complete list of all sources used to write an essay. This should be formatted in the same style used for citations within the essay.

General Discussion Guidelines

To complete the discussion, please respond to the discussion prompt in an original post that is well-structured, comprehensive, and addresses all parts of the prompt. After making your initial post in response to the discussion prompt, read through the posts of your peers and respond to a minimum of two classmates. These responses should also be thoughtful and carefully written. Be sure to use proper spelling and grammar and show respect to others in each of your posts.

All responses posted in the forum should be supported with evidence and information from the readings or from other sources. Citations must be provided for information and ideas from these sources. At the end of a post, provide a full list of sources.

To help you know what is expected of you for participation and how your participation will be graded, be sure to read the participation grading guidelines below.

Criteria	Superior (A) 5 points	Good (B) 4 points	Acceptable (C) 3 points	Needs Improvement (D) 2 points	Failing (F) 1 point	Not Submitted/Not Qualified 0 points
	Comments demonstrate mastery of	Comments demonstrate above average	Comments demonstrate moderate understanding	Comments show that student had only partial understanding of the	Shows obvious	

Learning Outcome	the objective and critical understanding of the topic	understanding of the objective and a good understanding of the topic	of the objective and an average level of thought about the topic	objective, or student demonstrates a lack of thought or consideration of the issue	lack of effort or comprehension	N/A
Specificity/Originality	Comments are highly specific, well-supported and show original thought, thereby promoting additional discussion	Comments are specific, mostly well-supported and show original thought or ideas that further the discussion	Comments are general, somewhat well-supported, and bring some new ideas into the discussion	Comments are vague, unsupported, and generally restate what others have already said within the discussion	Comments are irrelevant or off-topic	N/A
Participation	Posting meets deadlines, and participation demonstrates a high level of engagement	Posting meets deadlines, and participation demonstrates a high level of engagement	Posting is on time, and participation meets minimum levels required	Timeliness of posting and/or participation are inadequate	Posting is late, and student failed to contribute to the discussion	N/A
Focus	Comments make vividly clear references to readings or other relevant sources	Comments make some reference to readings or other relevant sources	Comments make vague reference to readings or other relevant sources	Comments make no reference to readings or other relevant sources	Comments make no reference to readings, and strongly suggest that reading assignments have not been completed	N/A
Use of Language	Writing is well-organized, unified, and error-free	Writing is mostly organized and unified, with few errors	Writing is somewhat organized and unified, with some errors	Writing is poorly organized and unified, with many errors	Writing is not organized or unified; errors impair communication	N/A

Note: Comments must meet deadlines in order to qualify for an "A" or "B."

Expectations and Standards

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Maps and Chronology

Place and time are important in the study of history. As you immerse yourselves in the lives and thoughts of the historical persons who serve as your "guides" in this class, you need to know who their contemporaries were, what the boundaries of their worlds looked like, what the art, science, and music of their times were. Maps and chronology provide the firm foundation for historical understanding. Don't slight these tools. Use them with a purpose.

Late Policy

Late Assignments: xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx

Late Quizzes: xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx

Late Xxxxxxxx: xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx

Lesson/Unit Breakdown

The following lessons are covered in this course.

UNIT	TOPIC
	Course Introduction
1	**Geographies of Power**
2	**Intellectual Change from the 15th to 17th Century**
3	**Comparative Expansion**
4	**Political & Intellectual Change in the 19th Century**
5	**Industrial Revolution**
6	**Imperialism**
7	**Global Wars & Change in the 20th Century**
8	**Decolonization, Independence, & Post-Cold War**

Academic Honesty

(Acknowledgement is hereby given to Georgia State University on whose policy this is based).
As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.
In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eCore Administrative offices for investigation.)

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at https://ecore.usg.edu/current-students/student-guide/ for further details on the eCore Academic Honesty Policy.