Welcome to History 1100: Introduction to World History

Fall 2019 Term

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Taking This Course

- Make sure when you enter Desire2Learn (D2L) that you run the "System Check," which you can begin by clicking the "Please click here for a System Check before you login" link.

- Pay attention as the System Check runs. Make sure you address any problems with your browser version, browser settings, or display settings.
- Your instructor will respond to email at pryan4@kennesaw.edu within 24 hours during the week (M-R 9am-5pm). You may also visit at the KSU campus, Social Sciences building (22), Room 4084. You can view Dr. Ronnenberg's biography (also within the Start Here Module). You are encouraged to contact your instructor when you have questions. You are always welcome to visit. You may wish to call and make an appointment if you plan a visit--just so that the amount of time you think you'll need will be reserved for you.
- Assignments will be graded and returned within one week of the due date.
- If you haven't already done so, buy your books either at the bookstore or online at various online textbooks sellers.
- Your syllabus and schedule are located below. You may scroll down to find it.

Pre-Requisites

None.

Textbooks and Materials:

The World: A History, Combined Volume (3rd Ed.) **by Felipe Fernandez-Armesto (Required)**

Pearson, 2016, ISBN: 0133940527

Additional materials, particularly primary sources, will be provided by your instructor.

Access to a computer with reliable internet access and sound and video capabilities.

Note: Many of our videos are in Flash and require a program like iTunes or RealPlayer to view. Both are available free—iTunes is available at http://www.apple.com/itunes/overview/?cid=OAS-US-DOMAINS-itunes.com, and RealPlayer is available at www.RealPlayer.com.

ADA Statement

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Kennesaw State University's Disability Support Services can be accessed at http://www.kennesaw.edu/stu_dev/dsss/dsss.html

Academic Policies

Students are expected to comply with KSU's academic policies, listed here: https://web.kennesaw.edu/registrar/students/academic_policy.

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/ intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

ADA Compliance:

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require "reasonable accommodation(s)" to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University's Department of Student Success Services rather than engaging

in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, sss.kennesaw.edu/sds.

Contact information is as follows:

       SDS Email: sds@kennesaw.edu

       Primary number for Kennesaw campus: 470-578-2666

       Primary number for Marietta campus: 678-915-7244

Policies Specific to Online Courses

Kennesaw State University provides substantial student resources to aid the online or hybrid course student navigate their distance learning experience. Use the following link to obtain information concerning student success services, academic tutoring services, Desire2Learn and other technical support, and ESL support. http://learnonline.kennesaw.edu/student-resources/index.php

Netiquette and the importance of online behavioral decorum

Kennesaw State University expects its online learning environment to be as inclusive, comfortable, and secure as its face to face classrooms. Please use the following link to learn about netiquette guidelines concerning online interaction in discussion boards and elsewhere. http://www.albion.com/netiquette/

Course Description and Learning Objectives

HIST 1100 satisfies one of Kennesaw State University's general education program requirements. It addresses the **SOCIAL SCIENCES** general education learning outcome(s). The learning outcome states: Students analyze the complexity of human behavior and how social, historical, economic, political, or spatial relationships develop, persist, or change. For more information about KSU's General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=14&poid=1248

Kennesaw State University is currently engaged in a campus-wide assessment of its general education program. The purpose is to measure student achievement with respect to faculty

defined student learning outcomes. This course has been selected to participate in the process. No individually-identifiable student information will be collected as part of the assessment. Data will be reported only in aggregated form. Students should know that the data may be used for scholarly work by members of KSU faculty (but only in anonymous and aggregated form). **If you are opposed to having your anonymous data used for scholarly work, you can "opt out" of this specific aspect of the process. For more information on the general education assessment process and for access to an "opt out" form, please click** *http://www.kennesaw.edu/gened/optoutform.html*

Parsing the "Social Sciences Learning Outcome": The above learning outcome, and its attendant statement, is a product of policy constructed by Kennesaw State University's General Education Program and the University's History and Philosophy Department. For the purposes of this online course, I would like to "parse" this learning outcome into two more easily measured and aligned outcomes.

[I] Students will be able to read, interpret, reason, and construct arguments derived from historical evidence using techniques and conventions consistent with the historical discipline.

[II] Students will be able to interpret past events, and their present world as a product of those events, as narratives describing shared, or global, human experience. They will be able to discern cultural difference, but identify rationales for those differences in world historical argumentation.

Put more simply, Learning Outcome [I] describes skills acquired, while [II] describes a way of knowing grounded in many diverse world historical narratives. The learning outcomes for weekly modules in the course schedule below have been marked with the corresponding course-level outcomes they support.

Skills and Other Things You Need

You will need basic computer skills. Can you find a web site if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course. You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Right now, write down two backup places that you will go if your preferred email access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To the local community college? To your Aunt's house? If you have no backup places, you probably don't need to take this course. In other words, if your internet fails, it may severely hinder your progress in this class. You will need an email account that you check every day, and your facilitator needs that account address.

Email failures, like internet failures, can severely hinder your progress in this course. Further, this course requires you to record your voice and post it in a dropbox for certain assignments. Laptops, tablets, and smartphones have system microphones sufficient for this task, but you can use on-campus computer labs if necessary.

How the Course Works

History 1100 is an online course. The beginning and ending dates for each module are listed on the module titles as well as your syllabus. Your final discussion posts are due at midnight on the end date of the module, as are quizzes, and other assignments. You choose when you access the content within the given time frames, though you should be checking in several times weekly, particularly for discussions when your peers are replying to your posts. You will review the materials weekly--this activity should take about 2-4 hours a week, including download/access time. You should expect to spend about 7 to 10 hours per week on this course, including reviewing materials, and completing activities. Please keep in mind that these times are substantial because this is a summer semester, and therefore moves twice as quickly. Please plan accordingly.

Module One contains a brief tour to ensure your ability to navigate the course.
The important thing to remember is stay on top of the class so that the activities and expectations don't crunch you. If you try to do everything an hour before it is due, you will find that activities, life, and technology will get in your way.

As your professor, I will try to keep you updated every other week on your progress during the course. Always let your professor know if you run into difficulties.

Course Expectations

Students are expected to attend electronic lectures, participate in discussions, and complete assignments in a timely fashion and to keep up with the course schedule. Attendance is monitored using D2L. Late assignments may or may not be accepted. If accepted, late assignments lose 10 percentage points per day late. Day 1 of late begins after the due date and time. View the netiquette guidelines for information regarding behavioral expectations for online students. Plagiarism carries with it penalties, including a failing grade for the course.

SAMPLE WEEKLY SCHEDULE (NOT NECESSARILY HOW YOUR SCHEDULE WILL WORK OUT)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Watch linked documentary about Candomble in Brazil	Complete podcast reflecting upon Condomble dance performance	Open module, assess the schedule, begin readings.	Continue weekly readings.	Participate in group discussion about readings.	Get away from your computer...visit Hindu temple or an Ethiopian Restaurant with family/friends.	Take the day off.

Grade Breakdown

Quizzes (5 total) 7.5%

Discussion Participation (4 total) 10%

Primary Source Podcast Assignments (3 total) 7.5%

Primary Source Essay Assignment 15%

Midterm One 20%

Midterm Two 20%

Final Exam 20%

All grades will be given according to a conventional grade scale.

Grade Scale

A...89.5-100%

B...79.5-89.49%

C...69.5-79.49%

D...59.5-69.49%

F...59.49% and below

End of term grades will be determined by averaging scores in each category and taking the weighted average (percentages indicated above) to compute your final grade.

Your gradebook function will automatically calculate your grade for you throughout the course, although the weighting on the assignments and quizzes will be off until the end of class.

Class Schedule

Start Here/Module One (August 19 to 25)

Themes: Navigation and Getting to know one another
Learning Outcomes:
(1) Students will be able to navigate D2L, locate support materials, and access course materials in D2L modules.
(2) Students will introduce themselves to their instructor and classmates.
Assignments: Introductory Discussion

Module Two (August 25 to September 1)

Themes: Defining "history" and early "Human" behavior

Learning Outcomes:
(1) Students will be able to identify both the popular and scholarly sense of the term "history".
[I]
(2) Students will identify at what point human behavior begins and what historical/archaeological evidence scholars use to make this determination. [II]
Assignments: Discussion: Primary Source Podcast: Lascaux

Module Three (September 2 to 8)

Themes: Domestication of plants and animals; the early ancient river valley societies
Learning Outcomes:
(1) Students will successfully explain the domestication of plants and animals as a number of independent inventions. [II]
(2) Students will identify benefits and problems occasioned by dependence upon agriculture for subsistence. [II]
(3) Students will explain both the benefits and immediate material outcomes of settlement in ancient river valleys. [II]
Assignments: Quiz: Invention of Agriculture

Module Four (September 9 to 15)

Themes: Failed 2nd millennium BCE states, state and empire building in the first millennium BCE
Learning Outcomes:
(1) Students will be able to identify the challenges faced by early states in the second millennium BCE. [II]
(2) Students will describe the way the Phoenician approach to state building differed from their contemporaries. [II]
1) 2000 to 1000 BCE
Assignments: Discussion: Creative Destruction Exercise, A New Millennium Quiz

Module Five (September 16 to 22)

Themes: Axial age philosophical and religious thought; [First Midterm]
(1) Students will identify historical continuities in religious and philosophical thought during the Axial Age. [II]
(2) Students will be able to explain how Pericles' funeral oration reveals particular aspects of Athenian cultural identity. [I]
Assignment: Primary Source Podcast: Pericles' Funeral Oration, **First Midterm Examination**

Module Six (September 23 to 29)

Themes: Axial Age empires; analyzing Europe and Asia after the "fall" of Rome
Learning Outcomes:
(1) Students will identify which aspects of the Persian and Roman Empires made them more successful than their predecessors. [II]

(2) Students will be able to critique the idea of the "Fall of the Roman Empire" as a consequence of foreign invasion. [I, II]
(3) Students will be able to explain the evolving relationship between the Roman Empire and Christianity. [I]
Assignments: Quiz: Great Empires

Module Seven (September 30 to October 6)

Themes: The spread of major world religions in the first centuries of the Common Era; the historical concept of "frontier"
Learning Outcomes:
(1) Students will identify the material reasons for religious conversion identified by historians. [I, II]
(2) Students will be able to define the concept of "frontier" in an historically relevant way, citing examples of frontiers in the 1st millennium BCE. [I, II]
Assignments: Discussion: Conversion; Quiz: Historical Frontiers

Module Eight (October 7 to 13)

Themes: Pre-Columbian North America; the rise of the Mongols in the 13th century
Learning Outcomes:
(1) Students will be able to describe three important archaeological sites from which we learn about Pre-Columbian North American history. [II]
(2) Students will identify the crucial historical factors transforming Mongol society into a vast empire. [II]
Assignments: Quiz: Archaeological Trip Dropbox Assignment: Pre-Colombian North America

Module Nine (October 14 to 20)

Themes: Global disease in the 14th century; the foundations of European ascendency
Learning Outcomes:
(1) Students will be able to identify what elements of the Black Plague made it a unique historical phenomenon. [II]
(2) Students will explain the historical relationship between viruses and bacteria and their hosts. [II]
(3) Students will explain the historical context for the first trans-oceanic voyages from European shores. [II]
Assignments: Begin work on Primary Source Essay Assignment

Module Ten (October 21 to 27)

Themes: 16th and 17 century maritime trading empires; [Second Midterm]
Learning Outcomes:
(1) Students will be able to identify and describe the naval advantages of the first European maritime powers. [II]
(2) Students will identify the key differences between the Portuguese and Dutch efforts in the Indian Ocean in the 16th and 17th centuries. [II]

Assignments: **Second Midterm Examination**

Module Eleven (October 28 November 3)

Themes: Travel accounts; the Columbian Exchange
Learning Outcomes:
(1) Students will be able to identify the unique value of travel accounts for world historical inquiry. [I]
(2) Students will identify the different components of the Columbian Exchange. [II]
Assignments: Discussion: Primary Source Exercise

Module Twelve (November 4 to November 10)

Themes: the Trans-Atlantic Slave Trade and its historical and cultural legacies
(1) Students will be able to explain the scope and duration of the Trans-Atlantic Slave Trade. [II]
(2) Students will be able to cite and explain examples of the cultural legacy of the slave trade in the Americas. [I, II]
Assignments: Discussion: Slave Voyages

Module Thirteen (November 11 to November 17)

Themes: Population and productivity growth in the 18th century; the Enlightenment in a global context
Learning Outcomes:
(1) Students will be able to identify the primary causes of the population explosion in Europe and Asia in the 18th century. [II]
(2) Students will be able to explain which factors were essential for industrialization. [II]
(3) Students will explain the Enlightenment as a debate between differing philosophical viewpoints. [II]
Assignment: Continue Primary Source Essay Assignment: Primary Source Podcast: 18th and 19th Century Painters

Module Fourteen (November 18 to November 24)

Themes: the 19th century "global" economy; abolition and its global impact
Learning Outcomes:
(1) Students will be able to explain how guano became a symbol of a truly global 19th century economy. [II]
(2) Students will identify what factors lead to the end of the slave trade and how it contributed to the colonial conquest of the African continent in the 19th century. [II]
(3) Students will be able to interpret Kipling's "White Man's Burden". [I]

Fall Break: November 25 to December 1

Module Fifteen (December 2 to 8)

Themes: the World Wars; the contemporary world in recent historical context
Learning Outcomes:
(1) Students will be able to describe the differences between nationalist notions during World War One and World War Two. [II]
(2) Students will be able to apply knowledge of recent historical themes to understand contemporary global issues. [I, II]
Assignments: Discussion: Global Historical Perspective?; Complete Primary Source Essay Assignment

Module Sixteen (December 9 to 12)

Themes: N/A
Learning Outcomes: N/A
Assignments:
(1) Students will submit Primary Source Essay Assignment
(2) Students will complete the **Final Examination**

***Immediately following weekly learning outcomes are numbers identifying the course-level learning outcomes they support. These outcomes, as stated above are:

[I] Students will be able to read, interpret, reason, and construct arguments derived from historical evidence using techniques and conventions consistent with the historical discipline.

[II] Students will be able to interpret past events, and their present world as a product of those events, as narratives describing shared, or global, human experience. They will be able to discern cultural difference, but identify rationales for those differences in world historical argumentation.

Additional Information

1.) Your professor will respond to email at pryan4@kennesaw.edu within 24 hours during the week (M-R 9am-5pm). You may also visit at the KSU campus, Social Sciences building (22), Room 4084. You may wish to make an appointment if you plan a visit--just so that the amount of time you think you'll need will be reserved for you. 2.) Assignments will be graded, and grades will be posted, within 1 week after the assignment due date. If the instructor anticipates a delay in grading, you will be notified as soon as possible. 3.) Technical support is your responsibility. If a document or lecture does not open for you, let your instructor know. Sometimes your instructor can put information in a different format that you can access more easily. However, if the problem is on your end (your computer, your software, your modem), it is your responsibility

to find someone on your end to help you with the problem. If you are on KSU campus, contact service@kennesaw.edu. Your instructor is not technical support. Again, please let your instructor know if you have any questions.

Now, please examine the Course Tour and make your first post in the introductory discussion exercise.