

HIST 1112 Fall 2019 ONLINE

Instructor:

✓Dr. Katya Vladimirov

My Office is SO 4014

My office hours are by appointment only.

Email: kvladimi@kennesaw.edu

✓Communications

Contact me ONLY via my email kvladimi@kennesaw.edu

Your professor will respond to email (send ONLY to kvladimi@kennesaw.edu) within 48 hours during the week and on weekends.

Professor will not respond to emails from off campus accounts. Please use your KSU email for all university business.

COURSE Description

This course is a survey of world history from early modern times to the present. The course examines themes, events, trends, institutions, and ideas with a focus on global connections and interactions.

Learning Objectives

HIST 1112 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

COURSE GOALS AND OBJECTIVES

1. Students will be able to distinguish history as a field of academic study.
 2. Students will be able to describe the general narrative of human social development from the Neolithic to the Information Age with attention to the interaction between civilizations and to the interplay of change and continuity in the human experience.
 3. Students will make connections between major historical periods and compare the important political, social, economic, cultural, and ideological characteristics of each.
 4. Students will be able to compare specific historical events and periods in history and place them accurately in chronological relation to other events and cultural developments.
 5. Students will be able to identify characteristics of cultural diversity in the world.
 6. Students will be able to distinguish recurring themes in human experience.
 7. Students will compare the relationship between technological and social change.
 8. Students will be able to identify major geographic place-names relevant to world

history and contemporary affairs.

9. Students will be able to identify particular historical events within a broader historical context.

10. Students will be able identify the role of the past in the events of the present.

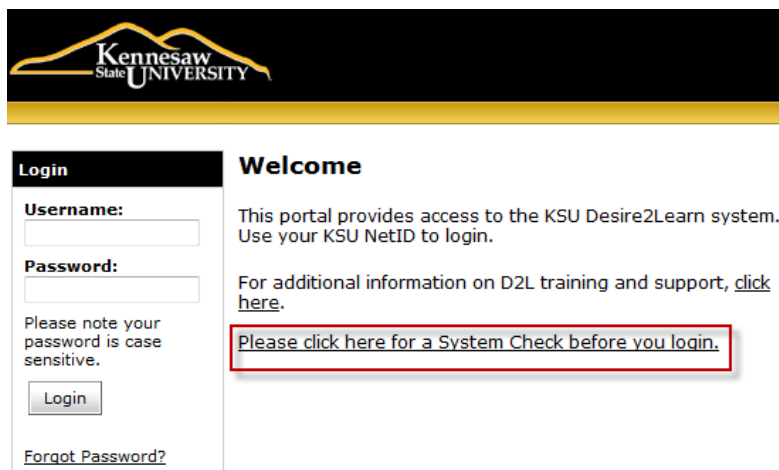
Prerequisites: None

Kennesaw State University Academic

Calendarhttp://registrar.kennesaw.edu/calendars/fall_2015.php

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.



Login

Username:

Password:

Please note your password is case sensitive.

[Forgot Password?](#)

Welcome

This portal provides access to the KSU Desire2Learn system. Use your KSU NetID to login.

For additional information on D2L training and support, [click here](#).

[Please click here for a System Check before you login.](#)

Pay attention as the System Check runs. Make sure you address any problems with your browser version, browser settings, or display settings

Required access

Connect

For this course you will be required to purchase McGraw-Hill Education Connect® access for **Traditions and Encounters: A Global Perspective on the past** 6th edition by Jerry Bentley. Connect access can be purchased during registration for the program, or Connect codes are available in the bookstore.

Information on REQUIRED course material:

Title	Edition	Author	Publisher	ISBN
<u>Connect for Traditions and Encounters: A Global Perspective on the Past.</u>	6th	Jerry Bentley	McGraw-Hill Education	9780077504878 – 180 days access
				9780077504830 – 360 days access

Required textbook:

Your class success depends on reading chapters and studying them!!!!!!I monitor your progress.

You are NOT REQUIRED to purchase a printed copy. BUT IF YOU NEED IT I suggest USED copy. Bentley. Traditions and Encounters, 6th edition, volume 2 (0077504917)



Technical Support is your responsibility. If a document does not open for you, let your professor know. Your professor may be able to answer common or more universal problems. If the problem is on your end (your computer, software, modem, internet connection), it is your responsibility to find someone on your end to help you with the problem. If you are on KSU campus, you can visit the UITS help desk

If off campus, please call the Student UITS support group (470-578-3555). For issues with Connect contact McGraw Hill

representative (contacts on your Connect page).

Skills and Other Things You Need

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.

Because many of our videos are in Flash, you will not be able to rely solely on an iPad or iPhone to successfully complete this course. You will need a desktop or laptop computer or a tablet computer that runs Flash.

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.

You will turn in all assignments in the D2L Dropbox unless otherwise assigned.

Acceptable formats for turning materials in to the Dropbox are

- Corel WordPerfect (.wpd)
- Encapsulated PostScript (.eps)
- Microsoft Word (.doc, .docx)
- plain text (.txt)
- Portable Document Format (.pdf)
- Rich Text Format (.rtf)
- web pages (.htm, .html)

No other formats are accepted. If you turn in documents in other formats, your

work will be counted late until you turn in the assignment in the correct format.

Additional essential links:

- RealPlayer: <https://customer.real.com/hc/en-us/articles/204041873-Watching-clips-with-closed-captioning-or-descriptive-audio>
- iTunes: <https://www.apple.com/accessibility/mac/>
- DCE Video Player: No accessibility information is provided. Please contact the instructor if you need accommodations.
- JSTOR: <https://about.jstor.org/accessibility/>
- Amazon: <https://www.amazon.com/gp/help/customer/display.html?nodeId=200259430>

GRADES AND ASSESSMENTS

!!☹️Makeups and Missed or Late Assignments

!!THERE ARE NO MAKE UP EXAMS UNLESS YOUR SITUATION IS EXCEPTIONAL AND DOCUMENTED

Makeups will only be approved in the case of documented medical or other emergency. Since this is an online class, plan accordingly to be certain you do not miss deadlines for completing exams.

✓Grades DESTRIUTION

600-540 = A 539-480 = B 479-420 = C 419-360 = D 359-0 = F

Final grades for the course are based on a possible 600 points in total for

all exams, assessments, blogs are 600: !!!

400 points (4 Exams, each is multiple choice, each is 100 points) + 50 points (5 Assignment on Connect-Critical Missions and Labeling, each is 10 points).

150 points (15 weekly Blogs, each is 10 points)

There are 15 weekly blog assignments available on D2L Birthplace. They are graded. I will provide feedback. Each is 10 points. **YOU ARE ALLOWED TO MISS TWO WITHOUT PENALTY BUT OBVIOUSLY YOU WILL GET**

LESS THAN 150. If you miss more than 2 weeks-you will get a failing grade.

Blogs

On D2L Birthplace -Each week, students will surf the Internet for an image of architecture, art, or an artifact from the time period and culture(s) discussed in that week's lectures. The image will be copied and posted to the DISCUSSION BOARD with a short accompanying text explaining what this image/object tells us about the people who created it. In addition, students will comment upon TWO of their classmates' postings. Students may NOT post an image that has previously been posted by themselves or a classmate or is used in the lecture PowerPoint. Please, do not submit maps, "recreations," or other modern representations of the past (example: modern image of Shiva is not appropriate vs. a statue of Shiva from the 10th c. is appropriate). In addition, students will comment upon TWO of their classmates' postings using the "Reply" function.



HOW to create your BLOG entry?

- 1) Open a new Internet tab.
- 2) Surf the net to find an appropriate image (it must relate to both the civilizations AND time period covered for the week.
- 3) Right click on the image and select copy.
- 4) Then go back to your weekly course content page for the course in D2L
- 5) Go to the APPROPRIATE BLOG discussion thread.
- 6) Click on the "Compose" button.

- 7) In the subject box, give your image a title such as “Egyptian Vase” or “Gothic Cathedral.”
- 8) Paste your image into box. (Note: You may need to reduce the size of your image if it is going off the screen. This is easy to do. Go to the corner of your image. Right click and hold the corner and drag inward at a diagonal to shrink the picture. You can also increase the size of your windows box in the same fashion)
- 9) Add some spaces, and then give a brief description of the architecture, art, or an artifact you have selected and what it says about the topic of this week’s studies.

Remember to add comments to TWO other posts by your classmates. If you are the first students to post for the week, it means you will to return later in the week to post comments.

Make sure you comment on two of your classmates’ entries before leaving the blog.

!! Plagiarism

The following discussion of plagiarism was produced by Writing Tutorial Services, Indiana University, Bloomington, IN and can be found at <http://www.indiana.edu/~wts/wts/plagiarism.html>.



What is Plagiarism and Why is it Important? In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

| **How Can Students Avoid Plagiarism?** To avoid plagiarism, you must give credit whenever you use • another person's idea, opinion, or theory; • any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge; • quotations of another person's actual spoken or written words; or • paraphrase of another person's spoken or written words. and conditions of fair use, available at <http://owl.english.purdue.edu/lab/fairuse.html>.

Academic Honesty

"Academic Honesty: The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it. No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s). Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: <https://web.kennesaw.edu/scai/content/scai---misconduct---procedures>"

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 Student Disability Services can be accessed at

http://www.kennesaw.edu/stu_dev/dsss/welcome.html

KSU's Institutional Policies for Student Disability Services can be accessed here: http://www.kennesaw.edu/stu_dev/dsss/policies.shtml

A number of services are available to help students with disabilities with their academic work. In order to make arrangements for special services, students must visit the Office for disabled Student Support Services and make an appointment to arrange an individual assistance plan. In most cases, certification of disability is required.

Special services are based on

- ï medical and/or psychological certification of disability,
- ï eligibility for services by outside agencies, and
- ï ability to complete tasks required in courses.

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications. Should you require assistance or have further questions about the ADA, please contact: Ms. Nastassia Sanaria, ADA Compliance Officer for Students 470-578-6443

Netiquette ✓

Netiquette Resource Page

The term netiquette is commonly used in reference to popular forms of online communication, including email, forums and chat. It is derived from "Network and Etiquette", and "Internet and Etiquette". It is the set of social conventions that guides interaction

over networks. These may include email, blogging, chat, discussion board, and white board etiquette. While some netiquette issues are technical in nature, most concern how people relate to each other. Once the technical nuances are grasped, online etiquette is not much different than offline etiquette.

Student Services

KSU provides a variety of services to foster and support student success. To learn more, click here:

<http://www.kennesaw.edu/studentsuccessservices/>

Academic Policies

Students are expected to comply with KSU's academic policies, listed here: Academic Policies to: <http://registrar.kennesaw.edu/student-records/academic-policies.php>

Please note that plagiarism detection software is in place in this course for all assignments. Even if you do not turn work in to the Dropbox, your work may be scanned for plagiarism. If you are caught plagiarizing, plagiarism penalties will apply. To learn more about the definition of academic misconduct at KSU, click here: <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct#2>

IMPORTANT TIPS for BLOGS

DO NOT PLAGIARIZE. Do not over quote from the reading but do use it as evidence. You may also use appropriate material from the internet as long as you site the source correctly. In other words as a group you should work to find scholarly internet sources that are up to date and accurate.

The discussion should be ongoing. To receive full credit you will need to post early and throughout the week rather than meeting just these deadlines. Use the rubric under grading forms as a guide to performing well on the discussion.

The instructor cannot indicate a number of words or lines that are

appropriate to respond fully to a question. If writing includes specific facts and each sentence contributes to the argument, then a student may be able to write less and receive full credit. Discussion posts must be meaningful. Do not write, “I agree” and think that this will count as a meaningful post. Add new information or counterarguments that contribute and move the discussion along. Do not ask what or where questions. Ask analytical (how and why) questions in your post.

- Do not type in all caps – it implies that you are shouting.
- Avoid judgmental or hurtful language that generalizes about any ethnic or religious identity, gender or sexual orientation.
- Stay on topic and in the correct time and place – avoid “what if” history.
- Avoid discussions that are not relevant to the history of the world since 1945.
- Always ask the instructor if anything is unclear.

ESSAY RUBRIC AND GRADING

A = Excellent (80-72 points). Your essay will:

- Have a strong thesis (main point) that is clearly supported by an organized essay
- Provide excellent examples to support your thesis.
- Show thorough comprehension of the ideas presented in class and in the readings.
- Demonstrate innovative ideas and approaches.
- Have strong analyses of material and arguments found in lecture, reading, and research.
- Contextualize ideas and arguments to the overall historical period.
- Have proper citations if needed.
- Be written clearly, with few errors in grammar, spelling, punctuation or usage.

B = Very Good (71-64 points). Your essay will:

- Have a good thesis that is supported by a mostly well-organized essay.
- Provide appropriate examples to support your thesis.
- Demonstrate comprehension of the ideas presented in class and in the readings.
- Analyze material and arguments found in lecture and readings.

- Connect ideas and arguments to the overall historical period.
- Have proper citations if needed.
- Be written clearly, with minor errors in grammar, spelling, punctuation or usage.

C = Good/Average (63-56 points). Your essay will:

- Have a thesis, perhaps flawed, or one that is incompletely supported by the essay.
- Somewhat organized, but some supporting facts appear disjointed ("fact salad")
- Provide examples to support your thesis.
- Demonstrate basic comprehension of the ideas presented in class and in the reading.
- Reveal some incompleteness in the material found in class lectures and readings.
- Incompletely analyze material and arguments found in class lectures and readings.
- Incompletely connect ideas and arguments to the overall historical period.
- Improper use of citations.
- Be written clearly, with some errors in grammar, spelling, punctuation or usage.

D = Below Average (55-48 points). Your essay will have one or more major problems:

- A weak thesis; or one that is incompletely supported by the essay.
- Incomplete or weak organization, largely disjointed ("fact salad")
- Weak examples or neglect to include examples.
- Show minimal comprehension of the ideas presented in class and in the readings.
- Partially analyze material and arguments found in lecture, reading, and research.
- Missing necessary citations.
- Show lack of coherence, or many errors in grammar, spelling, punctuation or usage.

F = Failing (47-0 points). Your essay will receive an F if it meets ANY of the criteria below:

- Does not meet the minimum requirements for a D.
- Shows clear evidence of plagiarism.
- Does not fulfill the requirements of the assignment, including failing to answer ALL parts of the question.

- Contains unacceptable amount of compositional errors.
- Written in stream of consciousness or incoherent argumentation (babbling).

Answering the question

The greatest problem in writing a history essay is deciding exactly what is required from a given question. Frequently students lose most marks by failing to answer the question and only providing information on the topic in general, so this weakness deserves close attention. It means that selecting and interpreting the information most relevant to the question is important and doing the reading that this requires is the first stage.

Having read some of the material and become aware of the issues it addresses and what might be important and gathered a comprehensive set

of notes you must be able to select the most relevant material and be able

to use it to ask as well as to answer questions.

In its simplest form, failing to answer the question may simply mean getting the subject wrong: asked to write an essay on the Truman Doctrine you write one on the Eisenhower Doctrine. The only way to avoid this is to read the question thoroughly and think carefully. But such basic errors are very rare.

Another problem is when only half of a question is answered. 'Why, and with what consequences, did the USA intervene in Guatemala?' requires you to answer both parts. Too often this kind of question is simply answered from the viewpoint of 'Why?'; you also need to say something about the results of US intervention. Far more common is a failure to direct your answer specifically at the question. It is very easy to slip into writing 'all I know about' a particular issue.

For example, when faced with the question: 'How far was the USA responsible for the onset of the Cold War?' you might mistakenly either write a general history of US foreign policy in the years after 1945 or a general account of the early years of the Cold War. Obviously some points about US foreign policy are needed here; details of the early Cold War years are certainly needed. But you must direct yourself at

the question, looking at the USA's role in the early Cold War years in some detail, and then assessing (e.g. by looking at the role of the Soviet Union) the significance of this in leading to conflict.

Always think about exactly what the question requires in order to answer it effectively and plan your essay accordingly. This crucial operation should not be left until the end of your reading but should go on continuously throughout. As your reading progresses, decide on which books or articles are most relevant. Then plan the stages of your argument in more detail. What specific points need to be made? In what order and with what relative emphasis? Can they be clarified by well-chosen examples or quotations? Planning your essay will help you to avoid the pitfalls mentioned below.

Answers can be unbalanced if too much time is spent on background and not enough on the essence of the problem; too much can be written on one theme when numerous issues need to be discussed.

A particular problem with history questions is slipping into a purely chronological narrative. It is very easy to produce a list of facts and dates without argument or analysis. But factual material should be used as a 'skeleton' around which an analysis is based. (The opposite problem is a diatribe: all opinion and no evidence). An answer needs analysis. You cannot get away with 'yes' or 'no' even if the question could be answered in this way.

Structure

An essay needs to have a paragraph structure through which the argument that is appropriate to answer the question is developed. Ideally, this should include an introduction to 'set the scene' or to indicate how the argument is going to develop; a number of paragraphs, each dedicated to a particular element in an answer; and a conclusion which draws elements together, looks back to the original question and reaches sensible and coherent conclusions about it.

When questions ask you to produce a 'list' of factors, e.g. 'Why did the Israelis win the 1967 war against the Arab states?', the structure is fairly easy: each paragraph can look at a particular factor. But questions

which
ask you to 'discuss' an issue will need more thought. In such
circumstances
your answer should show that you understand the question and
for some questions it will be useful to be aware of different schools of
thought on a particular problem (the various ideas put by historians),
but that you have
a case of your own which you favor, and which you develop in the essay
from the analysis and information provided by the readings. You are not
required to be completely original and will need to rely on the ideas of
others. But, by being aware of the implications of others' ideas and
being able to adapt them to what is required by the question, you are
constructing something linguistically that will form the best answers
but also constitute an element of originality.

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