

# Course Syllabus

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 <p><b>POINT LOMA</b> NAZARENE UNIVERSITY</p>	<p><b>History and Political Science Department</b></p> <p><b>HIS1011 - World History Since 1500</b></p> <p><b>3 Units</b></p>
Fall 2020	

<b>Meeting days:</b> TR   Online	<b>Instructor:</b> Gayle Sollfrank, M.A.
<b>Meeting times:</b> TR   3:00 PM - 4:15 PM	<b>Phone:</b> 619-849-2665 (Office on Campus)
<b>Meeting location:</b> Online	<b>Email:</b> gsollfra@pointloma.edu
<b>Final Exam:</b> (day/time) TBD	<b>Office location:</b> Bond Academic Deans' Center, Lower Bond

## PLNU Mission

### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### FE Mission & Course Description:

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

Welcome to World History Since 1500! This course traces the development of the world's nations and societies from the Age of Exploration (1500) to current times, examining key historical themes in a chronological way. The course challenges students to think, to analyze factors that caused change, to trace long-term trends in social, political, and economic life, to explain why events turned as they did, to examine and evaluate primary sources, and to evaluate conflicting interpretations of facts.

### Course Honor Code:

*The student of History is honorable in conduct, honest in word and deed, dutiful in study, and respectful of others. Through education, the student of History rises to wisdom (faith, knowledge, reason, discernment, and self-governance).*

## COURSE LEARNING OUTCOMES

Students who complete this FE course will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. Assessed with a signature assignment (essay question).

<b>Foundational Explorations:</b>	<b>Course:</b>	<b>Assessments:</b>
<b>Program Learning Outcomes</b>	<b>Student Learning Outcomes</b>	
<b>*Job Readiness Soft Skills:</b>	<b>You will be able to...</b>	Participation points for attendance and active,

**Critical Thinking Skills**

- build communication skills through written assignments and small group discussions meaningful participation each class period

**Analyze significant primary texts concerning world civilizations from the 1500s to the present.**

- learn to use the historical method of inquiry to explore and develop their own answers to complex historical problems. One Primary Source Analysis Paper and participate in interactive group activities utilizing their oral communication skills

- develop research skills through using different modes of inquiry based upon critical thinking skills and clear learning outcomes.

Reading Graphic Organizer completed once per week

**You will be able to...**

- develop informed perspectives on the historical development of cultures that focus on the interrelationships among institutions, values, and ideas.

One Documentary Commentary is required for this course, which will allow students to evaluate historical periods and cultures and social and political ideas.

One Primary Source Analysis Paper helps students to further evaluate and analyze historical periods, cultures, social and political ideas using primary sources, archaeological discoveries, images, film, and the historical method of inquiry.

**\*Job Readiness Soft Skills: Critical Thinking Skills:****Evaluate and articulate the diversity of human experience across a range of historical periods.**

- explore the development and dissemination of various social and religious philosophies and the way in which political social and religious ideas and values are incorporated into social and political institutions.

The student will have added over 200 Key Terms to their understanding and analysis of modern history. (Quizzes, Unit Exams, and Final Exam)

- evaluate the richness of various world cultures using primary sources, archaeological discoveries, images, film, and the historical method of inquiry along with the empowerment of diversity in the classroom to gain the benefits of other points of view.

Communicating important trends in modern history will be done weekly through the Reading Graphic Organizer.

**\*Job Readiness Soft Skills: Global Fluency Skills****Assess your own culture within the context of the process of globalization since 1500.****You will be able to...**

- cultivate their understanding of the cultures, history, and lives of people throughout the world, appreciating diverse approaches to life and contextualizing their own experiences and cultures.

One Documentary Commentary is required for this course, which allows students to evaluate historical periods and cultures and social and political ideas.

One Primary Source Analysis Paper will help you to further evaluate and analyze historical periods, cultures, social and political ideas using primary sources and archaeological discoveries, images, film, and the historical method of inquiry.

**Use a historical perspective to understand the world today and address contemporary problems/issues.**

- evaluate evidence and opinion in primary sources through the historical method of inquiry. Enhancement of written and verbal discourse is fostered through discussion, analysis, class activities, and essay writing assignments.

Communicating important trends in modern history will be done weekly through the Reading Graphic Organizer.

**\*Job Readiness Soft Skills: Communication Skills****Critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.****You will be able to...**

- Describe, analyze, and develop informed perspectives on the significance of important movements that have shaped the world's diverse cultures.

These outcomes will be assessed on the Reading Graphic Organizer small group portion, Primary Source Analysis Papers, and Exams.

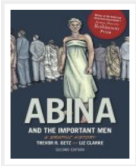
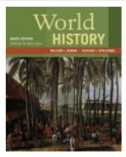
**\*Job Readiness Soft Skills: Problem Solving Skills****You will be able to...**

These outcomes will be assessed on the Reading Graphic Organizer, Primary Source Analysis Papers,

**Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.** - develop the ability to reflect critically on their own ways of understanding the world. You are encouraged to draw connections between historical events and the contemporary world, and communicate their interpretations in class and in your small group.

**NOTE: Students are responsible for reading this syllabus in its entirety. If there is anything that you do not understand regarding the course requirements, deadlines, examination dates etc., it is your responsibility to seek clarification as soon as possible. Missing assignment deadlines or failing in any other way to fulfill the requirements of this course cannot be excused by ignorance of those requirements.**

**REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

 <p><a href="#">Abina and the Important Men   Edition: 2</a>                  Author: Trevor R. Getz, Liz Clarke                  ISBN: 9780190238742                  Publisher: Oxford University Press                  Publication Date: 06/01/2015                  Estimated Student Price <b>(Savings based on Print, New)</b>                  Print, new: \$22.95                  Print, used: \$17.20 <b>(25% Savings)</b>                  Print, new rental: \$15.60 <b>(32% Savings)</b>                  Print, used rental: \$10.80 <b>(53% Savings)</b>                  eBook, rent (for 180 days): \$11.50 <b>(50% Savings)</b></p>	 <p><a href="#">WORLD HISTORY, V. I SINCE 1500   Edition: 9TH 19</a>                  Author: DUIKER                  ISBN: 9781337401067                  Publisher: CENGAGE L                  Publication Date: -                  Estimated Student Price <b>(Savings based on Print, New)</b>                  Print, new: \$160.00                  Print, used: \$120.00 <b>(25% Savings)</b>                  Print, new rental: \$108.80 <b>(32% Savings)</b>                  Print, used rental: \$75.20 <b>(53% Savings)</b></p>
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**Readings:**

Any additional readings related to class discussions are handed out in class and/or posted in the course website under the particular week in which they occur.

**PLNU Library Resources:**

Ryan Library Resources has links to research databases (EBSCO, Hoover’s Online, JSTOR, etc.) and formatting guides (APA, MLA, and Chicago).

**Course Web Links:**

The EXTRA Resources tab located on the course web site homepage contains many helpful links for this class.

**COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

**Distribution of Student Learning Hours**

Category	Approx. Time Expectation in Hours Per Week
Online Participation in Zoom, Small Groups, etc.	2
Reading Assignments	1.5-2
Written Assignments	1.5-2

Category	Approx. Time Expectation in Hours Per Week
Other Assignments & Learning Activities	1-1.5
Quizzes, Surveys	.5-1
<b>Total Hours</b>	6.5-8.5

## COURSE SCHEDULE AND ASSIGNMENTS

\*Detailed instructions are given for each assignment on the Modules, Pages, or Assignments where it is created. You are responsible for the directions specific to each assignment.

### Participation – In Class = 10% of grade

- See definition of attendance and participation starting on page 5.

### Introductory Post (10 points) + Discussion Posts (10 points x 4)

#### Reading Graphic Organizer (13 @ 25 points each – Graded as Credit / No Credit)

- You are required to submit a Reading Graphic Organizer once per week.
- The Reading Graphic Organizer allows students to record ideas, feedback, questions, and new perspectives from their fellow classmates. This portion is to be completed in Small Groups Synchronously, and it is worth **15 points as credit / no credit. No points will be awarded for this portion if the student did not participate with their small group.**
- Small Group participation assessment will be done twice in the semester, by group peers, anonymously.

#### Multiple Choice on Canvas: Key Terms Quizzes (4 @ 15 points each)

- The short quizzes are Multiple Choice only, and they test your knowledge of Key Terms.
- Quizzes will be available in Canvas, and due in the weeks they are assigned. No late quizzes are accepted.

#### Documentary Commentary (20 points)

- The link to the documentaries will be made available on Canvas.
- Each student may choose which one they want to watch. Then, turn in a 1-page analysis. (See Documentary Film Commentary form.)
- The documentary commentary provides the student with the opportunity to assess the content of the documentary, as well as to assess their own learning experience as a result of watching it.

#### Primary Source Analysis Paper 1 (130 points Total)

- You are required to write one paper analyzing a primary source (text-based document) during the semester. This assignment is scaffolded as follows:
  - Primary Source Selection (WK3) – 5 points
  - Primary Source Introduction (WK6) – 15 points
  - Primary Source Summary (WK8) – 20 points
  - Primary Source Analysis and Works Cited (WK11) – 40 points
  - Primary Source Peer Review (WK 12) – 20 points
  - Primary Source Final Draft (WK14) – 30 points
- Specifications on what to include and how to conduct an analysis of a Primary Source are outlined under **Primary Source Analysis Specifications**.
- Each Scaffold / Step must build on the other and be turned in each time a new step is added. Comments / corrections should be part of this step-by-step process.
- **An assignment cannot be turned in twice in hopes of receiving a better grade.**

#### Unit Tests (2 @ 45 points each – Unit 1 and Unit 2)

- The Unit Tests are open RGO, essay exams given in Canvas. Plagiarism / cheating will result in a failing grade. (Turnitin.com will scan the responses.)
- No late exams are accepted, unless the student has received permission because of extenuating circumstances prior to the availability period for the exam and with proper evidence for the excuse.

#### Cumulative Final Exam (100 Points)

- The Final Exam is an open RGO, essay exam. Plagiarism / cheating will result in a failing grade. It is a written exam. No laptops or phones allowed.
- Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules No requests for early examinations or alternative days will be approved.

## ASSESSMENT AND GRADING

Your grade for this course will be based on your performance in the following areas:

Activity:	Point Value:
Attendance & Participation in Zoom Class (approx. 10% of grade)	75
Introductory Post / Discussions posts (5 x 10 points each)	50
Reading Graphic Organizer (10 points HW and 15 points Small Group = 25 points each week – 12 weeks total)	300
Key Terms Quizzes (4 Quizzes @ 15 points each)	60
Documentary Commentary (1 @ 20 points)	20
Primary Source Analysis #1 (130 Points)	130
Unit Test (2 @ 45 points each)	90
Final Exam (1 @ 100 points)	100
<b>TOTAL:</b>	<b>850</b>

Student grades will be posted in the Canvas grade book approximately 1 week after the due date, each week beginning in Week Two of this course. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

### Standard Grade Scale Based on Percentages

A	B	C	D	F
A 94-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	F Less than 59
A- 90-93.9	B 83-86.9	C 73-76.9	D 63-66.9	
	B- 80-82.9	C- 70-72.9	D- 60-62.9	

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization \(https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures\)](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) to view which states allow online (distance education) outside of California.

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## INCOMPLETES AND LATE ASSIGNMENTS

It is expected that students will complete and submit the weekly assignments on the designated due date in accordance to the course assignment schedule and the syllabus.

- Late assignments are assessed at **1 point per day** beyond the due date. After 10 days, no late work is accepted. No exceptions, unless approved beforehand by the instructor.
- For the unit tests and final, no early exam dates nor due date extensions will be approved.
- Incompletes will only be assigned in extremely unusual circumstances.

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas.

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## PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

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## PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies \(http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278\)](http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) for definitions of kinds of academic dishonesty and for further policy information.

Additional Notes:

- In writing research and analytical papers for a history class, it is essential to give proper acknowledgement to the source from which information is used whether that information is a direct quote, a paraphrase, or a summary of what the original author has written.
- How do I not plagiarize? The very best method of writing that avoids plagiarism is this: Read the source. THEN close the source. THEN write from memory. Check the source for spelling and dates. Cite the source.
- You are responsible to read the PLNU Academic Honesty Policies and Procedures.

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## PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each

semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## COURSE AND PLNU ATTENDANCE AND PARTICIPATION POLICY

Course:

It is expected that students will participate through class attendance on Zoom and other interactively-based assignments or projects.

- Failure to participate in or consistent late arrival to class will result in the mark of absence.
- **RGO In-Class Connect can only receive points if the student participated with their small group. (15 points as credit / no credit)**

PLNU:

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies \(http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278\)](http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

## SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development \(https://www.pointloma.edu/offices/spiritual-development\)](https://www.pointloma.edu/offices/spiritual-development)

## USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements \(https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349\)](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## ASSIGNMENTS AT-A-GLANCE - ([Graphic Syllabus Here](#))

The table below lists our assignments and their due dates.

Introduction to Course	
<b>Week 1: August 18-20</b>	Tuesday: @ 3:00-4:15:
	<p><b>*First Class Meeting on Zoom Synchronous:</b> Introduction to the Course, Group Formation, Textbook, the Syllabus, RGOs, Primary Sources (<b>Attendance &amp; Participation taken</b>)</p> <p><b>Introductory Post - Discussion</b></p>
	<p>Thursday:</p> <p>Office Hours: 3:00 – 4:00 on Zoom (*Not mandatory, for Q&amp;A)</p>

## Unit 1: The Emergence of New World Patterns (1500 – 1800)

<p><b>Week 2: August 25 &amp; 27</b></p>	<p style="text-align: center;"><b>Ch 14: New Encounters: The Creation of a World Market</b></p> <p><b>Readings:</b></p> <p><b>World History Textbook: Ch. 14: New Encounters: The Creation of a World Market</b></p> <p><b>Primary Source: Columbus' Letter to the King and Queen of Spain, 1494</b></p> <p>Tuesday:</p> <p style="padding-left: 40px;">@ 3:00-4:15:       <b>*Second Class Meeting on Zoom Synchronous (Attendance &amp; Participation taken)</b></p> <p style="padding-left: 40px;">Reading Graphic Organizer Homework – (10 points - Credit / No Credit)</p> <p>Thursday:</p> <p style="padding-left: 40px;">Office Hours:       3:00 – 4:00 on Zoom (*Not mandatory, for Q&amp;A)</p> <p style="padding-left: 40px;">Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)</p>
<p><b>Week 3: September 1 &amp; 3</b></p>	<p style="text-align: center;"><b>Ch. 16: The Muslim Empires</b></p> <p><b>Readings:</b></p> <p><b>World History Textbook Ch. 16: The Muslim Empires</b></p> <p><b>Primary Source: <a href="http://web.archive.org/web/20001209110900/http://www.islam.org.au/articles/14/consta.htm">The Liberation of Constantinople</a></b> (<a href="http://web.archive.org/web/20001209110900/http://www.islam.org.au/articles/14/consta.htm">http://web.archive.org/web/20001209110900/http://www.islam.org.au/articles/14/consta.htm</a>)</p> <p><b>Primary Source: <a href="https://sourcebooks.fordham.edu/islam/1493janissaries.asp">The Tribute of Children, 1493</a></b> (<a href="https://sourcebooks.fordham.edu/islam/1493janissaries.asp">https://sourcebooks.fordham.edu/islam/1493janissaries.asp</a>)</p> <p>Tuesday:</p> <p style="padding-left: 40px;">@ 3:00-4:15:       <b>*Third Class Meeting on Zoom Synchronous (Attendance &amp; Participation taken)</b></p> <p style="padding-left: 40px;">Reading Graphic Organizer Homework – (10 points - Credit / No Credit)</p> <p>Thursday:</p> <p style="padding-left: 40px;">Office Hours:       3:00 – 4:00 on Zoom (*Not mandatory, for Q&amp;A)</p> <p style="padding-left: 40px;">Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)</p> <p>Saturday:</p> <p style="padding-left: 40px;">Key Terms Quiz Ch. 14 &amp; 16 (Canvas - 15 points)</p> <p style="padding-left: 40px;">Step 1: Primary Source Selection Due on Canvas (5 points – Credit/No Credit)</p>
<p><b>Week 4: September 8 &amp; 10</b></p>	<p style="text-align: center;"><b>Ch. 17: The East Asian World</b></p> <p><b>Readings:</b></p> <p><b>World History Textbook Ch. 17: East Asian World</b></p> <p><b>Primary Source: <a href="http://afe.easia.columbia.edu/ps/cup/zhang_xingyao_christianity_confucianism.pdf">Similarities and Differences between the Lord of Heaven Teaching (Christianity) and the Teaching of Confucian Scholars</a></b> (<a href="http://afe.easia.columbia.edu/ps/cup/zhang_xingyao_christianity_confucianism.pdf">http://afe.easia.columbia.edu/ps/cup/zhang_xingyao_christianity_confucianism.pdf</a>)</p> <p>Tuesday:</p> <p style="padding-left: 40px;">@ 3:00-4:15:       <b>*Fourth Class Meeting on Zoom Synchronous (Attendance &amp; Participation taken)</b></p> <p style="padding-left: 40px;">Reading Graphic Organizer Homework – (10 points - Credit / No Credit)</p> <p>Thursday:</p> <p style="padding-left: 40px;">Office Hours:       3:00 – 4:00 on Zoom (*Not mandatory, for Q&amp;A)</p> <p style="padding-left: 40px;">Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)</p>



Discussion Post &amp; 2 Replies

**Ch. 18: The West on the Eve of a New World Order****Readings:****World History Textbook Ch. 18: The West on the Eve of a New World Order****Primary Source:** [Joseph Priestly – The Discovery of Oxygen, 1776](https://sourcebooks.fordham.edu/mod/1776priestley.asp)  
(<https://sourcebooks.fordham.edu/mod/1776priestley.asp>)**Primary Source:** [Declaration of Independence, 1776](https://www.archives.gov/founding-docs/declaration-transcript) (<https://www.archives.gov/founding-docs/declaration-transcript>).**Week 5:  
September 15 &  
17**

Tuesday:

@ 3:00-4:15: **\*Fifth Class Meeting on Zoom Synchronous (Attendance & Participation taken)**

Reading Graphic Organizer Homework – (10 points - Credit / No Credit)

Thursday:

Office Hours: 3:00 – 4:00 on Zoom (\*Not mandatory, for Q&amp;A)

Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)

Saturday:

Unit Test Ch. 14, 16, 17, 18 &amp; Key Terms from Ch. 17 &amp; 18 (Canvas - 45 points)

**Unit 2: Modern Patterns of World History (1800-1945)****Ch. 19: The Beginnings of Modernization: Industrialization and Nationalism in the 19<sup>th</sup> Century****Reading:****World History Textbook Ch. 19: The Beginnings of Modernization****Primary Source:** [Child Labor in the Canning Industry of Maryland, 1909](https://www.loc.gov/pictures/static/data/nclc/resources/images/canneries3.pdf)  
(<https://www.loc.gov/pictures/static/data/nclc/resources/images/canneries3.pdf>)**Primary Source:** [Women Miners in the English Coal Pits, 1842](https://sourcebooks.fordham.edu/mod/1842womenminers.asp)  
(<https://sourcebooks.fordham.edu/mod/1842womenminers.asp>)**\*Primary Source:** Abina and the Important Men, Graphic History, pgs.**Week 6:  
September 22 &  
24**

Tuesday:

@ 3:00-4:15: **\*Sixth Class Meeting on Zoom Synchronous (Attendance & Participation taken)**

Reading Graphic Organizer Homework – (10 points - Credit / No Credit)

Thursday:

Office Hours: 3:00 – 4:00 on Zoom (\*Not mandatory, for Q&amp;A)

Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)

Discussion Post &amp; 2 Replies

Saturday:

Step 2: Primary Source Introduction Due (Canvas – 15 points)

**Week 7: Sept. 29  
& Oct. 1****Ch. 21: The High Tide of Imperialism****Reading:****World History Textbook Ch. 21: The High Tide of Imperialism****Primary Source:** [Africana Squadron: Ashburn Treaty – Consular Letters \(Articles 1-7\)](https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/a/african-squadron.html)  
(<https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/a/african-squadron.html>)

**Primary Source: David Livingstone: Missionary Travels and Researches in South Africa**

**\*Primary Source: Abina and the Important Men, Graphic History, pgs.**

Tuesday:

@ 3:00-4:15: **\*Seventh Class Meeting on Zoom Synchronous (Attendance & Participation taken)**

Reading Graphic Organizer Homework – (10 points - Credit / No Credit)

Thursday:

Office Hours: 3:00 – 4:00 on Zoom (\*Not mandatory, for Q&A)

Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)

Saturday:

Key Terms Quiz Chapters 19 & 21 (Canvas – 15 Points)

### Ch. 23: The Beginning of the 20<sup>th</sup> Century Crisis: War and Revolution

**Readings:**

**World History Textbook Ch. 23: The Beginning of the 20<sup>th</sup> Century Crisis**

**Primary Source: [Murder of the Imperial Family, Romanovs, 1917](#)**

<http://www.alexanderpalace.org/palace/murder.html>

**Primary Source: [Excerpts from Albert Schweitzer's African Notebook, circa 1939](#)**

<http://home.pcisys.net/~jnf/schauth/rq23.html>

Tuesday:

@ 3:00-4:15: **\*Eighth Class Meeting on Zoom Synchronous (Attendance & Participation taken)**

Reading Graphic Organizer Homework – (10 points - Credit / No Credit)

Thursday:

Office Hours: 3:00 – 4:00 on Zoom (\*Not mandatory, for Q&A)

Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)

Discussion Post & 2 Replies

Saturday:

Step 3: Primary Source Summary Section Due (Canvas – 20 points)

**Week 8: October  
6 & 8**

**Week 9: October  
13 & 15**

### Ch. 24: Nationalism, Revolution, and Dictatorship: Asia, the Middle East and Latin American from 1919-1939

**Reading:**

**World History Textbook Ch. 14: Nationalism, Revolution, and Dictatorship**

**Primary Source: [Fei Ch'i-hao: The Boxer Rebellion, 1900](#) (<https://sourcebooks.fordham.edu/mod/1900Fei-boxers.asp>)**

**Primary Source: [News Article: Expect Villa to Resume Fighting](#)**

<https://chroniclingamerica.loc.gov/lccn/sn88084272/1914-07-10/ed-1/seq-4/>

**Primary Source: [Gandhi, Speech to the All-India Congress, 1942](#)**

[http://www.phschool.com/atschool/primary\\_sources/all-india\\_congress\\_speech.html](http://www.phschool.com/atschool/primary_sources/all-india_congress_speech.html)

Tuesday:

@ 3:00-4:15: **\*Ninth Class Meeting on Zoom Synchronous (Attendance & Participation taken)**

Reading Graphic Organizer Homework – (10 points - Credit / No Credit)

Thursday:

Office Hours: 3:00 – 4:00 on Zoom (\*Not mandatory, for Q&A)

Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)

### Ch. 25: The Crisis Deepens: World War II

#### Reading:

World History Textbook Ch. 25: The Crisis Deepens: WWII

Primary Source: [Images of the 442<sup>nd</sup> Regimental Combat Team \(http://www.the442.org/photos.html\)](http://www.the442.org/photos.html)

Primary Source: [Images of Navajo Code Talkers \(https://catalog.archives.gov/search?q=\\*&f.parentNald=532395&f.level=item&sort=naldSort%20asc\)](https://catalog.archives.gov/search?q=*&f.parentNald=532395&f.level=item&sort=naldSort%20asc)

Primary Source: [Images of Auschwitz-Birkenau Concentration Camps \(http://auschwitz.org/en/gallery/historical-pictures-and-documents/\)](http://auschwitz.org/en/gallery/historical-pictures-and-documents/)

Week 10: October  
20 & 22

Tuesday:

@ 3:00-4:15: \*Tenth Class Meeting on Zoom Synchronous (Attendance & Participation taken)

Reading Graphic Organizer Homework – (10 points - Credit / No Credit)

Thursday:

Office Hours: 3:00 – 4:00 on Zoom (\*Not mandatory, for Q&A)

Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)

Saturday:

Unit Test Ch. 19, 21, 23, 24, 25 and Key Terms Quiz 24 & 25 (45 Points)

### Unit 3: Toward a Global Civilization? The World Since 1945

### Ch. 26: East and West in the Grip of the Cold War

#### Reading:

World History Textbook Ch. 26: East and West in the Grip of the Cold War

Primary Source: [Telegram from Lake Success \(Korean War Document, June 25, 1950\) \(https://digitalarchive.wilsoncenter.org/document/209810\)](https://digitalarchive.wilsoncenter.org/document/209810)

Primary Source: [Secret North Vietnam Politburo Cable, January 21, 1968 \(Sent 9 days before Tet Offensive\) \(https://digitalarchive.wilsoncenter.org/document/113976\)](https://digitalarchive.wilsoncenter.org/document/113976)

Week 11: October  
27 & 29

Tuesday:

@ 3:00-4:15: \*Eleventh Class Meeting on Zoom Synchronous (Attendance & Participation taken)

Reading Graphic Organizer Homework – (10 points - Credit / No Credit)

Thursday:

Office Hours: 3:00 – 4:00 on Zoom (\*Not mandatory, for Q&A)

Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)

Saturday:

Step 4: Primary Source Analysis and Works Cited Due (40 Points)

Week 12:  
November 3 & 5

### Ch. 27: Brave New World: Communism on Trial

#### Reading:

World History Textbook Ch. 27: Brave New World: Communism on Trial

Primary Source: [Directive, Soviet Invasion of Afghanistan, December 24, 1979 \(https://digitalarchive.wilsoncenter.org/document/111784\)](https://digitalarchive.wilsoncenter.org/document/111784)

**Primary Source:** [USSR: Report on the Disturbance at the Tobacco Depot in Bulgaria](https://digitalarchive.wilsoncenter.org/document/111324) (<https://digitalarchive.wilsoncenter.org/document/111324>) (Economics / Stagnation / Women's Role)

Tuesday:

@ 3:00-4:15: \***Twelfth Class Meeting on Zoom Synchronous (Attendance & Participation taken)**

Reading Graphic Organizer Homework – (10 points - Credit / No Credit)

Thursday:

Office Hours: 3:00 – 4:00 on Zoom (\*Not mandatory, for Q&A)

Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)

Saturday:

Key Terms Quiz Chapters 26 & 27 (Canvas – 15 Points)

Step 5: Primary Source Paper Peer Review Due (20 Points)

### Ch. 29: Challenges of Nation Building in Africa and the Middle East

**Reading:**

**World History Textbook Ch. 29: Challenges of Nation Building in Africa and the Middle East**

**Primary Source:** [Mau Mau Warrior Oath](https://www.bu.edu/africa/files/2016/04/6.-Mau-Mau-Warrior-Oath.pdf) (<https://www.bu.edu/africa/files/2016/04/6.-Mau-Mau-Warrior-Oath.pdf>)

**Primary Source:**  [Hamas Covenant, 1988 \(Preamble, Articles 1-6\)](https://avalon.law.yale.edu/20th_century/hamas.asp) ([https://avalon.law.yale.edu/20th\\_century/hamas.asp](https://avalon.law.yale.edu/20th_century/hamas.asp))

**Week 13: Nov. 10 & 12**

Tuesday:

@ 3:00-4:15: \***Thirteenth Class Meeting on Zoom Synchronous (Attendance & Participation taken)**

Reading Graphic Organizer Homework – (10 points - Credit / No Credit)

Thursday:

Office Hours: 3:00 – 4:00 on Zoom (\*Not mandatory, for Q&A)

Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)

Discussion Post & 2 Replies

**Week 14: Nov. 17 & 19**

### Ch. 30: Toward the Pacific Century?

**Reading:**

**World History Textbook Ch. 30: Toward the Pacific Century?**

**Primary Source:** [ASEAN Digital Library: Indonesia](https://www.aseanlibrary.org/Search/Index/query?co=Indonesia&ln=&ty=&keyword=&pn=1) (<https://www.aseanlibrary.org/Search/Index/query?co=Indonesia&ln=&ty=&keyword=&pn=1>)

<https://www.aseanlibrary.org/Search/Index/query?co=Indonesia&ln=&ty=&keyword=&pn=1>). **Primary Source:** [NYT Article: China Resumes Control of Hong Kong, July 1, 1997](https://www.nytimes.com/1997/07/01/world/china-resumes-control-of-hong-kong-concluding-156-years-of-british-rule.html) (<https://www.nytimes.com/1997/07/01/world/china-resumes-control-of-hong-kong-concluding-156-years-of-british-rule.html>)

Tuesday:

@ 3:00-4:15: \***Fourteenth Class Meeting on Zoom Synchronous (Attendance & Participation taken)**

Reading Graphic Organizer Homework – (10 points - Credit / No Credit)

Thursday:

Office Hours: 3:00 – 4:00 on Zoom (\*Not mandatory, for Q&A)

Reading Graphic Organizer Concept Map – Small Group Work (15 points - Credit / No Credit)

Saturday:

Key Terms Quiz Chapters 29 & 30 (Canvas – 15 Points)

	Step 6: Final Draft of PSA Paper Due – (30 Points)
<b>Week 15: Nov. 24, 30-Dec.4</b>	<p style="text-align: center;"><b>Cumulative Final Exam – Monday-Wednesday, November 30 @ 12:00pm - December 2</b></p> <p style="text-align: center;"><b>Cumulative Final Exam</b></p> <p><b>Tuesday, Nov. 24th - Office Hours @ 3:00 - 4:00 - Review and Study Day</b></p> <p><b>The Final Exam is an essay exam. It is an open note, open RGO exam based off the class discussions/notes, RGOs, and Key Terms (found in the Syllabus from Units 1-3 in the semester, with a concentration on Unit 3.</b></p> <p><b>NO CHANGES TO EXAM TIMES / DATES WILL BE ALLOWED.</b></p>

**NOTE: Students are responsible for reading this syllabus in its entirety. If there is anything that you do not understand regarding the course requirements, deadlines, examination dates etc., it is your responsibility to seek clarification as soon as possible. Missing assignment deadlines or failing in any other way to fulfill the requirements of this course cannot be excused by ignorance of those requirements.**