

DRAFT - ALL ITEMS SUBJECT TO CHANGE WITHOUT NOTICE

WAYLAND BAPTIST UNIVERSITY Distance Learning Campus School of Behavioral and Social Sciences

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

HIST 1304 - World Civilization Since 1500

Term: Spring 2014 – 11 Week Term

Instructor: Dr. Christopher Thrasher

Contact Information: Please contact me through email at Christopher.Thrasher@wayland.wbu.edu

Office Hours: Since this is an online course, we will interact primarily through the Blackboard website.

Class Time and Location: All course functions are contained within the course website.

Catalog Description: Development of modern world civilizations from the early modern period to the present.

There is no prerequisite for this course

Textbook: The Heritage of World Civilizations – Ninth Edition – Craig, Graham, Kagan, Ozmet, Turner

Optional Materials: The textbook contains all of the required readings for the course.

Course outcome competencies: The goals of this course are as follows: acquaint the student with heritage of our past; develop an appreciation for questions and historical controversy in World civilization; build familiarity with the historical geography of the Near East, Asia, Africa, and Europe; and, develop analytical and technical skills necessary for successful scholarship.

- The Renaissance and Reformation and their impacts on world civilization.
- The development of modern society, government and economic systems.
- The rise and decline of western imperial dominance.
- The origins, development, and impact of nationalism on world civilization.
- The impact of world wars and the transformation of the post World War II era.

Attendance: According to the WBU academic catalog (pg. 91 in the 2013-14 edition): “Attendance is defined as active participation in the course as described in the syllabus...Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course.... Any student who has not actively participated in an online course prior to the census date for any given term [Sep 4 for Fall 2013] is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.”

Weekly Attendance: An assignment is due every week. Completion of that assignment serves as proof of your attendance in the course. It is not enough to simply log in to the website, you must complete an assignment to be counted present.

Additional Attendance Policies: Students must fulfill all assignments within the posted deadlines. Remember that it is your responsibility to ensure you have internet access and a computer as needed. You should make arrangements to have access to an alternative computer and internet network if you encounter problems. Plan on completing assignments early; that way if you encounter a problem you will have time to resolve the issue before the deadline.

Important: I will not accept any late work except in the case of authentic emergencies that last for the entire time an assignment is available and which the student is able to document to my satisfaction.

Service for the Disabled: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Course requirements:

Students will demonstrate their knowledge in five examinations. The first four exams will consist of an objective portion of ten questions, which may include multiple choice, matching, and short answer questions as well as a subjective portion, which will consist of an essay question. The final exam will consist entirely of a single essay which will demonstrate knowledge of the entire chronological, bibliographic, and geographic breadth of the course. You will have only one hour to complete each examination. The questions will appear in random order. You must answer them in the order presented without backtracking.

Exam 1 - The objective portion will be worth one hundred points and the subjective portion will be worth forty points.

Exams 2, 3, 4 - The objective portion will be worth one hundred points and the subjective portion will be worth one hundred points.

Examination 5 - The exam will consist entirely of a subjective portion worth two hundred points.

Students will participate in the class by posting on the course discussion board. I will initiate a discussion by posting a question on the course discussion board. Students will participate in each conversation by answering the question and or by responding to other students. Comments should provide substantial contributions that display knowledge of the assigned readings. Each student will receive a participation grade based on his or her contribution to each conversation. The getting to know you assignments require some additional work, as explained in the course calendar.

140 Points	Exam I – Part 4 in the Text - The World in Transition – Chapters 16, 17, 18, 19, 20
200 Points	Exam II – Part 5 in the Text - Enlightenment and Revolution – Chapters 21, 22, 23
200 Points	Exam III – Part 6 in the Text - Into the Modern World – Chapters 24, 25, 26, 27
200 Points	Exam IV – Part 7 in the Text - Global Conflict and Change – Chapters 28, 29, 30, 31, 32, 33
200 Points	Exam V - Cumulative Essay on a Single Theme
50 Points	Participation Grade (10 points per discussion for five discussions)
10 Points	Getting to Know You Quiz and Discussion (5 Points Each)

1000 Points	

Method of determining course grade:

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a micro term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Instructor's policy on Academic Dishonesty: Students will do their own work without outside assistance. During discussions, students are welcome to consult any reputable source of information they find helpful. Examinations should be taken from memory without referring to any materials other than the student's own memory. Your examination responses should consist entirely of your words. You should not make exact quotes of any, not even the textbook. Any student found violating this policy will receive a zero on the assignment with no possibility of making up the work. Depending on the severity of the dishonesty, the student may also receive a grade of F in the course and have their misconduct reported to the office of the Provost for possible suspension or expulsion from the university.

Tentative Schedule: All items are subject to change as needed. All assignments due by midnight on the listed date.

~ February 2014 ~						
◀ January March ▶						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24 Getting to Know You Opens 1 – Post a response to my getting to know you post in the course discussion board. 2 – Take the online getting to know you quiz.	25	26	27	28	Notes:

~ March 2014 ~

◀ February

April ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 Getting to Know You Closes
2	3 Discussion One Opens Read Part 4 in the Text - The World in Transition - Chapters 16, 17, 18, 19, 20 And Lecture #1	4	5	6	7	8 Discussion One Closes
9	10 Examination One Opens Exam Covers - Part 4 in the Text - The World in Transition - Chapters 16, 17, 18, 19, 20 And Lecture #1	11	12	13	14	15 Examination One Closes
16	17 Discussion Two Opens Read Part 5 in the Text - Enlightenment and Revolution - Chapters 21, 22, 23 And Lecture #2	18	19	20	21	22 Discussion Two Closes
23	24 Examination Two Opens Exam Covers - Part 5 in the Text - Enlightenment and Revolution - Chapters 21, 22, 23 And Lecture #2	25	26	27	28	29 Examination Two Closes
30	31 Discussion Three Opens Read Part 6 in the Text - Into the Modern World Chapters 24, 25, 26, 27 And Lecture #3	Notes:				

~ April 2014 ~

◀ March

May ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5 Discussion Three Closes
6	7 Spring Break	8	9	10	11	12 Spring Break
13	14 Examination Three Opens Exam Covers Part 6 in the Text - Into the Modern World Chapters 24, 25, 26, 27 And Lecture #3	15	16	17	18	19 Examination Three Closes
20	21 Discussion Four Opens Read Part 7 in the Text - Global Conflict and Change - Chapters 28, 29, 30, 31, 32, 33 And Lecture #4	22	23	24	25	26 Discussion Four Closes
27	28 Discussion Five Opens What have we learned? A Brief Review of the Course	29	30	Notes:		

~ May 2014 ~

◀ April

June ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3 Discussion Five Closes
4	5 Examination Five Opens Comprehensive Essay Covers Chapters 16 - 33	6	7	8	9	10 Examination Five Closes
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Study Guide HIST 1304

Goals

We will focus on two intellectual endeavors. We will attempt to build cultural literacy by familiarizing ourselves with important people, places, and things. We will also work to build our communication skills as we demonstrate knowledge of key themes in the course. These themes include the specific concepts mentioned in the reading and broader concepts including economics, violence, culture, politics, religion, and race.

Discussion Board Postings

This is the online equivalent of an informal classroom. I will initiate a conversation by posting a prompt or asking a question. Students will demonstrate knowledge of the readings by responding to me or to each other. Students are free to consult their readings or outside sources of information when writing their responses. I may respond to some student comments, none, or all of them as I feel the need.

Exam Parameters

Examinations will be timed. You will have one hour to complete the exam. Once you begin an exam you may not pause the timer. You must answer questions in the order provided without any backtracking. Exams are closed book. Please do not refer to any resource other than your own memory while taking exams. The objective portion will focus on the chronologies and key terms (at the end of each chapter in the textbook). The subjective portion in the form of an essay centering on one of three possible topics each of which centers around a major theme in the course. We will discuss many of these themes in the discussion board.

Essays

At an absolute minimum, all essays should provide a well organized, clearly articulated, and very detailed essay. Essays should include information from as many portions of the readings, times, and places as possible. Remember that this course is a study of world history. Pay special attention to areas outside of western Europe and North America. Be sure to demonstrate knowledge of Asia, Africa, and Latin America. Avoid generalizations and always be as specific, as nuanced, and as historically accurate as possible. All essays should be at least five full paragraphs in length. Students who do not provide at least these minimum requirements should not expect to earn any points on their essay.

Organizational Suggestion

You are free to organize your essays in whatever manner you like, however, if in doubt I recommended the basic five paragraph essay format. The first paragraph provides a strong thesis statement and a prelude to the rest of the essay. The second, third, and fourth paragraphs each focus on a single aspect of evidence that supports the thesis. The fifth paragraph summarizes the work and restates the thesis. Regardless of how you organize your essay, I suggest you write an outline before beginning.

Suggestions for Success in the Course

Do your own work. I am on the lookout for dishonesty and will not hesitate to penalize dishonest students. Keep up with the deadlines. If you miss a deadline for any reason other than a documented emergency, you will receive a zero. Take the class seriously. This is not a difficult course, if you devote sufficient time and energy to the work. Follow instructions. My directions are simple, but you must follow them if you wish to pass the course.

Essay Grading Rubric:

100% - 90%

Excellent (A)

The essay consists of at least five full paragraphs. The thesis statement is strong, simple, and argumentative. The essay responds directly to the prompt. The work is well organized into clearly defined and interconnected paragraphs which proceed in an obvious order. The work is very detailed and includes numerous specific examples including specific names of people, places, and things. It provides an effective and specific understanding of chronology. The essay demonstrates a comprehensive knowledge of the entire chronological, bibliographic, and geographic breadth of the relevant material. The work avoids making inaccurate or simplistic comments. It communicates effectively, making only minor errors of grammar, punctuation, and spelling.

89% - 80%

Good (B)

This essay is pretty good, but suffers from several minor or one serious defect.

79% - 70%

Adequate (C)

This essay is fairly good, but suffers from numerous minor or two serious defects.

69% - 60%

Insufficient (D)

This essay demonstrates considerable room from improvement in several areas. However, it does provide a reasonable number of full paragraphs, and some relevant details.

59% - 20%

Unacceptable (F)

This is a very bad essay which falls short in almost every area. However, the student made a reasonable attempt to respond to a prompt by providing some factual details of relevant to the prompt.

20% - 0%

Extremely Poor (F -)

This essay provides almost nothing of value.

Example Essay: Example Essay: This is not a perfect essay, simply an example of a very good essay.

Essay Prompt: Why is the French and Indian War important?

The French and Indian War was important because it was one of the primary causes of the American Revolution. When professional British soldiers were defeated in battle by French and Native American forces, it diminished colonial fears of the British military. Colonists working with the British often developed personal animosity for the British. Most importantly, the French and Indian War led to economic conflicts between the British government and the colonists. These factors and many more, made the French and Indian War a primary cause of the American Revolution.

The French and Indian War punctured the colonial belief in British invincibility. Braddock's Defeat provides an important example of how this happened. In 1755, British General Edward Braddock prepared an expedition to capture the French Fort Duquesne. Benjamin Franklin warned Braddock that the Native Americans were dangerous enemies. Braddock ignored Franklin's warnings and stumbled into a disaster that resulted in the death of almost one thousand British and colonial troops. Franklin later explained that this defeat convinced many colonists that the British were far from invincible.

Interactions between the British and the colonists often caused personal animosity between colonists and the British. In 1757, Daniel Morgan was driving a wagon for the British army. When a British officer annoyed Morgan, he knocked the officer to the ground with a single punch. The British army punished Morgan by whipping him. Morgan hated the British for the rest of his life and sought to get back at them by serving as a general in the rebel army during the American Revolution.

The French and Indian War was expensive and in an effort to repay their war debts, the British government taxed the American colonists which led to economic conflicts. In 1764, the British passed a new tax on molasses. While the new tax was less than the old tax on molasses, the new tax was strictly enforced, unlike the old tax which most colonists avoided paying. In 1765, the British government passed a tax known as the Stamp Act on printed paper goods. These taxes were very unpopular and convinced many colonists to rebel against the British government.

As this essay demonstrated, the French and Indian War was one of the most important causes the American Revolution. It convinced the colonists that the British military was not as powerful as they once believed. During the war, colonists and British soldiers often disagreed with each other. After the war was over, economic conflicts convinced many colonists that they would be better off as an independent nation. These are just three examples of how the French and Indian War led to the American Revolution which created the United States.

Instructor Information

Contact Information

Dr. Christopher Thrasher - Instructor

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Office Location and Phone Number

I currently teach only through the virtual campus, so I do not have an on campus office, office hours, or phone number.

Instructor Biography

I am originally from the great state of Alabama. I completed my bachelor's degree in history and political science from the University of North Alabama. I earned my master's degree from Middle Tennessee State University where I briefly taught American history before moving to Texas to complete my PhD at Texas Tech University. My dissertation was "A Saving Touch of Barbarism: A History of Fight Sports in America 1607 - 2005." This monograph examined how and why fight sports change in America, looking at boxing, wrestling, judo, kickboxing, and mixed martial arts. I am currently revising this manuscript for publication as a book.

Brief Curriculum Vitae

Education

2012 - Doctor of Philosophy - History - Texas Tech University

2008 - Master of Arts - History - Middle Tennessee State University

2002 - Bachelor of Science - History - The University of North Alabama

Professional Employment

2011 - Present Instructor of History - Wayland Baptist University - Virtual Campus

2011 - 2012 Graduate Part Time Teaching Instructor - Texas Tech University

2010 - Blackboard Advisor - Texas Tech University

2009 Teaching Assistant - Texas Tech University

2009 Adjunct Professor of History - Middle Tennessee State University

2002 - 2009 - Assistant Store Manager - Walgreens Drug Stores

HIST 1304 - Contact Information

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Blackboard Technical Support

<http://ondemand.blackboard.com/students.htm>

Guide to Internet Resources

http://www.wbu.edu/academics/online_programs/resources/refguide.htm