



HISTORY

World Civilization II-Online

Syllabus for HIST 122

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Please read these [important points and frequently asked questions](#).

The overall aim of this course is to develop an understanding of the history of the major world cultures by examining the major themes and movements that were occurring during this period. It is hoped that each student will gain a sense of where people have come from and what that could possibly mean for the future. As the world moves towards a deeply integrated globalization, it is even more important to understand how different people are, and how similar they are. Many historians and experts are still debating the ramifications of the most recent move towards globalization. All, however, are in agreement that the only way to be successful within its context, is to understand as much as possible what it is all about.

History is the “explanation of change over time,” as one of my professors defined it. The study of history is an important component of a sound liberal arts education. Here is one answer to the question, [why study history?](#) Another purpose of this course, and one I feel is equally important as those above, is that everyone involved has an enjoyable time. For this to happen it is necessary that everyone participate in the class. Please, ASK QUESTIONS. This is a way for all of us to learn.

The question is always asked: [What can you do with history?](#) An objective of this class is not only a knowledge of history, but to help the student develop a methodology of examining evidence and learning to report on it in a clear and concise manner. In the future you may have a boss who will ask you for a three-page report on a project you are in the middle of. You will have to examine the files, going through the data and finding the significance. This is what a historian does. So in a way, just about everyone can use historical methodologies on their job.

Course Description

This course is a continuation of the survey of world cultures from the Age of Discovery to the present. Consideration is given to major institutions and ideas, the formation of empires and modern nation states, as well as the important political, social, and economic forces of the time, especially as to their influence on modern times.

Required Texts

The following books are available in the bookstore:

The World: A Brief History, Volume Two

Things Fall Apart

A [reading list](#) for the semester can be found by following the link.

During the course of the semester you will want to look through a variety of sources to get a feel for what is going on in the world. At one time Americans prided themselves on their knowledge of the “outside world.” In the past few years we have shown ourselves to be not only quite ignorant of the rest of the world, but more than happy to be so. By perusing the following sources on a regular basis (but not limiting yourself to just these sources), you can build up your knowledge and expand your view of the world, and collect material that will be helpful for this course. To aid in this endeavor you may find the following links, listed alphabetically, helpful: [Al Jazeera English](#), [Arab News](#), [Baltic Times](#), [Buenos Aires Herald](#), [China Daily](#), [CNN World News](#), [Der Spiegel International](#), [International Herald Tribune](#), [Japan Times](#), [Jerusalem Post](#), (Johannesburg) [Mail & Guardian](#), [Mexico Daily](#), [Moscow Times](#), [People’s Daily](#), [Shanghai Daily](#), [Times of India](#), [Times of London](#), and the [Times of Nigeria](#).

Method of Evaluation

- 1) Exams- Your examinations will be a combination of objective questions and essays. Material for examination purposes will come from a variety of sources: your text readings, primary documents, the websites assigned, any videos assigned, and the message board. There will be an exam associated with each module; you need to take three of them. These exams will constitute forty percent of your final grade.
- 2) Term Paper- you will be given an assignment for a paper that will address a question and/or theme from the course. This will be a polished piece of work: double spaced and typed, logical and clear progression, clear introduction and conclusion, as well as other aspects of good writing will be expected. It is expected that your paper will adhere to the [MLA format](#) (use “In-Text Citations: The Basics”). More details will be forthcoming. This paper will be worth twenty percent of the final grade. Words of wisdom: “Every job

is a self-portrait of the person who did it. Autograph your work with excellence.” J. Guidobono.

- 3) Discussion Board Postings- We will be using the Blackboard site for this purpose. Students can log into Blackboard by accessing the www.my.commmnet.edu site and log in with their user ID name and password. Blackboard has a link in the top, right-hand corner. One of the clear advantages and joys of learning is that it does not occur in a vacuum. Indeed, the socialization of learning can be an exciting experience as ideas and opinions can have a steamrolling effect. This is not, nor is it intended to be, a correspondence course. The challenge is to “come together” as a class. Hopefully the discussion boards will allow that to occur. Each student is expected to be a regular and frequent contributor to the message board (more on this later), making substantive postings. A “substantial posting” is one that brings a unique (comparative, analytical, critical) perspective to some aspect of the reading, websites, or another student’s perspective. The discussion board is also a place for you to ask questions and answer those questions that are asked by others. You may also use this space to bring in websites you have found on your own. This exercise will constitute twenty percent of your final grade.
- 4) Objective tests- Also at the Blackboard site there are objective tests, or quizzes, for each chapter. They are compromised of twenty true-false/multiple-choice questions for each chapter of the text. Each student must complete the test that corresponds to that module’s readings by the end of the module. These are date sensitive, and once the deadline has passed the test will no longer be available. The tests are also time sensitive: you have twenty minutes to take each test. They are meant to be both a device to keep reading at a given pace, and thus facilitate discussion, as well as an assessment of knowledge. To paraphrase a former student: if you have read the material closely and taken good notes from the readings, they aren’t a problem; if you are sitting there with the book looking for the answers, you could have great difficulty. This will constitute twenty percent of your final grade.

Grading

Grade	Equivalent	Quality Points
A	95-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0

C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F	0-62	0.0

Course Objectives

The goals and objectives for this course are specific to the study of history and integrated with the college's general education goals. Working through a variety of methodologies, the successful student will develop the following skills:

- Course goal: to analyze and evaluate argumentation:
 1. acquire and analyze information to determine its quality and utility;
 2. summarize, analyze, and evaluate argumentation and persuasion.
- Course goal: To understand and convey ideas in diverse contexts using reading and writing:
 1. to comprehend and evaluate written passages;
 2. to write clearly;
 3. to speak clearly;
 4. to understand lectures and arguments.

College Withdrawal Policy

A student who finds it necessary to discontinue a course MUST complete a withdrawal form obtained from the Registrars Office. Students may withdraw from class anytime during the first thirteen weeks of the semester without being in good standing or obtaining prior permission of the instructor. Students, who fail to properly withdraw, and discontinue coming to class, will be assigned an "F" grade. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar. Verbal withdrawals will not be accepted.

Learning Disabilities Statement

If you have a question regarding a disability that may affect your progress in this course please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (892-5751) generally works with students who have learning disabilities or ADHD. Judy Hilburger (892-5744) generally works with students who have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (383-5240) also works with students who have disabilities. Your cooperation is appreciated.

[Dr. Delaney's Homepage](#) [TRCC Homepage](#)