

Course Enhancement Rationale

Course Dept/Number: HIST
Instructor: Perreault
Total Credits: 4

Course Name: 102
Gen Ed Cr: Yes or No

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input checked="" type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input checked="" type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

I have added 2 books totaling roughly 600 pages of reading for this course. Students will be writing papers on each of these books, and will be required to engage in the material in a critical way. In addition, I have added a research project, the “Developing Nation Project,” that requires individual research, use of the internet, a written report, and a presentation. All of these enhancements increase the critical thinking component of my course since they ask the students to go beyond mere reporting, but to assess and analyze both primary and secondary sources.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

I will include discussions of both of the new books in class, will comment on the papers and presentations, and will grade presentations and papers.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

Course Enhancement Rationale

COMAR calculations: Increased reading of 2 books, 600 pages= 30 hours; 2 additional 4-5 page papers= 10 hours; New research project=10 hours. Total=50 hours***

4. Discuss how the enhancement will be assessed.

I will grade the papers and presentations, and will include questions about the additional readings on my exams (which are all essay exams).

Grades will be weighted as follows:

Class participation:	10%
Reaction Papers:	10%
Exam #1:	15%
Exam #2:	15%
Book Papers:	15%
Developing Nation Project:	15%
Final Exam:	20%

Salisbury University
History 102: World Civilizations
Spring 2003
OLD SYLLABUS

Dr. Melanie Perreault
HH381 (phone: 410-543-6267)
e-mail: mlperreault@salisbury.edu
Office Hours: MW: 9-12
(or by appointment)

Course Description: This course is designed as a sweeping introduction to the history of the world from the sixteenth century to the present. With such a grand scale, we cannot possibly cover each society in great detail. Instead, we will use a comparative approach to examine important topics across different cultures, societies, and lands. The central concern of this course is the development of “modern” cultures. Over the course of the semester, we will discuss the tensions created when cultures collide and examine the impact of an increasing globalization on both individuals and entire countries.

Required Books: The following books are available for purchase at the bookstore:

Duiker and Spielvogel, *World History*.
Andrea and Overfield, *The Human Record*, v. 2.
Hochschild, *King Leopold's Ghost*

Course Requirements: Students will be evaluated based on their performance on three exams, a final examination, a paper, several smaller reaction essays, and class attendance and participation. Grades will be weighted as follows:

Class participation:	10%
Reaction Papers:	10%
Exam #1:	15%
Exam #2:	15%
Exam #3:	15%
Paper:	15%
Final Exam:	20%

Needless to say, all work should be the sole product of each individual student. **There will be a no tolerance policy towards cheating in any of its forms in this class. Simply put, if you cheat, you will fail the course.** When writing papers, be careful to avoid plagiarism (failure to adequately cite your sources, or, in its worst form, simply copying someone else's ideas or words). You must put direct quotations in quotation marks, but you must also cite a source if you have used somebody's idea and have rewritten it in your own words. If there is any doubt, you are advised to add a citation and let me sort it out.

Evaluation: My final evaluation of your performance in this course will be judged only against yourself—this is not a competition between classmates. Your grade will be based on class

attendance and participation (taking an active role in discussions), three tests, a final exam, and the required paper and reaction essays. I reserve the right to give unannounced quizzes over the readings at any time—I will factor these scores into your participation grade as necessary. All assignments must be completed to receive a passing grade in this course.

Writing Across the Curriculum: You will have many opportunities to develop your writing and critical thinking skills in this course. In addition to the formal paper, students will write informal papers in class and will take essay exams.

Papers: Students will write one formal paper centered on Hochschild's *King Leopold's Ghost*, and several less formal reaction papers this semester. The reaction papers will be 1-2 page responses to the primary source documents, and will serve as a springboard for discussions. Detailed instructions for the papers will be handed out well in advance of the due dates. I am open to alternative paper proposals if you speak to me well in advance of the due dates.

Examinations: There will be three exams during the course of the semester, and a final examination at the end of the course. Each exam will consist of brief identifications and short essays (no multiple guess questions). Students who have a legitimate reason to miss the exam must make arrangements with me BEFORE the scheduled exam time, and no other make-up exams will be allowed except in cases of documented illness.

Academic Policies: This course adheres to Salisbury University's Scholastic Standards found in the Undergraduate Catalogue. I will take attendance each day—students are allowed three unexcused absences for the semester before the class participation grade begins to suffer. I will deduct one letter grade for each unexcused absence over three. The university suggests you should spend 2-3 hours at home doing work for every one hour in class. You should be able to complete each week's readings in less time than that so spend the extra time thinking about what you've read!

Course Schedule: In order to have intelligent discussions, reading for each week is to be completed at the BEGINNING of the week (and refreshed as necessary).

Unit I: The Early Modern World

Week One: Introductions

Tu Jan 28: Introduction to Course

Th Jan 30: The Age of Exploration

Week Two: Discoveries

Tu Feb 4: Film: First Contact.

Th Feb 6: Early Colonization

Reading: Textbook, ch. 14; Docs 4, 5, 18, 19, 20.

Week Three: Eastern Empires

Tu Feb 11: The Ottoman Empire

Th Feb 13: The Mughals and China [**REACTION PAPER #1 DUE**]

Reading: Textbook, chs. 16-17; Docs 21, 22, 23, 26.

Week Four: Reformation

Tu Feb 18: The Reformation

Th Feb 20: **EXAM #1**

Reading: Textbook, ch. 15; Docs 1, 2, 3.

Unit II: Revolutions: Political, Social, and Intellectual

Week Five: Revolutions of the Mind

Tu Feb 25: The Scientific Revolution

Th Feb 27: Enlightenment

Reading: Textbook, ch. 18; Docs 9, 10, 36, 38.

Week Six: Violent Revolutions

Tu Mar 4: The Origins of Revolution

Th Mar 6: The French Revolution

Reading: Textbook, ch. 19; Docs 44, 45, 46, 47.

Week Seven: Nineteenth-Century Nationalism

Tu Mar 11: Early Stirrings of Nationalism

Th Mar 13: **EXAM #2**

Reading: Textbook, ch. 20.

Unit III: Nationalism, Industrialization, and Imperialism

Week Eight: The Development of Modern Nationalism

Tu Mar 18: Industry and the Working Class

Th Mar 20: Nationalist Movements [**REACTION PAPER #2 DUE**]

Reading: Textbook, chs 20-21; Docs 61, 62, 63, 64, 65.

Week Nine: BEACHES!

Tu Mar 25: NO CLASS: Spring Break

Th Mar 27: NO CLASS: Spring Break

Week Ten: The Imperialist Impulse

Tu Apr 1: Establishing Colonialism in Africa

Th Apr 3: Imperialism in Asia and India

Reading: Textbook, chs. 22-23; Docs 67, 68, 71, 72.

Week Eleven: A Case Study: *King Leopold's Ghost*

Tu Apr 8: Book Discussion

Th Apr 10: **EXAM #3**

Reading: Hochschild, *King Leopold's Ghost*

Unit IV: The Twentieth Century

Week Twelve: The First World War

Tu Apr 15: Prelude to War

Th Apr 17: Military Struggle and the Homefront

Reading: Textbook, ch. 24; Docs 88, 89, 90.

Week Thirteen: Between the Wars

Tu Apr 22: A Global Depression

Th Apr 24: Unrest and the Rise of Hitler

Reading: Textbook, ch. 25; Docs, 92.

Week Fourteen: The Second World War

Tu Apr 29: Unresolved Issues

Th May 1: The Holocaust [**REACTION PAPER #3 DUE**]

Reading: Textbook, ch. 26; Docs 93, 94, 95, 96.

Week Fifteen: The Second World War

Tu May 6: Military Conflict

Th May 8: Domestic Turmoil

Reading: Textbook, chs. 27-28; Docs, 97.

Week Sixteen: Decolonization

Tu May 13: Anti-colonialism Movements.

Reading: Textbook, ch. 29; Docs 110, 111.

FINAL EXAM—Monday, May 19 3:15-5:15

Salisbury University
History 102: World Civilizations
ENHANCED

Dr. Melanie Perreault
HH381 (phone: 410-543-6267)
e-mail: mlperreault@salisbury.edu
Office Hours: MW: 9-12
(or by appointment)

[Enhanced elements in bold face]

*****COMAR calculations: Increased reading of 2 books, 600 pages= 30 hours; 2 additional 4-5 page papers= 10 hours; New research project=10 hours. Total=50 hours*****

Course Description: This course is designed as a sweeping introduction to the history of the world from the sixteenth century to the present. With such a grand scale, we cannot possibly cover each society in great detail. Instead, we will use a comparative approach to examine important topics across different cultures, societies, and lands. The central concern of this course is the development of “modern” cultures. Over the course of the semester, we will discuss the tensions created when cultures collide and examine the impact of an increasing globalization on both individuals and entire countries. We will look at the development of political systems and the creation of modern states, the interactions of civilizations around the world, and the emergence of a global economy. Along the way, we will devote considerable time to developing your critical thinking skills, including the ability to analyze and synthesize information, and read and write critically.

Required Books: The following books are available for purchase at the bookstore:

Duiker and Spielvogel, *World History*.
Andrea and Overfield, *The Human Record*, v. 2.
Bernal Diaz, *The Conquest of Mexico*
Hochschild, *King Leopold's Ghost*
Fernea, *Guests of the Sheik*

Course Requirements: Students will be evaluated based on their performance on two exams, a final examination, 3 short papers, several smaller reaction essays, a class project, and class attendance and participation. Grades will be weighted as follows:

Class participation:	10%
Reaction Papers:	10%
Exam #1:	15%
Exam #2:	15%
Book Papers:	15%
Developing Nation Project:	15%

Final Exam:

20%

Course Goals: By the end of the semester, students will be able to:

- Identify reasons for the rise and fall of states and empires
- Describe industrialization and its impact on the world production and exchange of goods
- Trace the emergence of a global economy
- Study the interactions between states and the power relationships between them
- Understand the roots of various ethnic, religious and national conflicts
- Explain the impact of scientific and technological development on society and economy

Academic Integrity: Needless to say, all work should be the sole product of each individual student. There will be a no tolerance policy towards cheating in any of its forms in this class. Simply put, if you cheat, you will fail the course. When writing papers, be careful to avoid plagiarism (failure to adequately cite your sources, or, in its worst form, simply copying someone else's ideas or words). You must put direct quotations in quotation marks, but you must also cite a source if you have used somebody's idea and have rewritten it in your own words. If there is any doubt, you are advised to add a citation and let me sort it out.

Evaluation: My final evaluation of your performance in this course will be judged only against yourself—this is not a competition between classmates. Your grade will be based on class attendance and participation (taking an active role in discussions), two exams, a final exam, the required papers on each book, the developing nations project, and reaction essays on the primary source documents. I reserve the right to give unannounced quizzes over the readings at any time—I will factor these scores into your participation grade as necessary. All assignments must be completed to receive a passing grade in this course.

Writing Across the Curriculum: You will have many opportunities to develop your writing and critical thinking skills in this course. In addition to the formal paper, students will write informal papers in class and will take essay exams.

Papers: Students will write short (4-5 page) papers on each of the assigned monographs this semester (3 total). The reaction papers will be 1-2 page responses to the primary source documents, and will serve as a springboard for discussions. Detailed instructions for the papers will be handed out well in advance of the due dates. I am open to alternative paper proposals if you speak to me well in advance of the due dates.

Enhanced Course: All History courses are “enhanced” 4 credit courses, therefore it stands to reason that students will be required to do more work than they would in a 3 credit course. More credit = more work = greater knowledge = a better course.

Developing Nations Project: Working in groups of 3-4, you will investigate a country that has achieved its independence since WWII (Europe, India, China, City-states such as Singapore, and small island groups are excluded from your choices). Using the CIA Fact Book website and any other additional print or online sources (such as the World Bank, U.S State Department, United Nations reports, and the historical *N.Y Times*, available on-line at the library), you must put together a 20-25 minute presentation that addresses the following:

- 1. A brief historical background of the country (no more than 5 minutes should be devoted to this).**
- 2. Explain the country's take on democracy, human rights, and the balance between individual and community rights. Analyze their constitutions, if they have one. What were their models for government?**
- 3. Explain the country's economic system, and its relation to #2. How did they understand private property? The collective good? You should address the country's development strategy--how do they intend to make money?**
- 4. Explain whether the country has met its goals for each of the above questions, and explain why or why not.**
- 5. Finally, considering everything you've discovered about this country, what is your prognosis for its future? Be sure to explain both positive and negative aspects.**

Each presentation must be accompanied by a full annotated bibliography of consulted sources, and a paragraph description of what each group member contributed to the final product. You will be graded on the content of your presentation and the bibliography, and are encouraged to use Power-Point or other forms of visual aids.

Examinations: There will be two exams during the course of the semester, and a final examination at the end of the course. Each exam will consist of brief identifications and short essays (no multiple guess questions). Students who have a legitimate reason to miss the exam must make arrangements with me BEFORE the scheduled exam time, and no other make-up exams will be allowed except in cases of documented illness.

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Week Two: Eastern Empires

Tu Feb 4: The Ottoman Empire

Th Feb 6: The Mughals and China

Reading: Textbook, chs. 16-17; Docs 21, 22, 23, 26.

Week Three: Renaissance and Reformation

Tu Feb 11: Renaissance

Th Feb 13: Reformation [REACTION PAPER #1 DUE]

Reading: Textbook, ch. 14; Docs 4, 5, 18, 19, 20.

Week Four: Exploration

Tu Feb 18: European Exploration

Th Feb 20: **BOOK DISCUSSION: Bernal Diaz, *The Conquest of Mexico***

Reading: Textbook, ch. 15; Docs 1, 2, 3.

Unit II: Revolutions: Political, Social, and Intellectual

Week Five: Revolutions of the Mind

Tu Feb 25: EXAM #1

Th Feb 27: The Scientific Revolution and Enlightenment

Reading: Textbook, ch. 18; Docs 9, 10, 36, 38.

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Reading: Textbook, ch. 19; Docs 44, 45, 46, 47.

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Tu Mar 11: Early Stirrings of Nationalism

Th Mar 13: EXAM #2

Reading: Textbook, ch. 20.

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Week Eight: The Development of Modern Nationalism

Tu Mar 18: Industry and the Working Class

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Reading: Textbook, ch. 25; Docs, 92.

Week Fourteen: The Second World War

Tu Apr 29: Unresolved Issues

Th May 1: Military Conflict and Domestic Turmoil [REACTION PAPER #3 DUE]

Reading: Textbook, ch. 26; Docs 93, 94, 95, 96.

Week Fifteen: The Post War World

Tu May 6: The Cold War

Th May 8: **BOOK DISCUSSION: Fernea, *Guests of the Sheik***

Reading: Textbook, chs. 27-28; Docs, 97.

Week Sixteen: Decolonization

Tu May 13: Anti-colonialism Movements.

*****Developing Nations Presentations*****

Reading: Textbook, ch. 29; Docs 110, 111.