

Syllabus: World History HIST 125

Professor: Dr. Schulze

Teaching Assistants: TBD

Office: Horizon Hall 3206

Digital space: Zoom 925 4523 3485 pswd: 010461

Office Hour: Tuesdays and Thursdays

Study Sessions: Wednesdays and Thursdays 7.00pm-8.00pm in zoom

The Honor Code at George Mason University: *To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:* Student members of the George Mason University community pledge not to **cheat, plagiarize, steal**, and/or **lie** in matters related to academic work.

OBJECTIVES

- equip the student with tools necessary to read critically, to recognize valid analysis, and to work with advanced scholarship effectively.
- Identify major chronological developments in Global History.
- Apply historical knowledge and historical thinking to contemporary global issues.

In-class Tuesday and Thursdays will be lecture content with demonstrations on how to work with the articles for the assignments. During this time, I will field questions to the class. The answers to these questions have points attached. The student that answers a question can secure 1-5 points. There are, at times, several answers to a given question. Think of these questions as a source of extra credit points. It is in your interest to take notes during class so as to answer questions fielded during the semester.

Online students: Lectures will be recorded and loaded into Bb on Tuesdays. Your option on points attached to fielded questions will be available in study sessions Wednesday and Thursday evenings.

Emails: I go through my email twice a week. If you have questions about uploading assignments or dealing with JSTOR, Bb, zoom, or the documentaries your first step is to address your emails to Spencer and Allison, the teaching assistants this semester. They are here to help.

THE THINGS WE DO EACH WEEK.

Each week there will be a few assignments in combinations of the following.

Description prompts (**D?s**) 15 points

Lecture prompt (**L?s**) 15 points

3-4 “quizzes” for 3 assigned articles (**WkXs**) 18-24 points

Bb discussion (**DG**) 20 points

Documentaries (**Doc**) 20 - 60 points

WEEKLY ASSIGNMENT SCHEDULE

Introductory week: explanation of Bb and the assignments

Week 1: review of the syllabus and Bb and demonstration of JSTOR, WkX, and “quizzes”

Week 2: demonstration of Lecture prompts (L?) and demonstration of Description prompts (D?)

Assignments: WkX articles and “quizzes,” 3 Description prompts (D?), and 1 Lecture prompt (L?)

Week 3: explanation of Bb Discussion

Assignment: Discussion Board Bb

Week 4: Fallacies and explanation of the Paragraph Pages

Assignments: WkX articles and “quizzes,” 3 Description prompts (D?), and 1 Lecture prompt (L?)

Unit 1: Early World History (30000BCE – 1400CE)

Week 5: Assignments: WkX articles and “quizzes,” 3 Description prompt (D?) and 1 Lecture prompt (L?)

Week 6: Assignments: Documentary and Discussion Board

Week 7: Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

Week 8: Assignment: Documentary

Unit 2: Two waves of Globalization – Imperialism (1430CE-1950CE)

Week 9: Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

Week 10: Assignments: Documentary and Discussion Bb

Week 11: Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

Week 12: Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

Unit 3: 20th and 21st centuries

Week 13: Assignment: Documentary and Discussion Bb

Week 14: Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

Week 15: Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

DESCRIPTION OF EACH TYPE of WEEKLY ASSIGNMENT

1. D?s Description prompts

This assignment is designed to teach you one of the most fundamental components of analytical composition, the basic description: who what where when and why.

In each occurrence during the semester there will be three D?s worth 5 points each. The prompts are presented at the beginning of class sessions and loaded into Bb. A rubric for the content of a correct answer is in Bb. You will submit your completed work into the portal provided for the week. **Please familiarize yourself with the rubric. It is your tool for YOU to check your answers before you submit your completed work.**

2. L?s Lecture prompts

This assignment is designed to familiarize you with the fundamental parts of analysis and to get you thinking in paragraphs.

In each occurrence during the semester there will be one L? worth 15 points. The prompt is presented at the beginning of class sessions and loaded into Bb. A rubric for the content of a correct answer is in Bb. You will submit your completed work into the portal provided for the week. **Please familiarize yourself with the rubric. It is your tool to check your answers before you submit your completed work.**

3. WkX articles

This assignment is designed to familiarize you with proper critical reading skills and valid argumentation.

Monday at 11.59pm the Weekly Articles (WkXs) will be made available in Bb. Each WkX is a set of 3-4 articles. The assignment is to identify the thesis, a statement of purpose (SOP), and the analytical form in each article. The answers are submitted into Bb via a “quiz” format. The Bb quiz is a convenient formatting tool for submitting the answers from the articles. Each article has its own “quiz.” Each “quiz” is worth 6 points: 2 points for thesis, 2 points for statement of purpose, and 2 points for the analytical form. You will copy your answers from the article, so not really a quiz, more of a “quiz.”

The analytical forms we will be working with this semester are identified and defined in a .doc loaded into Bb, "helpful information" folder. **Please familiarize your self with the forms and their definitions as these are key for you to identify thesis, SOP, and analytical form in the articles with which we will be working.**

4. Documentaries

This assignment is designed to afford the student an opportunity to improve their grade. A documentary is an analytical composition therefore subject to the same rules of critical reading and analytical form.

There will be 3 **scheduled** documentaries. Each documentary will have 10 D?'s attached. Refer to the D? explanation above. During the in-class viewing, I will field questions. The answers to these questions, as described above, will have points attached. Think of these questions as a source of extra points.

There will be at least 2 **unscheduled** documentaries. Each documentary will have 4-5 D?'s at 5 points each. These questions will be made available on Bb.

5. Discussion Bb

This assignment is designed to get you working across sources, i.e. documentary, articles, and lecture.

There are 4 discussion board prompts. The prompts will be unique for each occurrence.

6. Paragraph Page

This assignment is designed to practice evidence recognition and to familiarize you with how evidence is used in proper analysis.

FORMATTING TO SUBMIT COMPLETED D?, L?, and Documentary D?'s.

EACH STUDENT MUST WRITE THEIR ANSWERS BY HAND AND SUBMIT THEM INTO Bb AS image files: JPEGs , PDFs, OR PNGs.

I have one to two teaching assistants each semester. These TAs are here should you need help to format your answers and/or interact with Bb. Their emails are provided in the first announcement for the semester. I am NOT the person to go to for assistance with computer interface.

Universal Rubric

- **All D?, L?, and Doc responses must be written by hand.**
- **All responses must be written in complete sentences.**
 - Incomplete sentences, bullet-point and/or slashed constructions = 0.
- Fallacies: e.g. hypothetical constructs, contradiction, and hyperbolic assertions = 0
- **Citation is required** when using ideas or phrasing from the work of others.
 - No recognition = a hold on the points earned until the citation is provided.

PLAGIARISM: To plagiarize is to copy and attempt to present as one's own the ideas, phrasing, and/or order of the work of someone other than one's self. The act of not presenting citation is the "attempt to present." For our purposes, name the author in your sentence.

FALSE CITATION is to present a citation to a source that is in fact not the actual source of the content in the composition. False citation is a particularly egregious form of plagiarism.

The DEADLINE each week is Sunday 11.59pm.

There will be a one-day grace period (Monday 11.59pm) during which you can submit your completed work. If you miss the grace period, that is the end. Work is not accepted after the weekly portals close.

The work submitted after the deadline will be tagged as late by Bb. As it takes time to get oneself coordinated at the beginning of the semester a period of tolerance for late submissions will be extended in the first portion of the semester. After Spring Break (10 March) the points earned on each late submissions will be reduced by 2 points. Be aware of your digital record over the course of the semester.

If Bb acts up and you are not able to submit your work, take a screenshot of the error notice. Be sure the screenshot has the date and time clearly included.

Email notifications sent after 10pm on a Monday that inform me or the TAs about difficulties submitting work into Bb will be viewed as invalid requests for extensions or accommodation. In short, the option to submit is closed.

There is one way to reopen an option on an assignment.

Medical emergencies, family emergencies, and work related events that are documented can reopen the option on a closed assignment. In these cases, the student is responsible for contacting me. I collect the documentation that confirms the reason for not turning in the assignment by the end of the grace-period. Please black-out all personal information. All I need to see is your surname, date(s), and professional indicators. After the presentation of the documentation the student will work with one of the TAs to coordinate turning in the work.

HOW TO CORRECT when assignment(s) are not turned in.

The course is designed so that one or two missed assignments do not necessarily destroy a grade. Additionally, the course is built to provide immediate access to unassigned point streams (i.e. "extra credit") that allow for the correction of a missed assignment or low grades.

One unassigned points stream is to engage during class sessions. As described above, I ask questions as I work and these questions have points attached. Taking notes on lectures, articles, and documentaries helps you gain the information you need to answer these questions. An extra 2 points can be earned when a student accurately cross references to a source we are working with: i.e. previous lectures, articles, and documentaries. Shouting out answers will not get points. Raised hands will be responded to after a delay. The delay will be provided so that students have time to access their notes for an answer. I will moderate "calling" upon students so as to maintain a fair distribution of points.

Another unassigned points stream is the prompts attached to the out-of-class documentaries.

These options for points during the semester mean that there is no such thing as additional extra credit options at the end of the semester. "Extra credit" flows during the whole semester, so there is no extra credit at the end of the semester.

Accommodations

Students with a diagnosed learning pattern should contact the Office of Disability Resources. Accommodations must be arranged through that office. Please email to me a copy of your accommodations letter.

As to accommodations: it is the responsibility of the student to discuss with me their options regarding the formatting and timing for the submission of completed assignments.

Absence policy

Missing the week or getting the assignments late does not translate into an extension on the assignments.

Your final GRADE is based upon 350 points

The goal of the student is to collect points each week toward 350 points.

This is like a law-away payment system or a savings account. By accomplishing the assignments, you acquire points each week. These points add up over the semester.

The final grade is calculated by dividing the points accumulated by 350.

A+	100%	350
A	93-99%	
A-	90-92%	
B+	87-89%	
B	83-86%	
B-	80-82%	$290 / 350 = .82$
C+	77-79%	
C	73-76%	257-269 total points is a C (ex: $265/350 = .75$)
C-	70-72%	
D	60%-69%	
F	59% and lower	

This 10 point scale does not apply to the individual assignments.

So, let's say your goal is a C. That is 265 points.

There are 11 weeks of assignments. $265 \text{ divided by } 11 = 24$

This means that you need to earn at least 24 points each week to reach your personal goal of a C (265 points) by the end of the semester. There are at least 29+ points available each week in the assignments. Plus, there are extra credit points that free flow each week

Decide upon the grade you would like to have and do the math. Look at the scale above. You figure out how many total points you need each week to get the grade you would like. $350 / 11 = 31.9$

THE WEEKLY LECTURE SCHEDULE

Introductory week: explanation of the assignments

Week 1: review of the syllabus and Bb and demonstration of JSTOR and WkX

Week 2: Lecture 1: The Conception of Time

Lecture 2: Periodization

Week 3: Lecture 3: History and Historiography

Lecture 4: World History - Threads and Key Developments, Migration

Assignments: Discussion Bb

Week 4: Lecture 5: Fallacies

Lecture 6: A thread, how we organize ourselves

Assignments: WkX articles and "quizzes," 3 Description prompts (D?), and 1 Lecture prompt (L?)

Unit 1: Early World History (30000BCE – 1400CE)

Week 5: Lecture 7: Paleolithic, Mesolithic, and Neolithic

Lecture 8: Paleolithic, Mesolithic, and Neolithic

Assignments: WkX articles and "quizzes," 3 Description prompts (D?) and 1 Lecture prompt (L?)

Week 6: Lecture 9: Ancient Civilizations: Eastern and Western Hemispheres

Lecture 10: Ancient Civilizations: Eastern and Western Hemispheres

Assignments: Documentary and Discussion Board

Week 7: Lecture 11: The evolution of trade routes: Eastern and Western Hemispheres

Lecture 12: The evolution of trade routes: Eastern and Western Hemispheres

Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

Week 8: Assignment: Documentary

Unit 2: Two waves of Globalization – Imperialism (1430CE-1950CE)

Week 9: Lecture 13: The evolution of information technology. Writing, paper, and the printing press

Lecture 14: The Scientific Revolution

Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

Week 10: Lecture 15: First Wave of Globalization 1400CE-1700CE: China, Portugal, and Spain

Lecture 16: Slavery, Plantation, and Piracy

Assignments: Documentary and Discussion Bb

Week 11: Lecture 17: Scientific Revolution, Consumer Revolution, and Industrial Revolution

Lecture 18: Second Wave of Globalization 1700–1920, Imperialism and Migration

Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

Week 12: Lecture 19: Banana Republics and Africa

Lecture 20: Kidnapping and colonialism

Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

Unit 3: 20th and 21st centuries

Week 13: Lecture 21: WWI and WWII

Lecture 22: The Holocaust

Assignment: Documentary and Discussion Bb

Week 14: Lecture 23: The Cold War

Lecture 24: Decolonization

Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

Week 15: Lecture 25: TBD

Lecture 26: TBD

Assignments: WkX articles and “quizzes,” 3 Description prompts (D?) and 1 Lecture prompt (L?)

The instructor (Dr. Schulze) reserves the right to exercise her professional judgment to change any or all terms defined herein.