# History 102 Section X

# World Civilizations II

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Office Hours: M-F 1015-1115

Class Meetings: MWF 1330-1420

## Course Description

This class explores the major themes, milestones, and debates in the history of the global community since 1450 CE. By using examples from around the world we will study issues that shape the world in which we currently live such as the causes of war and revolution; the impact of religion, science, and technology on human communities; the development of global systems of slavery, colonialism, migration, and trade; the growth of empires; the rise of nationalism and other modern ideologies; and perceptions of differences between global regions.

## Goals

The very best thing that can happen is we meet five years or so after you’ve taken this class and you tell me that you learned:

* How to ask questions of colleagues, professors, and texts.
* How interconnectedness between peoples changed over time and helped create our current experience.
* How you fit into the large sweep of change over time.

## University of Idaho Learning Outcomes

As a general education course, History 112 is designed to be part of an integrated and coherent educational experience. As an outcome of that process, you will be able to:

1. Learn and Integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
2. Think and Create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
3. Communicate – Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.
4. Clarify Purpose and Perspective – Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.
5. Practice Citizenship – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

## History Department Learning Outcomes

A course of study in the History Department, of which this is one class, will prepare you to:

* Explain the historical context which shapes human consciousness and action, and to identify those factors which shape continuity and change in diverse human communities (University Outcomes 1-5).
* Recognize the rich diversity of human artifacts, to reflect upon how they illuminate the historical past, and to use them to make meaning of the human experience (University Outcomes 1-4).
* Understand historical evidence and interpretation, to assess their strengths and weaknesses, and to situate both in broader scholarly debate (University Outcomes 1-3).
* Formulate historical questions and to engage in independent research and inquiry (University Outcomes 1-3).
* Demonstrate a command of formal language and to be able to exchange ideas in a cogent, coherent, and respectful manner (University Outcome 3).
* Apply historical knowledge so they can reflect upon global human experience and complexity. (University Outcome 5).

## Course Outcomes

As we move through the course, we will be able to

* Identify and describe the patterns of development in civilizations and the spread of technologies and cultures.
* Analyze and explain the shared similarities and the unique contributions of each of the major world civilizations as well as the importance of their interactions with each other.
* Acquire an appreciation of the evolution of historical analyses and methodologies.
* Interpret and demonstrate the transformations and the continuities that contributed to our contemporary global civilization.

## The Flexible Model

This class is going to operate on what is known as the Flexible Model. For us, that means some of you will be attending via the classroom and some virtually in real time during the scheduled class time (aka: synchronously).

Individual class meetings will consist of brief lectures, individual work, and class discussions and no matter your chosen method of engaging with the class, you will be able to do those things.

We will use BbLearn as a repository for learning materials, asynchronous discussions, and assignments, Zoom for synchronous online engagement, and I will give you links to any other online learning tools we will use during the course of the semester (and I will endeavor to ensure they are free resources).

## Required Course Text

Bentley, Jerry, et. al. *Traditions and Encounters: A Brief Global History*. 3rd ed. McGraw Hill, 2016. ISBN: 9780073513324

## Assignments

Class Participation: 10% total

Primary Source Analysis (2): 15% each 30% total

Objective tests (4): 5% each 20% total

Essay Assignment (2): 20% each 40% total

## Late Work Policy

In order to encourage you to submit assignments on time and to help me keep the course organized this is my policy on late submissions. Each 24 hour period an assignment is late I will deduct 10% of the points possible for the assignment. After 96 hours I will conclude that you missed the assignment.

If you foresee that you will not be able to turn in an assignment on time you may request an extension on your due date from me and propose a revised due date. We must make our arrangements prior to the due date for the assignment in question, otherwise I will use the policy on late work indicated above.

## Grades

No 0 policy

I have a no 0 policy for this course. The lowest grade you can get on any assignment, even if you don’t turn it in, is 50%. I do this because circumstances sometimes work against us and I don’t want to hobble you; a less than optimal performance on one or two assignments shouldn’t put you permanently behind.

Letter Grades

A = Greatly Exceeding Expectations 100-90%

B = Exceeding Expectations 89-80%

C = Meeting Expectations 79-70%

D = Working Towards Expectations 69-60%

F = Not Meeting Expectations 59-0%

## Academic Honesty

Academic honesty is important at the UI because it is the way you improve over time. Academic dishonesty, which includes cheating and plagiarism, is not tolerated at the University of Idaho. Students who are academically dishonest may be referred to the Dean of Students for official disciplinary action.

When professors talk of plagiarism, they mean it is when one claims another’s work as their own. That can happen in several ways:

* Copying another’s work in whole or in part
* Quoting another’s work without attribution
* Paraphrasing another’s work without attribution
* Purchasing another’s work from “study aid” websites

Please do not do any of the above. The first time I see a person doing any of the above in the discussions or assignments I will record a 0 and give the person an opportunity to revise their work. The second time I find that person doing any of the above I will record a 0 for the assignment and report the person to the Dean of Students.

I understand that referring to authority is an appropriate academic rhetorical method so please ask me if you have any questions on plagiarism and/or appropriate citations.

## Resource Policy

In order to encourage us to engage with our course material I have a policy on using resources and materials for our discussions and exams. You are restricted to using our course texts (including the publisher’s web site) and any web resources that I provide to the class. *I will not accept your work in the discussions or exams if you use materials or resources from any other resources*.

## Personal Investment

As this is a university level course, professors generally estimate students will spend one hour per credit per week in the classroom, and up to three hours per credit per week outside of the classroom for reading, assignments, and studying. Therefore, it will take you about 10-12 hours per week to attend class, accomplish the reading, assignments, and studying the course material to successfully accomplish the course.

Center for Disability Access and Resources

University of Idaho's Center for Disability Access and Resources recommends that faculty and instructors include on all syllabi a statement informing students with disabilities of their right to request reasonable accommodations in the classroom.

Center for Disability Access and Resources (CDAR) coordinates services to meet the educational needs of students with temporary or permanent disabilities. CDAR works with students and faculty to arrange reasonable accommodations and promote an environment that is inclusive for all learners.

Students with disabilities needing accommodations to fully participate in this class should contact Center for Disability Access and Resources (CDAR). All accommodations must be approved through CDAR prior to being implemented. To learn more about the accommodation process, visit CDAR's website at [www.uidaho.edu/cdar](http://www.uidaho.edu/cdar) or call 208-885-6307.

## University of Idaho Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff, the UI Counseling & Testing Center, or the UI Office of Human Rights, Access, & Inclusion.