# World Civilization II Syllabus

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## Course Number and Title:

World Civilization II

## Course Brief Description:

Survey of World History from 1500 CE to the Present. (Louisiana Common Course Number: CHIS 1123). (Cip code 540101). 3 hours.

## Prerequisite Knowledge:

No prerequisites required.

## Course Goals:

At the end of this course, students will be able to:

1. Identify historically relevant facts, dates, events, terms, personalities, and concepts. (Knowledge)
2. Demonstrate an informed and global perspective of world issues, human rights, and responsibilities. (Understand)
3. Examine the impact of major events, movements, and historical figures around the world and how they reflect both shared and different human experiences. (Apply)
4. Interpret changes over time regarding politics, economics, religion, gender, social policy, art and culture. (Evaluate)
5. Assess primary source material and/or secondary source material effectively and professionally. (Evaluate)
6. Formulate the ability to critically appreciate various historical perspectives and interests. (Create)

Student Learning Outcomes:

* Demonstrate knowledge of key figures, events, technologies, and ideas from 1500 to present.
* Compare cultures and eras either in written or oral format to explain their similarities and differences.
* Interpret how global trends after 1500 can change over time as well as their impact at the national and local levels.
* Identify and evaluate the accuracy of historical websites, blogs, and/or videos online.

## Course Materials:

*All material will be linked through the course management system and are available free of charge to students*

**TEXTBOOK:**  *Modern World History, Dan Allosso and Tom Williford, LOUIS Revised Version*, edited by Christy Garrison-Harrison, Lisa Namikas, William Noseworthy (2022). Shared under a CC-BY-NC-SA license.

Link to access textbook: <https://louis.pressbooks.pub/worldciv2/>

Link to download textbook as a pdf: <https://louis.pressbooks.pub/worldciv2/>

## Instructor Contact Information: [*Keep as a placeholder for future adopters]*

Instructor:

Name:

Email:

Phone:

Office:

Office Hours:

Communication policy

## Course Schedule:

|  |  |  |
| --- | --- | --- |
| **Module** | **Topics and Concepts** | **Corresponding Course Materials** |
| 1 | Introduction & World at 1500 CE | Chapter 1 |
| 2 | New Encounters | Chapter 2 |
| 3 | The Americas and the Impact of Columbus | Chapter 3 |
| 4 | The Question of Freedom and the Age of Revolutions | Chapter 4: |
| 5 | Troubled Nineteenth Century | Chapter 5 |
| 6 | Imperialism | Chapter 6 |
|  | **Mid-term** |  |
| 7 | The Great War | Chapter 7 |
| 8 | The Modern Crisis | Chapter 8 |
| 9 | World War II | Chapter 9 |
| 10 | Decolonization | Chapter 10 |
| 11 | Cold War | Chapter 11 |
| 12 | Globalization | Chapter 12 |
| 13 | The Anthropocene | Chapter 13 |
|  | **Final Exam** |  |

## Course Policies:

### **Technology Requirements** *[May change according to your institution’s requirements.]*

You are responsible for ensuring that your computer or electronic device is able to connect to your school’s LMS and / or Moodle as required. You will need to login to class regularly to access the course. It is not the role of the instructor to help with technological issues, and you will be directed to the Information Technology Services desk at https://www.lctcs.edu/it/help-desk

### **Computer Skills** *[May change according to your institution’s requirements.]*

*May include skills with LMS, proficiency with software packages (Microsoft Office), library databases, Zoom, etc.*

To be successful in the course you will need regular access to a computer and a stable internet connection. Mobile devices such as phones, and chromebooks, will allow you to read documents, check grades and complete some activities including discussions. You might not be able to access all features of the course on a smaller device. You should have some familiarity with your institution’s LMS (eg. Canvas, Moodle), know how to access your library’s database, etc.

### **Evaluation** *[May change according to your institution’s requirements.]*

*May include both formative and summative assessment, graded items, and expectations around assessments (participation, submission process). Note the role of the H5P content in Pressbooks: is this for self-practice or for a grade. If graded, indicate the grading scheme (is it graded based on average attempt, best attempt, first attempt, or last attempt).*

## Grading Policy: *[May change according to your institution’s requirements and instructor’s needs]*

## University Policies and Support:*[May change according to your institution’s requirements]*

### **Code of Conduct**

* Since all of our class time will be spent in an online environment, it is important to remember that our class is made up of people from various cultures and with various opinions.
* All postings are to be considered confidential and are for consideration and discussion only by members of this class.
* Any postings that are offensive, off topic, or factually incorrect will be deleted. A grade will be assigned before material is deleted.

### **Online Etiquette** *[May change according to your institution’s requirements.]*

The best way to start online learning is to recognize the importance of effective communication. Etiquette on the internet is just as important as "real" life manners. Just follow these three "golden rules":

* Be friendly! Remember that people cannot see you, or your expressions. Words written often seem harsher than spoken with a laugh. So we want to think before we speak, or ahem, pardon me, write. It is often better not to react immediately to something you find upsetting, or even hurtful. Also, editing your post, reading it over at least once before sending, is a great idea.
* Think first. Don't write as if you are talking, but as if you are writing. Discussions can be more casual than essay writing, but that's it. Do not use slang, or even the mildest profanity because someone will be offended. Also, caps LOCK is considered "yelling" and not appropriate. Besides, it's hard to read.
* Just ask...if you are unsure about what you are reading! Either in discussion, or for further instructions from the instructor.

### **Academic Integrity** *[May change according to your institution’s requirements.]*

Academic integrity is expected at all times. Dishonesty as including, but not limited to cheating (premeditated or acts of opportunity), plagiarism, collusion, fabrication/falsification, misrepresentation, academic interference, and unauthorized access. So, don’t copy word-for-word, don’t use a friend’s work (and that means they are cheating too), and don’t try to bring in information to an exam. In the spirit of fairness, the student will be given an opportunity to explain any discrepancies. *You may receive a failing grade on any academic work in which you have been determined to have committed an academic integrity violation. Additionally, the matter may be referred as a violation of the Student Code of Conduct and adjudicated under the procedures defined in the Code at your institution.*

### **Diversity Statement** *[May change according to your institution’s requirements.]*

Students from all diverse backgrounds and perspectives will be welcomed to the course and it is the assumption of the instructor that the variety of views brought by the students are a benefit, strength and welcome resource. As the instructor it is a goal to present material, readings and activities that respect diversity in gender, age, sexuality, religion, political perspective, economic status, ethnicity, race, and culture. If class meetings conflict with religious days or events, please let me know and accommodations can be offered. Any suggestions to improve the course’s awareness and effectiveness are always welcome.

### **Accessibility and Disability Services** *[May change according to your institution’s requirements.]*

Every effort will be made to provide reasonable and confidential accommodation to students with documented disabilities. Students should follow the protocol at their institution to ensure accessibility and accommodation of disability and learning needs are approved and documented by the appropriate office. Students are also responsible for informing their instructor of any accommodations approved, following the protocol and procedures established by their institution.

### **Technology Support** *[May change according to your institution’s requirements.]*

Check your institution’s technology support services.

### **Academic Support Services** *[May change according to your institution’s requirements.]*

Check your institution’s academic support services. All LCTCS colleges have support services available to students free of charge. You can find general tutoring, writing sessions, and course specific tutoring available.