

I. HIS 112: World History after 1500 (ONLINE) Ferrum College

II. Instructor: Dr. Michael Hancock-Parmer
 Email: mhancock-parmer@ferrum.edu (preferred form of communication)
 Office: Richeson Hall #3
 Office Hours: <https://hancockparmer.youcanbook.me/>

III. Class Meeting Time, Location, & Final Exam

IV. Textbooks and Materials:

No textbook to purchase.

All texts are available online and free of charge

V. Catalog Course Description:

An overview of the history of the world from the rise of colonization to the current global socio-economic system after the fall of Soviet Russia. Three hours, three credits.

VI. Purpose/Rationale for this Course:

History 112 is a general survey course, designed to acquaint you with some trends and important points, but this is not a “grand narrative” class about ALL World History. History 112 is the second of a two-part survey (HIS 111 is the first part). HIS-112 uses a selection of materials from the last 500 years to introduce students to the field of history, the work of historians, and the utility of close reading and critical thinking.

Guiding Course Questions:

1. How does culture influence individuals in their actions through history?
2. What are some other motivators or inhibitors of human action?
3. How is the early-modern world different from//similar to our own?

VII. Instructional Methodology and Use of Technology

Students will learn through a series of recorded lectures, forum discussions, and writing assignments based on primary and secondary sources.

VIII. Course Learning Outcomes

a. Understanding how identity is created on the group level:

This class will aim to illustrate how the past impacts people's identity and political actions, both in the micro examples of its leaders and the macro examples of its people's lives and resistance to authority

b. Developing Critical Thinking:

Knowledge of factual information can be helpful, it is more important to learn who thinks which facts are right and wrong, which are trustworthy and which are lies. Scholars offer conflicting analyses of historical events and issues for a variety of important reasons, their

own human failings included. With a handle on the basic narratives and the points of departure in their interpretation, thinking critically should come more naturally after the conclusion of this class.

c. **Questioning Causation and Free Will:**

Does history offer evidence for the existence and practice of human free will? What are the determiners of human action and the determiners of the consequences of those actions?

d. **Acquiring Technical Skills:**

By the end of the semester, students will have experience with the following tasks:

- i. **Identify** and **Reconsider** historical narratives they have learned or otherwise inherited from their surroundings and prior education
- ii. **Analyze** different documents critically, questioning its author, motives, audience, and other historical questions
- iii. **Identify** and **Solve** problems in primary and secondary sources related to the issues of “truth,” reliability, and relevance
- iv. **Find** and **Use** databases and library resources in formal academic research
- v. **Distinguish** fact from opinion; also distinguish fact from interpretation and opinion from prejudice in both secondary and primary historical sources

IX. Course Requirements/Assignments

Late assignments are only accepted at the discretion of the professor.
Extra Credit is available at the discretion of the professor.

1000 points total

Lecture Reflections	250 points
Source Reflections (Reading Quizzes)	250 points
Short Paper--(Source Critique)	250 points
Final Exam (identifications)	250 points

X. Evaluation and Grading Evaluation Scale

A= 900-1000 points	B= 800-899
C= 700-799	D= 600-699
F= 599 points and below	

XI. Assignment and Class Details

a. Class Routines

In general, this course consists of two types of classes: lectures and source analysis, each with their own objectives.

i. Lecture

Slides are provided to students with lecture recordings.

Lectures introduce terms from the study guide being covered, with the class aiming to focus on activities, discussion, debate, and student/group interaction.

ii. Source Analysis

These classes focus on analysis of the source, which must be read prior to class. The goal is to think historically and pinpoint specific questions whose answers will increase understanding.

b. Assessments and Assignments

i. **Reflections:** Students keep a Google document up-to-date and shared with the professor, providing feedback and concerns about the content and the products of thinking historically.

ii. **Final Exam:** Students are given a list of terms covered in class and tasked with combining a random selection of the terms into a cogent narrative of world history.

iii. **Short Paper:** Source critique chosen from the Source Reader, involving a hand-out with guiding questions and a short critique of the source asking questions of historical analysis

XII. Format and Handing in Assignments

- *Double space*
- *12-point font, black text, simple font (Times New Roman, etc.)*
- *Number pages*
- *Include your name and total word count*
- *NO TITLE*

XIII. Attendance Policy:

You may miss 10% of the course with no grade penalty. Having an absence excused will allow a student to schedule a make-up if their absence occurred during an exam, quiz, or other assignment given that day (not simply due that day).

XIV. Academic Integrity and Dishonesty:

In all instances, policies identified in the Ferrum College Catalog and the Ferrum College Student and Faculty Handbooks regarding the Honor System shall be followed. Students are expected to display academic integrity at all times and in all circumstances.

Plagiarism is defined by the Council of Writing Program Administrators as occurring “when a writer deliberately uses someone else’s language, ideas, or another original (not common-knowledge) material without acknowledging its source” (<http://www.wpscouncil.org/node/9>). This means that for your essays, you must cite all instances when you borrow someone else’s words, ideas, or material. For your exams, you may not use any outside information or work which is not your own. If you have questions about citation or plagiarism, please contact me. This is of the utmost importance because *if I determine you have submitted work which is not your own, you will earn a zero on that assignment. If you commit academic dishonesty twice you will earn a failing grade in the course.* I am also required to report the infraction to the chair of the Honor Board, who will place a note of the incident in your academic file. It is not worth risking your college career on plagiarism, so don’t do it.

XV. Communication Policy:

Students are required to use their college email address for all communication. **ALSO:** Students are responsible for all information sent there! Managing a confusing inbox full of spam and automated replies is a good skill-set to learn in preparation for joining the workforce. **ALSO:** Students are responsible for all information shared aloud in class!

“But I wasn’t there that day!” ← not a valid excuse

“But I did not check my email!” ← not a valid excuse

“But my computer was broken!” ← not a valid excuse

“But email doesn’t work on my phone!” ← not a valid excuse

Talking to you in person is my preferred form of communication, especially when you are looking for advice, help on an assignment, or anything that will not produce a short and simple response. Come see me in my office and consider booking a meeting here:

<https://hancockparmer.youcanbook.me/>

I check and respond to Ferrum email often. Academic emails are a professional form of communication, so please treat them that way. *Use your ferrum.edu email address and include: an appropriate subject line (i.e. “History 102 paper question”), a salutation (i.e. “Dear Dr. Hancock-Parmer”), complete sentences, and an appropriate closing (i.e. “Thank you for your attention to this”). **I may ignore emails that do not follow these guidelines.***

XVI. Office of Academic Accessibility (OAA):

As directed by Ferrum College's policy, any student with a disability who qualifies for and seeks academic accommodations (such as testing or other services) must work through the Office for Academic Accessibility for accommodations. The office is located Lower Stanley Library, Office 110 and the director may be reached by phone at 365-4262 or by email at nbeach@ferrum.edu. Please remember that accommodations cannot be granted retroactively; they must be requested in a timely manner prior to when the accommodation is needed. Students who wish to use accommodations through OAA are encouraged to meet with the director during the first weeks of the semester to discuss the process and are also invited to read the policy manual on www.ferrum.edu/disability for specific information.

XVII. Civility in the Classroom Policy

Civil behavior and mutual respect between faculty and students are critical in the college classroom environment if teaching, learning, critical thinking, and sharing of ideas are to occur. Respectful and civil behavior at a very basic level includes the following: turning off cell phones; arriving to class on time; engaging appropriately in classroom activities, lecture, or discussion through attentive listening without interruption or side chats; and demonstrating the ability to discuss topics without inappropriate language or attacking others (physically or verbally). Students who do not comply with the Civility in the Classroom policy described in the Faculty Handbook and the Student Handbook may be removed from the academic setting and may risk serious consequences as outlined in the Civility policy.

XVIII. Inclement Weather Policy

In the event that weather or other conditions prevent classes from meeting on campus, I will hold class online and issue pertinent assignments electronically. Students should consult BrightSpace and/or their college emails regarding adjustments to assignments and course schedules.

XIX. Plan of Classes

1. Lecture 1: Science and Reformation
2. Source 1: Copernicus
3. Lecture 2: Counter-Reformation
4. Source 2: Galileo
5. Lecture 3: Slavery
6. Source 3: Equiano
7. Lecture 4: Against Slavery
8. Source 4: Raynal
9. Lecture 5: Laws of Nature
10. Source 5: Malthus
11. Lecture 6: Communism
12. Source 6: Marx
13. Lecture 7: High versus Low Culture
14. Source 7: Perukes
15. Lecture 8: Early Nationalism
16. Source 8: Renan
17. Lecture 9: Inventing Tradition
18. Source 9: Early Stalin
19. Lecture 10: Against Nationalism
20. Source 10: Qudaiberdiev
21. Lecture 11: The Great War
22. Source 11: Storm of Steel
23. Lecture 12: Cracks in the Dam
24. Source 12: Gandhi
25. Lecture 13: Collectivization
26. Source 13: Steinbeck
27. Lecture 14: Genocides
28. Source 14: Holodomor
29. Lecture 15: The War
30. Source 15: D-Day & Stalingrad
31. Lecture 16: Anti-Imperialism
32. Source 16: Castro
33. Lecture 17: Post-Soviet Nationalism
34. Source 17: Jeltoqsan