

CID Number: 4513

Dr. Nancy Zey

HIS 266.02: World History: The Renaissance to Imperialism

Office: AB4 – Room 463
Office Hours: MW 2:00 - 3:30 p.m. (and by appointment)
Telephone: 936.294.3853
Email: nancyzey@shsu.edu

Semester: Fall 2007
Classroom: AB4 – Room 305
Class Time: MWF 1:00 – 2:00 p.m.
Credit Hours: 3 hours

COURSE DESCRIPTION

Globalization is nothing new. For millennia, humans have been traversing the world, encountering new places and people and leaving their imprints along the way. Some encounters have been friendly. Many have been brutal. Human encounters of all kinds have increased exponentially over the past five hundred years, the period covered in this course. You may be sitting in Huntsville, Texas, but you are connected in some way to everyone on the planet—how we all became connected is the story we shall explore throughout the semester. This course does not aim to teach you everything that happened in the world since the Renaissance. Though we will cover a wide range of historical developments, we will also focus closely on certain events, trends, and individuals. Some of these individuals are “world famous” while others are ordinary folk whose lives make up the fabric of human society. By studying our global past, we will understand more clearly how we became who we are today.

COURSE OBJECTIVES

Most people I meet say that they don't like history. “Too dry,” they say. “Too many dates and facts.” This course will cover a great deal of information, but along the way I hope you will develop a greater interest in learning about the past. Indeed, my personal goal is to change your opinion of the study of history—for the better. You probably have goals of your own in taking this course. Some of you may need it for the history major. Others may need it as an elective. Whatever your reasons for taking the class, I hope that you will view it as something more than a hurdle you have to jump on the way to graduation. This course will help you hone a number of concrete skills, which you will find important as a worker and as a citizen. Over the semester you should:

- Cultivate a greater literacy in the history of the world over the past five hundred years.
- Improve your ability to read closely and analytically.
- Improve your written and verbal communication.
- Sharpen your critical thinking.
- Learn how to interpret and analyze primary historical documents.
- Learn how to interpret and analyze secondary sources.
- Learn how to detect arguments as well as how to craft and support your own.
- Work collaboratively.
- Appreciate the importance of perspective.

You will cultivate these important skills through readings, discussions, in-class exercises, outside assignments, and exams. Let's start with the required books, as they are the foundation for most of the work in this course.

REQUIRED BOOKS AND OTHER READINGS

You would be surprised to learn how much time I spend in selecting books to assign. Contrary to what some of you may think, I do not purposely seek out books that are overly long, dull, and expensive. I understand that you all are very busy and that, for many of you, the purchase of books poses a financial challenge. I also understand that many of you are more likely to read if you *enjoy* what you read. Unfortunately, the pickings in world history are slim—most of the books are around \$100 each and include far more than we could possibly cover. That is why I settled on the following two books, which will give us plenty to chew on for about \$65. **Please note:** It is the responsibility of the student to obtain required books. Make sure you buy them as soon as possible, as the bookstores will be sending back their stock to make way for the next semester.

REQUIRED BOOK CHECKLIST

- ***The New Penguin History of the World* - J. M. Roberts**
(ISBN-10: 0-141-00723-0; \$22.00)
- ***Worlds of History: A Comparative Reader (3rd Edition)* - Kevin Reilly**
(ISBN-10: 0-312-44686-1; \$44.95)

In addition to these two books, you will select a **Bonus Book** pertaining to some aspect of world history over the past five hundred years. Each student will select a different book from a list I have compiled. In putting this list together, I kept in mind three criteria: (1) Each book is around 300 pages long—very doable. (2) The full retail cost of each is around \$20. Buy them used for a cheaper price. (3) Each of the books is tailored for a broad audience. In other words, these are the kind of books you might pick up to read in your spare time (yes, some of you may actually read history for fun in the future). Some of the books listed cover wide swathes of history, while others focus more narrowly on events and individual experiences. **Please note:** Because each student will read a different Bonus Book I have not ordered them for campus bookstores. You will need to obtain them online or through the library—if

your selected book is not at the library you may order it there through interlibrary loan. More information about the Bonus Book project will appear in a handout given sometime during the first few weeks of the course.

In addition to the books listed above and the bonus book, you may be assigned various other documents and articles over the course of the semester. These supplemental readings will be posted online and announced at least one class period before they are due.

ADDITIONAL REQUIREMENTS

You must also purchase some kind of notebook to use as a “Reading Journal” (more on this later). And you’ll need to check your University email address (whatever is linked to Blackboard) at least once a day throughout the course.

READING ASSIGNMENTS AND LECTURES

Professors and students often play a cat and mouse game when it comes to assigned readings. While some students read every word the professor assigns, many skim through the pages and some skip the assignment altogether. As much as humanly possible, strive to be the student who reads everything at least once. Even if you don’t enjoy the chapter or book, you need to read the assignment in order to complete coursework and participate in discussions. Quizzes are a common way of encouraging students to read and “getting” those who don’t. Though I find them unpleasant to write, read, and grade, I will give them if there appears to be an epidemic of non-reading. Reading assignments will be given every class day and posted online.

Because this is an advanced history course, there will be less lecture and more discussion and group work. Lectures are designed to help prepare you for the readings, to flesh them out, and to touch upon other themes relevant to the course. Believe it or not, you will help me shape my lectures according to what especially interests you or what you find particularly confusing. Because of that, I have not drafted a set lecture schedule, but to get an idea of what we will cover and when, peruse the table of contents in *The New Penguin History of the World* from “Book 5” onward. And take a look at the table of contents in *Worlds of History*—roughly, we’ll be covering a chapter a week.

COURSEWORK

Papers, exams, and participation in class discussions and group work will help you achieve the objectives I outlined above. Your final course grade will comprise the following:

Midterm Exam	25%	<u>Monday, October 1</u>
Final Exam	35	To Be Announced
Reading Journal	15	Ongoing
Bonus Book Project	15	To Be Announced
Participation	10	Ongoing
TOTAL	100%	

A = 90-100 points
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

Exams: A portion of each exam will be objective (e.g., multiple choice or matching) to test your factual knowledge. However, the majority of the exam will be analytical in the form of short responses and/or essay. Written responses test your factual knowledge, and they give you an opportunity to demonstrate your ability to synthesize and evaluate information. **Please note:** Makeup exams will not be given except for excused University absences. If you miss the midterm, the final exam will count 50% instead of 35%. The final exam must be taken at the time set by the University and will not be rescheduled except for a documented medical emergency.

Reading Journal: To help you read more thoughtfully and analytically, you will keep a Reading Journal. Every time I assign a portion of the text or outside document, I will give you a set of questions to think about as you read. Some are factual while others ask you to engage critically with the text/document. You will need to write an entry as many times as there are reading assignments for a given week—usually three—but you are allowed to take one week off (choose your week off wisely). Though I do not require a particular length, responses must be “complete” to obtain full credit. In other words, you must fully address the question(s) and demonstrate thoughtful consideration of the piece. Periodically you will be assigned in-class responses, such as to readings due that day. Therefore, Reading Journals must be brought to class every day. From time to time I shall pick them up to see how you’re doing and to give you feedback. This semester-long assignment will help you become a better reader, writer, and thinker. It should also help you form a stronger class community.

Bonus Book Project: See description in “Required Books” section as well as handout (to be given during first few weeks of class).

Participation: You'll get much more out of lectures and readings—and, thus, the course—if you contribute to discussions and engage in group work during class. Not only will you learn more about the material, you will come to find valuable study partners and proofreaders among your fellow students. Though I will be evaluating your participation throughout the semester, the final grade will also depend on your own assessment. Therefore, at the end of every class, you will be given time to jot down notes in your Reading Journal about how you contributed to the class that day. Add to the journal whenever you seek outside help, contact classmates, or do anything else that demonstrates participation. We'll check in with each other periodically to make sure we're on the same page. At the end of the semester, full credit will be given to those students who make informed comments, ask thoughtful questions, demonstrate preparedness, and actively involve themselves throughout the semester. Full credit also depends on consistent civility—please see “Classroom Rules of Conduct” below.

STUDY TIPS

Consider finding one or more study partners in class at the beginning of the semester. Study buddies can be a valuable resource in preparing for exams. In addition to drawing on your classmates and seeking help from the instructor, you may wish to take advantage of other resources available to you on campus. The SAM Center (located in AB4 210) provides academic advising and mentoring to students of all levels. In addition, the Reading Center (located in Farrington 109) can help you master skills necessary for working through the assigned texts.

CLASSROOM RULES OF CONDUCT

Students must to adhere to the SHSU Code of Student Conduct, which can be found at <https://www.shsu.edu/students/guide/dean/codeofconduct.html>. And within this classroom, students must also demonstrate **civility** at all times. In other words, do not come in late, leave early, text message, sleep, whisper, do Sudoku, or anything else that disrupts the class or distracts me. Civility must also be maintained in all communications with me and with other classmates whether online or in person. Keep in mind that this class is a community, and the community cannot function if we don't all show basic courtesy and respect and devote our full attention to each other during the time we're together. Students who commit acts of incivility may be asked to complete additional assignments and/or leave the classroom.

ACADEMIC DISHONESTY

The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System *Rules and Regulations* and Sam Houston State University *Student Guidelines* except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may

appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

ATTENDANCE POLICY

Either you or some kind third-party is paying a lot of money for you to be enrolled in this course. Divide the amount paid for the course by the total number of times we meet, and write that amount down every time you miss class. That was money spent for no return benefit. And the class loses out, too, by not having your contributions that day. Make the course a success and make the most of your investment by coming to every class. Attendance is required and will be taken at the start of class—anyone arriving after attendance has been taken will be counted absent. Of course, there are times when you won't be able to come because of illness or other matters. If you have to miss class for any reason, please send me an email as soon as possible letting me know of your situation. **Please note:** Students who miss more than three classes may receive a grade reduction at the end of the term. Students who miss more than six classes will be recommended to drop the course altogether.

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. SHSU policy 861001 provides the procedure to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with the instructor in order that accommodations can be made to assure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. **Please note:** no accommodation can be made until you register with the Counseling Center.

VISITORS IN THE CLASSROOM

Unannounced visitors to class must present a current, official SHSU identification card to be permitted to the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

INSTRUCTOR EVALUATIONS

At the end of the semester, students will be asked to complete an evaluation of the course, but I welcome feedback about readings, assignments, and my instruction throughout the semester. Let's work together to make this a successful and rewarding learning experience.

CHANGES TO THIS SYLLABUS

This syllabus is your contract for the course. The instructor will not change the nature of the course, the number of assignments, or the grading system. However, the instructor reserves the right to update the course schedule and reading assignments throughout the term.