

COURSE SYLLABUS



World History II

Course code: HIS 104

Semester and year: Spring 2020

Day and time: Monday, 8:15-11:00

Instructor: Mark Brandon, M.A.

Instructor contact: drew.brandon@aauni.edu

Consultation hours: 11:00 – 11:30 (immediately before class), in the classroom, otherwise by agreement (time and place to be determined)

Semester Credits	3	Language of Instruction	English
ECTS	6	Level	Introductory
Length	15 weeks	Pre-requisites	None
Contact hours	42 hours	Course type	GCC IR, HSC, JC Required

1. Course Description

This course is primarily an overview of World History from approximately 1500 to 2000. The first few weeks focus on the pre-industrial world, including the Age of Exploration, the Islamic Empires, Early Modern China and Japan, and the development of the early American colonies and the Atlantic Slave Trade. A key turning point in the class is the Industrial Revolution (week 5), which drew a sharp line between industrial and pre-industrial regions, which often (but not always) corresponded to “western” and “non-western.” The remainder of the course looks at how individuals in pre-industrial societies quickly adapted to the new, often brutal, but sometimes liberating situation. This will include topics such as the two world wars, the international appeal of the “communist” model, and the vexing problems of decolonization.

Modern World History is a vast subject, so instead of discussing every detail, the course emphasizes selected themes of universal significance. One of the aims of this course is to restore balance to educational systems that have traditionally emphasized the history of “western civilization” and largely ignored other regions. However, “the west” is also part of the world, and in the modern era it has been especially influential (through imperialism, for example).

At the time of Christopher Columbus, it is possible to argue that the great world civilizations were roughly “equal” in economic, intellectual, and political sophistication. So where did notions of “western superiority” (often expressed in terms of “race”) come from? What made the rapid subjugation of pre-industrial peoples possible in the nineteenth-century? How did people around the world respond to this rapid political, economic, and cultural subjugation?

Although there was plenty of antagonism in modern World History, this course emphasizes cultural negotiation, continual change and adaptation, syncretism, and advantageous borrowing. Rather than presuming a simple “oppression” and “victimization” scheme (although there were a lot of victims!), this course looks at how rapidly and skillfully people around the world learned the technologies, languages, and ideologies of a new age, despite horrific and unfair conditions. “Race” proved no barrier to the creation of a modern, global, industrial culture.

Instead of “exotic” differences (which there sometimes were), this course emphasizes unifying similarities and shared global cultures. It emphasizes, for example, shared beliefs about religion and magic, the global culture of the Industrial Revolution, the nearly universal appeal of nationalism, the various versions of “communism” and its world-wide appeal, and finally, the global appeal of racial ideology.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Develop at least a basic reserve of specific data about World History in order to have an informed and educated conversation about it, and to have a better sense of how to find and use such information when needed.
- Be capable of recognizing, understanding, and critically analysing areas of disagreement and uncertainty in World History, and knowing what some of the major controversies are.
- Not only recognize key areas of dispute about World History, but also understand, at least on a basic level, how historical arguments are made and how historical evidence is evaluated and used.
- Recognize and appreciate the significance of constant change in World History (in religious beliefs, philosophical beliefs, political organisation, political geography, economic surroundings, demographics, and group identity).
- Critically analyse traditional notions of cultural superiority and inferiority, understand their connection to modern ideas such as “race” and industrial development, and develop a broader and global understanding of culture and civilization.

3. Course Materials

Required Materials (Available in the Library or to Download)

a. Textbook: Roberts, J.M. and Westad, Odd Arne. *The Penguin History of the World*. Penguin, 2013.

b. Other

- Babur. “Babur and the Establishment of Mughal Rule in India,” in *Documents in World History*. Vol. 2. Edited by Peter Stearns. 2000: 32 – 37.
- Balabanlilar, Lisa. “Lords of the Auspicious Conjunction,” *Journal of World History* 18:1 (2007): 1 – 39.
- Casale Giancarlo. “Global Politics in the 1580s,” *Journal of World History* 18:3 (2007): 267 – 296.
- Chida-Razvi, Mehreen. “The Perception of Reception,” *Journal of World History* 25:2,3 (2014): 263 - 284.
- Dewulf, Jeroen. “Black Brotherhoods in North America: Afro-Iberian and West-Central African Influences,” *African Studies Quarterly* 15:3 (2015) 19-38.
- Dursteler, Eric. “Bad Bread and the Outrageous Drunkenness of the Turks,” *Journal of World History* 25: 2,3 (2014): 203 – 228.

- Gandhi, M.K. *An Autobiography, or The Story of my Experiments with Truth* [selections]. Ahmedabad: Navajivan Publishing House, 2002: 39-51;101-109; 119-121; 197-201 &287-290.
- Keesing, Roger M. "Creating the Past: Custom and Identity in the Contemporary Pacific," *The Contemporary Pacific* 1:1,2 (Spring and Fall, 1989): 19 – 42.
- Keesing, Roger M. "Reply to Trask," *The Contemporary Pacific* 3:1 (Spring, 1991): 168-171.
- Liu, Yu. "The Spiritual Journey of an Independent Thinker: The Conversion of Li Zhizao to Catholicism," in *Journal of World History* 22:3 (2011): 433-453.
- Prunier, Gérard. "Frontline: Prunier Interview," <http://www.pbs.org/wgbh/pages/frontline/shows/rwanda/etc/interview.html>
- Rogaski, Ruth. "Nature, Annihilation, and Modernity: China's Korean War Germ-Warfare Experience Reconsidered," *The Journal of Asian Studies* 61:2 (May, 2002): 381-415.
- Shimoda, Hiraku. "Tongues-Tied: The Making of a 'National Language; and the Discovery of Dialects in Meiji Japan," *American Historical Review* 115:3 (2010): 714-731.
- Stearns, Peter N. et. al. *World Civilizations: The Global Experience* [selections]. Fifth Edition. Pearson Longman, 2007: 566 – 579.
- Suleiman the Lawgiver. "Suleiman the Lawgiver and Ottoman Military Power," in Peter Stearns, ed. *Documents in World History*. Vol. 2. New York: Longman, 2000: 26 – 31.
- Tran, My-Van. "Japan through Vietnamese Eyes (1905-1945)," *Journal of Southeast Asian Studies* 30:1 (1999): 126-146.
- Trask, Haunani-Kay. "Natives and Anthropologists: The Colonial Struggle," *The Contemporary Pacific* 3:1 (Spring 1991): 159-167.
- Zaman, Taymiya. "Visions of Juliana: A Portuguese Woman at the Court of the Mughals," *Journal of World History* 23:4 (2013): 761 - 791.

Recommended reading

- Akçam, Taner. *A Shameful Act. The Armenian Genocide and the Question of Turkish Responsibility*. New York: Holt, 2006.
- Beasley, W.G. *The Rise of Modern Japan*. New York: St. Martin's Press, 2000.
- Becker, Elizabeth. *When the War was Over: Cambodia and the Khmer Rouge Revolution*. New York: Public Affairs, 1998.
- Beeson, Trevor, and Pearce, Jenny. *A Vision of Hope: The Churches and Change in Latin America*. Philadelphia: Fortress Press, 1984.
- Chandler, David. *A History of Cambodia*. Fourth Edition. Westview Press, 2008.
- Chang, Iris. *The Rape of Nanking*. New York: Basic Books, 1997.
- Chapman, Peter. *Bananas: How the United Fruit Company Shaped the World*. Edinburgh: Canongate, 2007.
- Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton, 1999.
- Dikötter, Frank. *Mao's Great Famine*. London: Bloomsbury, 2010.
- Dikötter, Frank, *The Tragedy of Liberation*. London: Bloomsbury, 2013.
- Dower, John W. *War without Mercy: Race and Power in the Pacific War*. New York: Pantheon Books, 1986.
- Duiker, William J. *Ho Chi Minh: A Life*. New York: Hyperion, 2000.
- Elkins, Caroline. *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*. New York: Henry Holt, 2005.
- Finkel, Caroline. *Osman's Dream: The History of the Ottoman Empire*. New York: Basic Books, 2005.

- Grandin, Greg. *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City*. New York: Picador London: Bloomsbury, 2010. 2009.
- Hinton, Alexander Laban. *Why Did They Kill? Cambodia in the Shadow of Genocide*. Berkeley: University of California Press, 2005.
- Horne, Alister. *A Savage War of Peace: Algeria, 1954-1962*. New York: New York Review of Books, 1977.
- Hobsbawm, Eric. *Age of Empire*. New York: Vintage, 1989.
- Hobsbawm, Eric. *Age of Extremes*. New York: Vintage, 1994.
- Hochschild, Adam. *King Leopold's Ghost*. New York: Mariner Press, 1999.
- Inalik, Halil. *The Ottoman Empire: The Classical Age, 1300-1600*. London: Phoenix Press, 1973.
- Kiernan, Ben. *The Pol Pot Regime: Race, Power, and Genocide in Cambodia under the Khmer Rouge, 1975-79*. Yale University, 1996.
- Levathes, Louise. *When China Ruled the Seas*. Oxford: Oxford University Press, 1994.
- Levine, Robert M. *Father of the Poor? Vargas and his Era*. Cambridge: Cambridge University Press, 1998.
- Lovell, Julia. *The Opium War*. London: Picador, 2011.
- Mann, Charles C. *1491: New Revelations of the Americas before Columbus*. New York: Vintage Books, 2011.
- Mansfield, Peter. *The Arabs*. London: Penguin Books, 1992.
- Meli, Francis. *A History of the ANC: South Africa Belongs to us*. London: James Currey, 1988.
- Meredith, Martin. *The State of Africa: A History of the Continent since Independence*. London: Simon and Schuster, 2011.
- Olusoga, David and Erichsen, Casper W. *The Kaiser's Holocaust: Germany's Forgotten Genocide*. London: Faber and Faber, 2010.
- Parry, J.H. *The Discovery of the Sea*. Berkeley: University of California Press, 1974.
- Preston, Diane. *The Boxer Rebellion*. New York: Berkley Books, 2000.
- Prunier, Gérard. *The Rwanda Crisis: History of a Genocide*. New York: Columbia University Press, 1995.
- Gura, Ramachandra. *India after Gandhi*. London: Macmillan, 2007.
- Rizvi, S.A.A. *The Wonder that as India*. Part II. New Delhi: Rupa, 1987.
- Robb, Peter. *A History of India*. New York: Palgrave, 2002.
- Sparks, Alister. *Tomorrow is Another Country. The Inside Story of South Africa's Road to Change*. Chicago: The University of Chicago Press, 1995.
- Spence, Jonathan D. *The Memory Palace of Matteo Ricci*. New York: Penguin Books, 1983.
- Starn, Orin. *Ishi's Brain: In Search of America's Last "Wild" Indian*. New York: W.W. Norton, 2004.
- Thomas, Hugh. *The Slave Trade: The History of the Atlantic Slave Trade, 1440-1870*. New York: Phoenix, 2006.
- Thompson, Leonard. *A History of South Africa*. New Haven: Yale University Press, 1995.

4. Teaching methodology

- lectures about selected topics. You will be given lecture notes every week. You are responsible for information in these notes, whether or not I discuss it in class;
- reading assignments to be completed at home;
- in-class discussions about the reading assignments, led by the instructor;
- in-class discussions about the reading assignments, conducted by students in small groups;

- Approximately one period is devoted to discussing the final essay in class (Together, we will talk about the analysis of the documents, the main historical questions involved, and all other issues concerning the production of an academic essay based on the documentary evidence we have studied).

Consistent attendance and reading of set materials is essential to achieving a good grade.

5. Course Schedule

Date	Class Agenda
Class 1 10.02.2020	Topic: Introduction, The Superstitious World of Christopher Columbus Description: Why did Europeans “discover” the rest of the world, and what exactly did they “discover”? It’s what Europe didn’t have, rather than what it had, that made some Europeans into explorers. This lecture explores the strange and backward world of Columbus, with reference to other great world civilizations (to be discussed in the coming weeks). It also describes the motivations that led to European “discoveries.” Reading: none Assignments/deadlines: carefully read and study the syllabus
Class 2 17.02.2020	Topic: Islamic Empires Description: Has there always been (and is there today) a “clash” between Islamic and Christian civilization? The lecture focuses on the Ottoman Empire’s relationship with religious minorities and with the Mughal Empire’s relationship to Hindus in India. There is a discussion over the reading assignment, based on the quiz. Reading: Dursteler, Eric. “Bad Bread and the Outrageous Drunkenness of the Turks,” <i>Journal of World History</i> 25: 2, 3 (2014) 203 – 228. Assignments/deadlines: QUIZ 1: There is a “group” quiz, four short-answer questions, time limit: 50 minutes. The quiz is over the reading assignment.
Class 3 24.02.2020	Topic: Early Modern East Asia Description: Why didn’t the Chinese discover America? This lecture examines the organizational and cultural power of Confucian civilization. It briefly surveys the interaction between European missionaries and traders with the people and cultures of China and Japan. There is a discussion over the reading assignment, based on the quiz. Reading: Liu, Yu. “The Spiritual Journey of an Independent Thinker: The Conversion of Li Zhizao to Catholicism,” in <i>Journal of World History</i> 22:3 (2011) 433-453. Assignments/deadlines: QUIZ 2: Same as above.
Class 4 02.03.2020	Topic: The Americas and the Slave Trade Description: The early period of colonization in the Atlantic world was terribly violent. African and Native American cultures were changed forever through abuse and disease, but were they destroyed? How did Native Americans and Africans struggle to survive? What cultural legacy were they able to leave for the benefit of the rest of the world? In what ways did Europeans have to modify their cultures to adapt to the New World and Africa? There is a discussion over the reading assignment, based on the quiz.

	<p>Reading: Dewulf, Jeroen. "Black Brotherhoods in North America: Afro-Iberian and West-Central African Influences," <i>African Studies Quarterly</i> 15:3 (2015) 19-38.</p> <p>Assignments/deadlines: QUIZ 3: Same as above.</p>
<p>Class 5 09.03.2020</p>	<p>Topic: Workers (and Capitalists) of the World: The Global Significance of the Industrial Revolution</p> <p>Description: Every student in the class knows how a railroad works because by about 1900 every inhabited continent, and even some of the most remote parts of the world, had railroads. Railroads in Japan, California, South Africa, India, Egypt, the Congo, and elsewhere were all universal symbols of a new, industrial culture. The Industrial Revolution began in Europe, but it quickly created a new global culture that still unites us all, regardless of "race" or "nationality." There is a discussion over the reading assignment, based on the quiz. This quiz specifically focuses on the creation of national identity in Meiji Japan (the period of the industrial revolution).</p> <p>Reading: Shimoda, Hiraku. "Tongues-Tied: The Making of a 'National Language; and the Discovery of Dialects in Meiji Japan," <i>American Historical Review</i> 115:3 (2010) 714-731.</p> <p>Assignments/deadlines: QUIZ 4: Same as above.</p>
<p>Class 6 16.03.2020</p>	<p>Topic: The Ideology of Imperialism</p> <p>Description: Was Imperialism the result of unbridled "greed" or frenzied racial ideology; or both, or neither? While Imperialism was inextricably linked to economic changes in the Industrial Revolution, many people often forget that it was also accompanied with fanatic shrieks of racial superiority. How did racial beliefs inspire Imperialism, and how did Imperialism reinforce race beliefs?</p> <p>Reading: Roberts, J.M. and Westad, Odd Arne. <i>The Penguin History of the World</i>. Penguin, 2013 (791-832).</p> <p>Assignments/deadlines: None</p>
<p>Class 7 23.03.2020</p>	<p>Topic: EXAM I (MIDTERM) 8:15-11:00</p> <p>Description: Exam I covers all lectures, readings, and discussions from the first day of the semester. Two Hours in length. The midterm is organized as follows:</p> <ol style="list-style-type: none"> 1. One essay question for 60 points. At least one week before the exam I will give you approximately 5-7 study questions, two of which will appear on the exam. On the exam you will answer one of the two. Plan to spend about 30-90 minutes on the essay. You will have 2 hours to finish the exam, so plan accordingly. *2. 20 multiple choice: 1 point each for 20 points. *3. 10 "fill in the blank" questions: 2 points each for 20 points. <p>* You will have <u>25 minutes</u> to complete the multiple choice and fill in the blank questions.</p> <p>Reading: None</p> <p>Assignments/deadlines: It is essential to arrive on time for the exam. Those who arrive late will not be given extra time to complete the exam.</p>
<p>Class 8 30.03.2020</p>	<p>Topic: Return Exam I, Gandhi, The British Lawyer</p> <p>Description: Was Gandhi "British" or "Indian"? Could there be an India without Britain and its Empire? There is a discussion over the reading assignment, based on the quiz. There is a brief lecture about the "Europeanization" of colonial "resistance" movements.</p>

	<p>Reading: Gandhi, M.K. <i>An Autobiography, or The Story of my Experiments with Truth</i> [selections]. Ahmedabad: Navajivan Publishing House, 2002 (39-51,101-109, 119-121, 197-201, 287-290).</p> <p>Assignments/deadlines: QUIZ 5: Same as above. This is an important opportunity for students to review the midterm with me personally.</p>
06.04.2020	MIDTERM BREAK: NO CLASS
13.04.2020	EASTER MONDAY: NO CLASS
Class 9 20.04.2020	<p>Topic: The Global Consequences of World War I</p> <p>Description: The Paris Peace Conference of 1919 called for the "right of self-determination" for small nations. Most people understand this to mean Czechoslovakia, Poland, and Yugoslavia. What about India, Egypt, Indochina, the Philippines (or for that matter, Ireland)? This lecture examines the results of World I, which damaged the great Empires (except the USA), released inspiring new ideas of liberation like Bolshevism and "Wilsonianism," and reinforced the argument for colonial independence and emerging nationalisms around the world.</p> <p>Reading: Roberts, J.M. and Westad, Odd Arne. <i>The Penguin History of the World</i>. Penguin, 2013 (882-913).</p> <p>Assignments/deadlines: none</p>
Class 10 27.04.2020	<p>Topic: World War II: The Apocalyptic Race War</p> <p>Description: Historian John Dower once wrote, "Apart from the genocide of the Jews, racism remains one of the great neglected subjects of World War Two." Sadly, many governments and some individuals around the world shared at least some of the basic race ideals of Nazism. And the "fascists" were not the only racists. The lecture recounts the often untold story of race in World War II, and the "good guys" and "bad guys" become harder to distinguish. There is a discussion over the reading assignment, based on the quiz.</p> <p>Reading: Tran, My-Van. "Japan through Vietnamese Eyes (1905-1945)," <i>Journal of Southeast Asian Studies</i> 30:1 (1999) (126-146).</p> <p>Assignments/deadlines: QUIZ 6: Same as above.</p>
Class 11 04.05.2020	<p>Topic: The "Third World" and the "Communist" Model</p> <p>Description: Why was the Soviet Union (and later China) so successful at portraying itself as the "protector" of poor and newly independent countries after World War II, even though it practiced its own form of imperialism? This lecture examines the hopes that Communist ideology and Soviet support raised, and the often dismal failures (but maybe not always) that it created. It focuses on the historical examples of China, Vietnam, Cambodia, the South African Communist Party, and Cuba. There is a quiz.</p> <p>Reading: Rogaski, Ruth. "Nature, Annihilation, and Modernity: China's Korean War Germ-Warfare Experience Reconsidered," <i>The Journal of Asian Studies</i> 61:2 (May, 2002) 381-415.</p> <p>Roberts, J.M. and Westad, Odd Arne. <i>The Penguin History of the World</i>. Penguin, 2013 (1035-1087).</p> <p>Assignments/deadlines: QUIZ 7</p>
Class 12	Topic: The Problems of "Decolonization"

<p>11.05.2020</p>	<p>Description: Is Imperialism to blame for Africa’s post-war misery? Independence in the former colonies usually did not bring “freedom,” peace, or riches. Especially African countries, after an initial boom and euphoria, struggled with corruption, dictatorship, war, economic misery, nationalism, racism, mass murder, and eventually even genocide. There is a discussion over the reading assignment, based on the quiz. The reading assignment is a very contentious anthropological debate about the construction of national histories in post-colonial South Pacific Islands, but the problem is global.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Keesing, Roger M. “Creating the Past: Custom and Identity in the Contemporary Pacific,” <i>The Contemporary Pacific</i> 1:1,2 (Spring and Fall, 1989) (19 – 42). • Keesing, Roger M. “Reply to Trask,” <i>The Contemporary Pacific</i> 3:1 (Spring, 1991) (168-171). • Trask, Haunani-Kay. “Natives and Anthropologists: The Colonial Struggle,” <i>The Contemporary Pacific</i> 3:1 (Spring 1991) (159-167). <p>Assignments/deadlines: QUIZ 8: Same as above.</p> <p>FINAL ESSAY IS DUE</p>
<p>Class 13 18.05.2020</p>	<p>Topic: Race and Mass Murder in Rwanda</p> <p>Description: Was the genocide in Rwanda too “tribal” and “African” for people in the “western world” to understand? Were the Tutsi and Hutu eternal racial enemies? There is a discussion over the reading assignment, based on the quiz. A short lecture explores the power of racial ideology and other ingredients that created the genocide in the “Switzerland of Africa.”</p> <p>Reading: Prunier, Gérard. “Frontline: Prunier Interview,” http://www.pbs.org/wgbh/pages/frontline/shows/rwanda/etc/interview.html</p> <p>Assignments/deadlines: QUIZ 8: Same as above.</p>
<p>Class 14 25.05.2020</p>	<p>Topic: EXAM II (FINAL) 8:15-11:00</p> <p>Description: Exam II covers all lectures, readings, and discussions from the second half of the semester, since the midterm. Two Hours in length.</p> <p>Reading: None</p> <p>Assignments/deadlines: It is essential to arrive on time for the exam. Those who arrive late will not be given extra time to complete the exam.</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class	42	0%	There is no credit simply for attending. However, the course is designed so that students must attend, participate, and pay careful attention in order to pass. Missing any class for any reason, or not paying attention in class, can potentially damage your grade. It is always your	1,2,3

			responsibility to find ways to make up for missed classes.	
Exam 1 The exam will cover lecture notes, reading assignments, and class discussions.	20	25%	<ol style="list-style-type: none"> 1. Students are expected to have a command of the relevant data collected either by taking notes in lectures and discussions, doing reading assignments, or self study 2. ability to evaluate, understand, and organize the historical data learned in the class, to make historical arguments based on specific examples 3. ability to write an essay, with specific examples, from memory, and within a time limit 	1,2,3
Exam 2 (same as Exam 1, but covers the second half of the semester)	20	25%	(Same as Exam 1)	1,2,3
Quizzes At the end of the semester I will drop the lowest quiz score. There are two types of quizzes: Multiple choice and "group" quizzes	20	25% The average of all quizzes will be 25% of the final grade		1,2,3
Quiz 1: The Ottoman Empire Students work together to answer questions in groups no larger than four people.			<ol style="list-style-type: none"> 1. Students should be able to apply critical thinking in interpreting texts of a historical nature. 2. Ability to discuss reading assignments with other students and produce reasonable short answers 3. Short answers must display a critical understanding of the reading assignment and my questions (Do you understand the assignment, the questions asked, and their significance?) 	1,2,3

Quiz 2: Ming China			Same as above	
Quiz 3: The Atlantic World			Same as above	
Quiz 4: The Industrial Revolution			Same as above	
Quiz 5 Gandhi			Same as above	
Quiz 6 World War II			Same as above	
Quiz 7 Decolonization			Same as above	
Quiz 8 Rwanda Mass Murder			Same as above	
Final Essay (3-6 pages) Students will read material provided by me and react to my questions about the reading assignment. In-class discussions and at least one quiz will help students formulate ideas and prepare the paper.	48 hours	25%	<ol style="list-style-type: none"> 1.) To be able to read, understand, and take notes on primary and secondary source material provided by me. 2.) to use the material critically to develop individual answers to theoretical questions posed by me, using specific and logically valid examples. 3.) to practice asking good questions of historical documents and forming tentative solutions based on evidence 4.) To discriminate between competing points of view and argue a reasoned case about a controversial problem in the history of ideas, using logic and evidence. 5.) To present a properly-formatted analytical essay, meeting the formal requirements of the department on content, footnoting, bibliographies and general presentation. 	1,2,3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

a.) Exam I

There are two parts to the exam:

Part I: Timed multiple choice and fill in the blank (25 minutes) (40% of the exam)

20 multiple choice questions – 1 point each for 20 points

10 fill in the blank questions – 2 points each for 20 points

Students should demonstrate a knowledge of European History based on lecture notes, reading assignments, and in-class discussions.

The emphasis is on “objective” knowledge of historical data: Chronology, names of people, geographical data.

Part II: Essay: (circa 90 minutes) (60 % of the exam)

One week prior to the exam, the students will receive a list of 5-9 possible essay questions. Two of these will appear on the exam. Students must answer one of the two questions.

There is no single right answer to the questions, but the essay should demonstrate an ability to formulate a reasonable hypothesis based on specific examples, presumably taken from lectures and reading assignments. The essay should demonstrate the student’s thoughtful response to class lectures, discussions, and reading assignments. It is not intended to be a generic essay about the general topic based on last-minute internet “research.” Of course logical fallacies and series factual errors will damage the essay grade.

A standard college-level essay has an introductory paragraph with a clear thesis statement, several (maybe 3-6) logically organized supporting paragraphs, and a concluding paragraph. Each paragraph is about one coherent topic or sub-topic of the essay.

Assessment breakdown

Assessed area	Percentage
Critical Thinking	25
Use of Evidence to Support Ideas	25
Answering questions appropriately	25
Knowledge of specific historical examples	25

b.) Exam II

Exam II is the same format as Exam I.

Assessment breakdown

Assessed area	Percentage
Same as Exam 1	Same as Exam I

c.) quizzes (almost every week, 45 minutes)

Reading assignments: Quizzes are over weekly reading assignments. Students can bring the assigned text to class and refer to it during the quiz. However, there will not be time to read the text and take the quiz, so students should read carefully beforehand and take good notes.

Group work: Students can work together in groups. Maximum number in a group is four.

Students may also work in groups of 3 or two. Finally, any student who wishes to work alone may do so.

Grading: Students should demonstrate, 1. Knowledge of the assigned text; 2. Ability to use the text critically to answer the questions; 3. The ability to express themselves clearly.

Simply copying from the text will result in a zero on the assignment. All quizzes are marked

according to a scale of 10 points.

Final Grade: at the end of the semester the lowest quiz score will be dropped, and the average will be found from the remaining quizzes. This average will be 25 % of the final grade.

Assessment breakdown

Assessed area			Percentage
Critical Thinking			33
Use of Evidence to Support Ideas			33
Knowledge of specific historical data			33

d.) Final Essay

i. Submitting the final essay:

You must submit the essay in two forms. First, in order to get credit, you MUST submit the essay as a "Turnitin" assignment on time. The program will not accept any late papers. Second, you must bring a paper copy of the essay to me. The deadline is the same. In order to pass the final essay, you must submit both forms on time.

ii. Basic Instructions/Content: The paper should be an informal (although organized and logical) response (3-6 pages) to specific reading assignments given by the instructor at the beginning of the semester. Read these assignments carefully during the semester and take good notes. Also, some of the material from in-class lectures will be relevant to your paper. Also at the beginning of the semester, students will be given a basic question to ask of the assigned sources. After reading the sources, students should simply try to answer this question based on what they have read. If a student has a better question to ask of the sources, please type it and send it to me for my approval well before the deadline.

iii.) Assessment: The essay will be assessed according to the following criteria:

- a. Does it seek to answer a theoretical question based on the sources provided? (I have provided considerable guidance here!)
- b. A college-level essay is expected to have a main idea or thesis that unites the entire paper and is supported by concrete examples. Every paragraph should have a clear topic sentence and focus only on that topic.
- c. How skillfully can the student use specific examples, drawn from the provided sources, to construct an argument?
- d. Does the essay avoid basic fallacies? Does it make assertions beyond the available evidence? Does the essay properly represent the sources?
- e. the essay must meet the formal requirements of the department on content, footnoting, bibliographies and general presentation.
- f. **LATE PAPERS:** Final papers are due at the beginning of class on the due date. The date of submission is determined by when I receive the paper in hand, not by when you turn it in (for example, at the reception). Papers that are one week late will be penalized by a reduction of one letter grade (10 points). Papers that are two weeks late will be penalized by 20, and later papers will not be accepted (0 F). Computer and printer problems are not valid excuses. **No emails, faxes, or electronic versions will be accepted (unless we**

make an agreement due to unexpected circumstances) Early papers will be appreciated.

Assessment breakdown

Assessed area	Percentage
Critical Thinking	25
Use of Evidence to Support Ideas	25
Ability to formulate a clear argument	25
Footnoting and referencing	25

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students’ university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: “COM101-1 Mid-term Exam. Question”.

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

UPDATED VERSION

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. The form and documents must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up. Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

No electronic devices may be used during lectures or class discussions. No electronic devices may be used during examinations.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 70	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 - 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

Prepared by and when: Mark A. Brandon, January 2019

Approved by and when: Dr William F. Eddleston, January 2019