

Syllabus HIST 118.W2: Western Civilizations II

Professor: Dr. Kelly Elliott

On-line: Summer 2013

Office hours (see “Step into my office” tab. Online office hours 11:00am to noon, Abilene time)

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Course Description: This course provides a survey of the social, economic, religious, political, and aesthetic activities of Western civilizations from c. 1600 to the present, with particular emphasis on worldview and its development over time. The course explores major themes such as the creation of the state, exploration and colonization, slavery and the Atlantic economy, social and political revolution, modernity, and post-modernity. Discussion, internet sources, and course readings from primary and secondary documents will illustrate these themes in order to paint the larger picture of modern Western history and worldviews.

Purpose of this course: To cultivate the student’s ability to think critically, consider information in context, and write about and discuss information in an incisive and analytical fashion. The course also seeks to promote global citizenship, historical curiosity and cultural sensitivity. By examining the historic underpinnings of our own civilization, this course should deepen our understanding of ourselves and our way of looking at the world.

Course Goals/Student Outcomes and Competencies: This course seeks not only to communicate facts, but also to cultivate knowledge of chronology, trends, themes, and connections that will help students build a holistic understanding of Western history. Upon completion of the course, successful students will be able to describe the trajectory of Western history from 1600 to the present, analyze and evaluate primary source material related to course themes, and compare and contrast various Western worldviews. Students will also be able to relate historic worldviews to their own understandings of the world and their place in it. The course requires critical thinking, analysis, and use of writing skills.

What I expect of you: This course is designed for entry-level students and may be used to satisfy Core requirements. It is recommended, but not required, that students take HIST 117 (Civilizations I) before taking this course. Students in the online class should be prepared to devote considerable effort and time to the course as learning is dependent upon your engagement. Be ready to ask questions and participate in discussion as required. Apply yourself thoughtfully to your assignments, and note carefully the time limitations with regard to discussions, quizzes, and exams. If you are engaged with the material, the professor, and your classmates, we will all get more out of the class. **All students must regularly check their ACU email accounts.**

What you may expect of me: I will be available each weekday from 11:00am to noon (Abilene time) to respond immediately to emails from you. Feel free to email me or post in the Commons during any other hours of the day (you can find the Commons tab

beneath the Syllabus tab.) I will respond to emails and Commons postings during online office hours every day. I will endeavor to respond to you with thoughtful, helpful comments, and in a timely manner. As well, I will always be available to assist you in any way that I can. Email is the best way to reach me.

Christian Perspective: This course is taught from a perspective of Christian faith. Students at Abilene Christian University should be able to interrogate their own views of history and the role religion has played in it. In this course, emphasis on worldview will help students understand and compare human religiosity in different times and places, and compare their own faith to that of past cultures. As the professor, I will always try to be transparent about my own understanding of faith and how history informs that.

“Come now, let us reason together,” says the Lord. Isaiah 1:18

REQUIREMENTS:

1. Required readings and quizzes: All required readings are available in the Open Class environment and you will find clear directions under each day’s Reading Assignment tab. Note that the quizzes for each reading assignment are conveniently located beneath each lesson’s reading in the Course Reader tab. You will have the opportunity to navigate to the Course Reader and take a practice quiz (extra credit). There will be a total of twelve quizzes, three of which count as extra credit.

2. Exams: The three (3) exams are reflective of your ability to master the material presented in discussion and assigned readings and clips. We will have three (3) examinations. The first will be on day 5 Part 1 and will cover all material from Day 1 to Day 4. The second will be on day 10 and will cover all material from Day 5 Part 2 to Day 9 (non-cumulative). The third exam will cover the material from Day 10 Part 2 to Day 14- the bulk of the exam is non-cumulative, but it will also include cumulative essay questions (you will have a choice). You may take the exams at your own pace. All exams will close on August 1 at 5pm.

3. Discussion Board: A significant portion of course time will be spent in discussion. The Discussion Board is our online class time. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professor, and the course material. I STRONGLY advise you to think through what you want to say and make a draft in Word prior to posting. Writing your post in Word first gives you the opportunity to nuance your thinking before the class reads and responds to what you have to say. It is of utmost importance that you write with a thoughtful, respectful tone. The discussion board is our main classroom engagement and you should understand well that though the nature of the digital environment is somewhat sterile, our conduct toward one another should reflect the attitude of Christ- kindness, gentleness, and respect. I have provided you with full details regarding this requirement within the course itself. You will have an opportunity to practice the discussion board on Day 1 when we introduce ourselves to each other (ungraded). Beginning Day 2, full instructions will be given regarding this important class dialogue environment. There will be a total of twelve (12) discussion board exercises.

ASSESSMENT:

Breakdown of grading, for 1000 total points:

Reading quizzes (9 total quizzes @ 20 pts each): 180 points

Exam One: 150 points

Exam Two: 200 points

Exam Three: 200 points

Discussion Boards (9 total @ 30 points each): 270 points

Extra credit (Quizzes 1, 5, and 10 @ 20 points each): 60 possible points on top of the 1000-point total for the class

The final grade will be based on the percentage of points earned out of 1000 total points. Thus, if you finish the semester with 829 points, you have an 82.9 in the class, a B. Students may check their grades in Open Class throughout the semester.

Bear in mind that, while the exams and quizzes are largely objective (answers are either right or wrong), the discussion boards are much more subjective. While grading the discussion boards, I will look for evidence of critical thinking, depth of engagement with your teammates and the material, appropriate tone, and clarity/correctness of writing. I will grade earlier discussion boards more leniently than later ones—as we continue through the course, I expect your discussions to improve.

Final grade scale (total points):

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

Course Policies:

1) This on-line course requires your daily commitment, and as such, attendance and participation are embedded in the assignments. There is no make-up or late work accepted. Please plan carefully for contingencies such as internet/computer failures, etc. You are responsible for getting your work done on time in spite of any technical difficulties—always have a back-up plan!

Remember, you will be able to set your own pace with regard to readings, quizzes, and exams. Only your participation in discussion will require activity at specific times, which are indicated in OpenClass.

2) Academic Integrity: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

In this online environment, you may be tempted to copy/paste material from the internet and present that material as your own in an exam question or in a discussion board post. Resist this temptation. Plagiarism will result in a zero on the assignment and/or an F in the course. See the full university policy on plagiarism at <http://www.acu.edu/campusoffices/provost>).

3) Students with disabilities should provide proper documentation through Student Disability Services. SDS assists students with disabilities in obtaining appropriate academic accommodations.

NOTE: The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to students.

Details for the Discussion Board (9 posts total):

- 1) Each **initial post** is worth 30 pts with points awarded for proper grammar, adherence to norms of English composition and structure, appropriate tone (10pts); depth of analysis and following directions (20pts). These initial responses are generally 500 to 750 words; you should include a word count each time you post. I strongly urge you to draft this response in a word document and then cut and paste into the Open Class environment. Word has a standard tool for word count.
- 2) Each **Team Engagement** is worth 30 pts with points awarded for proper grammar, adherence to norms of English composition and structure, appropriate tone (10 pts); depth of engagement with your teammates (20 pts). These posts are generally 100 to 200 words for *each* of your team members. Note that merely agreeing or disagreeing is not acceptable. You must engage at a depth sufficient to create dialogue.
- 3) Each **Synthesis response** is worth 30 pts with points awarded for proper grammar, adherence to norms of English composition and structure, appropriate tone (10 pts); depth of synthesis of the dialogue (20 pts). Each student will read the **Team Engagement** remarks and then reflect on your own **initial post**. Have you changed your mind, is there new material you would consider, etc. What have you learned, or what would you like to explore further based on this digital discussion? These posts are generally 200-300 words.